



Institutional Self Evaluation Report College of the Desert

Self Evaluation Report of Educational Quality and Institutional Effectiveness

**The Institutional Self Evaluation Report is submitted in
support of Reaffirmation of Accreditation**

**Submitted by:
College of Desert
43-500 Monterey Ave Palm Desert, CA 92260**

**Submitted to:
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

June 2017

Certification of the Institutional Self Evaluation Report

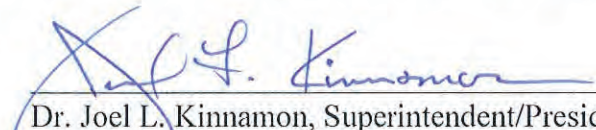
To: Accreditation Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: College of the Desert
43-500 Monterey Ave., Palm Desert, CA 92260

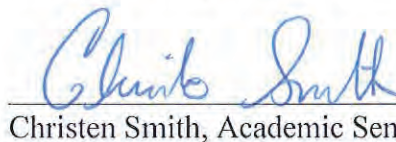
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

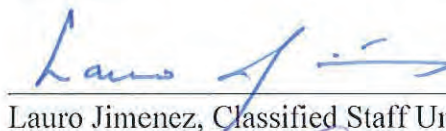
We certify that there was effective participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

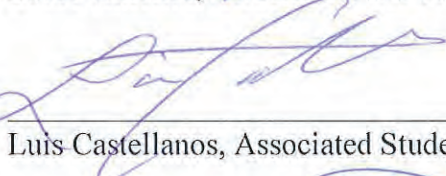
Signatures:



Dr. Joel L. Kinnamon, Superintendent/President 4-27-17
Date

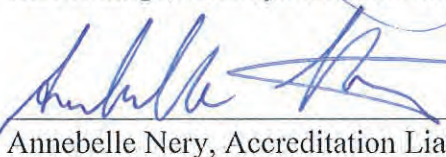

Aurora Wilson, Board of Trustees Chair 4-26-17
Date


Christen Smith, Academic Senate President 4-27-17
Date


Lauro Jimenez, Classified Staff Union President 4/27/2017
Date


Luis Castellanos, Associated Student Government President 4/26/17
Date


Bert Bitanga, Faculty Accreditation Liaison 4/26/17
Date


Annabelle Nery, Accreditation Liaison Officer 4/25/17
Date

CONTENTS

	Page
Introduction	
Mission, Vision, and Values	1
History of the Institution	2
Campus Maps	3-6
Organization of the Self Evaluation Process	7-9
Organization of College of the Desert	10-14
Student Achievement Data and Institution Set Standards	15-46
Compliance with Eligibility Requirements	47-49
Compliance with Commission Policies	50-66
Standard I: Institutional Mission and Effectiveness	
IA: Mission	67-78
IB: Improving Institutional Effectiveness	78-104
IC: Institutional Integrity	105-117
Standard II: Student Learning Programs and Services	
IIA: Instructional Programs	118-154
IIB: Library and Learning Support Services	154-164
IIC: Student Support Services	164-185
Standard III: Resources	
IIIA: Human Resources	186-207
IIIB: Physical Resources	207-216
IIIC: Technology Resources	216-227
IIID: Financial Resources	227-250
Standard IV: Leadership and Governance	
IVA: Decision Making Roles and Responsibilities	251-272
IVB: Chief Executive Officer	273-284
IVC: Governing Board	284-297
Quality Focus Essay	298-306
Changes and Plans Arising Out of the Self Evaluation Process	307-309



MISSION:

College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.

VISION:

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

VALUES:

College of the Desert is a learning-centered institution that values:

Student Success:

Student learning and growth are central to all we do.

Diversity & Inclusion:

We embrace the diversity of our community and uphold the dignity and worth of the individual.

Integrity:

We are open, honest and reliable.

Respect:

We value the thoughts, words, and actions of our students, colleagues, and community.

Dedication:

Our faculty, staff and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.

Professionalism:

We are current in our areas of expertise and embody high standards of conduct.

Communication:

We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.

Lifelong Learning:

Learning is essential to living, for our students, faculty and staff.



College of the Desert is based in Palm Desert, California, near the center of the vibrant Coachella Valley with additional locations in Indio, Mecca/Thermal, and Desert Hot Springs. The original Palm Desert campus is located approximately 120 miles east of Los Angeles, 120 miles northeast of San Diego, 110 miles north of the border with Mexico, and 110 miles west of the Arizona border. The college is located within the Desert Community College District, which covers nearly 4,000 square miles – more than twice the size of the state of Delaware.

Since its earliest days, College of the Desert has played a key role in the life of the Coachella Valley. Valley voters overwhelmingly approved the formation of a community college district in 1958, resulting in the creation of the college. After three years of study and planning, construction of nine buildings began on 160 acres of former date palm groves and table grape fields at the northeast corner of Monterey Avenue and Avenue 44, now known as Fred Waring Drive, in Palm Desert. The site was selected to be equidistant from the valley's population centers of Palm Springs and Indio.

The college welcomed more than 500 students in the fall of 1962 and graduated a three-member class in June 1963. The first three alumni all were transfers from other institutions. By the end of that same year, the college received its first accreditation and, by the end of the decade, six additional buildings were constructed on the original campus.

The next decades consisted of expansion as the college grew in tandem with the community it serves. New buildings, programs, and services arose, and new partnerships were forged to enhance the educational offerings and boost the economic vitality of the Coachella Valley.

In 2004, local voters overwhelmingly approved a \$346.5 million bond measure to renovate campus facilities and expand to serve future needs. Ten new buildings rose on the Palm Desert campus over the next 10 years.

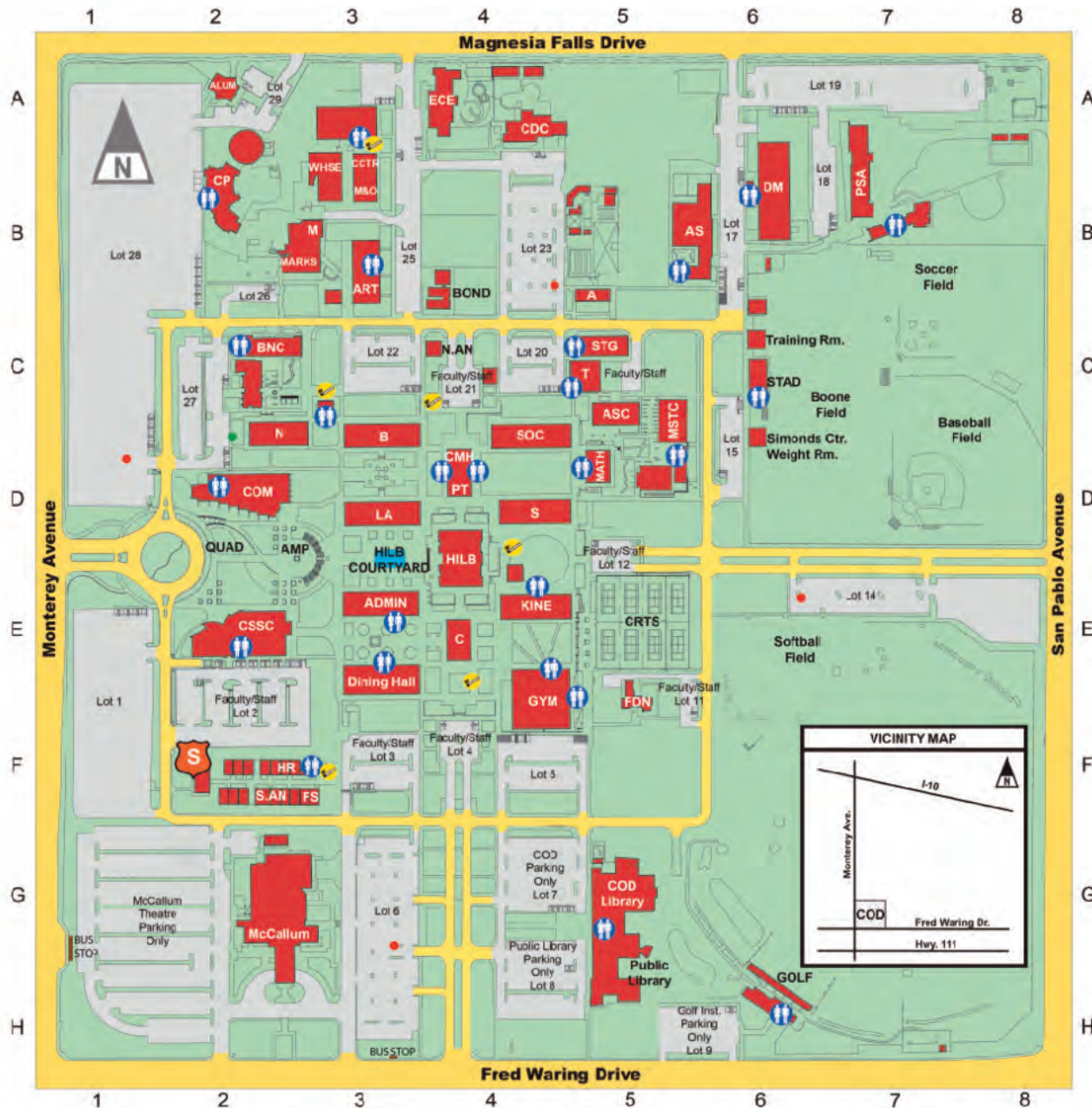
In 2009, the college opened its Mecca/Thermal location. In 2014, the three-story, 40,000-square-foot downtown Indio location opened, providing a permanent foothold for the college in that city where classes had been held in temporary locations since 1988. The campus serves about 4,000 students a year and plans are in the works to double the site's footprint to welcome another 4,000 students in the coming years. In Fall 2016, the college expanded yet again, adding a western valley campus in Desert Hot Springs at the Edward L. Wenzlaff Education Center. Classes also are offered at Cathedral City, Desert Hot Springs, Palm Springs and Rancho Mirage high schools.

Since 2012, the college has been led by Superintendent/President Joel L. Kinnamon, Ed.D. It is guided by a five-member, publicly elected board of trustees.

In May 2016, College of the Desert broke a year-old graduation record when more than 1,100 students earned associate's degrees and certificates of achievement.

In November 2016, a \$577.8 million bond measure to invest in the future of the college, its students, and the Coachella Valley community was approved by more than 71 percent of voters. Funds will be dedicated to building a Palm Springs location, reducing overcrowding by building new classrooms and laboratories throughout the valley, and expanding educational opportunities and access to meet the expanding needs of the local community and economy.

As of 2017, the college enrolled more than 15,000 students. It is one of the fastest-growing community colleges in California with enrollment up 30 percent since 2012. About 84 percent of students are the first in their family to attend college. The college generates the local workforce with 75 percent of graduates staying or returning to live and work in the community. College operations have a \$302 million impact on the local economy each year, and alumni contribute more than \$243 million annually to the local economy. Over the years, more than 120,000 alumni have graduated from College of the Desert.



A	Agricultural Sciences.....	B5
ADM N	Administration.....	E3
ALUM	Alumni Centre.....	A2
AMP	Amphitheatre.....	D3
ART	Art.....	B3
AS	Applied Sciences.....	B6
ASC	Academic Skills Center.....	C5
B	Business Building.....	D3
BNC	Barker Nursing Center.....	B2
CDC	Child Development Center.....	A4
CMH	Carol Meier Lecture Hall.....	D4
CP	Central Plant.....	B2
CCTR	Copy Center.....	B3
COM	Communication.....	D2
CRTS	Tennis Courts.....	E5
CSSC	Cravens Student Services Center.....	E2



DM	Diesel Mechanics.....	B6
	Dining Hall.....	E3
ECE	Early Childhood Education Center.....	A4
FS	Fiscal Services.....	F2
FDN	Foundation.....	F5
GOLF	College Golf Center.....	H6
GYM	Gymnasium.....	F4
HILB	Hilb.....	D4
HR	Human Resources.....	F2
KINE	Kinesiology.....	E4
LA	Liberal Arts.....	D3
M	Music Classroom.....	B3
M&O	Maintenance & Operations.....	B3
MARKS	Walter N. Marks Center for the Arts.....	B3
MATH	Math.....	D5
	McCallum Theatre.....	G2

MSTC	Math Science Technology Center.....	D5
N	Nursing.....	C2
N.AN	North Annex.....	C4
PSA	Public Safety Academy.....	B7
PT	Pollock Theatre.....	D4
	Public Library.....	F5
QUAD	Student Plaza (Drop-off & Walkway).....	C2
S	Science.....	D4
	Security.....	F2
	Simmonds Center Weight Room.....	C6
S.AN	South Annex.....	F2
SOC	Social Sciences.....	D4
STAD	Stadium.....	C6
STG	Stagecraft Shop.....	C5
T	Theatre Too.....	C5
	Training Room.....	C6
WHSE	Warehouse.....	B3

- Self Serve One-Day Parking Permt Dispenser
- Electric Vehicle Charging Station
- Accessible Restrooms
- Security
- Designated Smking Area



INDIO

Driving directions from Interstate 10 to 45524 Oasis St, Indio, CA 92201

760-776-7200

Take I-10 East

Exit Jackson Street (Exit 143)

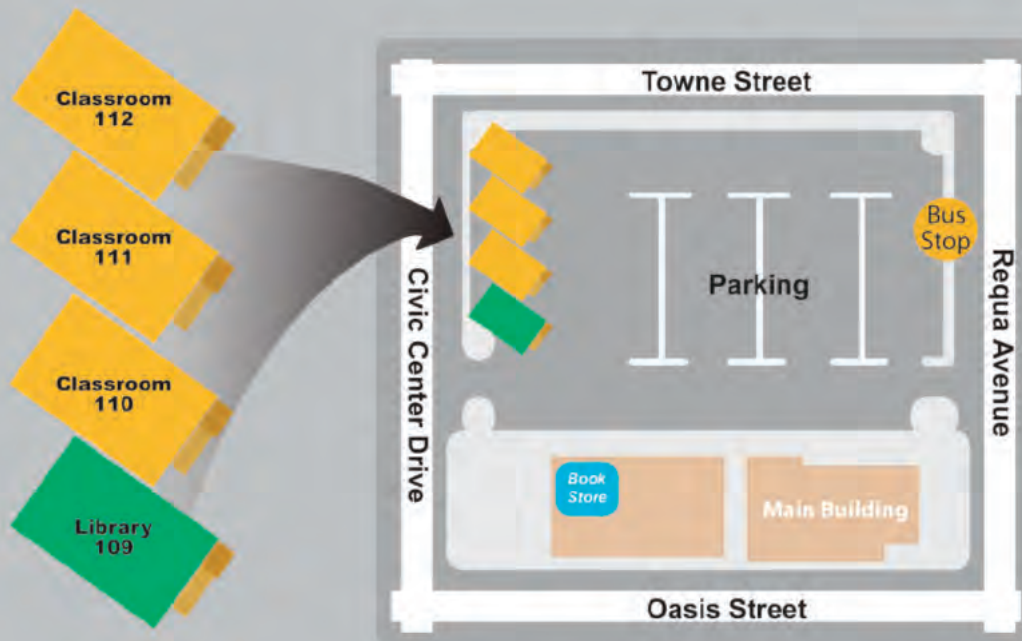
Turn right onto Requa Avenue

Turn right onto Oasis Street

Indio Campus is on the right

Public Safety

442-666-9439





COLLEGE
of the
DESERT MECCA/THERMAL



61-120 Buchanan Street
Thermal, CA 92274

Directions (from Palm Desert campus):

Take I-10 East Exit 86 Expressway South (splits off to the right)
Take a left on Avenue 62
Take an immediate left on Buchanan St.
Take a right at the first stop sign into the campus.

Directions coming from the Salton Sea area:

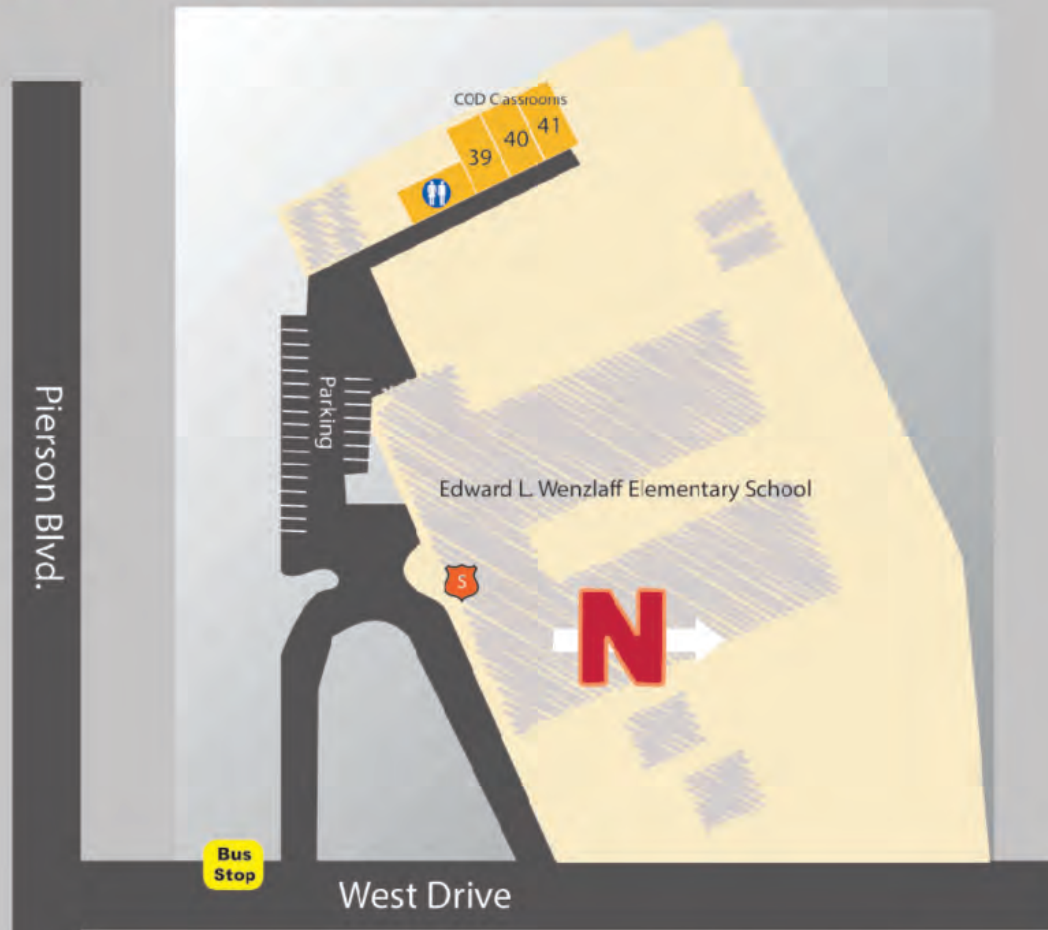
North on 86 Expressway
Take a right on Avenue 62
Take an immediate left on Buchanan St.
Take a right at the first stop sign into the campus.





COLLEGE
of the
DESERT

DESERT HOT SPRINGS



Security



Restrooms

11625 West Drive
Desert Hot Springs,
CA 92240



Organization of Self Evaluation Process

In spring 2015 and in anticipation of a fall 2017 accreditation visit, the Academic Senate and Leadership agreed to create the Accreditation Workgroup, and the faculty representatives would be appointed by the Senate. The accreditation structure and faculty appointments were ratified by the Senate by the end of spring 2015. Similarly, the classified staff representative was appointed by Classified Bargaining Unit (CSEA), the student representative was appointed by the Associated Students of College of the Desert (ASCOD), and the leadership representatives were appointed by the executive leadership.

In the fall of 2015, the self-evaluation process for College of the Desert (COD) began with the formation of the Accreditation Workgroup under the leadership of the Administrative Co-chair/Accreditation Liaison Officer, Dr. Annebelle Nery, and the Academic Senate appointed Faculty Co-chair, Bert Bitanga.

The chairs reviewed the 2014 accreditation standards and identified standard teams to write the Institutional Self-Evaluation Report (ISER). Every member of the Accreditation Workgroup was required to complete the Accrediting Commission for Community and Junior Colleges (ACCJC) online training course for visiting teams, and standard experts and areas of the college were also encouraged to complete the training, which many of them did. Each Standard Team comprised of an administrator and faculty co-chairs with team members from administration, faculty, classified staff, and/or student representatives.

Team members were appointed based on expertise in relation to the standards. The final member of the Accreditation Workgroup was the faculty editor. The design of the Accreditation Workgroup was intended to be collaborative, comprehensive, and efficient. Accreditation Workgroup members were expected to help ensure that their area/programs, committees, and/or constituents received updates on the ISER process. Each Standard Team met regularly according to schedules set by the team Co-chairs.

The Accreditation Workgroup Co-chairs were responsible for coordination of the self-evaluation process, providing training and support to the Standard Teams, reviewing drafts, provide regular reports to the Academic Senate, College Planning Council (COD's collegial consultation body) and the Board of Trustees, collecting input on drafts from the college constituents, writing sections of the report not assigned to the Standard Teams (e.g. History of the College, Organization of the Self-Evaluation Process, and Quality Focus Essays, and Responses to Eligibility Requirements).

Drafts were first sent to the ALO, who tracked them, did some initial editing before sending the drafts to the editor. The editor made further editing and style corrections. The drafts were posted on the public Accreditation webpage for all constituents to review and provide feedback.



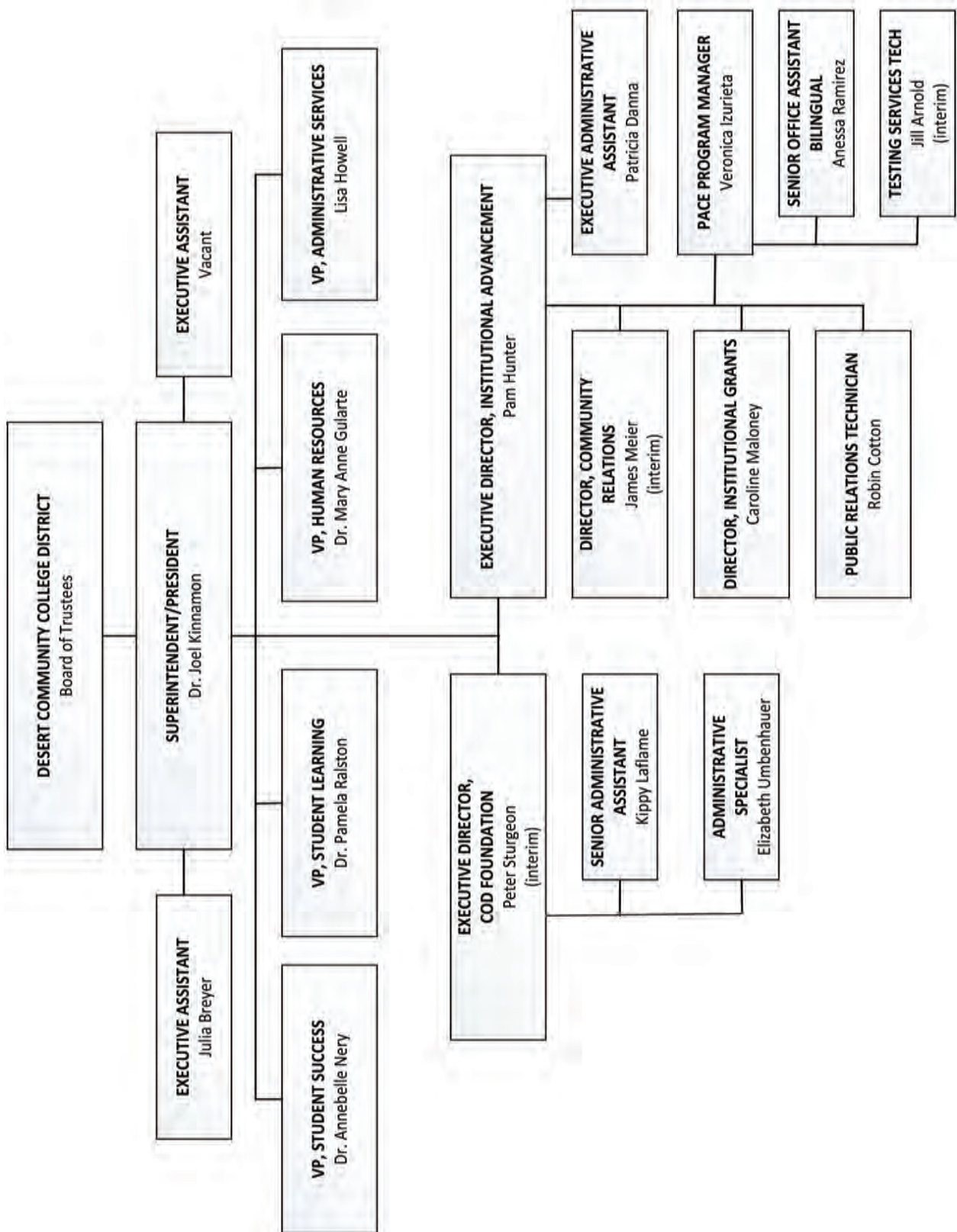
Accreditation Workgroup		
Dr. Anabelle Nery, Vice President, Student Success		Accreditation Liaison Officer and Administrative Co-Chair
Bert Bitanga, Associate Professor, Architecture		Faculty Co-Chair
Dr. Bonnie Stefan		Board of Trustees Representative
Jennifer Baker, Human Resources Technology Specialist		Classified Staff Representative
Luis Castellanos, President, Associated Students of COD		Student Representative
Rick Rawnsley, Associate Professor, English		Editor
Mary Lou Marrujo, Executive Administrative Assistant		Support Staff
Standard I	Dr. Daniel Martinez, Director, Institutional Research	Administrative Co-Chair
	Dr. Courtney Doussett, Faculty, Kinesiology	Faculty Co-Chair
Standard II.A.	Dr. Leslie Young, Dean, School of Health Science, Early Childhood Education, Physical Education/Athletics	Administrative Co-Chair
	Dr. Wendy Sanders, Professor, Early Childhood Education	Faculty Co-Chair
Standard II.B.	Dr. Pamela Ralston, Vice President, Student Learning	Administrative Co-Chair
	Donna Greene, Assistant Professor, Early Childhood Education	Faculty Co-Chair
	Jon Fernald, Librarian, Library and Learning Resources	Faculty Representative
	Stella Baker, Adjunct Faculty, Library	Faculty Representative
	Gary Ginther, Director, Library and Learning Services	Administrative Representative
	Daniel Aucutt, Director of Tutoring and Academic Skills Center	Administrative Representative
	Katie Chartier, Assistant Director of First Year Experience	Administrative Representative
Standard II.C.	Amanda Phillips, Interim Dean, Counseling Services	Administrative Co-Chair
	Sandra Hauf, Counselor, Veterans	Faculty Co-Chair
Standard III.A.	Dr. Mary Anne Gularte, Vice President, Human Resources	Administrative Co-Chair
	Dr. Chris Jones-Cage, Professor, Psychology	Faculty Co-Chair
Standard III.B.	Lisa Howell, Vice President, Administrative Services	Administrative Co-Chair
	Scott Ventura, Instructor, Fire Technology	Faculty Co-Chair
Standard III.C.	Sheri Willis, Executive Director, Educational Technology	Administrative Co-Chair
	Dr. Kim Dozier, Professor, English	Faculty Co-Chair
Standard III.D.	Lisa Howell, Vice President, Administrative Services	Administrative Co-Chair
	Dr. Carl Farmer, Director, MESA	Faculty Co-Chair
Standard IV	Dr. Joel Kinnamon, College President	Administrative Co-Chair
	Christen Smith, Academic Senate President Associate Professor, English as a Second Language	Faculty Co-Chair
	Dr. Pamela Ralston, Vice President, Student Learning	Administrative Representative

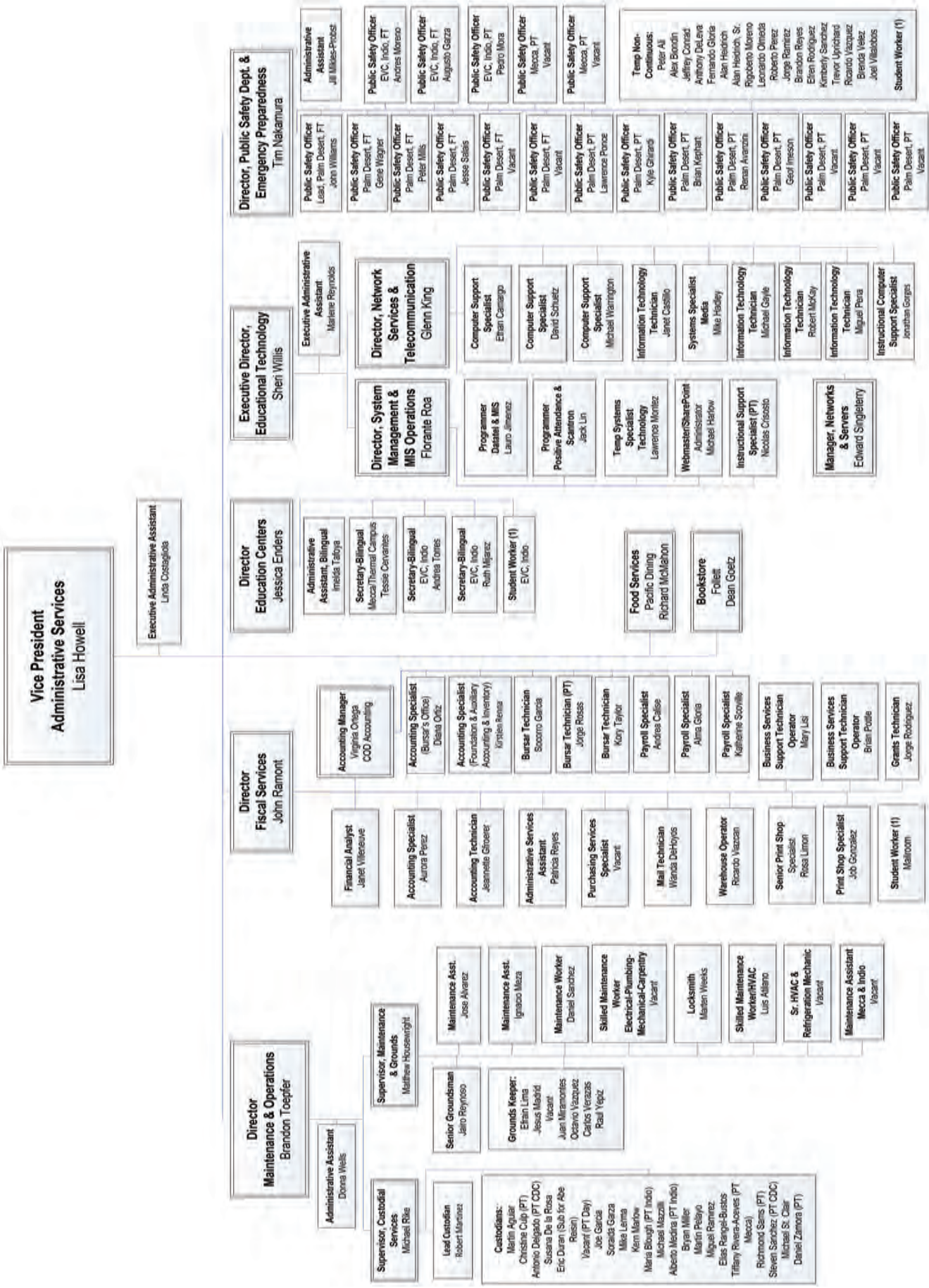


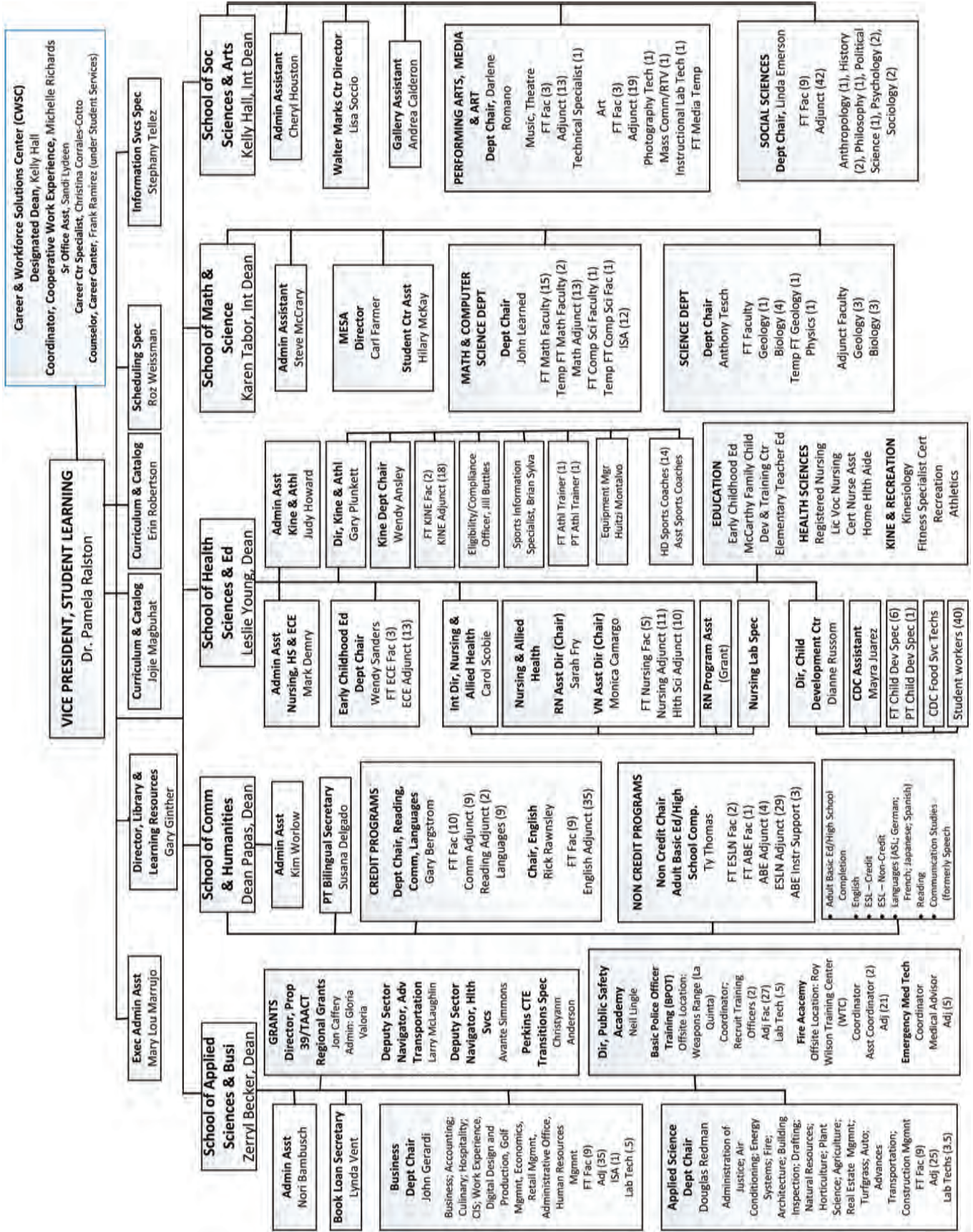
Accreditation Timeline	
Spring 2015	Academic Senate appointed Faculty Co-Chair, Accreditation Workgroup
October 30, 2015	Accreditation Workgroup Meeting <ul style="list-style-type: none"> • Workgroup members are trained on the new standards • Standard Team Co-chairs are identified and team members are recruited
December 4, 2015	Accreditation Workgroup Meeting
March 4, 2016	Accreditation Workgroup Meeting
May 13, 2016	Accreditation Workgroup Meeting
November 16, 2016	Update on Accreditation Progress presentation to the Board of Trustees
December 9, 2016	Accreditation Workgroup Meeting
February 24, 2017	Accreditation Workgroup completed the 1st draft of the ISER <ul style="list-style-type: none"> • Draft posted on the Accreditation webpage • College constituents were notified for feedback
March 10, 2017	Accreditation Workgroup Meeting
April 18, 2017	Accreditation Workgroup completed the 2nd draft of the ISER <ul style="list-style-type: none"> • Draft posted on the Accreditation webpage • The college constituents were notified for feedback
April/May, 2017	Accreditation Workgroup completed final draft of the ISER <ul style="list-style-type: none"> • Draft posted on the Accreditation webpage • College constituents were notified for feedback • Academic Senate approved • College Planning Council approved
May 19, 2017	Final draft of ISER submitted to the Board of Trustees for approval
August 1, 2017	Send final draft of ISER to ACCJC
October 2-5, 2017	Accreditation Site Visit

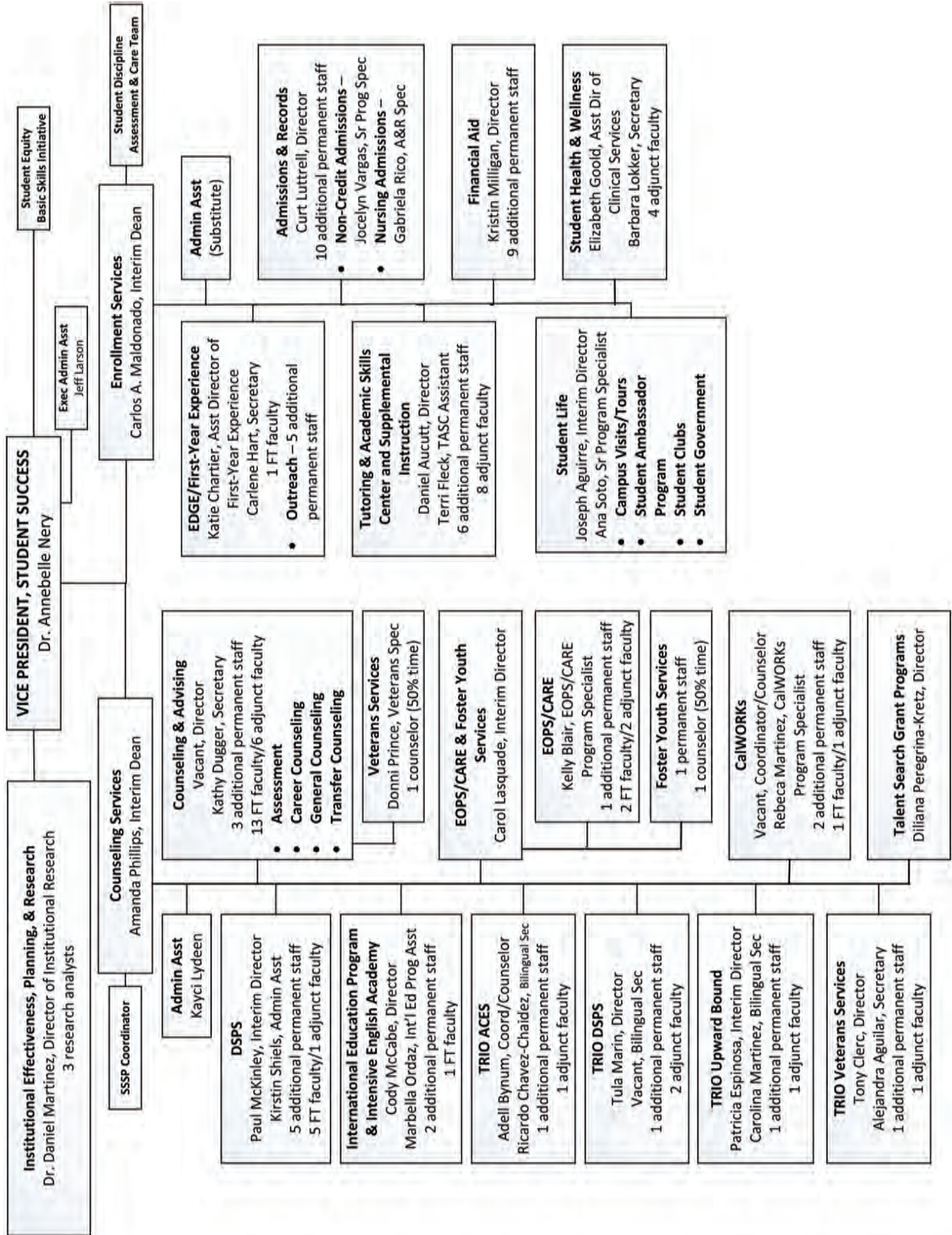
Organization of the Institutional Self Evaluation Report Evidence List

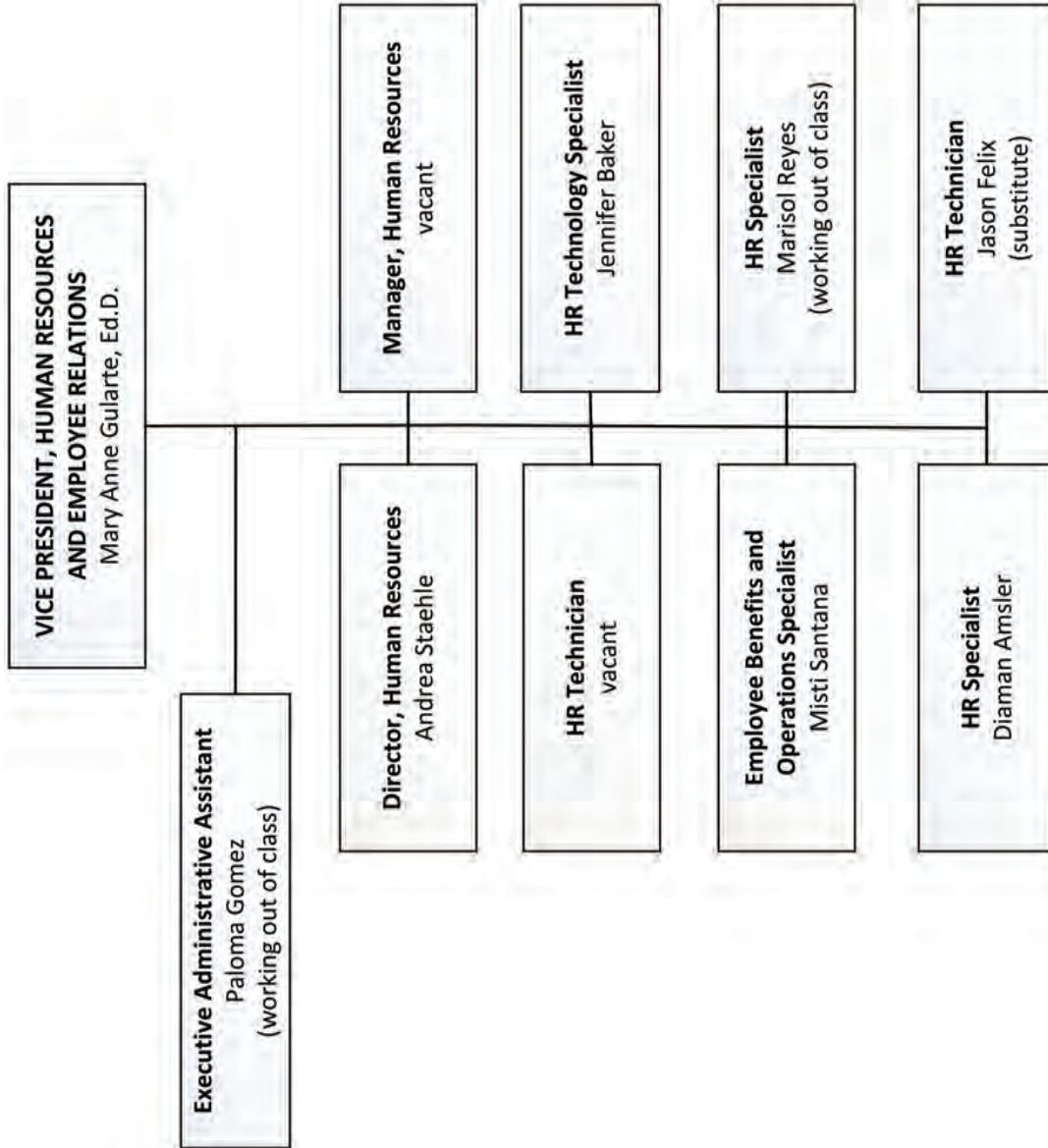
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|--|---|
| 0.1 Academic Senate Minutes March 03, 2015 Item V.C. | 0.9 Update on Accreditation PowerPoint to the Board of Trustees Meeting November 16, 2016 |
| 0.2 Academic Senate Report to the Board of Trustee June 18, 2015 | 0.10 Accreditation Workgroup Meeting Minutes December 9, 2016 |
| 0.3 ACCJC Certificates of Completion | 0.11 ISER Draft Email to College February 24, 2017 |
| 0.4 Accreditation Workgroup Meeting Minutes October 30, 2015 | 0.12 ISER Draft on Website February 24, 2017 |
| 0.5 Accreditation Workgroup Meeting Minutes December 4, 2015 | 0.13 Accreditation Workgroup Meeting Minutes March 10, 2017 |
| 0.6 Accreditation Workgroup Meeting Minutes March 4, 2016 | 0.14 Academic Senate Minutes April 27, 2017 |
| 0.7 Accreditation Workgroup Meeting Minutes May 13, 2016 | 0.15 College Planning Council Minutes May 12, 2017 |
| 0.8 Board of Trustees Meeting Minutes November 16, 2016 | 0.16 Board of Trustees Minute May 19, 2017 |













Student Headcount and Enrollments

Between fall 2011 and fall 2015, the fall student headcount has increased for all three course delivery methods: face-to-face, hybrid (face-to-face and online), and online only. Face-to-face is still the primary method of instruction representing 83% or more of the fall student headcount. Although online only instruction continues to represent 2-3% of the fall student headcount, there has been a significant increase of online only instruction during this period representing just under a 65% increase. There has been a significant increase of hybrid instruction from fall 2011 to fall 2015 representing just under a 53% increase.

Chart 1: Fall Student Headcount by Course Delivery Method

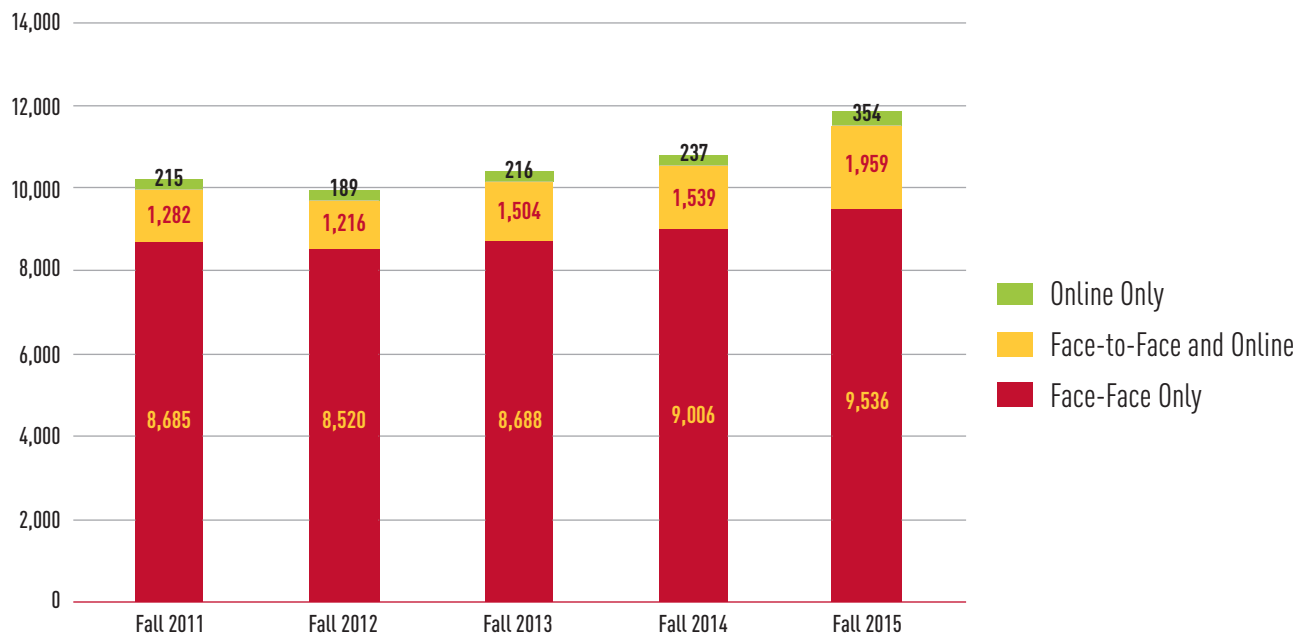


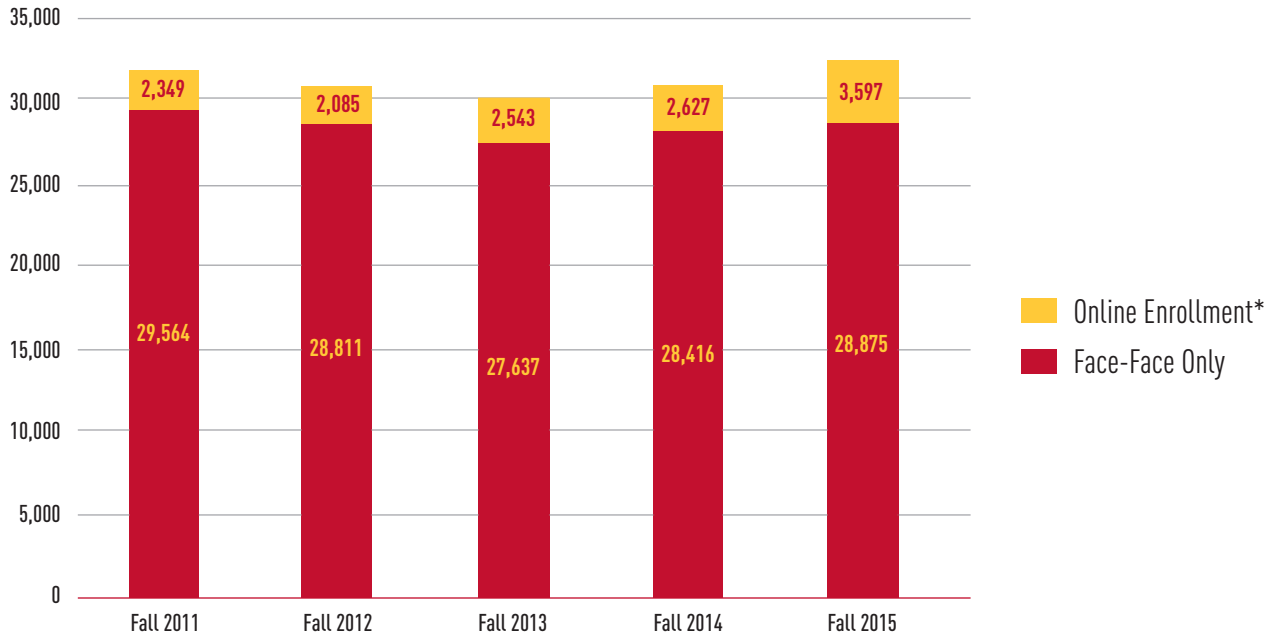
Table 1: Fall Student Headcount by Course Delivery Method

Delivery Method	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Face-To-Face Only	8,685	85%	8,520	86%	8,688	83%	9,006	84%	9,536	80%
Online Only	215	2%	189	2%	216	2%	237	2%	354	3%
Face-To-Face and Online Only	1,282	13%	1,216	12%	1,504	14%	1,539	14%	1,959	17%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Chart 1a shows the fall enrollments by course delivery method. From fall 2011 to fall 2015, there has been an overall increase in enrollments. Face-to-Face enrollment has been steady from fall 2011 to fall 2015. Online enrollments, combining online only and hybrid enrollments, have increased by 53% from fall 2011 to fall 2015.

Chart 1a: Fall Enrollment by Course Delivery Method



*Online enrollment includes enrollment in 100% online courses and hybrid courses.

Table 1a: Fall Enrollment by Course Delivery Method

Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Face to Face Enrollment	29,564	28,811	27,637	28,416	28,875
Online Enrollment*	2,349	2,085	2,543	2,627	3,597
Total	31,913	30,896	30,180	31,043	32,472

From fall 2011 to fall 2015, the fall credit FTES (full time equivalent students) has increased significantly representing a 9.3% increase. There has also been a small increase in non-resident FTES from fall 2011 to fall 2015.



Chart 2: Fall Credit FTES by Residency Status

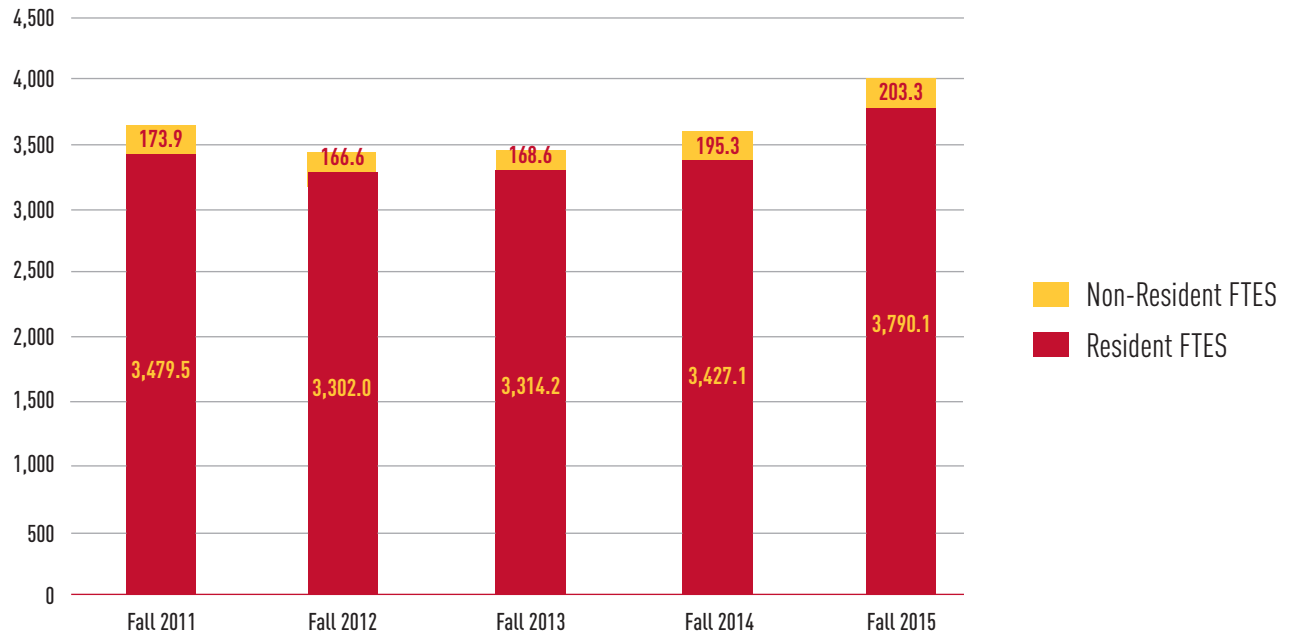


Table 2: Fall Credit FTES by Residency Status

Credit FTES	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Resident FTES	3,479.5	3,302.0	3,314.2	3,427.1	3,790.1
Non-Resident FTES	173.9	166.6	168.6	195.3	203.3
Total	3,653.4	3,468.6	3,482.8	3,622.3	3,993.4



Demographics of Students

Since fall 2011, the majority of the student headcount are females. As of fall 2015, the headcount for female students represents 56% of the fall student headcount, which is a slight increase from fall 2011.

Chart 3: Student Headcount by Gender

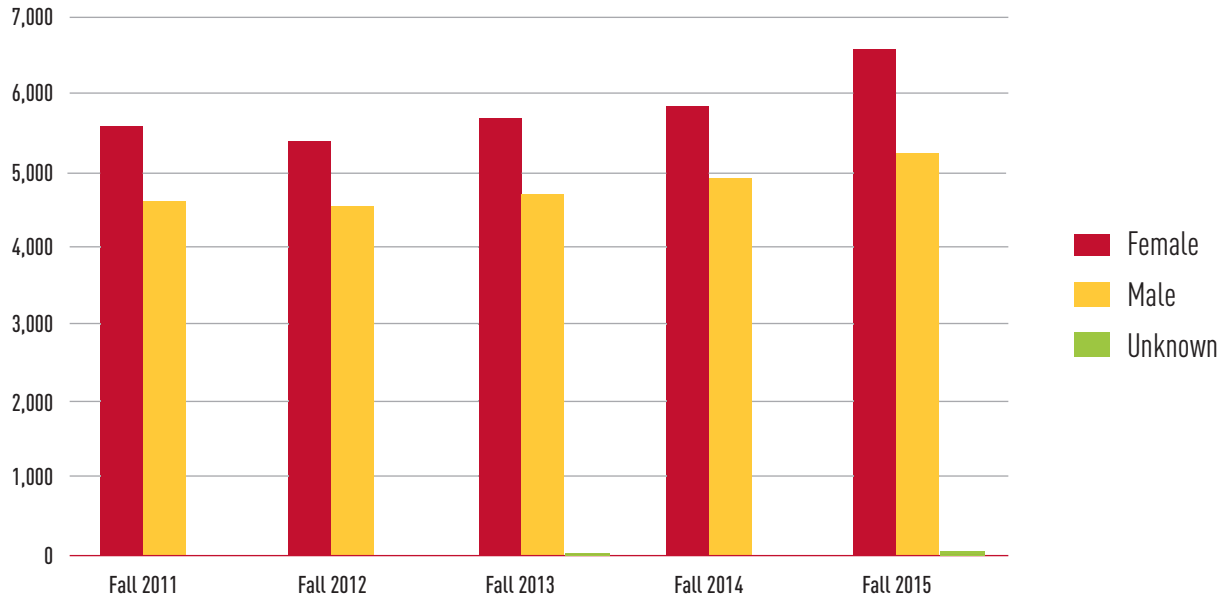


Table 3: Student Headcount by Gender

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Female	5,557	55%	5,379	54%	5,689	55%	5,857	54%	6,612	56%
Male	4,625	45%	4,546	46%	4,713	45%	4,925	46%	5,216	44%
Unknown		0%		0%	6	0%		0%	21	0%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



The majority of students at the college are 24 years of age or younger representing over 60% of the student headcount by fall 2015. The largest increase is in the 50 and older students that grew by 28% from fall 2011 to fall 2015. The second largest increase is in the 25-29 year old students that grew by 22%. Another large increase is the 20-24 age group with an increase of nearly 19% from fall 2011 to fall 2015.

Chart 4: Student Headcount by Age

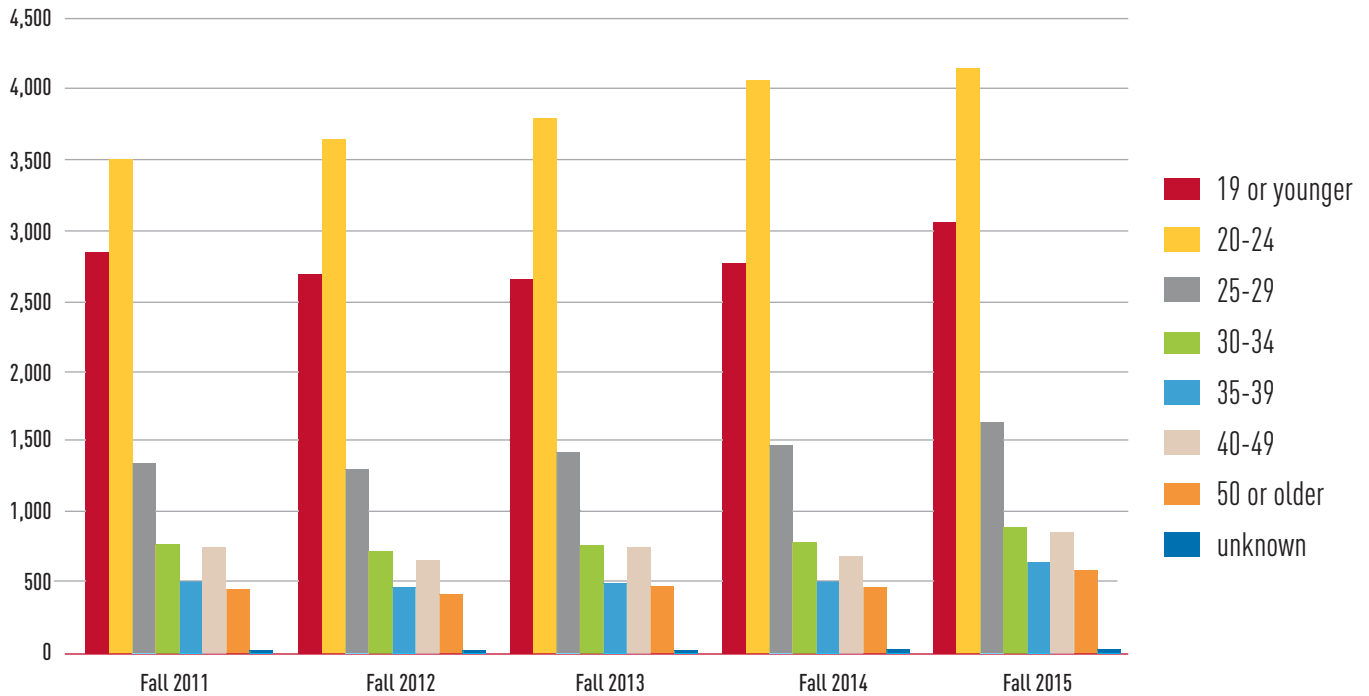


Chart 4: Student Headcount by Age

Age	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
19 or younger	2,857	28%	2,700	27%	2,663	26%	2,772	26%	3,070	26%
20-24	3,493	34%	3,648	37%	3,806	37%	4,064	38%	4,149	35%
25-29	1,343	13%	1,303	13%	1,427	14%	1,469	14%	1,629	14%
30-34	765	8%	724	7%	776	7%	782	7%	881	7%
35-39	504	5%	469	5%	499	5%	520	5%	659	6%
40-49	756	7%	670	7%	747	7%	677	6%	857	7%
50 or older	459	5%	408	4%	483	5%	479	4%	588	5%
Unknown	5	0%	3	0%	7	0%	19	0%	16	0%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



The majority of the students attending College of the Desert are Hispanic/Latino. By fall 2015, Hispanic/Latino students represented 71% of the student headcount. From fall 2011 to fall 2015, Hispanic/Latino students represented a 30% increase. For this same period, there has been a decline in African American and White students. Students of two or more races grew by 91.5% representing the largest percentage increase.

Chart 5: Student Headcount by Ethnicity

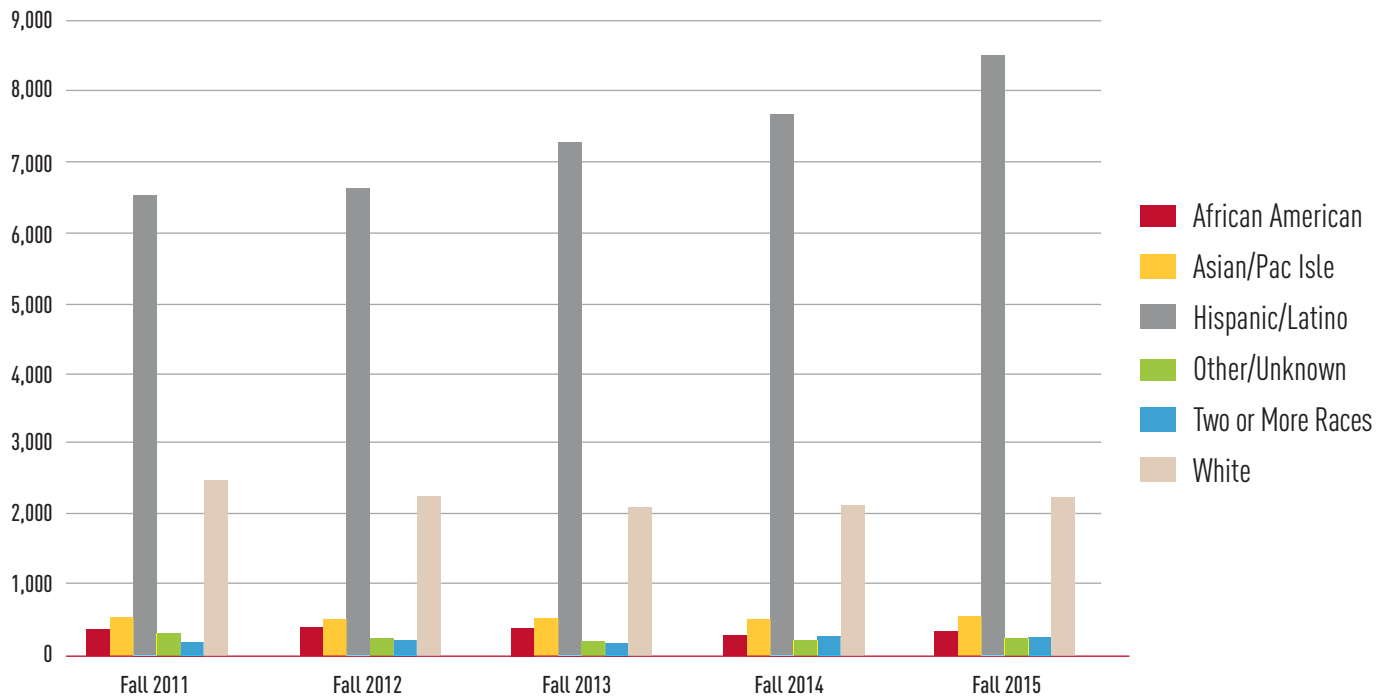


Table 5: Student Headcount by Ethnicity

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
African American	331	3%	345	3%	350	3%	281	3%	302	3%
Asian/Pac Isle	507	5%	466	5%	466	4%	483	4%	505	4%
Hispanic/Latino	6,454	63%	6,540	66%	7,192	69%	7,589	70%	8,383	71%
Other/Unknown	283	3%	201	2%	161	2%	166	2%	230	2%
Two or More Races	141	1%	161	2%	178	2%	215	2%	270	2%
White	2,466	24%	2,212	22%	2,061	20%	2,048	19%	2,159	18%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Student Enrollment Trends

Most of the students attending are continuing students who have no breaks in enrollment. The second largest group are first time college students (FTCS) who represent over 2,000 students in fall 2015. Returning students who are returning to college after a break in enrollment represent 12% of fall 2015 students.

Chart 6: Student Headcount by Enrollment Status

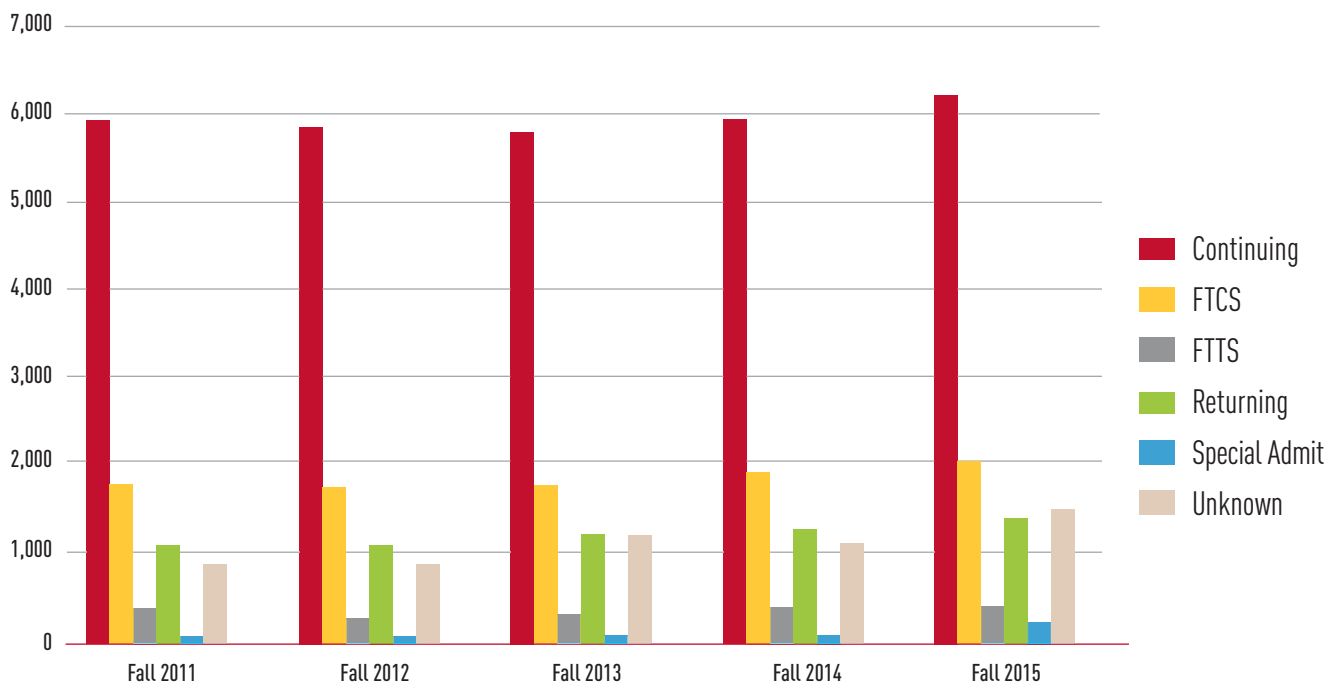


Table 6: Student Headcount by Enrollment Status

Enrollment Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Continuing	5,981	59%	5,857	59%	5,828	56%	5,980	55%	6,247	53%
FTCS	1,773	17%	1,751	18%	1,769	17%	1,918	18%	2,034	17%
FTTS	394	4%	277	3%	325	3%	399	4%	436	4%
Returning	1,099	11%	1,102	11%	1,207	12%	1,273	12%	1,411	12%
Special Admit	37	0%	50	1%	49	0%	74	1%	213	2%
Unknown	898	9%	888	9%	1,230	12%	1,138	11%	1,508	13%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



By fall 2015, over 7,000 students declared transfer, degree, or certificate completion as their educational goal, which represents a 13% increase since fall 2011. Students identify other career development as the second largest declared educational goal with an increase of 22% from fall 2011 to fall 2015. The largest percentage increase is in students stating a four year college as their educational goal, which increased 74% from fall 2011 to fall 2015.

Chart 7: Student Headcount by Educational Goal

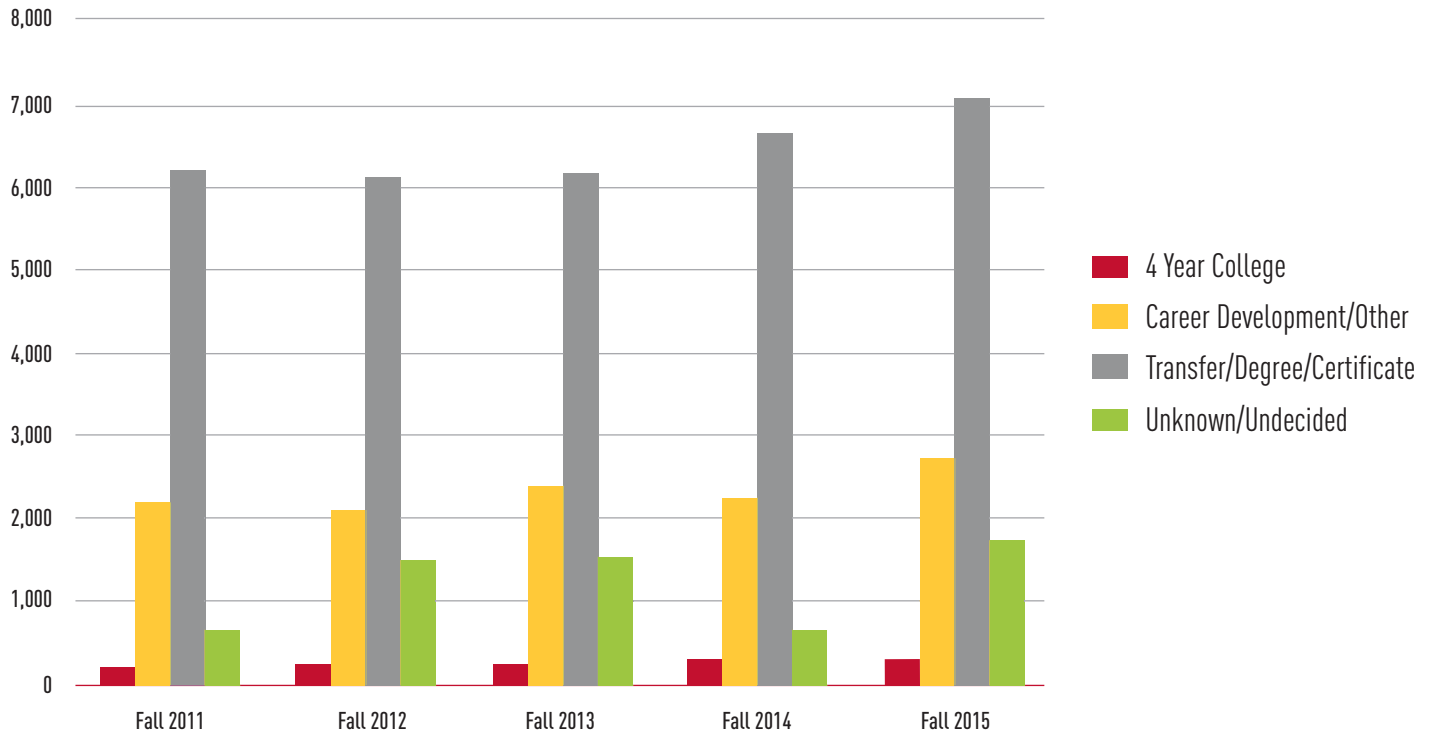


Table 7: Student Headcount by Educational Goal

Educational Goal	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
4yr College	191	2%	216	2%	248	2%	279	3%	333	3%
Career Development/Other	2,218	22%	2,062	21%	2,409	23%	2,223	21%	2,714	23%
Transfer/Degree/Certificate	6,229	61%	6,131	62%	6,187	59%	6,631	62%	7,068	60%
Unknown/Undecided	1,544	15%	1,516	15%	1,564	15%	1,649	15%	1,734	15%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



By fall 2015, most of the students attending College of the Desert are enrolled in 12 or more units. Just under 70% of the students are enrolled in at least 6 or more units as of fall 2015. The zero unit students represent the students enrolled in noncredit courses.

Chart 8: Student Headcount by Units Attempted

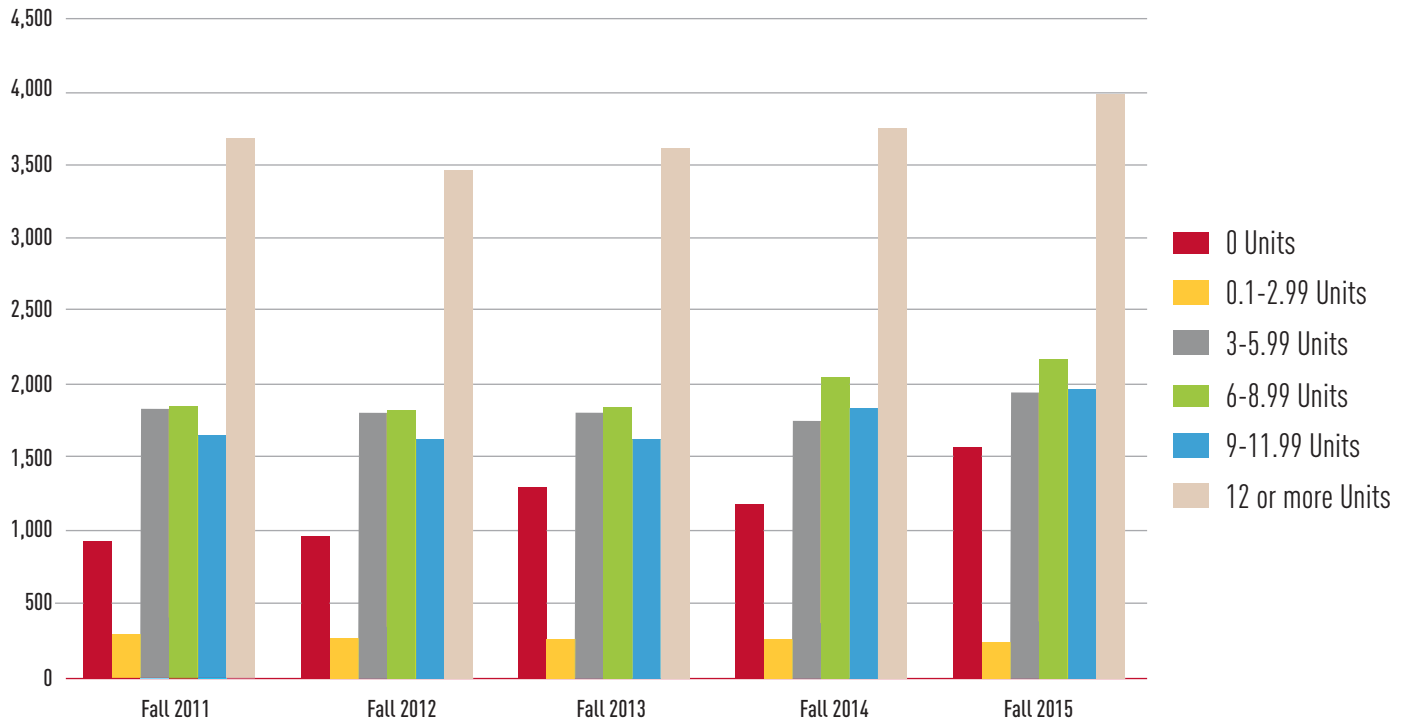


Table 8: Student Headcount by Units Attempted

Units Attempted	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
0 Units	917	9%	945	10%	1,282	12%	1,178	11%	1,564	13%
0.1- 2.99 Units	275	3%	265	3%	248	2%	246	2%	223	2%
3-5.99 Units	1,821	18%	1,806	18%	1,784	17%	1,738	16%	1,932	16%
6-8.99 Units	1,837	18%	1,821	18%	1,840	18%	2,034	19%	2,164	18%
9-11.99 Units	1,628	16%	1,611	16%	1,619	16%	1,834	17%	1,968	17%
12 or more Units	3,704	36%	3,477	35%	3,635	35%	3,752	35%	3,998	34%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



From fall 2011 to fall 2015, most students attending College of the Desert are attending classes only in the day time representing a 20% increase. However, there has been an increase in students who attend classes in both the day and evening.

Chart 9: Student Headcount by Day/Evening Status

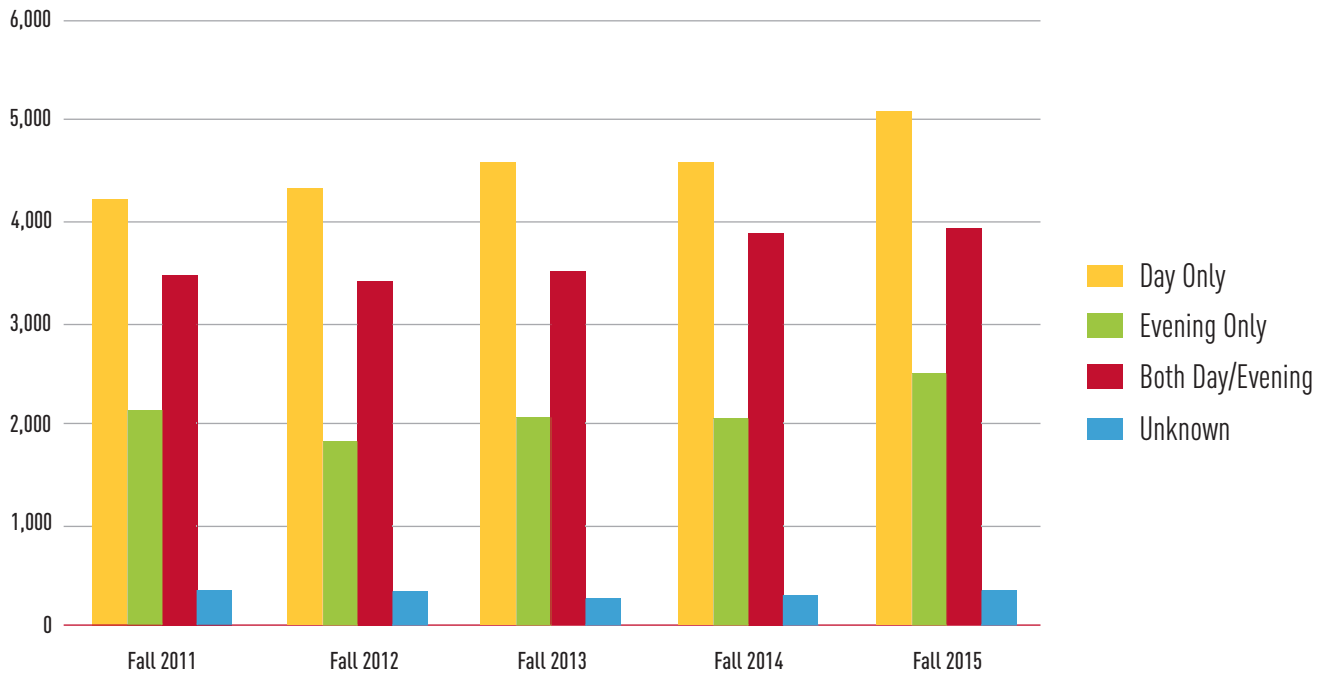


Table 9: Student Headcount by Day/Evening Status

Day/Evening Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Day Only	4,237	42%	4,302	43%	4,582	44%	4,571	42%	5,089	43%
Evening Only	2,142	21%	1,850	19%	2,053	20%	2,051	19%	2,499	21%
Both Day/Evening	3,477	34%	3,432	35%	3,518	34%	3,876	36%	3,929	33%
Unknown	326	3%	341	3%	255	2%	284	3%	332	3%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Veteran Students

On average since fall 2011, three percent of the student population are veteran students with a small portion of the students still in active duty. The College prides itself on the services provided to our veteran students and their families including a dedicated space, and the Big Horn Veterans Resource Center, located on the first floor of the student services building.

Chart 10: Student Headcount by Veteran Status

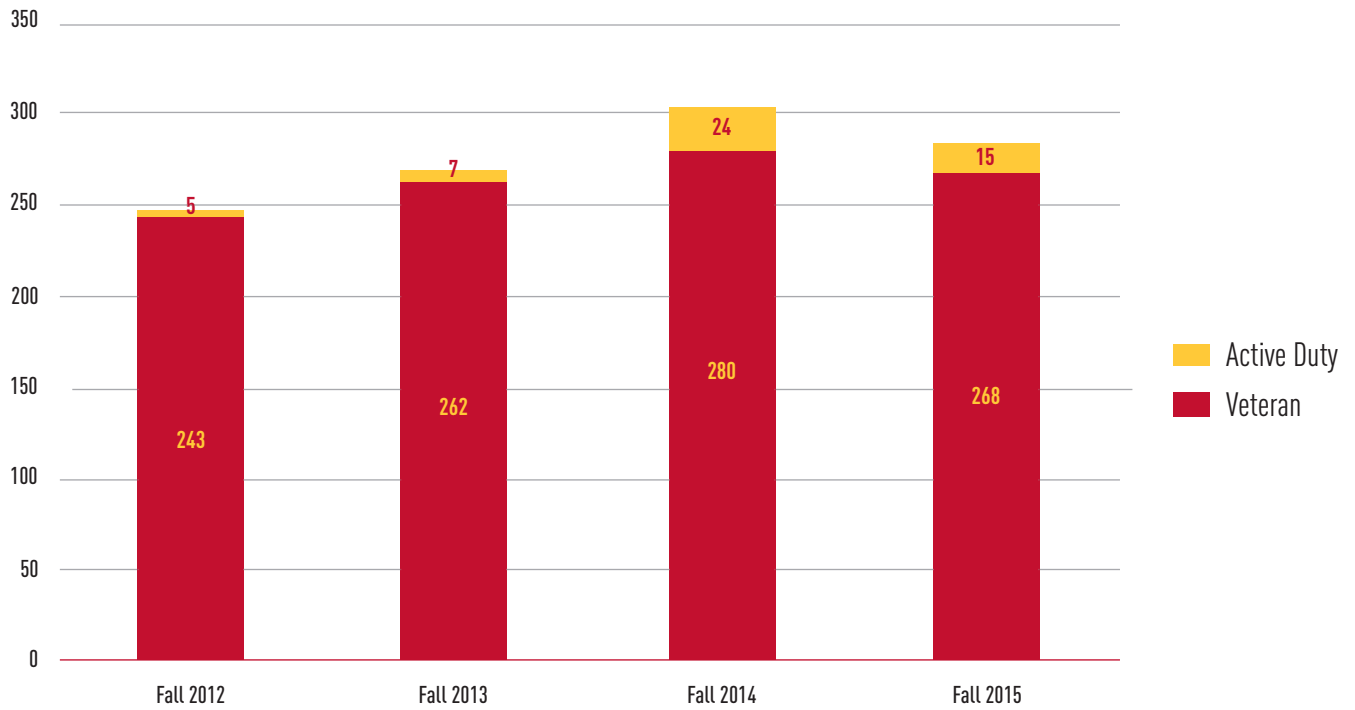


Table 10: Student Headcount by Veteran Status

Veteran Status	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Veteran	243	2%	262	3%	280	3%	268	2%
Active Duty	5	0%	7	0%	24	0%	15	0%
Non-Veteran/Active Duty	9,677	98%	10,139	97%	10,478	97%	11,566	98%
Total	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Students with Disabilities

Since fall 2011, there has been a steady increase in our students with disabilities and who receive services from the Disabled Programs and Services (DSPS) office. Students with disabilities represent five percent of the student population. The College provides services for our students with disabilities through DSPS, TRIO DSPS, and counseling services.

Chart 11: Student Headcount by DSPS Status

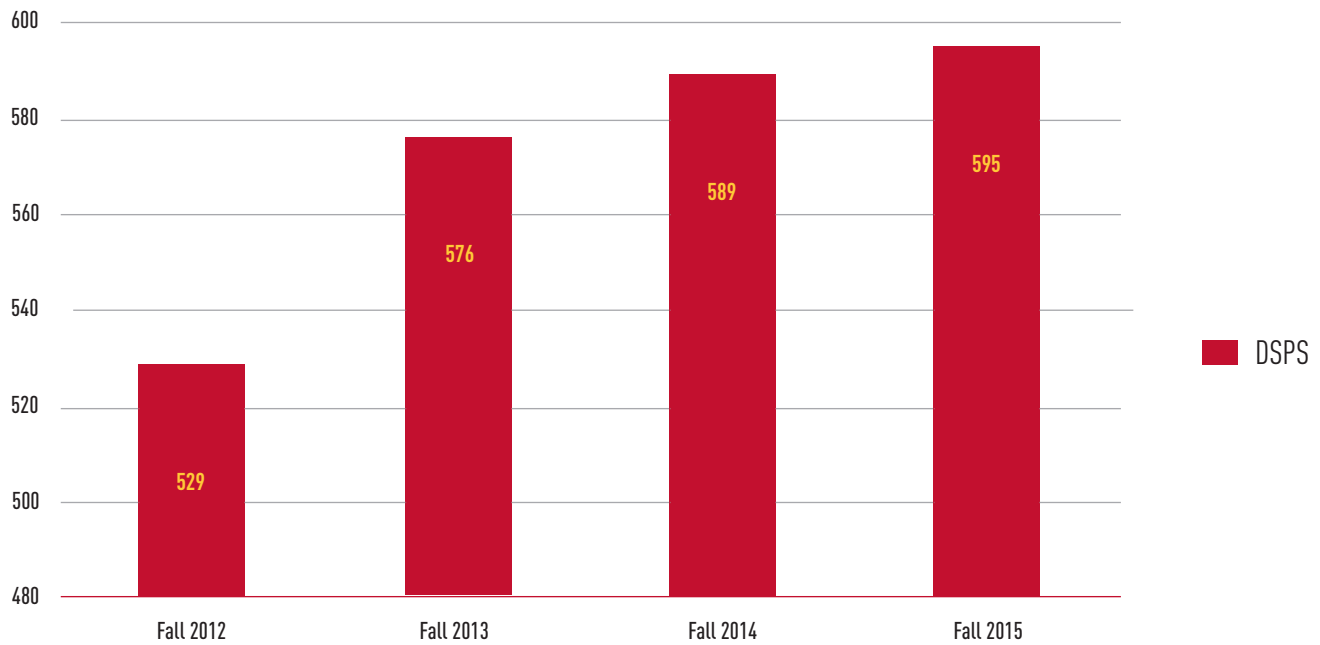


Table 11: Student Headcount by DSPS Status

DSPS Status	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
DSPS	529	5%	576	6%	589	5%	595	5%
Non-DSPS	9,396	95%	9,832	94%	10,193	95%	11,254	95%
Total	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Socio-Economic Status

Low socio-economic status is defined as students who applied for financial aid and received a Board of Governors (BOG) Waiver A or B, Supplemental Educational Opportunity Grant (SEOG), and/or Pell Grant. High socio-economic status are students who applied for financial aid and did not receive a BOG A, BOG B, SEOG, or Pell; or students who did not apply to financial aid. After the dip in fall 2012, there has been a steady increase in high income students attending the college. Since fall 2011, there has been a steady increase in low income students as well; although the majority of the students attending the college fall within the high income category.

Chart 12: Student Headcount by Socio-Economic Status

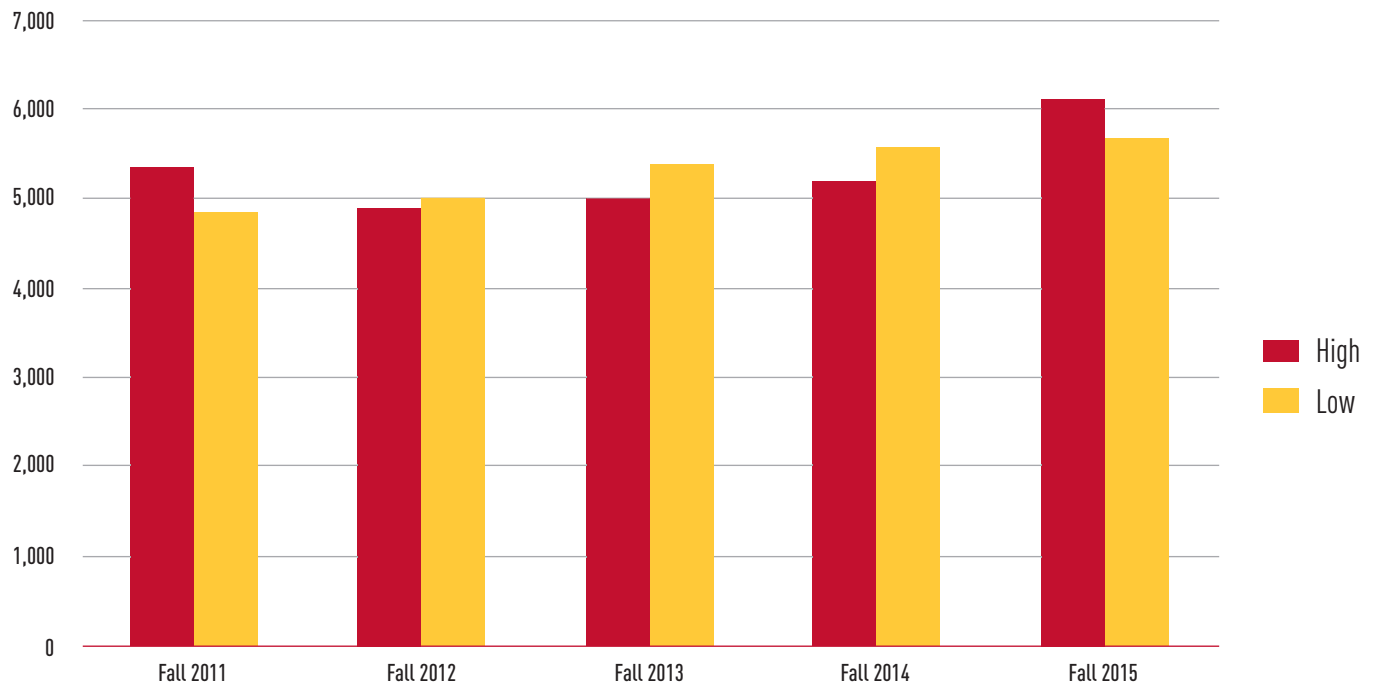


Table 12: Student Headcount by Socio-Economic Status

Socio-Economic Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
High	5,341	52%	4,899	49%	5,000	48%	5,188	48%	6,123	52%
Low	4,841	48%	5,026	51%	5,408	52%	5,594	52%	5,726	48%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Service Area

Nearly 34% of students attending College of the Desert live in the eastern Coachella Valley, which includes Indio. Another 33% of students attending College of the Desert live in the western Coachella Valley, which includes Cathedral City, Palm Springs and Desert Hot Springs. Since fall 2015, 23% of the college's students live in the service area of the main campus in Palm Desert.

Chart 13: Student Headcount by Service Area of Residence

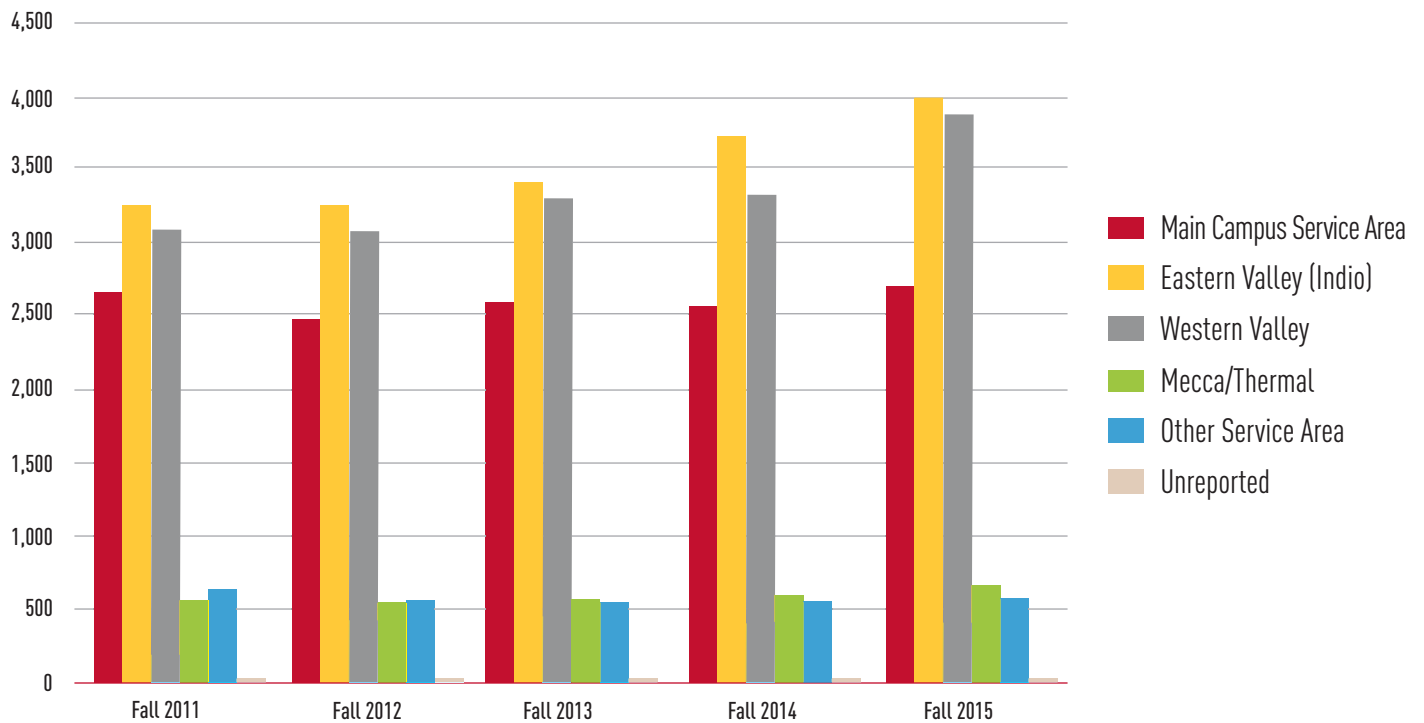


Table 13: Student Headcount by Service Area of Residence

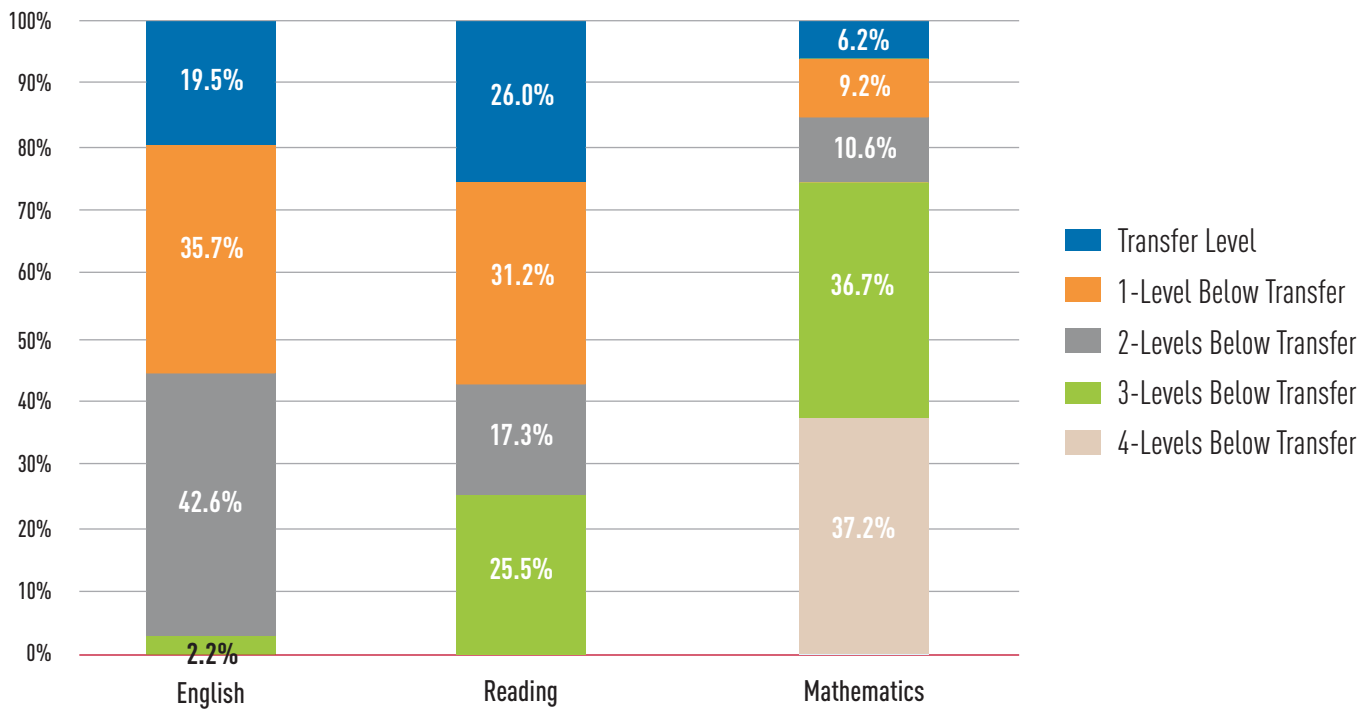
Service Area of Residence	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Main Campus Service Area	2,667	26%	2,485	25%	2,596	25%	2,567	24%	2,708	23%
Eastern Valley (Indio)	3,258	32%	3,266	33%	3,427	33%	3,742	35%	4,006	34%
Western Valley	3,080	30%	3,082	31%	3,303	32%	3,336	31%	3,897	33%
Mecca/Thermal	545	5%	525	5%	546	5%	588	5%	663	6%
Other Service Area	629	6%	565	6%	534	5%	540	5%	567	5%
Unreported	3	0%	2	0%	2	0%	9	0%	8	0%
Total	10,182	100%	9,925	100%	10,408	100%	10,782	100%	11,849	100%



Student Placement

For fall 2015, over 93% of the first-time students tested into basic skills math with nearly 74% of the students needing 3 or more levels of basic skills math. There has been some recent changes in both the reading and English curriculum that created an English and reading level that is only 1-level below. Outside of the English as a Second Language pathway, students who test below college level (transfer level) English and reading will only have to take one basic skills course. Mathematics still has four levels of basic skills.

Chart 14: First-Time Student English, Reading, Math Placement, Fall 2015





Course Section Offerings

There has been a significant increase in course section offerings from fall 2011 to fall 2015. The change reflects a 27% increase in course offerings at the college. This change results from an increase in both the credit and noncredit offerings.

Chart 15: Course Section Offerings, Fall Terms

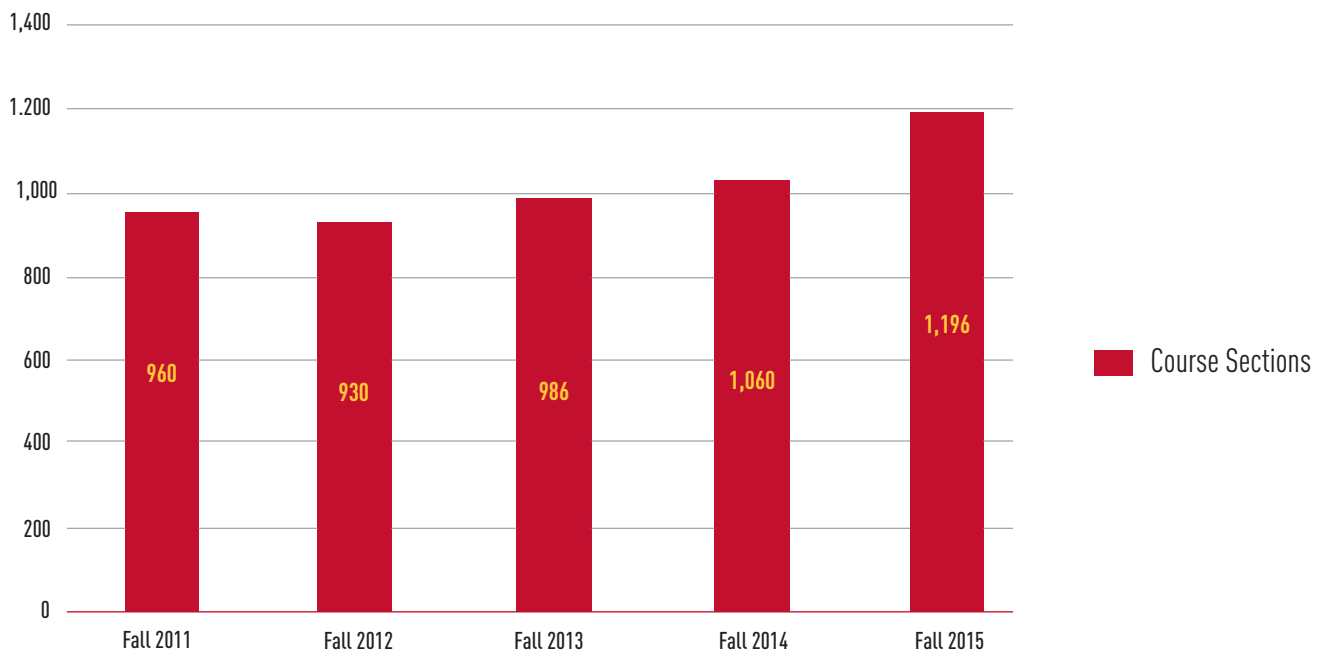


Table 15: Course Section Offerings, Fall Terms

Course Sections	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Total	960	100%	930	100%	986	100%	1,060	100%	1,196	100%



Chart 15a: Course Section Offerings, Fall Terms

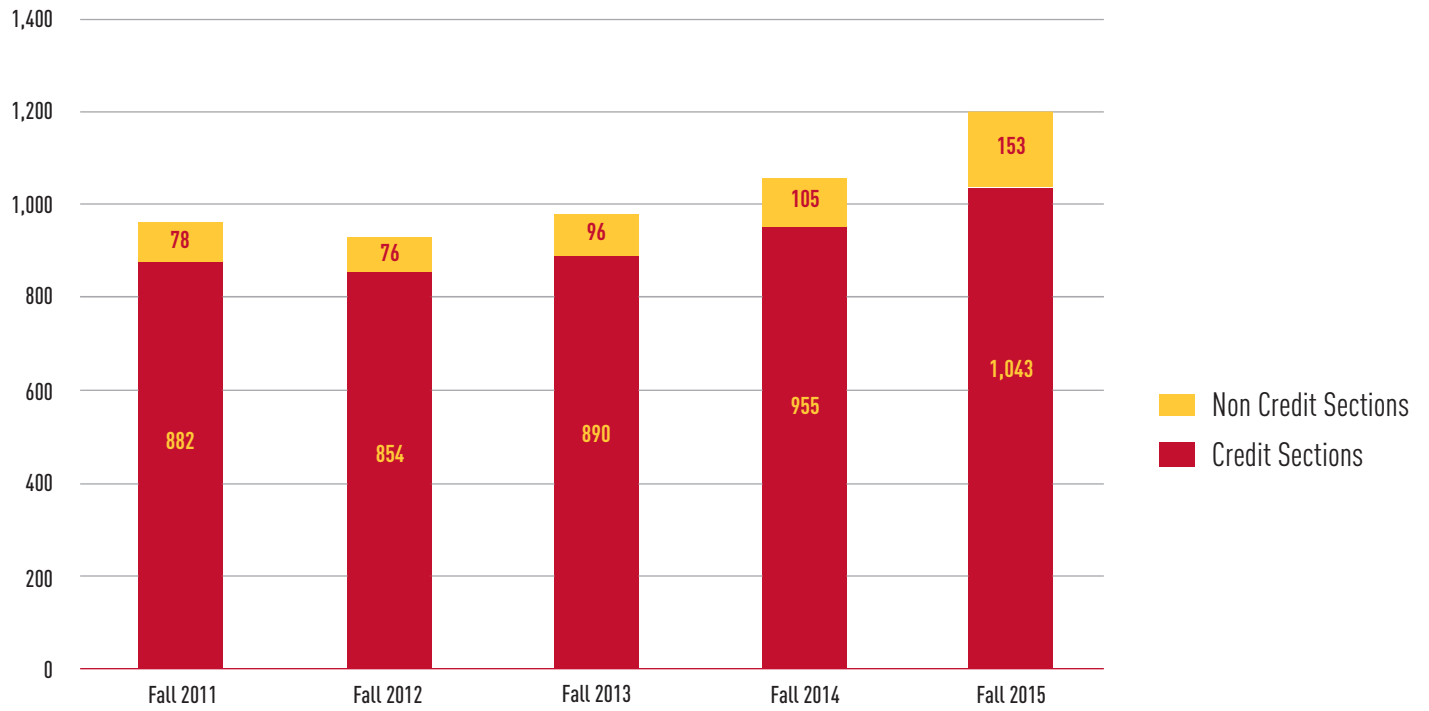


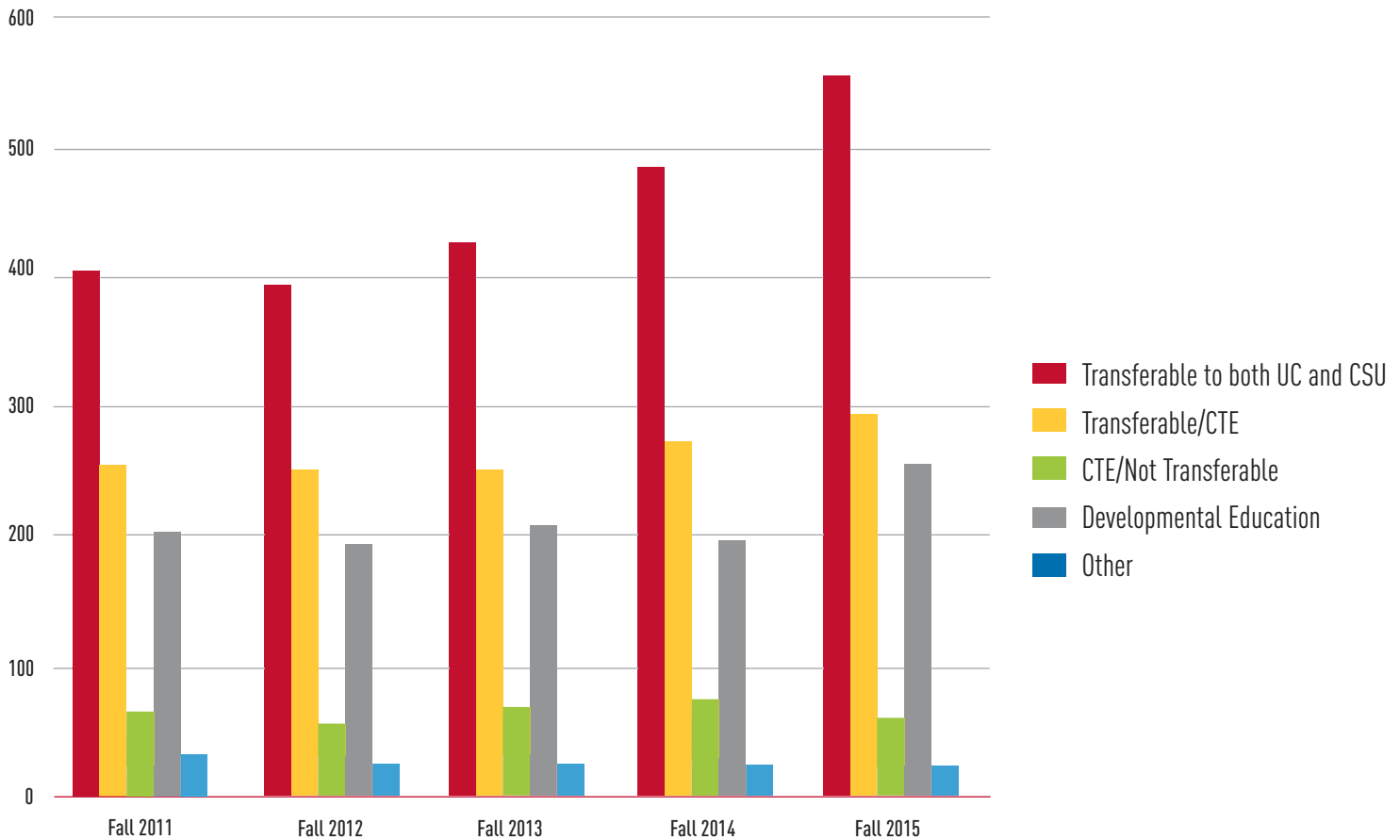
Table 15a: Course Section Offerings, Fall Terms

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Credit Sections	882	92%	854	92%	890	90%	955	90%	1,043	87%
Noncredit Sections	78	8%	76	8%	96	10%	105	10%	153	13%
Total	960	100%	930	100%	986	100%	1,060	100%	1,196	100%



Most of the courses offered at the college are transferable to both the University of California and California State University colleges representing a 38% increase since fall 2011. Approximately 28% of the courses offered are Career and Technical Education (CTE). Even though developmental education (basic skills) courses have reduced as proportion of the total course offerings, there has been an increase of 27% of developmental education sections offered between fall 2011 to fall 2015.

Chart 16: Course Section Offerings by Course Type, Fall Terms*



* Course sections are mutually exclusive. Each section is counted one time.

Table 16: Course Section Offerings by Course Type, Fall Terms*

Course Section Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Transferable to both UC and CSU	405	42%	395	43%	427	44%	486	46%	555	47%
Transferable/CTE	256	27%	254	27%	253	26%	274	26%	296	25%
CTE/Not Transferable	62	6%	55	6%	69	7%	75	7%	60	5%
Developmental Education	202	21%	195	21%	207	21%	196	19%	257	22%
Other	31	3%	26	3%	24	3%	23	2%	23	2%
Total	956	100%	925	100%	980	100%	1,054	100%	1,191	100%



Employee Demographics

The largest employee group of the college is adjunct faculty (academic temporary) followed by classified staff (classified support). As of fall 2015, Tenured/Tenure-Track faculty represented 13% of the employees, and educational administrators represent 2% of the employees. Confidential staff (classified professionals) represent 2%, and classified administrators represent 2% as well.

Chart 17: Employee Headcount by Category

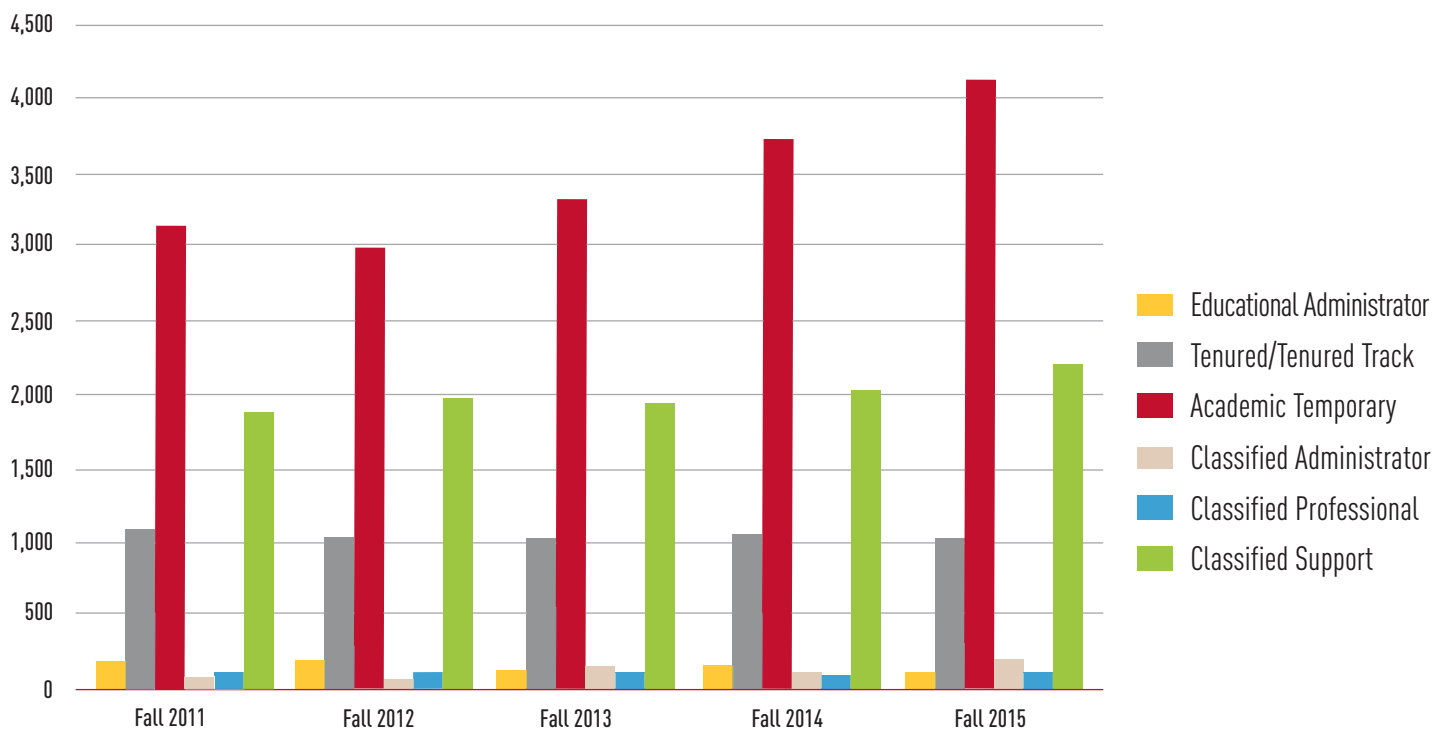


Table 17: Employee Headcount by Category

Employee Category	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Educational Administrator	18	3%	20	3%	13	2%	15	2%	12	2%
Tenured/Tenure Track	108	17%	102	16%	101	15%	105	15%	104	13%
Academic Temporary	313	48%	300	47%	333	50%	373	52%	414	53%
Classified Administrator	8	1%	7	1%	15	2%	12	2%	19	2%
Classified Professional	12	2%	11	2%	12	2%	10	1%	12	2%
Classified Support	188	29%	198	31%	194	29%	202	28%	221	28%
Total	647	100%	638	100%	668	100%	717	100%	782	100%



For adjunct faculty, confidential staff, and classified administrators, there are slightly more males than females. For the remaining employee groups, there are more females than males. For tenured/tenure-track faculty, classified staff, and educational administrators, there are more females than males, which reflects the student population.

Chart 18: Employee Headcount by Category by Gender, Fall 2015

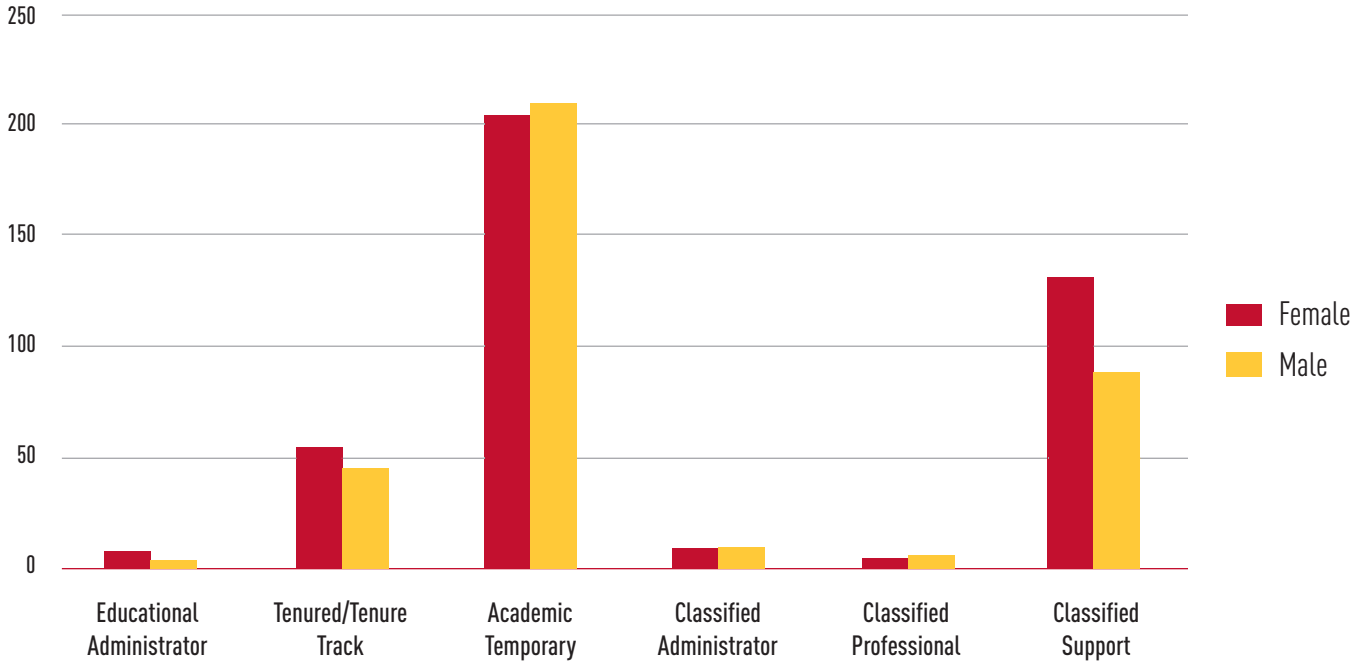


Table 18: Employee Headcount by Category by Gender, Fall 2015

Gender	Educational Administrator		Tenured/Tenure Track		Academic Temporary		Classified Administrator		Classified Professional		Classified Support	
Female	7	58%	55	53%	204	49%	8	42%	5	42%	132	60%
Male	5	42%	49	47%	210	51%	11	58%	7	58%	89	40%
Total	12	100%	104	100%	414	100%	19	100%	12	100%	221	100%



For all employee groups, the majority ethnic group is White. Currently, the College is a Hispanic-serving Institution where over 70% of the students served are Hispanic/Latino. Adjunct faculty and classified staff have a larger representation of Hispanics/Latinos as compared to the other employee groups.

Chart 19: Employee Headcount by Category by Ethnicity, Fall 2015

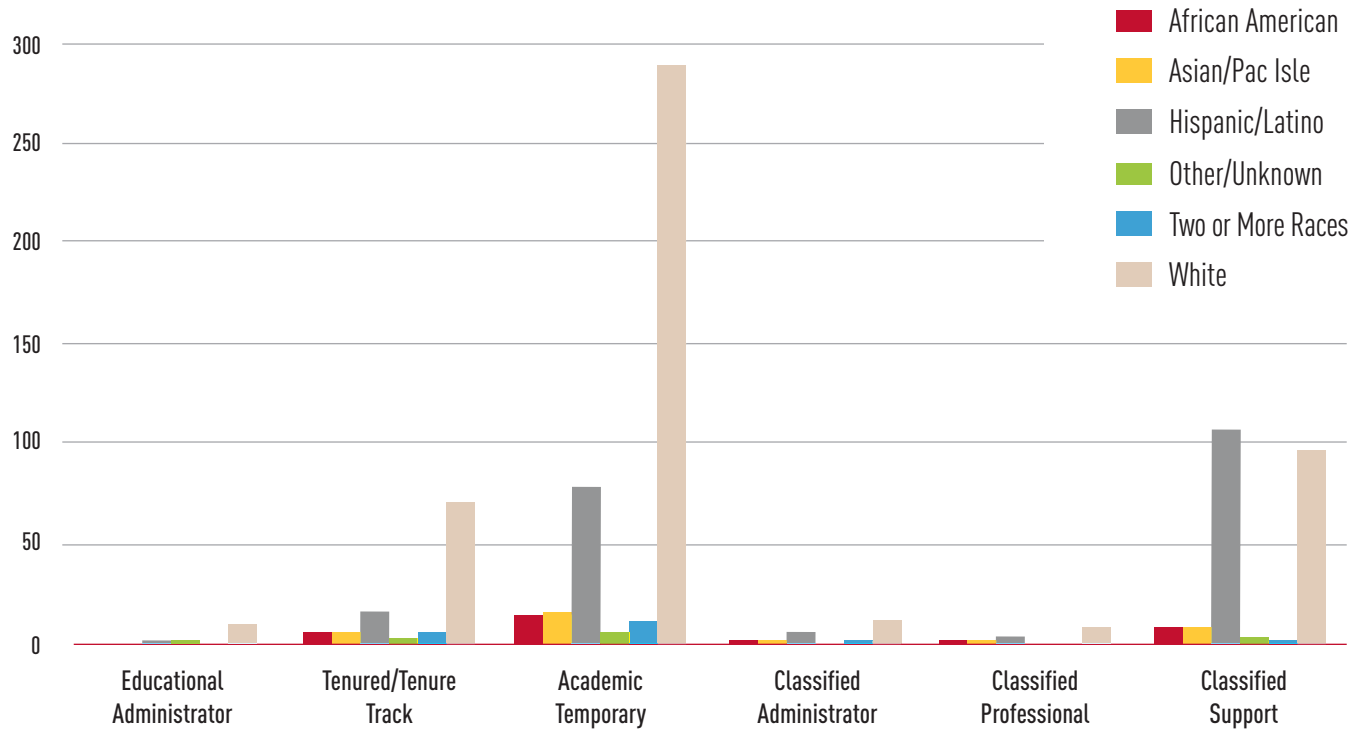


Table 19: Employee Headcount by Category by Ethnicity, Fall 2015

Ethnicity	Educational Administrator		Tenured/Tenure Track		Academic Temporary		Classified Administrator		Classified Professional		Classified Support	
African American	0	0%	5	5%	15	4%	1	5%	1	8%	7	3%
Asian/Pac Isle	0	0%	5	5%	16	4%	1	5%	1	8%	7	3%
Hispanic/Latino	1	8%	16	15%	78	19%	5	26%	2	17%	107	48%
Other/Unknown	1	8%	2	2%	5	1%	0	0%	0	0%	2	1%
Two or More Races	0	0%	5	5%	10	2%	1	5%	0	0%	1	0%
White	10	83%	71	68%	290	70%	11	58%	8	67%	97	44%
Total	12	100%	104	100%	414	100%	19	100%	12	100%	221	100%



Desert Community College District (DCCD) Service Area

In the DCCD area, the majority of the residents are Hispanic/Latino, which is slightly higher than Riverside County. This is followed by residents who are White representing 39% of the service area, which is comparable to Riverside County. Together, Hispanic/Latino and White residents represent 92% of the DCCD area with small populations of Asian and Black/African American residents. A large number of the Hispanic/Latino residents live in Cathedral City, Coachella, and Indio. The largest age group in the DCCD area is the 55 and older group, which is higher than Riverside County. The second largest age group is the 20 and younger group representing 26% of the residents, which is under the Riverside County age group. The majority of the 55 and older group live in Indio, Palm Desert, and Palm Springs. The majority of the 20 and under age group live in Cathedral City, Coachella, and Indio. There is a slightly higher male population in the DCCD service area compared to Riverside County.

Table 20: DCCD Service Area Cities and Riverside County Population by Ethnicity

Source: American Community Survey, 2015 - Table DP05

Ethnicity	DCCD Service Area Cities		Riverside County	
American Indian and Alaska Native	981	0%	10,216	0%
Asian	12,419	3%	138,736	6%
Black or African American alone	12,338	3%	136,414	6%
Hispanic	216,553	53%	1,079,778	47%
Other	1,085	0%	9,447	0%
Two or more races	5,651	1%	55,795	2%
White	160,713	39%	867,646	38%
Total	409,740	100%	2,298,032	100%

City/Area	Population Ethnic Composition: Coachella Valley Cities, 2015						
	American Indian & Alaska Native	Asian	Black or African American Alone	Hispanic	Other	Two or More Races	White
Blythe, CA	33	421	2,860	10,510	74	372	5,569
Cathedral City, CA	163	2,436	1,337	32,490	133	518	15,943
Coachella, CA	16	17	334	42,220	12	22	687
Desert Center, CA	0	0	1	101	0	5	100
Desert Hot Springs, CA	79	659	1,741	16,017	323	529	8,564
Indian Wells, CA	0	349	64	84	0	26	4,635
Indio, CA	335	1,803	1,931	57,647	129	1,006	21,243
La Quinta, CA	25	1,109	599	13,031	11	715	23,811
Mecca, CA	0	0	0	9,393	0	0	79
Mountain Center, CA	0	0	0	73	0	0	5
North Palm Springs, CA	0	0	79	247	0	0	147
Palm Desert, CA	16	2,641	652	13,065	124	1,167	32,900
Palm Springs, CA	205	2,358	2,176	11,950	194	995	28,427
Rancho Mirage, CA	69	573	238	1,486	29	255	15,120
Thermal, CA	0	0	0	3,103	0	0	3
Thousand Palms, CA	35	23	155	4,913	56	41	2,999
Whitewater, CA	5	30	171	223	0	0	481
Riverside County	10,216	138,736	136,414	1,079,778	9,447	55,795	867,646
Statewide	142,191	5,192,548	2,160,795	14,750,686	223,486	1,072,500	14,879,258



Table 21: DCCD Service Area Cities and Riverside County Population by Age
 Source: American Community Survey, 2015 - Table DP05

Age	DCCD Service Area Cities		Riverside County	
Less than 20	107,892	26%	684,936	30%
20 to 24	22,715	6%	171,097	7%
25 to 34	50,698	12%	307,255	13%
35 to 44	49,114	12%	297,089	13%
45 to 54	51,205	12%	301,453	13%
55 or older	128,116	31%	536,202	23%
Total	409,740	100%	2,298,032	100%

City/Area	Population Age: Coachella Valley Cities, 2015					
	Less than 20	20 to 24	25 to 34	35 to 44	45 to 54	55 or older
Blythe, CA	3,966	1,412	3,659	3,322	3,458	4,022
Cathedral City, CA	15,538	3,424	6,916	7,019	7,007	13,116
Coachella, CA	17,273	2,830	7,815	5,727	4,752	4,911
Desert Center, CA	42	16	15	29	21	84
Desert Hot Springs, CA	9,666	1,671	4,044	3,896	3,387	5,248
Indian Wells, CA	166	91	54	153	462	4,232
Indio, CA	26,326	5,415	11,098	11,413	9,360	20,482
La Quinta, CA	9,866	1,592	3,666	4,096	5,062	15,019
Mecca, CA	4,033	635	1,572	1,365	934	933
Mountain Center, CA	50	0	23	0	0	5
North Palm Springs, CA	32	0	53	15	139	234
Palm Desert, CA	9,114	2,648	5,116	4,508	5,611	23,568
Palm Springs, CA	6,778	1,796	4,300	4,773	7,372	21,286
Rancho Mirage, CA	1,800	436	539	1,418	2,272	11,305
Thermal, CA	950	406	432	546	374	398
Thousand Palms, CA	2,052	330	1,286	695	843	3,016
Whitewater, CA	240	13	110	139	151	257
Riverside County	684,936	171,097	307,255	297,089	301,453	536,202
Statewide	10,257,438	2,906,168	5,614,338	5,177,929	5,246,215	9,219,376



Table 22: DCCD Service Area Cities and Riverside County Population by Gender
 Source: American Community Survey, 2015 - Table DP05

Gender	DCCD Service Area Cities		Riverside County	
Female	198,471	48%	1,154,555	50%
Male	211,269	52%	1,143,477	50%
Total	409,740	100%	2,298,032	100%

City/Area	Population Gender - 2015	
	Male	Female
Blythe, CA	13,529	6,310
Cathedral City, CA	27,705	25,315
Coachella, CA	21,846	21,462
Desert Center, CA	105	102
Desert Hot Springs, CA	14,219	13,693
Indian Wells, CA	2,694	2,464
Indio, CA	42,072	42,022
La Quinta, CA	19,078	20,223
Mecca, CA	4,688	4,784
Mountain Center, CA	62	16
North Palm Springs, CA	261	212
Palm Desert, CA	23,896	26,669
Palm Springs, CA	26,321	19,984
Rancho Mirage, CA	8,915	8,855
Thermal, CA	1,843	1,263
Thousand Palms, CA	3,642	4,580
Whitewater, CA	393	517
Riverside County	1,143,477	1,154,555
Statewide	19,087,135	19,334,329



Out of residents that are 25 years of age or older living in the DCCD area, only 12% have a Bachelor’s degree or higher. At least one out of every two residents of Indian Wells has a Bachelor’s degree or higher. This is a stark contrast compared to communities in the east valley, including Coachella, Mecca, and Thermal where there is less than 5% with Bachelor’s degree or higher, and either half or less than half with a high school graduate diploma or higher. Cathedral City, Desert Hot Springs, Indio, and Thousand Palms are other communities with lower educational attainment.

Table 23: DCCD Service Area Cities and Riverside County Population Educational Attainment, Adults Age 25 and Older
Source: 2015 American Community Survey; Educational Attainment - Table S1501

Educational level	DCCD Service Area Cities	Riverside County
High School Graduate or Higher	82%	80%
Bachelor’s degree or Higher	12%	21%

City/Area	High School Graduate or Higher	Bachelor’s Degree or Higher
Blythe, CA	69.4%	8.3%
Cathedral City, CA	75.3%	16.7%
Coachella, CA	51.2%	3.9%
Desert Center, CA	83.2%	8.7%
Desert Hot Springs, CA	67.7%	11.8%
Indian Wells, CA	94.4%	56.2%
Indio, CA	73.7%	16.2%
La Quinta, CA	89.6%	36.4%
Mecca, CA	28.8%	1.5%
Mountain Center, CA	100.0%	0.0%
North Palm Springs, CA	83.9%	6.3%
Palm Desert, CA	91.3%	35.5%
Palm Springs, CA	87.5%	34.0%
Rancho Mirage, CA	95.5%	43.9%
Thermal, CA	41.0%	0.1%
Thousand Palms, CA	79.3%	17.3%
Whitewater, CA	81.7%	8.1%
Riverside County	80.1%	20.9%
Statewide	81.8%	31.4%



More than a quarter of the families with related children under 18 years of age live below poverty level, which is significantly higher than Riverside County. Desert Center has small population numbers but as the table below shows, all families with related children under 18 years of age live below the poverty levels. In the DCCD service area, there are a large number of communities with families and families with related children under 18 years of age that live below the poverty levels.

Table 24: DCCD Service Area Cities and Riverside County Population Below Poverty Level

Source: American Community Survey, 2015 - Table DP03

Family Type	DCCD Service Area Cities	Riverside County
All Families	15%	13%
Families with Related Children Under 18 yrs.	28%	19%

Families Below Poverty Level by Year: Coachella Valley Cities - 2015		
City/Area	All Families	Families with Related Children Under 18 yrs.
Blythe, CA	24.3%	32.0%
Cathedral City, CA	19.1%	26.2%
Coachella, CA	27.9%	34.6%
Desert Center, CA	23.5%	100.0%
Desert Hot Springs, CA	31.7%	39.5%
Indian Wells, CA	2.6%	0.0%
Indio, CA	14.8%	22.3%
La Quinta, CA	6.4%	12.3%
Mecca, CA	44.3%	50.8%
Mountain Center, CA	0.0%	0.0%
North Palm Springs, CA	0.0%	-
Palm Desert, CA	7.6%	13.0%
Palm Springs, CA	14.1%	28.8%
Rancho Mirage, CA	6.5%	10.7%
Thermal, CA	36.5%	31.3%
Thousand Palms, CA	7.0%	15.6%
Whitewater, CA	36.0%	70.1%
Riverside County	13.1%	18.9%
Statewide	12.2%	18.2%



The table below shows the largest industries in the DCCD service area cities. The top five industries include 1) arts, entertainment, recreation, accommodation, and food services, 2) educational services, healthcare, and social assistance, 3) retail trade, 4) professional, scientific, management, administrative, and waste management, and 5) construction. The top five industries represent over 111,000 total jobs in 2015.

Table 28: Largest Industries in DCCD Service Area Cities

Source: American Community Survey, 2015 - Table DP03

Industry	2015 Total Jobs
Arts, entertainment, recreation, accommodation and food services	30,380
Educational services, health care and social assistance	29,376
Retail trade	20,403
Professional, scientific, management, administrative and waste management services	20,151
Construction	11,242
Other services, except public administration	9,810
Finance and insurance, and real estate	9,025
Public administration	6,000
Manufacturing	5,590
Agriculture, forestry, fishing and hunting, and mining	5,364

There are five occupations identified as high growth in the DCCD service area. The five areas include 1) service occupations, 2) management, business, science, and arts occupations, 3) sales and office occupations, 4) natural resources, construction, and maintenance occupations, and 5) production, transportation, and material moving occupations. The high growth occupations would provide the DCCD service area cities with nearly 158,000 jobs.

Table 29: DCCD Service Area Cities High-Growth Occupations

Source: American Community Survey, 2015 - Table DP03

Occupation	DCCD Service Area Cities (Number of Civilian Employed Population)
Service occupations	48,571
Management, business, science, and arts occupations	41,029
Sales and office occupations	36,489
Natural resources, construction, and maintenance occupations	19,292
Production, transportation, and material moving occupations	12,524
Total	157,905



Number of Civilian Employed Population 16 Years and Over: Coachella Valley Cities, 2015					
City	Management, business, science, and arts occupations	Service occupations	Sales and office occupations	Natural resources, construction, and maintenance occupations	Production, transportation, and material moving occupations
Blythe, CA	1,212	1,434	1,140	617	756
Cathedral City, CA	4,332	8,334	5,108	2,030	2,071
Coachella, CA	1,676	6,320	3,078	4,159	2,066
Desert Center, CA	12	25	15	10	18
Desert Hot Springs, CA	1,699	3,877	1,893	1,175	868
Indian Wells, CA	931	199	427	68	40
Indio, CA	7,323	10,757	8,209	4,436	2,973
La Quinta, CA	5,844	3,321	4,156	1,362	914
Mecca, CA	108	877	382	1,622	297
Mountain Center, CA	0	0	12	0	0
North Palm Springs, CA	28	98	43	27	2
Palm Desert, CA	7,221	5,798	5,233	1,366	1,018
Palm Springs, CA	6,889	5,634	4,378	1,231	1,000
Rancho Mirage, CA	2,724	759	1,568	246	279
Thermal, CA	217	261	211	385	59
Thousand Palms, CA	788	829	621	552	153
Whitewater, CA	25	48	15	6	10
Total	41,029	48,571	36,489	19,292	12,524

Institution Set Standards

In order to meet the new accreditation requirements for institutional reporting, the College initially established institution-set standards (ISS) in line with its previous benchmarking process. This benchmarking process compared institutional performance in the most recent year to five-year moving averages. The College carried forward this practice and established five-year moving averages as its institution-set standards for the college-wide areas of student achievement, including successful course completion (course success) rate, number of degree graduates, number of certificate graduates, and number of transfers to four-year universities.

In spring 2017, the College revisited its institution-set standards and agreed to establish standing benchmarks that would be re-evaluated each year but were intended to serve as a baseline for performance moving forward.

College of the Desert (COD) has established institution-set standards (ISS) for all required student achievement metrics, and furthermore, program-specific institution-set standards were established for job placement and licensure exam pass rates. The metrics were discussed and approved by the End User Data Group Committee (EUG), a Subcommittee of College Planning Council



(CPC), in spring 2017. The EUG recommendation for ISS was forwarded to CPC, where it was discussed and accepted on April 28, 2017. Outcomes and Assessment Committee (OAC), an Academic Senate Committee, was also having parallel discussions, and OAC discussed and forwarded EUG's recommendation to the Full Academic Senate on April 27, 2017. For the purpose of integration and to foster parallel and collaborative dialogue between Faculty and leadership on these initiatives, the OAC chair is a faculty representative on the EUG committee, and the EUG leadership co-chair attends OAC as an administrative guest. The ISS are reported out annually to the Accrediting Commission in the College's Annual Report. Continuing forward the EUG group will provide updates to CPC, and the OAC will be providing the updates to the Full Academic Senate.

Over the past five fall terms, the College's successful course completion rate (course success rate) has not increased from fall 2011 to fall 2015. Given the College's various initiatives designed to increase student success at the course level, including EDGE, first year experience, faculty professional development related to engaging teaching and learning strategies, and reorganizing campus tutoring services, campus stakeholders expected the trend to begin to increase. The College set its standard for course success rate at 72 percent, which is slightly above the overall success rate for the California Community Colleges system. The College will continue to improve course outcomes for all students and progress toward its long-term goal of a 72 percent course success rate (Chart and table 31). As demonstrated in charts and tables 32, 33, and 34, the College will continue to disaggregate student outcomes, course success rates and retention rates, by teaching methods and other measures in order to improve outcomes, including outcomes for online and hybrid teaching modalities.

Institution Set Standards, Spring 2017
Office of Institutional Research

Source	Standard	ACCJC	IEPI	Year 1	Year 2	Year 3	Year 4	Year 5	Avg	Min	Max	Institution Set Standard
MIS	Successful Course Completion (Fall 2012 to Fall 2016)	X	X	71.7%	72.1%	69.9%	70.7%	70.2%	70.9%	69.9%	72.1%	72%
Scorecard	Remedial Math Rate (Improvement) (10-11 to 14-15)		X	26.2%	27.8%	28.8%	32.1%	35.2%	30.0%	26.2%	35.2%	30%
Perkins	Job Placement Rate (2013-14 to 2017-18)	X										
	HORTICULTURE			60.0%	69.2%	69.2%	90.0%	77.8%	73.2%	60.0%	90.0%	73%
	COMPUTER GRAPHICS AND DIGITAL IMAGERY			47.4%	41.7%	41.7%	76.5%	78.6%	57.1%	41.7%	78.6%	57%
	CULINARY ARTS			86.7%	60.0%	60.0%	72.2%	88.2%	73.4%	60.0%	88.2%	73%
	ENVIRONMENTAL CONTROL TECHNOLOGY			83.9%	63.9%	63.9%	75.0%	73.3%	72.0%	63.9%	83.9%	72%
	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION			79.7%	63.9%	63.9%	74.2%	82.5%	72.8%	63.9%	82.5%	73%
	ADMINISTRATION OF JUSTICE			89.2%	78.4%	78.4%	86.1%	88.9%	84.2%	78.4%	89.2%	84%
	AUTOMOTIVE TECHNOLOGY			66.7%	66.7%	66.7%	78.8%	88.9%	73.5%	66.7%	88.9%	74%
	ALCOHOL AND CONTROLLED SUBSTANCES			76.2%	50.0%	50.0%	78.3%	87.5%	68.4%	50.0%	87.5%	68%
	REGISTERED NURSING			87.8%	69.4%	69.4%	81.4%	96.7%	80.9%	69.4%	96.7%	81%
	BUSINESS ADMINISTRATION			76.7%	64.7%	64.7%	78.4%	88.3%	74.6%	64.7%	88.3%	75%
	ACCOUNTING			70.4%	69.4%	69.4%	73.6%	73.5%	71.3%	69.4%	73.6%	71%
Local	Licensing Pass Rate (2012 to 2016)	X										
	Registered Nursing			90.0%	90.7%	92.0%		82.0%	88.7%	82.0%	92.0%	100%
	Licensed Vocational Nurse			81.0%	89.0%	77.0%		84.0%	82.8%	77.0%	89.0%	100%
Scorecard	Degree Completion (All)	X	X	10.3%	15.1%	16.2%	18.1%	17.5%	15.5%	10.3%	18.1%	15%
	Certificate Completion (All)	X	X	1.3%	1.7%	2.9%	2.9%	3.5%	2.5%	1.3%	3.5%	3%
	Transfer Rate (All)	X	X	26.7%	24.9%	25.0%	24.7%	23.5%	25.0%	23.5%	26.7%	25%



Chart 31: Institution-Set Standards and Course Success Rate

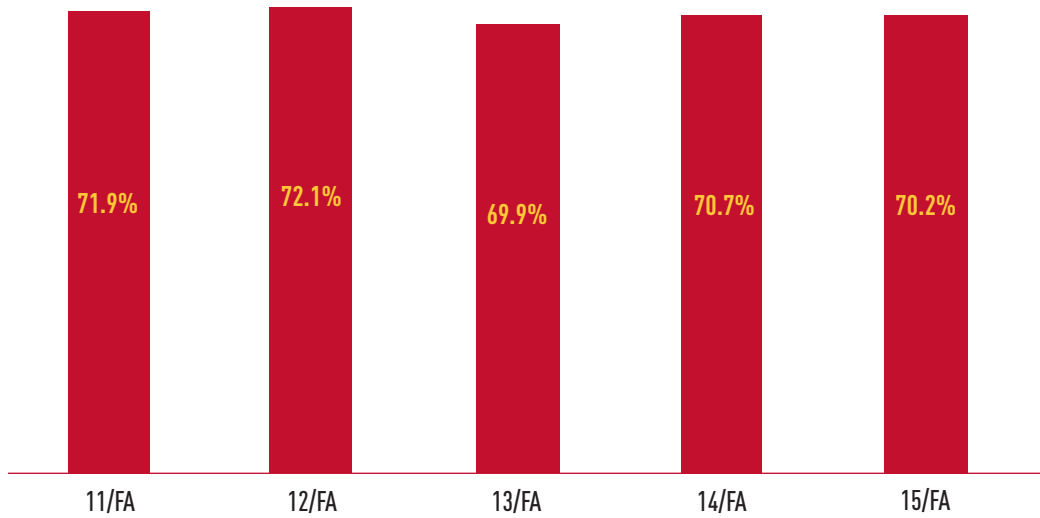


Table 31: Institution-Set Standards and Course Success Rate

Success Rate	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Success Rate	71.9%	72.1%	69.9%	70.7%	70.2%

Chart 32: Course Success Rate by Delivery Method, Fall Terms

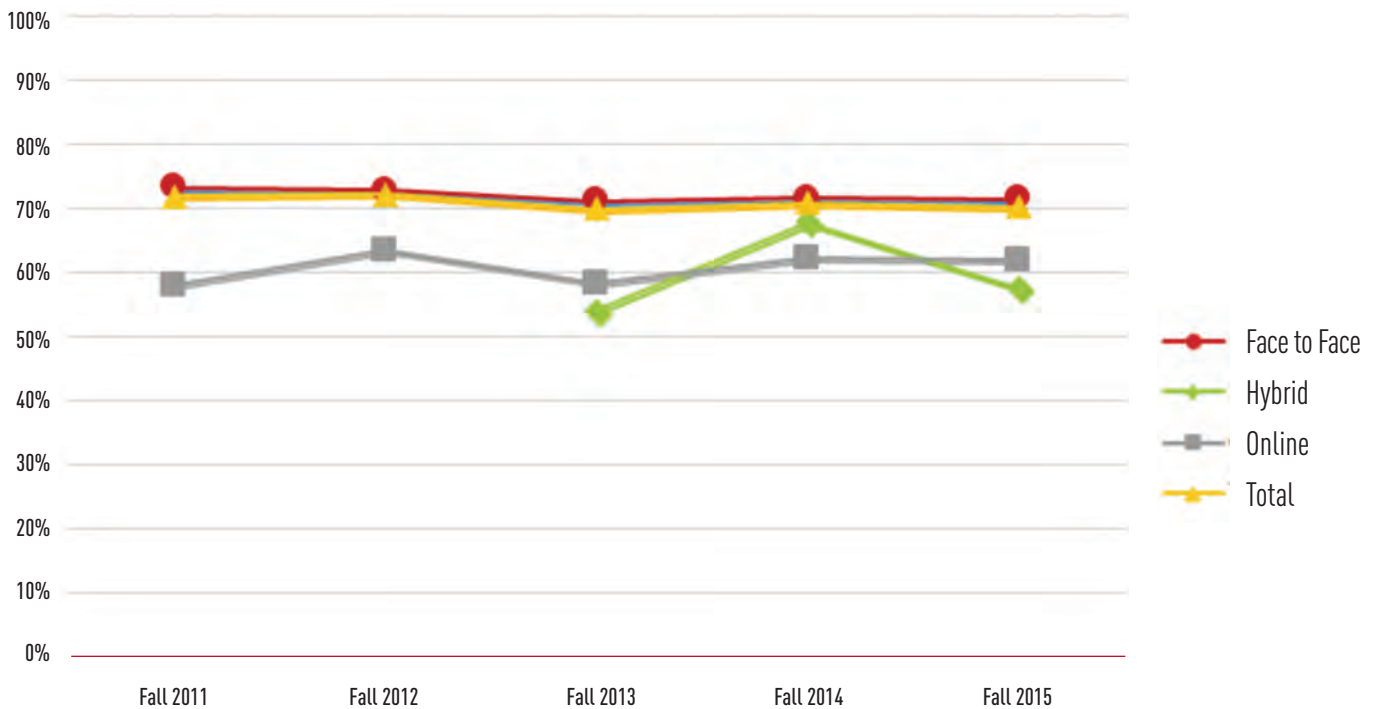




Table 32: Course Success Rate by Delivery Method, Fall Terms

Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Face to Face Enrollment	73.2%	72.8%	71.2%	71.5%	71.4%
Online	57.9%	63.4%	58.2%	62.2%	61.9%
Hybrid	n/a	n/a	53.9%	67.8%	57.4%
Total	71.9%	72.1%	69.9%	70.7%	70.2%

Chart 33: Course Retention Rate, Fall Terms

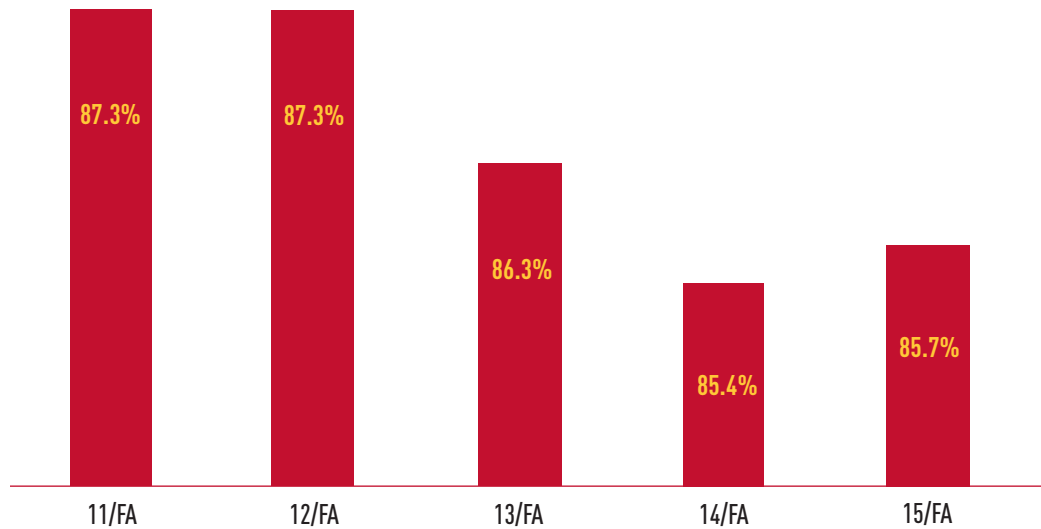


Table 33: Course Retention Rate, Fall Terms

Retention Rate	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Retention Rate	87.3%	87.3%	86.3%	85.4%	85.7%



Chart 34: Course Retention Rate by Delivery Method, Fall Terms

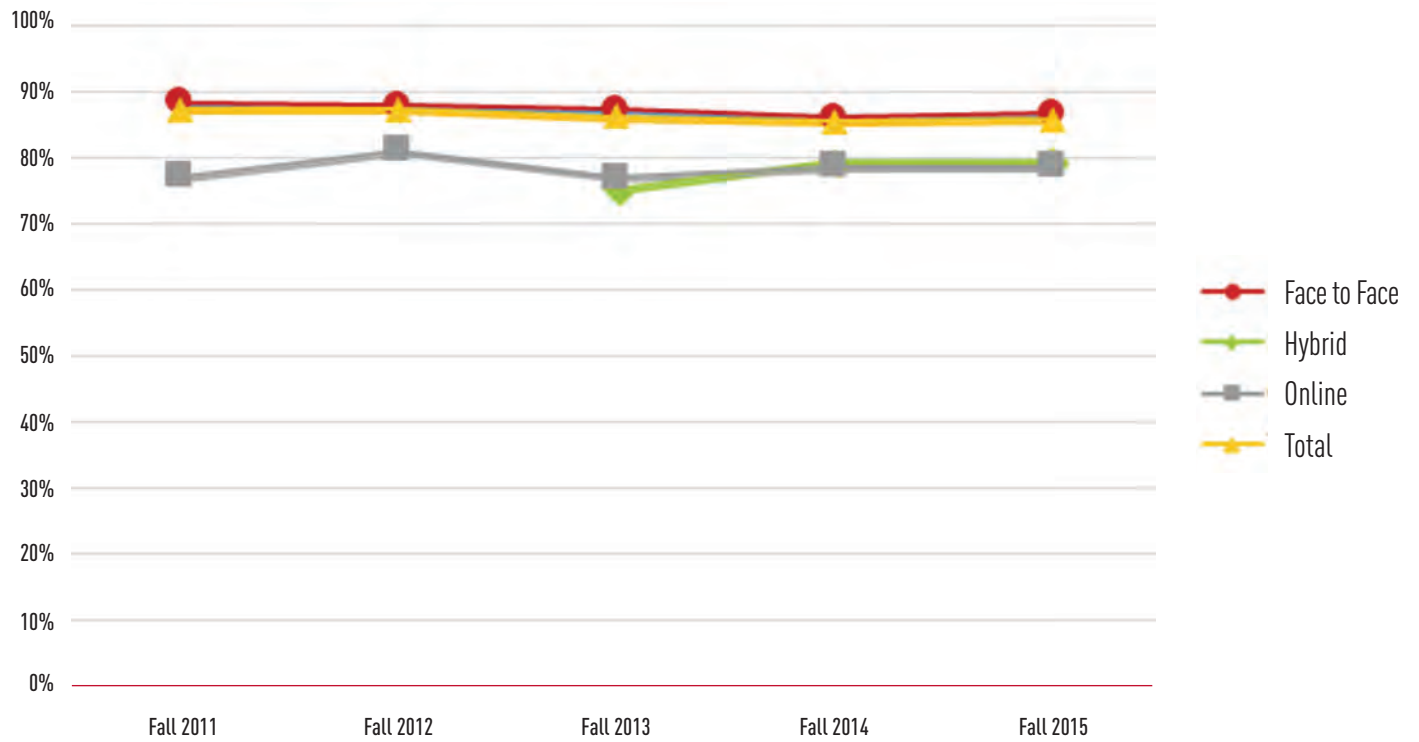


Table 34: Course Retention Rate by Delivery Method, Fall Terms

Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Face to Face Enrollment	88.3%	87.8%	87.2%	86.1%	86.7%
Online	77.1%	81.2%	77.0%	78.6%	78.6%
Hybrid	n/a	n/a	75.2%	79.4%	79.6%
Total	87.3%	87.3%	86.3%	85.4%	85.7%



1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

College of the Desert (COD) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council of Higher Education Accreditation and the U.S. Department of Education (ER.1). The ACCJC is a regional accrediting body recognized by the US Department of Education and granted authority through the Higher Education Opportunity Act of 2008. The authority is published on the front page of the College Catalog and several places on the College website (ER 2, ER 3).

Evidence

- ER.1-1 ACCJC Letter Reaffirmation Accreditation (June 29, 2011)
- ER.1-2 2016-2017 College Catalog
- ER.1-3 Accreditation Website

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

College of the Desert has operated continuously since it was established in 1958. The main campus is located in Palm Desert, along with multiple off-campus locations in the Eastern Valley (Indio and Mecca/Thermal), Western Valley, which consists of the newly opened Desert Hot Springs location, courses offered in Palm Springs High School and Cathedral City High School, and through distance education over the Internet. Plans are underway for a Palm Springs campus.

In 2015-16, approximately 15,000 students (ER.2-1) pursued over 72 programs of study for associate degrees, transfer degrees to four-year colleges and universities, certificates, basic skills courses, and career and technical programs (ER.2-2, 2-3). The College awarded 1,157 degrees and certificates during the 2015-16 academic year (ER.2-4). The current Catalog and Schedule of Classes are available online (ER.2-3).

Evidence

- ER.2-1 Annual Headcount from 2011 – 2016
- ER.2-2 Education Goal from 2011-2016
- ER.2-3 Catalogs & Schedules Webpage
- ER.2-4 Degrees Awarded 2015-16



3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

College of the Desert offers 60 certificate programs (including locally approved and non-credit) and 69 associate degree programs: 18 associate of arts, 27 associate of science, 16 associate of arts-transfer, 8 associate of science-transfer (ER.3-1). In fall 2015, 78% of courses offered lead to a degree and/or transfer. The College Catalog lists the requirements for all degrees, including the general education courses (ER.3-1). In 2016, 474 associate in arts, 305 associate in science, and 234 certificates were awarded (ER.3-2). In 2015-2016, COD offered 2,225 sections affiliated with credit instructional programs, of which 1,987 (89.3%) were identified as "degree-applicable" (ER.3-3). The overwhelming majority of COD students enroll in degree applicable courses: in 2015-16, 12,993 (97.6%) enrolled in at least one degree-applicable course (ER.3-4).

Evidence

- ER. 3-1 2016-17 College Catalog Programs of Study
- ER. 3-2 Degrees and Certificates Awarded
- ER.3-3 Section Offerings-Degree-Applicable
- ER.3-4 Headcount in Degree-Applicable Courses

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College of the Desert Superintendent/President serves as the Chief Executive Officer responsible for the institution and to administer board policies (ER.4-1). Dr. Joel Kinnamon was appointed by the Desert Community College District Board of Trustees on June 21, 2012, with an effective date of July 9, 2012 (ER.4-2, 4-3). The Superintendent/President does not serve as chair of the Board of Trustees but as the Secretary to the Board (ER.4-4). The College is aware of its responsibility to notify the Accrediting Commission when there is a change in the Chief Executive Officer. ACCJC was promptly informed when Dr. Joel Kinnamon was appointed chief executive officer by the governing board in July 2012.

Evidence

- ER.4-1 Board Policy 2430: Delegation of Authority to Superintendent/President
- ER.4.2 Board of Trustees Meeting Minutes June 21, 2012
- ER.4-3 COD Names Dr. Joel Kinnamon as New Superintendent/President (2012)
- E.R.4-4 Board Policy 2210: Officers of the Board



5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

College of the Desert undergoes an annual external audit by a certified public accountant from an independent firm certified by the California State Board of Accountancy (ER. 5-1, 5-2). The audit is comprehensive, thorough, and adheres to recognized accounting standards. The audit is presented to the Board of Trustees each year, and it is posted on the College's Fiscal Services public webpage. (ER.5-1, ER.5-3, ER.5-4).

Evidence

ER. 5-1 Board Policy 6400 Audits

ER. 5-2 Administrative Procedure 6400 Financial Audits

ER. 5-3 2015-16 District and Measure B Financial and Performance Audit Reports to the Board of Trustees November 16, 2016

ER.5-4 Fiscal Services Budgets and Audits Webpage



The Accrediting Commission for Community and Junior Colleges (ACCJC) provided a Checklist for evaluating status against the requirements described in federal regulations and Commission policies. The Checklist covers eight areas of compliance. To complete this portion of the self-evaluation process, COD converted the Checklist for each area into a table and used the column of College of the Desert's (COD's) status to evaluate performance related to each component. Most of COD's statuses are in compliance where current COD practices address all of the stated requirements. Other status includes "to be determined during visit" because they are associated with items referred to the College by the External Evaluation Visiting Team.

COD's status on each component of the Checklist is reported in the first column of each of the tables below. The second column of each table contains the description of requirements conveyed via the Checklist, followed by COD's narrative response addressing compliance with each federal regulation and Commission policy. The narrative response includes references to other parts of the Self-Evaluation Report, where appropriate. A list of evidence associated with each regulation or policy is presented in the final row of each table.

1: Public Notification of an Evaluation Visit and Third Party Comment	
Regulation citation: 602.23(b)	
COD's Status	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
COD is in Compliance.	<p>COD posted the following information on the accreditation home page of the College website on March 20, 2016:</p> <p>The accreditation review process includes opportunity for submission of third-party comments. Such comments must be submitted in writing and include contact information (name, address, phone number, email address) of the correspondent. The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments related to an institution's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies at any time. Third-party comments associated with the self-evaluation review cycle must be received by the ACCJC no later than five weeks before scheduled Commission consideration. The form for submitting third-party comment is available on the ACCJC website at accjc.org/complaint-process.</p> <p>[See ER21 and Standard I.C.5 and I.C.12]</p>



To be determined during visit	<p>The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.</p> <p>The institution has not received any follow-up items related to the third party comment. The institution will be prepared to address pending submission of any third-party comments.</p>
COD is in Compliance.	<p>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.</p> <p>COD posted the following information on the accreditation home page of the College website on March 20, 2016:</p> <p>The accreditation review process includes opportunity for submission of third-party comments. Such comments must be submitted in writing and include contact information (name, address, phone number, email address) of the correspondent. The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments related to an institution's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies at any time. Third-party comments associated with the self-evaluation review cycle must be received by the ACCJC no later than five weeks before scheduled Commission consideration. The form for submitting third-party comment is available on the ACCJC website at accjc.org/complaint-process.</p>

2: Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

COD's Status	Checklist Component Narrative Response
COD is in Compliance.	<p>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</p> <p>COD identified institution-set standards of performance defining academic quality in spring 2017, during a vetting process with End User Group (Subcommittee of College Planning Council), Outcomes and Assessment Committee (Committee of the Academic Senate), Academic Senate, and College Planning Council. These measures were submitted as part of the 2017 ACCJC Annual Report. Those measures include: successful course completion rate (72%), degree completion (16%), certificate completion (3%), and transfer rate (25%). COD has the Institution Set Standards of the college available on the institutional research website in order to keep track of the annual performance. The College has recently reviewed its mission statement, and student achievement and student learning were added to reflect the additional measures of academic quality and institutional effectiveness as part of the process.</p> <p>[See Standard I.A.2 and I.B.3]</p>



COD is in Compliance.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

COD identified institution-set standards of performance defining academic quality in spring 2017, during a vetting process with End User Group (Subcommittee of College Planning Council), Outcomes and Assessment Committee (Committee of the Academic Senate), Academic Senate, and College Planning Council. These measures included student achievement performance with instructional programs, specifically job placement rates and for programs where licensure is required, licensure examination passage rates.

The following are the Institution Set Standards (ISS) for the instructional programs with ten or more completers:

Remedial Math Rate-72%

Job Placement Rates

- Horticulture-73%
- Computer Graphics and Digital Imagery-57%
- Culinary Arts-73%
- Environmental Control Technology-72%
- Child Development/Early Care and Education-73%
- Administration of Justice-84%
- Automotive Technology-74%
- Alcohol and Controlled Substances-68%
- Registered Nursing-81%
- Business Administration-75%
- Accounting-71%

Licensure Pass Rates

- Registered Nursing-100%
- Licensed Vocational Nursing-100%

COD has the Institution Set Standards of the college available on the institutional research website in order to keep track of the annual performance, which include the ISS for the programs mentioned above. These ISS were also included as part of the 2017 Annual ACCJC report.



COD is in Compliance.

The institution-set standards for programs across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

The Program Review Updates (PRU) and annual planning process incorporates analysis of data tracking program-level performance on retention and successful course completion. The Academic Program Reviews (APR), which are comprehensive program reviews, include data on student learning and achievement in their programs over a five year period. Program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment, student achievement, and student success data as well as faculty staffing information. The disciplines provide information on the program, SLOs, accomplishments, and an interpretation of the data provided.

In summary, the PRU, APR and planning process combines self-study, evaluation, planning and budgeting for all instructional, student services, and support services at COD. The College has recently reviewed its mission statement, and student achievement and student learning were added to direct and inform program-level and institution-wide planning.

[See Standard I.B.5 and I.B.7]



<p>COD is in Compliance.</p>	<p>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</p> <p>The College evaluated five years of trends in student achievement areas prior to finalizing the spring 2017 institution set standards. The institution set standard for successful course completion is 72%, and the college has averaged 71% for successful course completion in the last five years. The institution set standard for degree completion is 15%, and the college has averaged 15.5 % in the last five years. The institution set standard for certificate completion is 3%, and the college has averaged 2.5% in the last five years. The institution set standard for transfer rate is 25%, and the college has averaged 25% in the last five years. Based on the spring 2017 review, the College was under the institution set standard for successful course completion.</p> <p>These measures including those that fall below the defined threshold for any of the measures will be reviewed by the End User Group (Subcommittee of the College Planning Council), Assessment of Planning and Outcomes (Subcommittee of the College Planning Council), and Outcomes of Assessment Committee (Subcommittee of the Academic Senate) each fall and folded into institutional planning processes to address the issue should performance fall below the identified levels.</p>
<p>Evidence</p>	<p>C.2-1 2017 ACCJC Annual Report C.2-2 Institution Set Standards on Institutional Research Website C.2-3 Spring 2017 Institution Set Standards/IEPI Goals C.2-4 PRU Template for Instructional Programs C.2-5 Sample-Completed APR C.2-6 Annual Planning Process C.2-7 College Planning Council Handbook</p>



3: Credits, Program Length, and Tuition Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9	
COD's Status	Checklist Component Narrative Response
COD is in Compliance.	<p>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</p> <p>COD awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. Course credit calculations are described in the Curriculum Handbook and accompanying calculation sheet. A student enrolled full-time can complete degree requirements within two years. BP 4020 (Program Curriculum) stipulates compliance with federal calculations.</p> <p>[See ER 3 and Standards II.A.5, 6, and 9.]</p>
COD is in Compliance.	<p>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</p> <p>The Curriculum Committee verifies credit hours and degree program lengths as part of the review process for courses and programs. As outlined in the Curriculum Committee Handbook, course credits are assigned based on the number of lecture or laboratory hours and other performance criteria specified in the course outline.</p> <p>[See Standard II.A.9.]</p>
COD is in Compliance.	<p>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</p> <p>Enrollment and tuition fees are described in the College Catalog and apply to all credit courses and degree programs.</p>
COD is in Compliance.	<p>Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</p> <p>COD does not offer any clock hour programs.</p> <p>[See Standard II.A.9.]</p>



<p>COD is in Compliance.</p>	<p>The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.</p> <p>COD complies with the Commission Policy on Institutional Degrees and Credits. All degrees require a minimum of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents at least 54 hours of student work. The academic year spans at least 32 weeks, and a full-time student enrolls in at least 12 units each semester.</p> <p>[See ER 3 and Standard II.A.9.]</p>
<p>Evidence</p>	<p>C.3-1 Curriculum Handbook C.3-2 CCCCCO Hours and Unit Calculations C.3-3 College Catalog C.3-4 BP 4020 Program and Curriculum Development</p>

<p style="text-align: center;">4: Transfer Policies Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)</p>	
<p>COD's Status</p>	<p>Checklist Component Narrative Response</p>
<p>COD is in Compliance.</p>	<p>Transfer policies are appropriately disclosed to students and to the public. The process for submitting transcripts to be evaluated for COD credit is described on the Admissions and Records website (under "Student Records: Evaluation of Transcripts") and the College Catalog (page 24).</p> <p>These publications describe the process for submitting transcripts and meeting with a COD counselor and submitting official transcripts to admissions and records to receive credit for courses completed at other institutions. The policies are appropriately disclosed to students and to the public on the website and College Catalog.</p> <p>[See Standard II.A.10.]</p>
<p>COD is in Compliance.</p>	<p>Policies contain information about the criteria the institution uses to accept credits for transfer.</p> <p>In order to be awarded credit for college work completed at another institution, students must submit official transcripts showing successful completion of lower-division courses at an accredited institution. The transcript review process includes evaluation of the course description and/or syllabus from the originating institution. There is no limit on the number of units that be transferred to COD for credit, and there is no recency requirement. Students with transcripts from other countries must have their transcripts evaluated by an outside agency. Veterans can receive military service credit, and the criteria for awarding of military service credit are outlined in the "Evaluation of Transcripts" process.</p>



<p>COD is in Compliance.</p>	<p>The institution complies with the Commission Policy on Transfer of Credit.</p> <p>COD complies with the Commission Policy on Transfer of Credit. The process identifies the requirements for receiving transfer credit, including accredited status of the institution of origin, allows for submission of transcripts from other countries, includes evaluation of course-level requirements (course description and syllabus), and communicates the transcript submission and evaluation process to students and the public.</p>
<p>Evidence</p>	<p>C.4-1 College Catalog C.4-2 Transfer Center Website C.4-3 College and University Articulation Website C.4-4 Admission and Records-Transcripts from Other Schools C.4-5 Foreign Transcript Evaluation</p>

<p style="text-align: center;">5: Distance Education and Correspondence Education Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38</p>	
<p>COD's Status</p>	<p>Checklist Component Narrative Response</p>
<p>COD is in Compliance.</p>	<p>The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</p> <p>COD has Administrative Procedure (AP) 4105 Distance Education, which includes the definition as “The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.” There are four course categories defined, processes for shell review, and faculty training processes and requirements. The Regular Effective Contact Policy along with the description of the Distance Education Committee is also described in AP 4105.</p> <p>As stated under the references of the policy, AP 4105 is written in alignment with the U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 C.F.R. § 602.17.</p> <p>COD does not offer courses through Correspondence Education.</p>
	<p>There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).</p>



COD is in Compliance.

AP 4105 describes policies and procedures for determining if a course is offered by distance education including a Regular Effective Contact Policy.

AP 4105 describes the following:

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Distance Education Subcommittee approval procedures.

Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.”

COD Regular Effective Contact Policy:

1. All DE courses at COD, including hybrid courses, will include regular effective contact as per the following:

- **Initiated interaction:** Instructors will regularly initiate interaction with students on a one-to-one and/or group basis. In doing so, the instructor should be, on a regular basis, cognizant of the degree to which students are participating in the course – similar to how a face-to-face instructor is constantly aware of how many students are attending class. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency and duration:** In a DE course, the frequency and duration of contact should be comparable to that of the “equivalent” face-to-face course. At the very least, the number of instructor contact hours per week that would be available to face-to-face students will also be available, in asynchronous and/or synchronous mode, to DE students. Given the nature and variety of DE contact, especially asynchronous contact, it is not expected that contact will necessarily occur during well-defined blocks of time as in a face-to-face course. Nevertheless, over the course of the week, an individual student can expect contact that is comparable in frequency and duration to that which would be experienced in an “equivalent” face-to-face course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.



<p>COD is in Compliance.</p>	<p>2. Mandatory types of contact:</p> <p>In all COD DE courses, instructors will, at a minimum, make use of the following to initiate and maintain contact with students:</p> <ul style="list-style-type: none">• Threaded discussion forums within the Learning Management System (LMS) with appropriate instructor participation• General email and/or messaging through the LMS• Weekly announcements in the LMS• Timely feedback on student work• Instructor prepared material that, possibly combined with other course materials, creates the “virtual equivalent” of the face-to-face classroom <p>3. Other types of contact:</p> <p>The following are other forms of communication that DE instructors may wish to use to initiate and maintain contact with students:</p> <ul style="list-style-type: none">• Chat Room/Instant Messaging/Texting/Twitter• Online quizzes/exams• Telephone/Voicemail• USPS mail• E-Portfolios/Blogs/Wikis• Scheduled face-to-face group or individual meetings• Regular virtual office hours• Field trips• Library workshops• Posted audio/video, Live audio/video• E-conference (CCCConfer) <p>COD does not offer courses through Correspondence Education.</p>
<p>COD is in Compliance.</p>	<p>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</p> <p>As stated in AP 4105, the institution verifies and authenticates the student’s identity in one or more of the following methods:</p> <ul style="list-style-type: none">• secure credentialing/login and password;• proctored examinations; or• new or other technologies and practices that are effective in verifying student identification.



<p>COD is in Compliance.</p>	<p>COD students have an authentication process through the MyCOD student portal. The portal functions as a single sign-on and identity authentication (LDAP authentication) for their student information including access to CANVAS, the learning management system that supports the distance education and online courses. AP 4105 also states that “The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy.”</p> <p>COD does not offer courses through Correspondence Education.</p>
<p>COD is in Compliance.</p>	<p>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</p> <p>Technology resources associated with the distance education program are described in the 2012 Substantive Change Proposal, which includes technology infrastructure and support for the learning management system. Information Systems and Educational Technology have dedicated staff, facilities, and technology support to maintain the distance education offerings.</p> <p>COD does not offer courses through Correspondence Education.</p>
<p>COD is in Compliance.</p>	<p>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</p> <p>Each component of the Commission Policy on Distance Education and Correspondent Education is addressed directly in AP 4105 and the 2012 Substantive Change Proposal.</p> <p>COD does not offer courses through Correspondence Education.</p>
<p>Evidence</p>	<p>C.5-1 AR 4105 C.5-2 2012 Substantive Change Proposal for Online Instruction C.5-3 Curriculum Handbook C.5-4 IT Support and Resource Reference Guide for Faculty/Staff C.5-5 Distance Education Website C.5-6 Berger Faculty Innovation Center Website</p>



6: Student Complaints	
Regulation citations: 602.16(a)(1)(ix); 668.43	
COD's Status	Checklist Component Narrative Response
COD is in Compliance.	<p>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p> <p>Administrative Procedure 5530 Student Rights and Grievances is posted online under Board Policies and under Student Services. A summary of the policy and procedures is provided in the College Catalog (beginning on page 45).</p>
COD is in Compliance.	<p>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</p> <p>Most student complaints are first filed with the Office of Student Life, and if need be, then referred to the dean then vice president of student success (student services). If the complaint is instruction-related, it is referred to the Office of Student Learning (Instruction). The initial complaints concerning student conduct, student discipline, and unjust treatment for the last six years are on file in the Office of Student Success. All complaints have followed prescribed policies and procedures.</p>
To be determined during visit	<p>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</p>
COD is in Compliance.	<p>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p> <p>COD's accreditation status with the ACCJC is posted on the website. The statement includes contact information and reference to the complaint process, including a link to the ACCJC website.</p> <p>Instructional programs with programmatic accreditation include similar statements on their respective websites – including name of the accrediting agency, contact information, reference to the complaint process, and a link to the website of the accrediting body.</p>



<p>COD is in Compliance.</p>	<p>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</p>
	<p>In accordance with the Commission Policy on Representation of Accredited Status, COD uses the language provided by the ACCJC to communicate its accreditation status to students and the public:</p>
	<p>College of the Desert is a fully accredited institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.</p>
	<p>In addition, the following statement is also on the website:</p>
	<p>The accreditation review process includes opportunity for submission of third-party comments. Such comments must be submitted in writing and include contact information (name, address, phone number, email address) of the correspondent. The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments related to an institution's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies at any time. Third-party comments associated with the self-evaluation review cycle must be received by the ACCJC no later than five weeks before scheduled Commission consideration. The form for submitting third-party comment is available on the ACCJC website at accjc.org/complaint-process.</p>
	<p>This statement is posted one click away from the COD homepage where there is an accreditation button on the left. COD complies with the Commission Policy on Student and Public Complaints Against Institutions, as procedures for student grievance and public complaint are reasonable, fairly administered, and publicized to students and the public. COD has not had any complaints referred to the Accrediting Commission in the last six years.</p>
<p>Evidence</p>	<p>C.2-1 2017 ACCJC Annual Report C.2-2 Institution Set Standards on Institutional Research Website C.2-3 Spring 2017 Institution Set Standards/IEPI Goals C.2-4 PRU Template for Instructional Programs C.2-5 Sample-Completed APR C.2-6 Annual Planning Process C.2-7 College Planning Council Handbook</p>



7: Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6

COD's Status	Checklist Component Narrative Response
COD is in Compliance.	<p>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</p> <p>Information about programs, locations, and policies is communicated to students and the public via the College Catalog, the Schedule of Classes, and the College website. Programs, campus locations, and policies are described in the Catalog and on the website. Details about class locations are communicated through the Schedule of Classes, based on course offerings each academic term. Electronic versions of the Catalog and Schedule of Classes are posted on the website and can be updated to reflect the most current information. Course offerings are updated through WebAdvisor and the MyCOD student portal. COD has a one-year cycle for the Catalog to facilitate regular review, timeliness, and accuracy of information.</p>
COD is in Compliance.	<p>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</p> <p>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. Educational programs and services are the primary emphasis of all publications. The Catalog includes all required institutional elements required by the Accreditation Standards. The statement of accreditation status at the institutional level in the 2016-2017 Catalog refers students and the public to individual Programs of Study pages for programmatic accreditation. For each of the programs that undergo external evaluation, the accrediting agency specific to the program is identified, and contact information is provided. COD does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students. Scholarships are awarded based on specified criteria to support students in the pursuit of their educational goals. The Commission Policy on Representation of (ACCJC) Accredited Status is addressed in the Student Complaint section above.</p> <p>[See Standard I.C.2].</p>



<p>COD is in Compliance.</p>	<p>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</p> <p>COD's accreditation status with the ACCJC is posted on the website. The statement includes contact information and reference to the complaint process, including a link to the ACCJC website.</p>
<p>Evidence</p>	<p>C.2-1 2017 ACCJC Annual Report C.2-2 Institution Set Standards on Institutional Research Website C.2-3 Spring 2017 Institution Set Standards/IEPI Goals C.2-4 PRU Template for Instructional Programs C.2-5 Sample-Completed APR C.2-6 Annual Planning Process C.2-7 College Planning Council Handbook</p>

<p style="text-align: center;">Title IV Compliance</p> <p style="text-align: center;">Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.</p>	
<p>COD's Status</p>	<p>Checklist Component</p> <p>Narrative Response</p>
<p>COD is in Compliance.</p>	<p>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</p> <p>The district has received an unqualified opinion with no material weaknesses cited in the last three years. There was only one finding involving a program procedural issue that was not related to fiscal practices. The college has received positive unqualified audits for a number of years. In summary, financial documents have credibility, accuracy and reflect appropriate resource allocation in support of student learning programs and services.</p> <p>In each of those years, COD was identified as a low-risk auditee.</p> <p>[See ER 5 and Standards III.D.5-7.]</p>
	<p>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.</p>



<p>COD is in Compliance.</p>	<p>The USDE has not identified any issues about COD's financial responsibility – including student financial aid responsibility – in recent years.</p> <p>[See Standards III.D.7, 10, 14, and 15.]</p>
<p>COD is in Compliance.</p>	<p>The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.</p> <p>COD meets the federal requirement by having a default rate under thirty percent, which meets the federal requirements set by the Department of Education. To reach efforts under the percentage set by the Department of Education, COD has qualified staff and default prevention services to maintain compliance. COD discontinued participation in the federal student loan program in 2013–14. COD works closely with the California Community College Chancellor's Office to assist in monitoring and controlling loan defaults. COD's default rates are within the federal guidelines.</p> <p>[See ER 5 and Standards III.D.15.]</p>
<p>COD is in Compliance.</p>	<p>Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</p> <p>COD's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. As reported in the List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations section of this report, COD has made arrangements through contracts, agreements, and Memoranda of Understanding (MOUs) with external organizations to offer and receive services. The arrangements provide funding for COD to offer instruction to local agencies and specific organizations across California. They also provide sites for students in Health Services programs to complete their clinical training. Through participation in the Online Computer Library Center, Inc. (OCLC) and annual subscriptions to research databases, COD provides access to expanded library resources for students. COD does not have agreements with third-party providers to offer student service programs.</p> <p>Most of COD's agreements with third-party providers involve COD providing instruction and training to external organizations. Others supplement existing instructional program offerings at COD – by providing facilities for clinical training and enhancing students' experiences through study abroad. As components of larger instructional programs, these agreements do not require approval through substantive change.</p> <p>[See Standards II.B.4 and III.D.16.]</p>



<p>COD is in Compliance.</p>	<p>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</p> <p>Currently, COD does not have any non-regionally accredited organization contracts. If the College needed to pursue such a contract in the future, the institution has designated personnel with signing authority for contracts, and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the institution and the contracted organization.</p> <p>[See ER 5.]</p>
<p>Evidence</p>	<p>C.8-1 Audit Reports C.8-2 Student Financial Aid Default Rate C.8-3 List of Contracts with Third-Party Providers</p>



I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Description

College of the Desert's (COD) mission (I.A.1-1) reads:

"College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond."

The College of the Desert (COD) mission statement reflects the institution's commitment to its educational purposes, intended population, and continuous quality improvement. This mission guides decision-making, budget development, and planning at all levels of the institution. The mission serves as the basis for all College planning and is an integral part of the processes used to update and review the primary planning documents of the College:

- mission statement (I.A.1-1);
- strategic plan (I.A.1-2);
- educational master plan (I.A.1-3);
- facilities master plan and program review (I.A.1-4, I.A.1-5)
- operational plans (I.A.1-4).

COD's mission statement is the starting point for the development of the College's planning process. It is reviewed regularly as a means to evaluate the direction of the College's planning efforts and to determine whether the College should revise it in light of current circumstances (I.A.1-6, I.A.1-7). In the fall of 2015, COD started the process of preparing for the accreditation visit, which included getting familiar with the new Accreditation Standards. The co-chairs for Standard I identified areas of the mission statement that did not meet the new Standards. This finding was communicated to the Assessment of Planning Outcomes Subcommittee (APO), a subcommittee of College Planning Council (CPC), whose role it is to "Assess the performance of the College in relation to the goals and objectives specified in its strategic and operational plans" (I.A.1-8).

APO identified the various parts of the Standard relating to the College's mission and mapped the previous mission statement to the new Standard to identify the areas that were not addressed (I.A.1-9, I.A.1-10). APO reviewed mission statements from other colleges for comparison and developed a draft mission statement that could be vetted in CPC (I.A.1-11). The new mission statement was approved by CPC in fall 2016 (I.A.1-12, I.A.1-13, I.A.1-14, I.A.1-15). The new mission was approved at the November 2016 Board of Trustees meeting (I.A.1-16, I.A.1-17).



Mission

COD provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education (DE), which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District (DCCD), surrounding areas and beyond.

Vision

COD will be a center of collaborations and innovations for educational enrichment, economic development, and quality of life in the Coachella Valley and surrounding communities.

Values

COD is a learning-centered institution that values:

Student Success: Student learning and growth are central to all we do.

Diversity and Inclusion: We embrace the diversity of our community and uphold the dignity and worth of the individual.

Integrity: We are open, honest and reliable.

Respect: We value the thoughts, words, and actions of our students, colleagues, and community.

Dedication: Our faculty, staff, and administrators are responsible leaders who effectively implement programs in support of student learning and efficient College operations.

Professionalism: We are current in our areas of expertise and embody high standards of conduct.

Communication: We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.

Lifelong Learning: Learning is essential to living, for our students, faculty and, staff (I.A.1-1).

Evaluation

Broad Educational Purposes

The mission speaks to the broad educational purposes of “providing excellent educational programs, and services,” and it delineates programs in basic skills, career and technical education, transfer preparation, noncredit, distance education, and certificate and associate degree attainment. It is the College’s mission to “contribute to [the] success, learning, and achievement” of its students and by doing so, contribute to the “vitality of the Desert Community College District, surrounding areas, and beyond.” This is appropriate to higher learning institutions.

The mission of the College highlights the service that COD provides for students and the surrounding community. The College provides high-quality courses and programs to meet the educational needs of its students as well as a highly skilled workforce to meet the needs of the Coachella Valley. Educational programs range from transfer programs that allow students to continue their



postsecondary aspirations, degrees and certificates that provide real world experience to smooth the transition into the workforce, and programs that provide training and support for students to prepare for college, complete high school, or learn English (I.A.1-18).

The curriculum process ensures that courses and programs are developed and reviewed on a regular basis so that relevancy and quality are achieved and maintained (I.A.1-19). In addition, the success and achievement of students is central to the planning process as evidenced by the continual evaluation of programs and services through a well-established process of annual program review updates (PRUs) and five-year comprehensive academic program reviews (APRs) (I.A.1-20, I.A.1-21).

Intended Student Population

The mission is focused on serving the students of the District and its surrounding areas. External scans and other data analysis provide information on the population the College serves. Available on the College website, the COD Fact Book provides detailed demographic information about the student population (I.A.1-22). Assessment of student achievement and student learning outcomes (SLOs) is disaggregated to determine the effectiveness of instruction and services provided (I.A.1-23).

The mission states that programs and services at COD “contribute . . . to the success, learning, and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas, and beyond.” The diversity of the student body is as varied as the desert communities the College serves. The Coachella Valley is home to cities with median household incomes that range from \$32,473 to \$83,884 and bachelor’s degree attainment of the population 25 years old or older that ranges from 4.7 percent to 53 percent. In the Coachella Valley, three out of every five residents are younger than 25 years (I.A.1-24). Conversely, less than five percent of the student body is 50 or older while 31 percent of the Coachella Valley population is 55 years or older. Differences also exist in the ethnic representation of the students compared to the surrounding communities. In the Coachella Valley, 51 percent of the population is Hispanic, and 41 percent is white, while at COD, 71 percent of the students are Hispanic, and 18 percent are white (I.A.1-22).

Types of Degrees and Other Credentials Offered

The mission broadly describes the College’s educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit, and distance education.

To meet the needs of the diverse student population as well as to contribute to the vitality of the Desert Community College District, the College offers 105 degrees and certificates (I.A.1-18). Because the College has utilized a data-driven approach to both course offerings and faculty prioritization, students have been able to complete their degrees and certificates in increasing numbers. From 2010–2011 to 2015–2016, the number of degrees and certificates awarded increased by 64 percent (I.A.1-25).

The College mission is to provide “excellent educational programs and services that contribute to the success of our students.” The District vision elaborates that “COD will be a center of collaborations and innovations for educational enrichment.”

Distance education is an essential component that serves the College’s diverse students and contributes to the vitality of the Coachella Valley (I.A.1-26). The mission of Information Systems and Technology is to deliver “both an efficient computing environment and quality customer service to support the mission and goals of the Desert Community College District” (I.A.1-27). The goals and objectives of the Academic Senate’s Educational Technologies and Distance Education Committee align with the College mission by “addressing the evolving technology needs of COD in a variety of areas related to the use of technology for instructional purposes” (I.A.1-28). Enrollments in distance education courses increased between 2012–13 and 2015–16 (I.A.1-29).



Commitment to Student Learning and Achievement

The mission discusses the College’s commitment to student learning and student achievement by the establishment of programs and services that “contribute to the success, learning, and achievement of our diverse students.” The emphasis on both student achievement and student learning are new to the 2014 Accreditation Standards. In major publications, including the College catalog, College website, and posters displayed across the campus, COD’s mission statement is accompanied by vision and values statements (I.A.1-1, I.A.1-18, I.A.1-30).

Institutional Planning

The mission states that the College’s educational programs “are continuously evaluated and improved.” The mission drives the Strategic Master Plan and its institutional goals:

- Goal 1: student success;
- Goal 2: planning and governance;
- Goal 3: fiscal stability and infrastructure;
- Goal 4: teamwork, organizational development; and
- Goal 5: economic, workforce development and community outreach (I.A.1-2).

The Educational Master Plan supports the mission of the College and aligns academic programming and planning in support of the Strategic Master Plan’s goals (I.A.1-3).

The mission is the starting point for the Education Master Plan and the Strategic Master Plan which lead the College’s planning process, connecting to program and resource allocation (I.A.1-31).

Evaluation

College of the Desert meets this Standard. The COD mission statement describes the College’s broad educational purposes, its intended student population, the types of degrees and credentials it offers including distance education, its commitment to student learning and achievement, and its commitment to institutional planning.

Evidence

- I.A.1-1 Mission, Vision, and Values Webpage
- I.A.1-2 2016-2021 Strategic Master Plan
- I.A.1-3 2017-2022 Education Master Plan Webpage
- I.A.1-4 College Plans Webpage
- I.A.1-5 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center
- I.A.1-6 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- I.A.1-7 Revised COD Integrated Planning Calendar-2016
- I.A.1-8 APO Minutes Item 3.3 May 12, 2016
- I.A.1-9 APO Minutes Item 3.1 September 8, 2016
- I.A.1-10 APO Minutes September 29, 2016
- I.A.1-11 APO Minutes October 13, 2016



- I.A.1-12 CPC Minutes Item 11 September 30, 2016
- I.A.1-13 APO Mission Recommendation to CPC September 30, 2016, Handout
- I.A.1-14 APO Recommendation for the 1st Reading of the Mission Presentation
- I.A.1-15 CPC Minutes Item 6 October 14, 2016
- I.A.1-16 Board of Trustees Agenda November 16, 2016
- I.A.1-17 Board of Trustees Minutes November 16, 2016
- I.A.1-18 2016-2017 College Catalog
- I.A.1-19 Curriculum Committee Handbook
- I.A.1-20 2016-2017 Program Review Updates
- I.A.1-21 2015-2016 Academic Program Reviews (Comprehensive Program Review)
- I.A.1-22 COD Fact Book Student Demographics
- I.A.1-23 COD Fact Book Student Outcomes
- I.A.1-24 COD Environmental Scan
- I.A.1-25 Degrees and Certificates
- I.A.1-26 Distance Education Webpage
- I.A.1-27 2015-2016 Information Technology/Information Services Program Review Update
- I.A.1-28 Educational Technologies and Distance Education Webpage
- I.A.1-29 Distance Education Enrollments
- I.A.1-30 Mission, Vision, and Values Quick-Reference Guide and Poster
- I.A.1-31 Institutional Effectiveness and Planning Webpage

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Description

College of the Desert (COD) regularly uses data to assess achievement of the institutional mission. These evaluations are conducted regularly and they are shared with the Assessment of Planning and Outcomes (APO) Subcommittee, College Planning Council (CPC), the Board of Trustees (BOT), and the campus community. The primary institutional effectiveness reports include the evaluation of the 2010 Strategic Educational Master Plan, qualitative analysis of the Institutional Mission, and the annual presentation of the Student Success Scorecard to the Board of Trustees (I.A.2-1, I.A.2-2, I.A.2-3, I.A.2-4).

COD's mission statement is the starting point for the development of the College's planning process. It is reviewed regularly as a means to evaluate the direction of the College's planning efforts and to determine whether the College should revise it in light of current circumstances (I.A.2-5, I.A.2-6). In the fall of 2015, COD started the process of preparing for the accreditation visit, which included getting familiar with the new Accreditation Standards. The co-chairs for Standard I identified areas of the mission statement that did not meet the new Standards through qualitative data directly related to the College mission. This finding was communicated



to the Assessment of Planning Outcomes Subcommittee (APO), a subcommittee of College Planning Council (CPC), whose role it is to “Assess the performance of the College in relation to the goals and objectives specified in its strategic and operational plans” (I.A.2-7).

APO identified the various parts of the Standard relating to a College’s mission and mapped the previous mission statement to the new Standard to identify the areas that were not addressed (I.A.2-8, I.A.2-9). APO reviewed mission statements from other colleges for comparison and developed a draft mission statement that could be vetted in CPC (I.A.2-10). The new mission statement was approved by CPC in fall 2016 (I.A.2-11, I.A.2-12, I.A.2-13, I.A.2-14). The new mission was approved at the November 2016 Board of Trustees meeting (I.A.2-15, I.A.2-16).

COD’s planning processes reach throughout the institution supporting its mission and vision (I.A.2-17, I.A.2-18, I.A.2-19). The annual program review update (PRU) provides the process for departments to request resources to assist in meeting their goals and objectives, as well as supporting the College mission (I.A.2-20). This process begins in the fall for faculty and other staff prioritization and continues in the spring for staff and equipment prioritization (I.A.2-21, I.A.2-22). In summary, the PRU and planning processes combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD.

The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan, which aligns with the College’s mission statement (I.A.2-2, I.A.2-23). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department faculty, staff, and equipment needs (I.A.2-21). Each executive area works with the appropriate president/vice president to prioritize needs identified within the area (I.A.2-21).

COD evaluates performance relative to the mission of the California Community Colleges through the Student Success Scorecard produced by the California Community Colleges Chancellor’s Office each year. The Student Success Scorecard for the California Community Colleges is presented to the Board of Trustees annually (I.A.2-24). The Student Success Scorecard tracks cohorts of students over a period of up to six years to determine whether they achieved certain educational milestones in the areas of degree, certificate, transfer, unit accrual, persistence, and progression across English, mathematics, and English as a Second Language. As these indicators track these measures of student achievement, they relate directly to the mission of COD. COD’s performance is evaluated against both the statewide performance level and the average among cohort colleges (I.A.2-25).

Evaluation

COD meets this Standard. COD reviews data to determine whether it is accomplishing the mission. Accomplishments including updating the Strategic Master Plan, program review updates, and planning ensure that the mission directs institutional priorities in meeting the educational needs of students. Detailed qualitative and quantitative data contributed to improving the College mission and an annual evaluation of the Student Success Scorecard. Institutional-level updates and reports are shared regularly with the APO Subcommittee, Board of Trustees, and the campus community (I.A.2-26).

Evidence

- I.A.2-1 2010 Strategic Education Master Plan
- I.A.2-2 2016-2021 Strategic Master Plan



- I.A.2-3 2017-2022 Educational Master Plan Webpage
- I.A.2-4 Evaluation of the 2010 Strategic Education Master Plan
- I.A.2-5 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- I.A.2-6 Revised COD Integrated Planning Calendar-2016
- I.A.2-7 APO Minutes Item 3.3 May 12, 2016
- I.A.2-8 APO Minutes Item 3.1 September 8, 2016
- I.A.2-9 APO Minutes September 29, 2016
- I.A.2-10 APO Minutes October 13, 2016
- I.A.2-11 CPC Minutes Item 11 September 30, 2016
- I.A.2-12 APO Mission Recommendation to CPC September 30, 2016, Handout
- I.A.2-13 APO Recommendation for the 1st Reading of the Mission Presentation
- I.A.2-14 CPC Minutes Item 6 October 14, 2016
- I.A.2-15 Board of Trustees Agenda November 16, 2016
- I.A.2-16 Board of Trustees Minutes November 16, 2016
- I.A.2-17 Mission, Vision, and Values Webpage
- I.A.2-18 College Planning Council Webpage
- I.A.2-19 College Planning Council Handbook
- I.A.2-20 2016-2017 Program Review Updates
- I.A.2-21 Prioritization Process
- I.A.2-22 Annual Planning Process
- I.A.2-23 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center
- I.A.2-24 Board of Trustees Minutes December 16, 2016
- I.A.2-25 Board of Trustees Scorecard Presentation 2016
- I.A.2-26 Webpage and Campus Email Distribution on the College Mission

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Description

College of the Desert's programs and services are aligned with its mission. COD's planning processes reach throughout the institution supporting its mission and vision (I.A.3-1, I.A.3-2, I.A.3-3). The annual program review update (PRU) provides the process for departments to request resources to assist in meeting their goals and objectives, and instructional programs (student learning), student services (student success), human resources (support services), administrative services (support services), and president's office (support services) complete PRUs annually (I.A.3-4). There are three PRU templates: student learning, student success, and support services. PRUs are completed for all programs on an annual basis and provide an opportunity to respond to changes that occur year to year. This process begins in the fall for faculty prioritization and continues in the spring for staff and equipment prioritization (I.A.3-5). In summary,



the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (I.A.3-2, I.A.3-3, I.A.3-4, I.A.3-5, I.A.3-6). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan, which aligns with the College's mission statement (I.A.3-7).

During the planning process, financial information is continuously reviewed, updated, and shared on a regular basis (I.A.3-6). Transparency in the budget process is embraced at COD, and financial information is readily available and is presented at multiple venues including board meetings, College Planning Council (CPC), Budget Subcommittee, Flex, and collective bargaining sessions. (I.A.3-8, I.A.3-9, I.A.3-10, I.A.3-11, I.A.3-12, I.A.3-13).

The Budget Subcommittee actively participates and makes recommendations regarding the fiscal health of the District (I.A.3-14). This includes reviewing PRU requests and recommending funding levels for consideration as well as recommending reserve percentages (I.A.3-8, I.A.3-14). The PRUs contain the opportunity to request additional faculty, staff, equipment, and technology resources.

Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department faculty, staff, and equipment needs (I.A.3-5, I.A.3-15). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (I.A.3-15). In order to improve the program review, prioritization, and planning process, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, created and reviewed the results of the fall 2013 and fall 2014 prioritization process survey (I.A.3-16). The faculty prioritization process starts with the PRUs. Department chairs consolidate faculty requests and bring a consolidated list to the respective deans, who then prioritize requests for the school or area. Since 2014 the faculty prioritization process has been evaluated multiple times and was improved for the fall 2016 faculty prioritization process, which is being evaluated this spring 2017 (I.A.3-17, I.A.3-18, I.A.3-19). The improved faculty prioritization process along with a faculty prioritization rubric was added to the CPC Handbook as Appendix I (I.A.3-18).

During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to College Planning Council as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (I.A.3-20).

Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization process and for the Budget Subcommittee to review its role in the planning process (I.A.3-21). The equipment and staff prioritization processes have been evaluated by APO and recently improved, and APO's recommendation for improving staff and equipment prioritization processes was accepted by CPC on March 10, 2017 (I.A.3-22, I.A.3-23, I.A.3-24, I.A.3-25, I.A.3-26). Part of the improvements of both the staff and equipment prioritization processes was placing the College mission and the College's five Strategic Master Plan goals at the forefront of the processes, including adding the College mission and Strategic Master Plan goals to the criteria for staff prioritization (I.A.3-24, I.A.3-25). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staff Prioritization Committee identifies the staffing needs across the institution, the Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources. All recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision, all aligned with the College mission and in support of the institution's programs and services (I.A.3-5, I.A.3-6, I.A.3-8, I.A.3-10, I.A.3-14, I.A.3-27).



Academic program reviews (APRs), which are comprehensive program reviews, are required for each academic program on a five-year cycle, 20 percent of which engage each year. Career and technical education programs are reviewed every two years, per California Education Code 78016, and programs funded by Perkins funds are required to review their programs on an annual basis (I.A.3-28). The APRs and instructional PRUs are developed and modified by the Outcomes and Assessment Committee (OAC), a committee of the Academic Senate (I.A.3-29). For academic disciplines, the Department of Institutional Research updates the APR and PRU documents and makes them available on the COD portal. Instructional program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment and success data as well as faculty staffing information. The disciplines provide information on the program, student learning outcomes, accomplishments, and interpretation of the data provided (I.A.3-15). The program review addendum provides the discipline an opportunity to list needs in terms of new or replacement faculty, staff, leadership, equipment, technology, and facilities (I.A.3-15). It also includes requests for faculty development, student services, library needs, learning support services, and other needs. In fall 2015, the addendum was modified to include information on career and technical education programs.

Evaluation

COD meets this Standard. Instructional programs and all service areas align with the institutional mission. The alignment is documented through the planning and program review process and monitored through regular planning and evaluation processes. Linkages between the mission and decisions that emerge from annual planning and budgeting processes are well documented.

After a recent evaluation of the original student affairs PRU template, student services modified its PRU template to reflect explicitly on the College mission statement, incorporate program outcomes, incorporate institutional outcomes, and embed the assessment report of services and student learning directly into the PRU instead of writing two separate reports (I.A.3-30)

Action Plan

In spring 2016, APO made recommendations to CPC regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of APRs and consolidate the information to create common themes to inform the Strategic Master Plan workgroup and then later to inform the Educational Master Plan workgroup (I.A.3-31, I.A.3-32). Recently, OAC completed a faculty survey to discuss and improve the instructional program review update process and how to integrate it with planning (I.A.3-33). Once the improvements are made, there is a placeholder in the CPC Handbook to document the updated processes. OAC has already begun to discuss the mission, and how the current PRU and APR documents can improve evidence of linkages (I.A.3-34).

Evidence

- I.A.3-1 Mission, Vision, and Values Webpage
- I.A.3-2 College Planning Council Webpage
- I.A.3-3 College Planning Council Handbook
- I.A.3-4 2016-2017 Program Review Updates
- I.A.3-5 Prioritization Process



- I.A.3-6 Annual Planning Process
- I.A.3-7 Strategic Master Plan
- I.A.3-8 Budget Subcommittee's Role in CPC Handbook, Planning and Budget Allocation
- I.A.3-9 College Planning Council Minutes September 9, 2016-Discussion Item 2
- I.A.3-10 Portal Webpage for Budget Subcommittee
- I.A.3-11 Spring 2017 Flex Budget Presentation
- I.A.3-12 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- I.A.3-13 Adopted Budget Presentation September 16, 2016
- I.A.3-14 Budget Subcommittee 2016-2017 Minutes
- I.A.3-15 Sample Instruction PRU--2015-2016 Biology PRU
- I.A.3-16 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- I.A.3-17 Faculty Prioritization Survey Results for Fall 2015
- I.A.3-18 Appendix I of the CPC Handbook-Faculty Prioritization Process
- I.A.3-19 Fall 2016 Prioritization Survey
- I.A.3-20 Superintendent/President's Email Announcement of Funded Faculty Positions
- I.A.3-21 APO Recommendations for the PIE Handbook
- I.A.3-22 2015-2016 Staff and Equipment Prioritization Documents from the PRUs
- I.A.3-23 APO Recommendation to Improve the Equipment Prioritization Process
- I.A.2-24 Improved 2017 Equipment Prioritization Process
- I.A.3-25 Improved Staff Prioritization Process
- I.A.3-26 March 10, 2017, Minutes from College Planning Council
- I.A.3-27 Superintendent/President's Email Announcement of Funded Faculty, Staff, and Equipment
- I.A.3-28 2015-2016 Academic Program Reviews (Comprehensive Program Review)
- I.A.3-29 Webpage for Outcomes and Assessment Committee
- I.A.3-30 Student Success Administrative Committee Minutes September 12, 2016
- I.A.3-31 APO Recommendations to CPC for the Strategic Master Plan
- I.A.3-32 Comprehensive Program Review 2010-2015
- I.A.3-33 EMP Outcomes and Assessment Survey Results Spring 2017 on Program Review and Planning Processes
- I.A.3-34 2016-2017 Outcomes and Assessment Committee Agendas and Minutes

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Description

College of the Desert's (COD) mission statement is accompanied by vision and values statements, and it is widely published, including the College catalog, College website, quick-reference guides, and posters displayed across the campus (I.A.4-1, I.A.4-2, I.A.4-3, I.A.4-4).



The mission statement has been reviewed twice since the last comprehensive visit for accreditation in 2011, and the mission has been recently revised. According to the integrated planning calendar in Appendix J of the 2016-2017 College Planning Council (CPC) Handbook, the College was on schedule to begin the review of the mission in spring 2014 into fall 2014 and fall 2016 (I.A.4-5). The Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, reviewed the mission in spring 2014 into fall 2014, and reported out to CPC in fall 2014 (I.A.4-6, I.A.4-7, I.A.4-8). Considering the new Accreditation Standards were recently released in 2014 by ACCJC and according to its integrated planning calendar, the College did not revise the mission because it was scheduled have another review of the mission in fall 2016 (I.A.4-5).

The mission is reviewed and revised through an inclusive process that initiates with APO, includes review and comment from CPC and the campus community, and culminates in approval by the Board of Trustees. COD's mission statement is the starting point for the development of the College's planning process. It is reviewed regularly as a means to evaluate the direction of the College's planning efforts and to determine whether the College should revise it in light of current circumstances (I.A.4-5, I.A.4-9). In the fall of 2015, COD started the process of preparing for the accreditation visit, which included getting familiar with the new Accreditation Standards. The co-chairs for Standard I identified areas of the mission statement that did not meet the new Standards. This finding was communicated to APO, whose role is to "Assess the performance of the College in relation to the goals and objectives specified in its strategic and operational plans" (I.A.4-10).

APO identified the various parts of the Standard relating to the College's mission and mapped the previous mission statement to the new Standard to identify the areas that were not addressed (I.A.4-11, I.A.4-12). APO reviewed mission statements from other colleges for comparison and developed a draft mission statement that could be vetted in CPC (I.A.4-13). The new mission statement was approved by CPC in fall 2016 (I.A.4-14, I.A.4-15, I.A.4-16, I.A.4-17). The new mission was approved at the November 2016 Board of Trustees meeting (I.A.4-18, I.A.4-19). Institutional-level updates and reports are shared regularly with the APO, the Board of Trustees, and the campus community (I.A.4-20)

Evaluation

COD meets this Standard. The mission statement is approved by the governing board and widely published through the College catalog, College website, quick-reference guides, and posters across the campus. Initially, the College reviewed the mission every two years; however, the College recently updated the integrated planning calendar (I.A.4-5). As a result, the College mission will be reviewed every three years (I.A.4-9).

Evidence

- I.A.4-1 2016-2017 College Catalog
- I.A.4-2 Draft Copy 2017-2018 Mission, Vision, and Values in the College Catalog
- I.A.4-3 Mission, Vision, and Values Webpage
- I.A.4-4 Mission, Vision, and Values Quick-Reference Guide and Poster
- I.A.4-5 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- I.A.4-6 APO Minutes April 10, 2014
- I.A.4-7 APO Minutes September 26, 2014
- I.A.4-8 CPC Minutes September 26, 2014



- I.A.4-9 Revised COD Integrated Planning Calendar-2016
- I.A.4-10 APO Minutes Item 3.3 May 12, 2016
- I.A.4-11 APO Minutes Item 3.1 September 8, 2016
- I.A.4-12 APO Minutes September 29, 2016
- I.A.4-13 APO Minutes October 13, 2016
- I.A.4-14 CPC Minutes Item 11 September 30, 2016
- I.A.4-15 APO Mission Recommendation to CPC September 30, 2016, Handout
- I.A.4-16 APO Recommendation for the 1st Reading of the Mission Presentation
- I.A.4-17 CPC Minutes Item 6 October 14, 2016
- I.A.4-18 Board of Trustees Agenda November 16, 2016
- I.A.4-19 Board of Trustees Minutes November 16, 2016
- I.A.4-20 Webpage and Campus Email Distribution on the College Mission

I.B Improving Institutional Effectiveness

I.B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Description

College of the Desert's (COD) planning process is the basis of the continuous dialogue on student learning and achievement. COD engages in ongoing, collegial dialogue about student outcomes, student equity, academic quality, and institutional effectiveness.

Student Learning Outcomes (SLOs)

Every course has identified SLOs and measures them on a regular basis (I.B.1-1, I.B.1-2, I.B.1-3). Course, program, and service outcomes are analyzed and discussed by faculty and staff through the Senate committees, departments, and the program review process. The Outcomes and Assessment Committee (OAC), an Academic Senate committee, is responsible for coordinating SLOs and assessment, program review, and program review updates for faculty courses and programs (I.B.1-4). Since last year, OAC has demonstrated sustained, substantive, and collegial dialogue about student and program learning outcomes, and, as a result, OAC forwarded a robust resolution to develop, assess, and improve processes for learning outcomes including program learning outcomes (I.B.1-5, I.B.1-6, I.B.1-7, I.B.1-8, I.B.1-9, I.B.1-10, I.B.1-11, I.B.1-12). The OAC resolution was forwarded to Academic Senate in spring where more collegial dialogue about student outcomes took place, and the resolution on outcomes was accepted (I.B.1-13, I.B.1-14, I.B.1-15). Additionally, individual programs, departments, and disciplines include discussion on student outcomes as regular meeting items, providing faculty and staff an opportunity to share results, concerns, and effective practices (I.B.1-16, I.B.1-17).

Courses, programs, and services are reviewed regularly for currency and effectiveness, including review of SLOs for consistency with all other elements of the Course Outline of Record (COR) and for alignment with program or service outcomes. Proposed revisions or



updates to course or program curriculum, including revisions to SLOs, are submitted to the Academic Senate's Curriculum Committee for review, discussion, and approval (I.B.1-18). The Curriculum Committee provides another important venue for dialogue about SLOs across programs and services (I.B.1-19).

In spring 2014, COD began dialogue regarding program and institutional outcomes, and it was decided that the tool COD would use long-term to measure institutional outcomes would be the Community College Survey of Student Engagement (CCSSE) which was presented to College Planning Council (I.B.1-20). With the improvements made by OAC to make the assessment reports electronic in SharePoint, COD measured program and institutional outcomes by two methods: CCSSE and course SLOs in support of program and institutional outcomes (I.B.1-21). In spring 2017, CPC reviewed the results measuring program and institutional outcomes, a discussion on improving the measure of institutional outcomes took place, and later in spring, the director of institutional research will present a disaggregated form of the institutional outcomes based on how many units students earned (I.B.1-22).

Student Equity

COD engages in ongoing dialogue about student equity at all levels of the institution. The Student Success Scorecard, which is presented to the Board of Trustees on an annual basis, is one of the foundational tools the College uses to discuss student achievement including the Student Equity Plan (I.B.1-23). The process of writing the plan illuminated the access and achievement gaps among specific student populations, and it helped formulate more targeted efforts at working with and for students and community (I.B.1-24). In addition, as a College wide effort, the writing of the plan brought together the different stakeholders at the College and set the stage for some authentic collaboration. The College formalized the Diversity and Equity Council as an operational committee of College Planning Council with representative constituent groups whose role and purpose is to ensure the College has substantive and collegial dialogue about student equity (I.B.1-25, I.B.1-26). The committee created to develop the Student Equity plan included faculty (both full-time and adjunct), classified staff, a student representative, administrators, and representatives from student services and special programs and services. The planned Student Equity activities were designed to foster collaboration among these entities. The activities in the plan address access and achievement gaps that build and sustain a more equitable and vibrant college environment for students. The Student Equity Plan was the basis for institutional discussions on student equity. Because these goals required institution wide discussion, they were discussed at College Planning Council (CPC), Academic Senate, and the Board of Trustees so that the appropriate goals could be discussed in the most appropriate forums (I.B.1-27, I.B.1-28, I.B.1-29, I.B.1-30, I.B.1-31). Ongoing discussions occur in Diversity and Equity Council and are reported out to College Planning Council to ensure continued dialogue regarding student equity to improve student learning and achievement.

Academic Quality

Conversations about academic quality form the foundation of the program review process, which is intended to improve academic quality while improving student learning and achievement. Academic program reviews (APRs), which are comprehensive program reviews, are required for each academic program on a five-year cycle, 20 percent of which engage each year. Career and technical education programs are reviewed every two years, per California Education Code 78016, and programs funded by Perkins funds are required to review their programs on an annual basis (I.B.1-32). APRs are showcased annually in order to provide faculty the opportunity to present the student learning and achievement in their programs over a five-year period. The presentations also create a forum for faculty and leadership to engage in dialogue about how to address and improve academic quality in their programs (I.B.1-33). The APRs and instructional PRUs are developed and modified by the Outcomes and Assessment Committee (OAC), an Academic Senate committee (I.B.1-34). OAC is where robust discussions take place in respect to academic quality, and it makes recommendations for those discussions to continue or be addressed in the full Academic Senate (I.B.1-35, I.B.1-36, I.B.1-37, I.B.1-



38). For academic disciplines, the Office of Institutional Research updates the APR and PRU documents and makes them available on the COD portal. Instructional program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment and success data as well as faculty staffing information. The disciplines provide information on the program, student learning outcomes, accomplishments, and interpretation of the data provided (I.B.1-39, I.B.1-40). The program review addendum provides the discipline an opportunity to list needs in terms of new or replacement faculty, staff, leadership, equipment, technology, and facilities (I.B.1-39, I.B.1-40). It also includes requests for faculty development, student services, library needs, learning support services, and other needs. In fall 2015, the addendum was modified to include information on career and technical education programs.

Institutional Effectiveness

COD regularly monitors and discusses institutional effectiveness in meeting the mission of the College through the annual planning process, integrated planning calendar, program review, prioritization, and resource allocation processes and College committees including the Assessment of Planning and Outcomes Subcommittee (APO), Budget Subcommittee, prioritization committees, College Planning Council, Senate committees including OAC, and other committees of the College. COD's planning processes reach throughout the institution supporting its mission and vision (I.B.1-41, I.B.1-42, I.B.1-43). The annual program review updates (PRUs) provide the process for departments to request resources to assist in meeting their goals and objectives to improve student learning and achievement, and instructional programs (student learning), student services (student success), human resources (support services), administrative services (support services), and president's office (support services) complete PRUs annually (I.B.1-44). There are three PRU templates: student learning, student success, and support services. PRUs are completed for all programs on an annual basis and provide an opportunity to respond to changes that occur year to year. This process begins in the fall for faculty prioritization and continues in the spring for staffing and equipment prioritization (I.B.1-45). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (I.B.1-42, I.B.1-43, I.B.1-44, I.B.1-45, I.B.1-46). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan, which aligns with the College's mission statement (I.B.1-47).

During the planning process, financial information is continuously reviewed, discussed, updated, and shared on a regular basis (I.B.1-46). Transparency in the budget process is embraced at COD, and financial information is readily available and is presented at multiple venues including Board of Trustees meetings, College Planning Council (CPC), Budget Subcommittee, Flex, and collective bargaining sessions. (I.B.1-48, I.B.1-49, I.B.1-50, I.B.1-51, I.B.1-52, I.B.1-53).

The Budget Subcommittee actively participates and makes recommendations regarding the fiscal health of the District (I.B.1-54). This includes reviewing PRUs requests and recommending funding levels for consideration as well as recommending reserve percentages (I.B.1-48, I.B.1-54). The PRUs contain the opportunity to request additional faculty, staff, equipment, and technology resources in order for programs and services to improve student learning and achievement.

In order to improve the program review, prioritization, and planning process, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, created and reviewed the results of the fall 2013 and fall 2014 prioritization process survey (I.B.1-55). The faculty prioritization process starts with the PRUs. Department chairs consolidate faculty requests and bring a consolidated list to the respective deans, who then prioritize requests for the school or area. Since 2014 the faculty prioritization process has been evaluated multiple times and was improved for the fall 2016 faculty prioritization process, which is currently being evaluated this spring 2017 (I.B.1-56, I.B.1-57, I.B.1-58). The improved faculty prioritization process along with a



faculty prioritization rubric was added to the CPC Handbook as Appendix I (I.B.1-57).

During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to College Planning Council as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (I.B.1-59). Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization processes and for the Budget Subcommittee to review its role in the planning process (I.B.1-60). The equipment and staff prioritization processes have been evaluated by APO and recently improved, and APO's recommendation for improving the staff and equipment prioritization process was accepted by CPC on March 10, 2017 (I.B.1-61, I.B.1-62, I.B.1-63, I.B.1-64, I.B.1-65). Part of the improvements of both the staff and equipment prioritization processes was placing the College mission and the College's five Strategic Master Plan goals at the forefront of the processes, including adding the College mission and Strategic Master Plan goals to the criteria for staff prioritization (I.B.1-63, I.B.1-64). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staffing Prioritization Committee identifies the staffing needs across the institution, and the Equipment Prioritization Committee identifies equipment needs across the institution. The Budget Subcommittee identifies and recommends available resources, and all recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision all aligned with the College's mission and in support of the institution's programs and services (I.B.1-66).

Continuous Quality Improvement of Student Learning and Achievement

The aforementioned examples of dialogue in various College settings support student learning and achievement. The College provides ample opportunity for dialogue about student learning and achievement through program review, student outcomes, and achievement data, which are discussed at the department level, program level, committees, councils, Academic Senate, and Board of Trustees.

Evaluation

COD meets this Standard. Substantive, sustained, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur regularly. The College engages in ongoing dialogue to improve student learning and achievement. The annual planning process and PRUs prompt departments and units to reflect on and discuss data, including looking for trends over time with respect to learning outcomes, student achievement, student success, and student equity.

Evidence

- I.B.1-1 SLO Input for All Student Learning Outcomes
- I.B.1-2 Online Assessment Reports
- I.B.1-3 Assessment Schedules
- I.B.1-4 Portal Webpage for Outcomes and Assessment Committee
- I.B.1-5 OAC Minutes May 5, 2016
- I.B.1-6 OAC Minutes September 1, 2016
- I.B.1-7 OAC Minutes October 6, 2016
- I.B.1-8 OAC Minutes November 3, 2016
- I.B.1-9 OAC Minutes December 1, 2016 DRAFT
- I.B.1-10 OAC Agenda February 2, 2017
- I.B.1-11 OAC Agenda March 2, 2017



- I.B.1-12 OAC Resolution for Program Learning Outcomes
- I.B.1-13 All Faculty Senate Minutes March 9, 2017, Item 3.5
- I.B.1-14 All Faculty Senate Agenda March 23, 2017 Item 3.5
- I.B.1-15 Resolution 2.9 Program Learning Outcomes
- I.B.1-16 Counselor Meeting Agendas 2016
- I.B.1-17 Math and Sciences Meeting Agendas and Minutes 2016-2017
- I.B.1-18 Curriculum Committee Minutes December 6, 2016, Items 2.6.4, 2.6.5, 2.6.7
- I.B.1-19 Curriculum Committee Minutes March 7, 2017, Item 4.4
- I.B.1-20 CPC Minutes February 28, 2014, Item 5a
- I.B.1-21 Institutional Outcomes Presentation to College Planning Council Spring 2017
- I.B.1-22 CPC Agenda March 24, 2017, Item 3.10
- I.B.1-23 Board of Trustees Minutes December 16, 2016, Item XIV
- I.B.1-24 Student Equity Plan 2015-2016
- I.B.1-25 Portal Webpage for Diversity and Equity Council
- I.B.1-26 Appendix C Committee Structure Diagram CPC Handbook 2016-2017
- I.B.1-27 CPC Minutes October 30, 2015, Item 8
- I.B.1-28 CPC Minutes December 11, 2015, Item 5
- I.B.1-29 All Faculty Senate Minutes October 22, 2015, Items VI.A and VII.B
- I.B.1-30 All Faculty Senate Minutes November 12, 2015, Item V.B
- I.B.1-31 Board of Trustees Minutes December 18, 2016, Item XIV.D.1
- I.B.1-32 2015-2016 Academic Program Reviews (Comprehensive Program Review)
- I.B.1-33 Five-Year Academic Program Review Showcase Flyer August 2016
- I.B.1-34 Webpage for Outcomes and Assessment Committee
- I.B.1-35 OAC Minutes September 1, 2016
- I.B.1-36 OAC Minutes October 6, 2016
- I.B.1-37 OAC Minutes November 3, 2016
- I.B.1-38 OAC Minutes December 1, 2016, DRAFT
- I.B.1-39 Sample Instruction PRU—2015-2016 Biology PRU
- I.B.1-40 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center
- I.B.1-41 Mission, Vision, and Values Webpage
- I.B.1-42 College Planning Council Webpage
- I.B.1-43 College Planning Council Handbook
- I.B.1-44 2016-2017 Program Review Updates
- I.B.1-45 Prioritization Process
- I.B.1-46 Annual Planning Process
- I.B.1-47 Strategic Master Plan
- I.B.1-48 Budget Subcommittee's Role in CPC Handbook, Planning and Budget Allocation
- I.B.1-49 College Planning Council Minutes September 9, 2016-Discussion Item 2
- I.B.1-50 Portal Webpage for Budget Subcommittee



- I.B.1-51 Spring 2017 Flex Budget Presentation
- I.B.1-52 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- I.B.1-53 Adopted Budget Presentation September 16, 2016
- I.B.1-54 Budget Subcommittee 2016-2017 Minutes
- I.B.1-55 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- I.B.1-56 Results for Fall 2015 Faculty Prioritization Survey
- I.B.1-57 Appendix I of the CPC Handbook-Faculty Prioritization Process
- I.B.1-58 Fall 2016 Prioritization Survey
- I.B.1-59 Superintendent/President's Email Announcement of Funded Faculty Positions
- I.B.1-60 APO Recommendations for the PIE Handbook
- I.B.1-61 2015-2016 Staff and Equipment Prioritization Documents from the PRUs
- I.B.1-62 APO Recommendation to Improve the Equipment Prioritization Process
- I.B.1-63 Improved 2017 Equipment Prioritization Process
- I.B.1-64 Improved Staff Prioritization Process
- I.B.1-65 March 10, 2017, Minutes from College Planning Council
- I.B.1-66 Superintendent/President's Email Announcement of Funded Faculty, Staff, and Equipment

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

The institution defines and assesses student learning outcomes (SLO) for all instructional and student and learning support services. Program learning outcomes (PLOs) and institutional outcomes (IOs) are publicized in the College catalog online and in print along with a statement of SLOs and assessment (I.B.2-1, I.B.2-2, I.B.2-3). Every course has identified SLOs and measures them on a regular basis (I.B.2-4, I.B.2-5, I.B.2-6). When faculty indicate which SLO they are investigating, they also indicate the PLO and IO associated with that particular SLO so that PLOs and IOs can be assessed and evaluated on a regular basis. For the instructional programs, SLOs are defined at the course, program, and institutional level (I.B.2-7, I.B.2-8, I.B.2-9, I.B.2-10, I.B.2-11, I.B.2-12). When the outcomes of a SLO are collected and analyzed, the results are discussed at the discipline level during regularly scheduled meetings. The Outcomes and Assessment Committee (OAC), an Academic Senate committee, is responsible for coordinating SLOs and assessment, program review, and program review updates for faculty courses and programs (I.B.2-13).

Courses, programs, and services are reviewed regularly for currency and effectiveness, including review of SLOs for consistency with all other elements of the Course Outline of Record (COR) and for alignment with program or service outcomes. Proposed revisions or updates to course or program curriculum, including revisions to SLOs, are submitted to the Academic Senate's Curriculum Committee for review, discussion, and approval (I.B.2-14). The Curriculum Committee provides another important venue for dialogue about SLOs across programs and services (I.B.2-15).

Student services evaluates its SLOs and maps its PLOs and IOs on a regular and ongoing basis (I.B.2-16, I.B.2-17). The schedule for assessments in this area is published on the College portal (I.B.2-18).



In spring 2014, COD began the dialogue of program and institutional outcomes, and it was decided that the tool COD would use long-term to measure institutional outcomes would be the Community College Survey of Student Engagement (CCSSE), which was presented to College Planning Council (I.B.2-19). The College recently converted the paper process for collecting SLO assessments into an electronic form utilizing SharePoint. The process allows for much easier reporting of data, especially for PLOs and IOs. With the improvements made by OAC to make the assessment reports electronic, COD measured program and institutional outcomes by two methods: CCSSE and course SLOs in support of program and institutional outcomes (I.B.2-20). In spring 2017, CPC reviewed the results measuring program and institutional outcomes, a discussion on improving the measure took place, and later in spring, the director of institutional research will present a disaggregated form of the institutional outcomes based on how many units students earned (I.B.2-21).

Evaluation

COD meets this Standard. COD has been defining and assessing learning outcomes for all instructional and student and learning support services on a continuous cycle.

Evidence

- I.B.2-1 2016-2017 College Catalog Institutional Outcomes
- I.B.2-2 2016-2017 College Catalog Program Outcomes
- I.B.2-3 2016-2017 College Catalog Statement on Student Learning Outcomes and Assessment
- I.B.2-4 SLO Input for All Student Learning Outcomes
- I.B.2-5 Online Assessment Reports
- I.B.2-6 Assessment Schedules
- I.B.2-7 Basic Skills Assessment Report ABE-320A Adult Basic Education Non-Credit
- I.B.2-8 Basic Skills Assessment Report Math-070 Arithmetic
- I.B.2-9 CTE Assessment Report AGEH-008 Landscape Management
- I.B.2-10 CTE Assessment Report AJ-001 Introduction to Criminal Justice
- I.B.2-11 General Education Assessment Report BI-005 Molecular and Cell Biology
- I.B.1-12 General Education Assessment Report COMM-13 Small Group Communication
- I.B.2-13 Portal Webpage for Outcomes and Assessment Committee
- I.B.2-14 Curriculum Committee Minutes December 6, 2016, Item 2.6.4, 2.6.5, 2.6.7
- I.B.2-15 Curriculum Committee Minutes March 7, 2017, Item 4.4
- I.B.2-16 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center with Assessment Report
- I.B.2-17 Sample Program Review Update for Student Services-2016-2017 Financial Aid with Assessment Report
- I.B.2-18 Student Success Assessment Schedule
- I.B.2-19 CPC Minutes February 28, 2014, Item 5a
- I.B.2-20 Institutional Outcomes Presentation to College Planning Council Spring 2017
- I.B.2-21 CPC Agenda March 24, 2017, Item 3.10



I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Description

College of the Desert (COD) has established institution-set standards (ISS) for all required student achievement metrics (I.B.3-1). The metrics were discussed and approved by the End-User Data Subcommittee, a subcommittee of College Planning Council (CPC), in spring 2017 (I.B.3-2, I.B.3-3, I.B.3-4, I.B.3-5). The End-User Data Subcommittee recommendation for ISS was forwarded to CPC, where it was discussed and accepted on April 28, 2017 (I.B.3-6). Outcomes and Assessment Committee (OAC), an Academic Senate committee, also was having parallel discussions, and OAC discussed and forwarded the End-User Data Subcommittee's recommendation to the Full Academic Senate on April 27, 2017 (I.B.3-7, I.B.3-8, I.B.3-9). For the purpose of integration and to foster parallel and collaborative dialogue between faculty and leadership on these initiatives, the OAC chair is a faculty representative on the End-User Data Subcommittee, and the subcommittee's leadership co-chair attends OAC as an administrative guest. The ISS are reported out annually to the Accrediting Commission in the College's annual report (I.B.3-10). Going forward, the End-User Data Subcommittee will provide updates to CPC, and OAC will provide the updates to the Full Academic Senate.

Evaluation

COD has met the Standard. The College has engaged in dialogue to establish the institution-set standards required by the Accrediting Commission. ISS data is now published on the Institutional Effectiveness and Planning website, and annual performance updates will be published on the website as well (I.B.3-11).

Action Plan

Beginning fall 2017, the the End-User Data Subcommittee will assess how well the College is achieving the ISS, and OAC and End-User Data Subcommittee will work with Academic Senate and CPC to improve and make progress towards the ISS. Also Chairs Council, chairs of the major plans and initiatives of the College, recently voted to include the chairs of the End-User Data Subcommittee and the Strong Workforce Steering Committee. Chairs Council recently mapped all major initiatives and plans to the five Strategic Master Plan goals and the objectives including the Student Equity Plan, Basic Skills Plan, Student Success and Support Program plans (Credit and Non-Credit), Enrollment Management Plan, College Planning Council, Accreditation, and Strong Workforce Regional Plan (I.B.3-12). The role of Chairs Council is to complete a gaps analysis, identify synergistic opportunities, and identify duplicative efforts (I.B.3-13). By adding the End-User Data Subcommittee chairs to Chairs Council, the ISS will be integrated into the Strategic Master Plan, Educational Master Plan, and the annual planning process.

Evidence

- I.B.3-1 Institution Set Standards
- I.B.3-2 End-User Data Subcommittee Description



- I.B.3-3 End-User Data Subcommittee Minutes February 15, 2017
- I.B.3-4 End-User Data Subcommittee Minutes March 1, 2017
- I.B.3-5 End-User Data Subcommittee Minutes March 29, 2017
- I.B.3-6 College Planning Council Minutes April, 28, 2017
- I.B.3-7 OAC Agenda March 2, 2017
- I.B.3-8 OAC Agenda April 6, 2017
- I.B.3-9 All Faculty Senate Minutes April 27, 2017
- I.B.3-10 2017 ACCJC Annual Report
- I.B.3-11 Institutional Effectiveness and Planning Webpage
- I.B.3-12 Chairs Council Mapping Table to Strategic Master Plan Goals and Objectives
- I.B.3-13 Chairs Council Portal Webpage

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Description

College of the Desert (COD) regularly assesses the effectiveness of programs, services, and institutional processes in support of student learning and student achievement. Assessment data on student learning and student achievement is central in these analyses. The use of data is evident in ongoing institutional review and planning processes, recent improvements, and ongoing evaluation of institutional effectiveness.

Starting with the College's mission statement, "Our programs and services contribute to the success, learning and achievement of our diverse students" (I.B.4-1). In addition, student learning and achievement is thoroughly embedded in the College's Strategic Master Plan (SMP) through Goal 1: Student Success, which states "Student Success at College of the Desert is defined by the achievement of students' educational goals" (I.B.4-2). The objectives of the student success goal of the SMP directly align with student learning and student achievement which includes student success, basic skills, career and technical education, support services, certificate completion, degree completion, and transfer. Specifically, SMP objective 1.6 "Support[s] the continuing development and implementation for outcomes assessment, focusing on use of data to improve student learning and achievement and organizational efficiency and effectiveness" (I.B.4-3).

As discussed in Standard I.B.1, the College uses assessment data to improve student learning and achievement. The assessment data is integrated into College processes, including the outcomes assessment process, the annual planning process, program review updates, and comprehensive program review. Committees also use data in decision-making affecting student learning and achievement.

Academic program reviews (APRs), which are comprehensive program reviews, are showcased annually in order to provide faculty the opportunity to present the student learning and achievement in their programs over a five-year period. This also creates a forum for faculty and leadership to engage in dialogue regarding how to address and improve academic quality in their programs (I.B.4-4). The APRs and instructional program review updates are developed and modified by the Outcomes and Assessment Committee (OAC), a



committee of the Academic Senate (I.B.4-5). Program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment, student achievement, and student success data as well as faculty staffing information (I.B.4-6, I.B.4-7, I.B.4-8, I.B.4-9). The disciplines provide information on the program, student learning outcomes, accomplishments, and interpretation of the data provided (I.B.4-10, I.B.4-11, I.B.4-12, I.B.4-13, I.B.4-14, I.B.4-15).

Evaluation

The College uses assessment data to improve and support student learning and achievement. From the College mission and Strategic Master Plan to program review and student learning outcomes (SLOs), data is collected and analyzed through the SLO assessment process at the course, program, and institutional level. Through annual program plans, departments summarize the results of outcomes assessment as well as trends in student achievement data. College committees regularly review and analyze achievement data that form the basis for future improvement plans.

Evidence

- I.B.4-1 Mission, Vision, and Values Webpage
- I.B.4-2 2016-2021 Strategic Master Plan
- I.B.4-3 Strategic Master Plan Goal 1: Student Success Objectives
- I.B.4-4 Five-Year Academic Program Review Showcase Flyer August 2016
- I.B.4-5 Webpage for Outcomes and Assessment Committee
- I.B.4-6 Sample Instruction PRU--2015-2016 Biology PRU
- I.B.4-7 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center
- I.B.4-8 2016-2017 CIS Academic Program Review (Comprehensive Program Review)
- I.B.4-9 CIS Academic Program Review Data Book
- I.B.4-10 Basic Skills Assessment Report ABE-320A Adult Basic Education Non-Credit
- I.B.4-11 Basic Skills Assessment Report Math-070 Arithmetic
- I.B.4-12 CTE Assessment Report AGEH-008 Landscape Management
- I.B.4-13 CTE Assessment Report AJ-001 Introduction to Criminal Justice
- I.B.4-14 General Education Assessment Report BI-005 Molecular and Cell Biology
- I.B.4-15 General Education Assessment Report COMM-13 Small Group Communication

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Description

College of the Desert (COD) assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes (SLOs), and student achievement. COD's planning processes reach throughout the institution supporting



its mission and vision (I.B.5-1, I.B.5-2, I.B.5-3).

The annual program review update (PRU) provides the process for departments to request resources to assist in meeting their goals and objectives, and instructional programs (student learning), student services (student success), human resources (support services), administrative services (support services), and the president's office (support services) complete PRUs annually (I.B.5-4). There are three PRU templates: student learning, student success, and support services (I.B.5-5, I.B.5-6, I.B.5-7). PRUs are completed for all programs on an annual basis, and all PRUs are due October 15 (I.B.5-8). This process begins in the fall for faculty prioritization and continues in the spring for staff and equipment prioritization (I.B.5-9). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (I.B.5-2, I.B.5-3, I.B.5-4, I.B.5-8, I.B.5-9). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan, and aligns with the College's mission statement (I.B.5-10).

Academic Program Reviews (APRs), which are comprehensive program reviews, are showcased annually in order to provide faculty the opportunity to present the student learning and achievement in their programs over a five-year period. They also create a forum for faculty and leadership to engage in dialogue regarding how to address and improve academic quality in their programs (I.B.5-11). The APRs and instructional PRUs are developed and modified by the Outcomes and Assessment Committee (OAC), a committee of the Academic Senate (I.B.5-13). Program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment, student achievement, and student success data as well as faculty staffing information (I.B.5-14, I.B.5-15, I.B.5-16). The disciplines provide information on the program, student learning outcomes, accomplishments, and interpretation of the data provided (I.B.5-17, I.B.5-18, I.B.5-19).

In addition, the institution defines and assesses student learning outcomes (SLOs) for all instructional and student and learning support services. Program learning outcomes (PLOs) and institutional outcomes (IOs) are publicized in the College catalog online and in print along with a statement of SLOs and assessment (I.B.2-20, I.B.5-21, I.B.5-22). Every course has identified SLOs and measures them on a regular basis (I.B.5-23, I.B.5-24, I.B.5-25). When faculty indicate which SLO they are investigating, they also indicate the PLO and IO associated with that particular SLO so that PLOs and IOs can be assessed and evaluated on a regular basis. For instructional programs, SLOs are defined at the course, program, and institutional level (I.B.5-17, I.B.5-18, I.B.5-19). When the outcomes of a SLO are collected and analyzed, the results are discussed at the discipline level during regularly scheduled meetings. Outcomes and Assessment Committee (OAC), an Academic Senate committee, is responsible for coordinating SLOs and assessment, program review, and program review updates for faculty courses and programs (I.B.5-12).

Student services evaluates its SLOs and maps its PLOs and IOs on a regular and ongoing basis (I.B.5-14, I.B.5-26). The schedule for assessments in this area also is published on the College portal (I.B.5-27).

In spring 2014, COD began the dialogue regarding program and institutional outcomes, and it was decided that the tool COD would use long-term to measure institutional outcomes would be the Community College Survey of Student Engagement (CCSSE) which was presented to College Planning Council (I.B.5-28). The College recently converted the paper process for collecting SLO assessments into an electronic form utilizing SharePoint. The process allows for much easier reporting of data, especially for PLOs and IOs. With the improvements made by OAC to make the assessment reports electronic, COD measured program and institutional outcomes by two methods: CCSSE and course SLOs in support of program and institutional outcomes (I.B.5-29). In spring 2017, CPC reviewed the



results measuring program and institutional outcomes, a discussion on improving the measure took place, and later in spring, the director of institutional research will present a disaggregated form of the institutional outcomes based on how many units students earned (I.B.5-30).

Evaluation

COD meets the Standard. Evaluation of goals and objectives occurs through the annual planning process, program review updates, academic program review, and student learning outcomes. From the College mission and Strategic Master Plan to program review and student learning outcomes, qualitative and quantitative data is collected and discusses at the course, program, and institutional level.

Evidence

- I.B.5-1 Mission, Vision, and Values Webpage
- I.B.5-2 College Planning Council Webpage
- I.B.5-3 College Planning Council Handbook
- I.B.5-4 2016-2017 Program Review Updates
- I.B.5-5 Student Learning (Instructional/Faculty) PRU Template
- I.B.5-6 Student Success (Student Services) PRU Template
- I.B.5-7 Sample Support Services PRU Information Technology
- I.B.5-8 Annual Planning Process
- I.B.5-9 Prioritization Process
- I.B.5-10 Strategic Master Plan
- I.B.5-11 Five-Year Academic Program Review Showcase Flyer August 2016
- I.B.5-12 Webpage for Outcomes and Assessment Committee
- I.B.5-13 Sample Instruction PRU--2015-2016 Biology PRU
- I.B.5-14 Sample Program Review Update for Student Services-2016-2017 Tutoring and Academic Skills Center
- I.B.5-15 2016-2017 CIS Academic Program Review (Comprehensive Program Review)
- I.B.5-16 CIS Academic Program Review Data Book
- I.B.5-17 Basic Skills Assessment Report Math-070 Arithmetic
- I.B.5-18 CTE Assessment Report AGEH-008 Landscape Management
- I.B.5-19 General Education Assessment Report BI-005 Molecular and Cell Biology
- I.B.5-20 2016-2017 College Catalog Institutional Outcomes
- I.B.5-21 2016-2017 College Catalog Program Outcomes
- I.B.5-22 2016-2017 College Catalog Statement on Student Learning Outcomes and Assessment
- I.B.5-23 SLO Input for All Student Learning Outcomes
- I.B.5-24 Online Assessment Reports
- I.B.5-25 Assessment Schedules
- I.B.5-26 Sample Program Review Update for Student Services-2016-2017 Financial Aid with Assessment Report
- I.B.5-27 Student Success Assessment Schedule
- I.B.5-28 CPC Minutes February 28, 2014, Item 5a
- I.B.5-29 Institutional Outcomes Presentation to College Planning Council Spring 2017



I.B.5-30 CPC Agenda March 24, 2017, Item 3.10

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Description

College of the Desert (COD) disaggregates and analyzes student achievement data for subpopulations of students. In spring 2014, the College began work to revise its equity plan, and a more thorough analysis of the data became the basis for the College's Student Equity Plan 2014 and 2015 (I.B.6-1, I.B.6-2). Through review of the data, achievement gaps were identified in five areas: access, course completion, English as a Second Language and basic skills completion, degree and certificate completion, and transfer rates. The subpopulations of students examined were in the categories of gender, ethnicity, disability status, foster care students, low-income students, and veterans. Different subpopulations were identified with achievement gaps within the five areas. Goals and activities were developed to close the identified gaps in each of the five areas. Faculty and staff submitted proposals to the Diversity and Equity Council to implement activities outlined in the equity plan (I.B.6-3, I.B.6-4). The Committee used a rubric to assess each proposal for funding (I.B.6-5). A data collection and evaluation schedule has been established for each funded project to determine its effectiveness (I.B.6-6). The results of these evaluations will be reviewed annually by the Diversity and Equity Council (to be renamed to Equity Committee in 2017-2018). Its members will determine which projects are having an impact on closing equity gaps and should continue to receive funding.

In addition to student achievement data, the College has the capacity to analyze disaggregated learning outcomes data through the Office of Institutional Research. The Office of Institutional Research (OIR) at COD provides data to the College through its webpage and specialized reports (I.B.6-7). The OIR webpage presents dashboards of student headcount disaggregated into gender, ethnicity, and age. Recently, OIR converted the fact book from a PDF to an interactive electronic fact book. All student data such as headcount and student outcomes are available in a disaggregated form that includes race/ethnicity, age, gender, and socioeconomic status (I.B.6-8, I.B.6-9). The data provided disaggregates data on a number of factors, including demographics, time of day courses are offered, and the method by which courses are offered. The data can also be drilled down by division, discipline, and course.

The College converted the paper process for collecting information on student learning outcomes (SLOs) in spring 2014 to an electronic form to improve the ability to report SLOs, program learning outcomes (PLOs), and institutional outcomes (IOs). Working with the Outcomes and Assessment Committee (OAC), an Academic Senate committee, the OIR created a form and a process to collect this information through SharePoint. The process allows for much easier reporting of data, especially for PLOs and IOs. With the improvements made by OAC to make the assessment reports electronic, COD measured program and institutional outcomes by two methods: CCSSE and course SLOs in support of program and institutional outcomes (I.B.6-10). In spring 2017, CPC reviewed the results measuring program and institutional outcomes, a discussion on improving the measure took place, and later in spring, the director of institutional research will present a disaggregated form of the institutional outcomes based on how many units students earned and other disaggregated areas (I.B.6-11).



In addition, the electronic assessment report process also allows for the College to disaggregate SLO data by various demographics. Pilot projects were successfully conducted with architecture and early childhood education. A broader pilot is underway for 2017-2018 (I.B.6-12, I.B.6-13).

Evaluation

COD meets this Standard. The College has the ability to disaggregate outcomes data at the institutional, program, and course level by subpopulations.

Evidence

- I.B.6-1 2014-2015 Student Equity Plan
- I.B.6-2 2015-2016 Student Equity Plan
- I.B.6-3 Portal Webpage for Diversity and Equity Council
- I.B.6-4 Equity Project Forms
- I.B.6-5 Sample Equity Project Form with Rubric-EDGE C7
- I.B.6-6 Diversity and Equity Council Minutes May 18, 2016
- I.B.6-7 Institutional Research Webpage
- I.B.6-8 Electronic Fact Book Headcount-Disaggregated Data
- I.B.6-9 Electronic Fact Book Student Outcomes-Disaggregated Data
- I.B.6-10 Institutional Outcomes Presentation to College Planning Council Spring 2017
- I.B.6-11 CPC Agenda March 24, 2017, Item 3.10
- I.B.6-12 Disaggregated Data for Architecture
- I.B.6-13 Disaggregated Data for Early Childhood Education

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Description

College of the Desert (COD) has a recent and robust tradition of regularly evaluating its practices across all areas. Through regular self-evaluation processes such as annual program plans, program review, committee self-evaluations, evaluation of College plans, evaluation of planning documents, and evaluation of prioritization and resource allocation, COD has assured its effectiveness in supporting academic quality and accomplishment of mission.

Instructional Programs and Student and Learning Support Services

College of the Desert (COD) evaluates its practices across all areas of the College through a variety of mechanisms. Program review updates (PRU) provide a means for all areas to review the learning or service outcomes, identify resource needs, set short-term goals, and evaluate achievement of prior year goals. The annual planning process is reviewed annually and adjustments are made, if



necessary, to the template. The PRU template for the instructional areas is revised through the Outcomes and Assessment Committee (OAC), an Academic Senate Committee. In spring 2016, APO made recommendations to CPC regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of academic program reviews (APR), the College's comprehensive program review, and consolidate the information to common themes to inform the Strategic Master Plan workgroup and then later to inform the Educational Master Plan workgroup (I.B.7-1, I.B.7-2). Just recently, OAC completed a faculty survey to discuss and improve the instructional program review updates process and how to integrate it with planning (I.B.7-3). Once the improvements are made, there is a placeholder in the CPC Handbook to document the updated processes. OAC has already begun to discuss the mission, and how the current PRU and APR documents can improve evidence of linkages (I.B.7-4). The PRU templates for student services and administrative services are reviewed in their respective areas. Just recently after an evaluation of the original student affairs PRU template, student services modified its student success PRU to explicitly reflect on the College mission statement, incorporate program outcomes, incorporate institutional outcomes, and embed the assessment report of student services directly into the PRU instead of having two separate reports (I.B.7-5).

The comprehensive program review process (APR) is evaluated prior to the start of a new cycle. As indicated in the integrated planning calendar in Appendix J of the College Planning Council Handbook, comprehensive program review occurs on five-year cycles with about 20 percent of the academic programs completing a comprehensive program review each year (I.B.7-6). In the revised integrated planning calendar, there is recognition that the PRUs are done annually, and at the bottom of the revised calendar, it states that comprehensive program reviews are completed on five-year cycles as maintained by Outcomes and Assessment Committee (I.B.7-7). As stated above, OAC just completed a survey on program review, including comprehensive program review, and OAC is currently working on improving the process with an improved comprehensive and annual program review form (I.B.7-8).

Governance Process

As a result of the 2011 accreditation visit, COD had a number of recommendations around planning and governance which resulted in subsequent annual follow-up reports and visits (I.B.7-9, I.B.7-10, I.B.7-11, I.B.7-12, I.B.7-13). In 2012, incoming Superintendent/President Dr. Joel Kinnamon reviewed the recommendations on planning and governance, and the superintendent/president along with College Planning Council (CPC) created a Planning Task Force on Planning and Governance under the supervision of the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, to evaluate the College's existing system of governance and review other models to recommend improvements (I.B.7-14, I.B.7-15). Also in May 2013, the superintendent/president created the Department of Institutional Effectiveness, Educational Services, and Planning along with investing in a robust research department (I.B.7-16, I.B.7-17). In September 2013, APO reviewed and reported out the work and recommendation of the planning task force to CPC, and CPC moved to survey the College community on the planning process and the role of CPC (I.B.7-18, I.B.7-19, I.B.7-20). The College worked to evaluate and create planning processes to improve communication and governance structures. With the 2014 Follow-Up Report, 2014 Midterm Report, and Accreditation visit, the College was reaffirmed, no recommendations were found in planning and governance, and the College no longer was required to participate in follow-up reports and visits (I.B.7-12, I.B.7-13).

Governance Process and Resource Management

In addition, annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department faculty, staff, and equipment needs to improve academic quality and accomplish the mission (I.B.7-21, I.B.7-22). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (I.B.7-22). To improve the program review, prioritization, and planning process, APO created and reviewed the results



of the fall 2013 and fall 2014 prioritization process survey (I.B.7-23). The faculty prioritization process starts with the PRUs. The department chairs consolidate faculty requests and bring a consolidated list to the respective deans, who then prioritize requests for the school or area. Since then, the faculty prioritization process has been evaluated multiple times and was improved for the fall 2016 faculty prioritization process which is currently being evaluated this spring 2017 (I.B.7-24, I.B.7-25, I.B.7-26). The improved faculty prioritization process along with a faculty prioritization rubric was added to the CPC Handbook as Appendix I (I.B.7-25). During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to CPC as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (I.B.7-27).

Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization processes and for the Budget Subcommittee to review its role in the planning process (I.B.7-28). The equipment and staff prioritization processes have been evaluated by APO and recently improved, and APO's recommendation for improving the staff and equipment prioritization processes was accepted by CPC on March 10, 2017 (I.B.7-29, I.B.7-30, I.B.7-31, I.B.7-32, I.B.7-33). Part of the improvements of both the staff and equipment prioritization processes was placing the College mission and the College's five Strategic Master Plan goals at the forefront of the processes, including adding the College mission and Strategic Master Plan goals to the criteria for staff prioritization (I.B.7-31, I.B.7-32). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staffing Prioritization Committee identifies the staffing needs across the institution, Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources, and all recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision all aligned with its mission and in support of the institution's programs and services (I.B.7-34).

Governance Process and Committees

In fall 2014, APO had a number of meetings and discussions to create a self-assessment tool for committees at the College (I.B.7-35, I.B.7-36, I.B.7-37, I.B.7-38). APO created the first Self-Assessment of COD Committees template, which was used to evaluate the planning and governance committees listed in the CPC Handbook (I.B.7-39). The College started an evaluation of committees to identify redundancies, weaknesses, and interconnectedness between groups. This evaluation has helped to clarify the various roles of committees and has strengthened communication. During the committee self-evaluation process, the form prompts the committee to address its role and products, meetings held, progress on achieving prior year goals, and to set goals for the following year. As a result of the committee assessment, any changes are forwarded to CPC for action. Committees are expected to revise and update their respective committee descriptions, deactivate their committee if it is no longer needed or if there are committees doing duplicative work, and recommend to merge committees to encourage synergistic institutional efforts. Three critical outcomes occurred as a result of evaluating committees. First, APO made a recommendation to reinstate the Outreach and Training Subcommittee, a subcommittee of CPC, so it can assist and train chairs to assess their committees using the new Self-Assessment of COD Committees template (I.B.7-40, I.B.7-41, I.B.7-42, I.B.7-43). Outreach and Training continues to work directly with CPC and committees by offering annual trainings: 1) the mandatory CPC orientation training, 2) chairs and support staff training on Robert's Rules of Order and the use of standardized agenda and minutes templates, 3) training and quick-reference guides on the planning and prioritization processes, the mission, vision, and values, and Strategic Master Plan Goals, 4) and recently, Outreach and Training created an effective committee participation training which will be implemented in 2017-2018 (I.B.7-44, I.B.7-45, I.B.7-46, I.B.7-47, I.B.7-48, I.B.7-49, I.B.7-50, I.B.7-51, I.B.7-52, I.B.7-53, I.B.7-54, I.B.7-55, I.B.7-56). Second and through the evaluation process, many of the committees were doing duplicate work and were not aligning plans and institutional efforts. As a result, CPC created Chairs



Council, which are the chairs of major institutional initiatives and plans (I.B.7-57, I.B.7-58). Chairs Council recently completed its mapping evaluation and gaps analysis, where the institutional initiatives and College plans were mapped for goals and activities in support of the five Strategic Master Plan goals and their respective objectives (I.B.7-59, I.B.7-60, I.B.7-61). As a result of the qualitative evaluation, the Basic Skills Committee was folded into the Equity Committee, the Chairs Council committee description was revised to include the chairs of the Strong Workforce Steering Committee and the End-User Data Subcommittee, a subcommittee of CPC responsible for IEPI and institution set standards, and a recommendation going forward to CPC to address the gaps in activities and lack of coordinated efforts to support specific goals in the Strategic Master Plan (I.B.7-61, I.B.7-62, I.B.7-63, I.B.7-64). Third, because of the critical role of the Academic Senate in College planning processes and the CPC Handbook, the committees of the Academic Senate have agreed to participate in the committee self-assessment process and have agreed to use the standardized agenda and minutes templates recommended by Outreach and Training (I.B.7-65). By the end of spring 2017, all COD committees will have completed one round of self-assessment evaluation and at least one review/revision at CPC. With all the evaluation and improvements taking place across the institution and governance process, the CPC and planning survey has been sent out again this spring 2017 for review and improvements for the upcoming academic year (I.B.7-66).

Governance Process, Planning, and College Plans

With the implementation and annual updates of the long-term integrated planning calendar, the institution has been in the process of evaluating past plans to inform the efforts of revising and improving institutional plans and their respective planning documents (I.B.7-6, I.B.7-7). APO evaluated the 2010 Strategic Educational Master Plan (2010 SEMP) to inform and create the 2016-2021 Strategic Master Plan (SMP). APO evaluated the method of evaluation and the progress of the key performance indicators of the goals of the 2010 SEMP, and, as a result, APO created recommendations to improve and create the upcoming SMP on schedule with the published integrated planning calendar (I.B.7-67, I.B.7-68). CPC accepted the APO recommendation and formed a SMP Task Force (I.B.7-69). The same APO evaluations were forward to the 2017-2021 Educational Master Plan (EMP) workgroup to inform the upcoming completion of the EMP. APO also evaluated the respective planning documents: Planning and Institutional Effectiveness (PIE) and CPC handbooks (I.B.7-70, I.B.7-71, I.B.7-72). Both handbooks were separate documents over 100 pages each and were not frequently used. APO evaluated and improved the PIE Handbook and update the CPC Handbook, and as result of the evaluations and recommendations, both documents were consolidated into the 2016-2017 College Planning Council Handbook: Decision-Making Through Collegial Consultation which will be updated again for 2017-2018 because of the updates from committee revisions, planning improvements, and additional appendixes. APO's recommendation to improve the planning handbook also was approved by CPC (I.B.7-73, I.B.7-74).

In addition and in anticipation of the new cycle for the Facilities Master Plan upon the completion of the EMP, APO has recently completed its evaluation of the 2003-2015 Facilities Master Plan, and APO's recommendations were forwarded to both the Facilities Advisory Committee and CPC where APO's evaluation and recommendations were accepted (I.B.7-75, I.B.7-76 I.B.7-77, I.B.7-78). APO is currently evaluating the 2013 Enrollment Management Plan, and, once completed, APO will forward its evaluation and recommendations to the Enrollment Management Committee and CPC (I.B.7-79, I.B.7-80). At the April 6, 2017, meeting of APO, APO reviewed all past recommendations to evaluate which recommendations for improvements are completed and which are still pending (I.B.7-81). At the same meeting, APO reviewed institutional plans that were outdated or necessary for long-term planning. APO will be forwarding a report and potential recommendations to CPC by the end of spring 2017 on both items: pending APO recommendations that have not been completed and workgroup recommendations to address outdated plans or future potential plans to address long-term planning.



Evaluation

COD meets this Standard. All programs and services across the institution are evaluated regularly through the program review, planning, and governance process. The College will continue its robust tradition of regularly evaluating its practices across all areas through regular self-evaluation processes such as annual program plans, program review, committee self-evaluations, evaluation of College plans, evaluation of planning documents, and evaluation of prioritization and resource allocation.

Evidence

- I.B.7-1 APO Recommendations to CPC for the Strategic Master Plan
- I.B.7-2 Comprehensive Program Review 2010-2015
- I.B.7-3 EMP Outcomes and Assessment Survey Results Spring 2017 on Program Review and Planning Processes
- I.B.7-4 2016-2017 Outcomes and Assessment Committee Agendas and Minutes
- I.B.7-5 Student Success Administrative Committee Minutes September 12, 2016
- I.B.7-6 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- I.B.7-7 Revised COD Integrated Planning Calendar-2016
- I.B.7-7A OAC Minutes March 2, 2017
- I.B.7-8 Improved Comprehensive Program Review and PRU (PEP and PEPup)—DRAFT April 6, 2017
- I.B.7-9 June 29, 2011, ACCJC Letter: Reaffirm Accreditation and Complete Follow-Up Report
- I.B.7-10 February 11, 2013, ACCJC Letter: Complete a Follow-Up Report and Visit, and Special Report
- I.B.7-11 July 3, 2013, ACCJC Letter: Complete a Follow-Up and Midterm Report
- I.B.7-12 2014 COD Follow-Up Report
- I.B.7-13 2014 COD Midterm Report
- I.B.7-14 Minutes April 12, 2013, Item 4
- I.B.7-15 CPC Minutes April 26, 2013
- I.B.7-16 Webpage for Institutional Effectiveness and Planning
- I.B.7-17 Webpage for Institutional Research
- I.B.7-18a CPC Minutes September 13, 2013, Item 3
- I.B.7-18b CPC Minutes September 27, 2013, Item 3
- I.B.7-19 Planning Task Force Evaluation and Report September 2013
- I.B.7-20 College Planning Council and Planning Survey Spring 2014
- I.B.7-21 Prioritization Process
- I.B.7-22 Sample Instruction PRU--2015-2016 Biology PRU
- I.B.7-23 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- I.B.7-24 Faculty Prioritization Survey Fall 2015
- I.B.7-25 Appendix I of the CPC Handbook-Faculty Prioritization Process
- I.B.7-26 Fall 2016 Prioritization Survey
- I.B.7-27 Superintendent/President's Email Announcement of Funded Faculty Positions
- I.B.7-28 APO Recommendations for the PIE Handbook
- I.B.7-29 2015-2016 Staff and Equipment Prioritization Documents from the PRUs



- I.B.7-30 APO Recommendation to Improve the Equipment Prioritization Process
- I.B.7-31 Improved 2017 Equipment Prioritization Process
- I.B.7-32 Improved Staff Prioritization Process
- I.B.7-33 March 10, 2017, Minutes from College Planning Council
- I.B.7-34 Superintendent/President's Email Announcement of Funded Faculty, Staff, and Equipment
- I.B.7-35 APO Minutes November 21, 2014
- I.B.7-36 APO Minutes February 20, 2015
- I.B.7-37 APO Minutes April 20, 2015
- I.B.7-38 APO Minutes September 11, 2016
- I.B.7-39 Self-Assessment of Committee
- I.B.7-40 APO Minutes April 10, 2014
- I.B.7-41 Portal Webpage for Outreach and Training Subcommittee
- I.B.7-42 Outreach and Training Subcommittee Minutes October 7, 2015
- I.B.7-43 Chairs' Retreat Agenda September 16, 2015, with Committee Assessment
- I.B.7-44 Fall 2016 Email Invitation to CPC Orientation Training
- I.B.7-45 Mandatory CPC Orientation Training
- I.B.7-46 Chairs and Support Staff Training Email Notification
- I.B.7-47 Chairs and Support Staff Training Agenda
- I.B.7-48 Chairs and Support Staff Minutes October 24, 2016
- I.B.7-49 Outreach and Training Subcommittee-Cover Letter for Robert's Rules of Order Training
- I.B.7-50 Memo to Faculty, Staff, Leadership for SMP and CPC Handbook
- I.B.7-51 Email to Adjunct Faculty for SMP and CPC Handbook
- I.B.7-52 Memo to Faculty, Staff, Leadership for Quick-Reference Guide of Mission, Vision, and Values and Strategic Master Plan Goals
- I.B.7-53 First Page of Quick-Reference Guide of Mission, Vision, and Values
- I.B.7-54 Second Page of Quick-Reference Guide of SMP Goals
- I.B.7-55 Email to Adjunct Faculty for Mission, Vision, and Values, and SMP Goals
- I.B.7-56 Effective Committee Participation Training-DRAFT
- I.B.7-57 Portal Webpage for Chairs Council
- I.B.7-58 Chairs Council Committee Description in 2016-2017 CPC Handbook
- I.B.7-59 Mapping Evaluation and Gaps Analysis of Institutional Initiatives and Plans in Support of the SMP Goals and Objectives
- I.B.7-60 Chairs Council Minutes October 19, 2016
- I.B.7-61 Chairs Council Minutes March 15, 2017-DRAFT
- I.B.7-62 Chairs Council Minutes November 11, 2016
- I.B.7-63 Basic Skills Committee Minutes February 22, 2017
- I.B.7-64 Diversity and Equity Council Minutes March 29, 2017-DRAFT
- I.B.7-65 Sample Revised Senate Committee Description-Outcomes and Assessment Committee March 23, 2017
- I.B.7-66 Email Notification to Complete CPC and Planning Survey Spring 2017
- I.B.7-67 APO Evaluation of the 2010 SEMP Key Performance Indicators
- I.B.7-68 APO Minutes December 10, 2015



I.B.7-69	APO Recommendations for SMP
I.B.7-70	Update of the CPC Handbook
I.B.7-71	Qualitative Evaluation of PIE Handbook
I.B.7-72	APO Minutes March 10, 2016
I.B.7-73	APO Recommendations for the PIE Handbook
I.B.7-74	CPC Minutes March 11, 2016, Item 10 and Item 11
I.B.7-75	APO Recommendations for the 2003-2015 Facilities Master Plan
I.B.7-76	Facilities Advisory Committee Minutes February 21, 2017
I.B.7-77	CPC Minutes February 3, 2017, Item 2.5
I.B.7-78	Complete Evaluation of 2003-2015 Facilities Master Plan
I.B.7-79	APO Minutes December 8, 2016
I.B.7-80	Dashboard Indicator Report of Enrollment Management Plan
I.B.7-81	APO Minutes April 6, 2017

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

College of the Desert (COD) broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weakness and sets appropriate priorities. The primary means of communicating the results of assessment and evaluation activities is through committee minutes posted on the College's committee webpages; memos, emails, and trainings provided by the Outreach and Training Subcommittee; and email updates provided by the Office of Institutional Effectiveness and Planning. College Planning Council (CPC) and the Assessment of Planning and Outcomes (APO) Subcommittee have publicly accessible webpages with current standardized agendas, minutes, and handouts (I.B.8-1, I.B.8-2). Outcomes and Assessment Committee and End-User Data Subcommittee along with all other committees outlined in the 2016-2017 CPC Handbook have current standardized agendas, minutes, and handouts available on internal portal webpages (I.B.8-3, I.B.8-4, I.B.8-5). In addition, OAC and CPC subcommittees provide workshops and communicate accomplishments which include evaluation activities during Flex (I.B.8-6, I.B.8-7).

With the reinstatement of the Outreach and Training Subcommittee as described in I.B.7, the primary role of the subcommittee is to serve as the communication link between CPC and the College. Outreach and Training's products include " Provide information to faculty, staff, and students regarding planning, program review, and CPC processes, [and] Provide training for faculty, staff, and students on current College goals and objectives" (I.B.8-8). Outreach and Training communicates directly and broadly with the institution and continues to offer annual trainings: 1) the mandatory CPC orientation training, 2) chairs and support staff training on Robert's Rules of Order and the use of standardized agenda and minutes templates, 3) training and quick-reference guides on the planning and prioritization processes, the mission, vision, and values, and Strategic Master Plan Goals, 4) and recently, Outreach and Training created an effective committee participation training which will be implemented in 2017-2018 (I.B.8-8, I.B.8-9, I.B.8-10,



I.B.8-11, I.B.8-12, I.B.8-13, I.B.8-14, I.B.8-15, I.B.8-16, I.B.8-17, I.B.8-18, I.B.8-19, I.B.8-20, I.B.8-21).

In addition, the Office of Institutional Effectiveness and Planning (OIEP) is responsible for communicating broadly about the timelines, program review, planning, and prioritization dates for the College and the academic year (I.B.8-22). Since 2014, OIEP publishes a planning and prioritization timeline prior to the start of the academic year, and OIEP updates the timeline throughout the year (I.B.8-23, I.B.8-24, I.B.8-25). OIEP also sends email announcements in coordination with other areas (i.e., Outreach and Training and Fiscal Services) to regularly update the College on the program review, prioritization, planning, and resource allocation dates and timelines (I.B.8-26, I.B.8-27, I.B.8-28, I.B.8-29).

At the department and unit level, department/unit meetings and the PRUs are the primary means of communicating strengths and weaknesses. The supervising administrator and the appropriate vice president review annual program plans and comprehensive program review (I.B.8-30, I.B.8-31, I.B.8-32). Student learning outcome assessment reports are another means by which departments communicate strengths and weakness related to learning (I.B.8-33).

A great example of how the College broadly communicated the weaknesses and strengths of on institution wide activity, shared the results, and set the appropriate priorities was through the recent revision of the College mission. With the new Accreditation Standards in place effective 2014, APO and CPC recognized that there were weaknesses with the current College mission. As part of the communication process, a campus wide email was sent to remind all constituents that the College was engaging in a College wide discussion and revision of the mission, and in the communication, the PowerPoint presentation was attached that informed the College of the weakness of the current mission, providing context to why the mission needed to be revised, the evaluation of the current mission, and the revised mission, which set the appropriate priorities for the College (I.B.8-34, I.B.8-35). CPC also broadly communicates with the campus when there are changes like the email announcement regarding the updated public CPC website and new resources including a video of the CPC orientation (I.B.8-36).

Currently, the College is engaging in the dialogue and process for the 2017-2022 Educational Master Plan (EMP). Along with a publicly available website with a comment box, there have been continuous opportunities (i.e., campus forums and constituent representatives on the EMP workgroup), broadly communicated updates on the progress of the EMP, and continuous email communication and opportunities to participate in the EMP process (I.B.8-37, I.B.8-38, I.B.8-39).

Evaluation

COD meets the Standard. Results of assessments and evaluations are communicated through department/unit meetings. College processes, such as annual planning, allow for departments and units to assess and communicate strengths and weakness. Comprehensive program review provides a means for departments and units to communicate trends and changes over a longer period of time. The results of various evaluations are communicated broadly to the various audiences affected by the evaluation. Every College committee has been asked to evaluate itself in terms of communication, membership, support, and the products each produces annually to assist the College in conducting its business. Assessments and evaluations have been conducted on an ongoing basis for planning and prioritization, and changes based on those assessments have been implemented in a timely fashion. When weaknesses are identified, the College takes steps to address them within the structure of shared governance and follows its own processes for making changes.



Evidence

- I.B.8-1 College Planning Council Webpage
- I.B.8-2 APO Webpage
- I.B.8-3 Portal Webpage for OAC
- I.B.8-4 Portal Webpage for End-User Data Subcommittee
- I.B.8-5 Portal Webpage for COD Committees
- I.B.8-6 OAC Student Learning Outcomes Trainings
- I.B.8-7 CPC Subcommittees Flex presentations Spring 2017
- I.B.8-8 Portal Webpage for Outreach and Training
- I.B.8-9 Fall 2016 Email Invitation to CPC Orientation Training
- I.B.8-10 Mandatory CPC Orientation Training
- I.B.8-11 Chairs and Support Staff Training Email Notification
- I.B.8-12 Chairs and Support Staff Training Agenda
- I.B.8-13 Chairs and Support Staff Minutes October 24, 2016
- I.B.8-14 Outreach and Training Committee-Cover Letter for Robert's Rules of Order Training
- I.B.8-15 Memo to Faculty, Staff, Leadership for SMP and CPC Handbook
- I.B.8-16 Email to Adjunct Faculty for SMP and CPC Handbook
- I.B.8-17 Memo to Faculty, Staff, Leadership for Quick-Reference Guide of Mission, Vision, and Values and Strategic Master Plan Goals
- I.B.8-18 First Page of Quick-Reference Guide of Mission, Vision, and Values
- I.B.8-19 Second Page of Quick-Reference Guide of SMP Goals
- I.B.8-20 Email to Adjunct Faculty for Mission, Vision, and Values, and SMP Goals
- I.B.8-21 Effective Committee Participation Training-DRAFT
- I.B.8-22 Institutional Effectiveness and Planning Webpage
- I.B.8-23 2014-2015 Program Review and Prioritization Timeline
- I.B.8-24 2015-2016 Program Review and Prioritization Timeline
- I.B.8-25 2016-2017 Program Review and Prioritization Timeline
- I.B.8-26 OIEP Planning Email Announcement Fall 2015
- I.B.8-27 Fiscal Services Update for Funded Equipment Purchase Process from the 2015-2016 Prioritization
- I.B.8-28 OIEP Planning Announcement Fall 2016
- I.B.8-29 OIEP Planning Announcement Part II Spring 2017
- I.B.8-30 2016-2017 Program Review Updates
- I.B.8-31 Prioritization Process
- I.B.8-32 Annual Planning Process
- I.B.8-33 Sample Assessment Report-General Education Assessment Report BI-005 Molecular and Cell Biology
- I.B.8-34 Webpage and Campus Email Distribution on the College Mission
- I.B.8-35 APO Recommendation for the Revision of the Mission-CPC Presentation
- I.B.8-36 CPC Email Announcement of What's New
- I.B.8-37 2017-2022 EMP Webpage Including Comment Box
- I.B.8-38 EMP Update February 14, 2017
- I.B.8-39 EMP Update March 10, 2017



I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Description

As described in Standards I.B.1, I.B.5, I.B.6, and I.B.7, College of the Desert (COD) has a robust integrated planning cycle. Systematic evaluation and planning occurs annually at the department and unit levels and at the comprehensive program review level every five years which is fed into a revised Strategic Master Plan and into the current revision work of the Educational Master Plan. Requests for resource allocations are also linked to the program review, prioritization, and planning processes. The College has an established process for prioritizing resource allocations. Planning at COD is designed to support the mission of the College and maintain academic quality. The planning process is well-established and widely known. Every aspect of the College participates in the planning process to reinforce consistency across faculty, staff, and administration. The College has established and supported the Office of Institutional Research and Office of Institutional Effectiveness and Planning and their use of data from the state Chancellor's Office which is then made available to the College community. The College's planning process integrates College wide input and resource allocation and the results of the planning process are transparent and disseminated widely. The 2016-2021 Strategic Master Plan (SMP) is designed to fully support the College's mission and will be monitored on a regular basis to ensure institutional effectiveness. Departments, units, and College wide committees establish short-term goals while long-term goals are established during comprehensive program review which inform the development of long-term goals in the strategic master plan. Institutional planning at all levels addresses the need for human, physical, technological, and financial resources.

College Mission

College of the Desert's programs and services are aligned with its mission. COD's planning processes reach throughout the institution supporting its mission and vision (I.B.9-1, I.B.9-2, I.B.9-3). There are three PRU templates: student learning, student success, and support services. PRUs are completed for all programs on an annual basis and provide an opportunity to respond to changes that occur year to year. This process begins in the fall for faculty prioritization and continues in the spring for staff and equipment prioritization (I.B.9-5). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (I.B.9-2, I.B.9-3, I.B.9-4, I.B.9-5, I.B.9-6). The PRUs are responsive to annual strategic objectives that link to the 2016-2021 Strategic Master Plan which aligns with the College's mission statement (I.B.9-7).

Human Resources

Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department faculty, staff, and equipment needs (I.B.9-5, I.B.9-8). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (I.B.9-8). In order to improve the program review, prioritization, and planning process, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, created and reviewed the results of the fall 2013 and fall 2014 prioritization process survey (I.B.9-9). The faculty prioritization process starts with the PRUs. The department chairs consolidate faculty requests and bring a consolidated list to the respective deans who then



prioritize requests for the school or area. Since 2014, the faculty prioritization process has been evaluated multiple times and was improved for fall 2016 which is currently being evaluated this spring 2017 (I.B.9-10, I.B.9-11, I.B.9-12). The improved faculty prioritization process along with a faculty prioritization rubric was added to the CPC Handbook as Appendix I (I.B.9-11). During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to College Planning Council as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (I.B.9-13).

Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization processes and for the Budget Subcommittee to review its role in the planning process (I.B.9-14). The staff prioritization process has been evaluated by APO and recently improved, and APO's recommendation for improving the staff prioritization process was accepted by CPC on March 10, 2017 (I.B.9-15, I.B.9-16, I.B.9-17). Part of the improvements to the staffing prioritization process was placing the College mission and the College's five Strategic Master Plan goals at the forefront of the processes, including adding the College mission and Strategic Master Plan goals to the criteria for staff prioritization (I.B.9-16). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staffing Prioritization Committee identifies the staffing needs across the institution, and the Budget Subcommittee identifies and recommends available resources, and all recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision all aligned with its mission and in support of the institution's programs and services (I.B.9-5, I.B.9-6, I.B.9-18).

Physical Resources

The College evaluates its facilities on a regular basis. The formal process includes a semiannual facilities study session presentation including a review of completed projects, an update on current projects, and the introduction of new projects (I.B.9-19, I.B.9-20). The College also regularly plans and evaluates facilities, physical resources, and equipment through the annual Five-Year Capital Outlay Plan updates, annual updates for space inventory, review of scheduled maintenance projects, hazardous material report survey and inventory, property and liability inspections, and facilities conditions assessment (I.B.9-21, I.B.9-22, I.B.9-23, I.B.9-24, I.B.9-25, I.B.9-26, I.B.9-27, I.B.9-28).

Equipment needs are addressed through the annual PRU prioritization process. COD relies on input from College Planning Council (CPC) and the program review update (PRU) process to complete the information for the instructional equipment and scheduled maintenance five-year planning process, as required by the Chancellor's Office (I.B.9-2, I.B.9-4). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department equipment needs, including replacement and maintenance needs (I.B.9-8). The annual PRUs include utilization factors and relevant data/information to justify the equipment need. Each executive area works with the appropriate president/vice president to prioritize among equipment needs identified within the area (I.B.9-15). The equipment prioritization process has been evaluated by APO and recently improved, and APO's recommendation for improving the equipment prioritization process was accepted by CPC on March 10, 2017 (I.B.9-17, I.B.9-29, I.B.9-30). The Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources, and all recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision all aligned with its mission and in support of the institution's programs and services (I.B.9-30). Maintenance and Operations also submits a PRU using the support services PRU template (I.B.9-31).

In addition to the formal process described above, there is an informal process which includes requests from department meetings, and committee meetings. Requests supported by the department dean and respective vice president are forwarded to the Facilities



Advisory Committee (FAC) for evaluation and recommendation, then to the Superintendent/President's Executive Cabinet, and then to CPC (I.B.9-32). This ongoing process allows for issues to be addressed that were unknown at the time of the annual PRU. The FAC also reviews and recommends requests included in the annual PRU. All requests are evaluated using the Strategic Master Plan (SMP) and Educational Master Plan (EMP) to ensure alignment with the goals and mission of the College. The EMP is currently being finalized. This will be used to guide the new Facilities Master Plan which is expected to be complete in the spring of 2017.

The FAC reviews the following type of requests:

- space utilization ;
- new and/or expanded program space requests; and
- minor facility renovations (I.B.9-33)

Technology Resources

The Technology Master Plan, in concert with the College Planning Council Handbook, details how the Palm Desert and satellite campuses' technological needs are planned, maintained, and upgraded (I.B.9-3, I.B.9-34). The Facilities Advisory Committee continues to approve the development of new instructional labs and upgrades for existing labs and facilities on campus (I.B.9-32).

A portion of the annual program review process identifies needed technology in support of District-defined goals. College of the Desert ensures that its various types of technology needs are identified through a cohesive, College wide planning process. Program review is tied to the Technology Master Plan (TMP) (I.B.9-34). The program review process allows each department to identify technology needs as they support College goals and objectives (I.B.9-35). COD relies on input from College Planning Council (CPC) and the program review update (PRU) process to complete the information for technology requests along with the technology refresh cycle from the TMP (I.B.9-2, I.B.9-4, I.B.9-36). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department technology needs (I.B.9-35). As stated in the College Planning Council Handbook and in the annual prioritization process, technology requests are consolidated and prioritized, and remaining technology requests consolidated from the program review updates (PRU) are submitted to the Office of Information and Educational Technology to see if any of the requests are being replaced as part of the refresh cycle as stated in the TMP (I.B.9-37, I.B.9-38). Information Technology also submits a PRU using the support services PRU template (I.B.9-39).

The TMP is updated annually based on input from the Educational Technologies and Distance Education Committee, an Academic Senate committee, and the Administrative Computing Committee (I.B.9-40, I.B.9-41). The TMP is then directly linked to the Strategic Master Plan, and it will be linked to the newly created Educational Master Plan (I.B.9-7, I.B.9-42). The TMP incorporates all aspects of technology at the College in accordance with, and support of, the College's mission (I.B.9-1).

The TMP provides the framework for technology direction, strategy, acquisition, and deployment on a District wide basis (I.B.9-34). The TMP also provides guidelines to ensure that the institution's technology remains current and sustainable. Refresh cycles are defined for all types of technology (I.B.9-36). A process is defined that provides for small technology projects which fall outside of the annual program review process (I.B.9-43).

The program review process effectively provides departments the technology they need to complete their planning objectives (I.B.9-2, I.B.9-4, I.B.9-35, I.B.9-36, I.B.9-37, I.B.9-38). As bond projects are identified, new and remodeled buildings have technology incorporated that meets required standards for cabling, wireless, main distribution frame (MDF)/intermediate distribution frame (IDF), power and connectivity, data drops, smart podiums, and physical security.



Financial Resources

During the planning process, financial information is continuously reviewed, updated, and shared on a regular basis (I.B.9-6). Transparency in the budget process is embraced at COD, and financial information is readily available and is presented at multiple venues including board meetings, College Planning Council, Budget Subcommittee, Flex, and collective bargaining sessions. (I.B.9-44, I.B.9-45, I.B.9-46, I.B.9-47, I.B.9-48, I.B.9-49).

The Budget Subcommittee actively participates and makes recommendations regarding the fiscal health of the District (I.B.9-14). This includes reviewing PRUs requests and recommending funding levels for consideration as well as recommending reserve percentages (I.B.9-44, I.B.9-50). The PRUs contain the opportunity to request additional faculty, staff, equipment, and technology resources. During the program review, prioritization, and planning process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to College Planning Council as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty, staff positions, and equipment (I.B.9-13).

The evaluation of the fiscal management process is ongoing. As an institution wide effort, all the College's committees including the Budget Subcommittee recently completed an assessment of their committee and activities along with how they integrate with planning in regards to resource allocation (I.B.9-51, I.B.9-52). Concurrently, the College was assessing its planning documents and processes which led to improvements in the budget allocation process in planning, and the corresponding section in the College Planning Council Handbook was updated to reflect the improvements (I.B.9-44, I.B.9-52).

Evaluation

COD meets this Standard. Instructional programs and all service areas align with the institutional mission. The alignment is documented through the planning and program review process and monitored through regular planning and evaluation processes. Linkages between the mission and decisions that emerge from annual planning and budgeting processes are well documented. Institutional planning addresses the short-term and long-term needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence

- I.B.9-1 Mission, Vision, and Values Webpage
- I.B.9-2 College Planning Council Webpage
- I.B.9-3 College Planning Council Handbook
- I.B.9-4 2016-2017 Program Review Updates
- I.B.9-5 Prioritization Process
- I.B.9-6 Annual Planning Process
- I.B.9-7 Strategic Master Plan
- I.B.9-8 Sample Instruction PRU--2015-2016 Biology PRU
- I.B.9-9 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- I.B.9-10 Faculty Prioritization Survey Results for Fall 2015
- I.B.9-11 Appendix I of the CPC Handbook-Faculty Prioritization Process
- I.B.9-12 Fall 2016 Prioritization Survey
- I.B.9-13 Superintendent/President's Email Announcement of Funded Faculty Positions



Standard I - Institutional Mission and Effectiveness

- I.B.9-14 APO Recommendations for the PIE Handbook
- I.B.9-15 2015-2016 Staff and Equipment Prioritization Documents from the PRUs
- I.B.9-16 Improved Staff Prioritization Process
- I.B.9-17 March 10, 2017, Minutes from College Planning Council
- I.B.9-18 Superintendent/President's Email Announcement of Funded Faculty, Staff, and Equipment
- I.B.9-19 Board of Trustees October 21, 2016, Agenda—Study Session is on Facilities Update
- I.B.9-20 October 21, 2016, Minutes for Board of Trustees
- I.B.9-21 Five-Year Capital Outlay Presentation
- I.B.9-22 2018-2022 Five-Year Capital Outlay Plan
- I.B.9-23 2015-2016 Space Inventory
- I.B.9-24 2016-2017 Space Inventory
- I.B.9-25 2016-2017 Scheduled Maintenance Projects
- I.B.9-26 Desert Community College District HMIRreport 2016
- I.B.9-27 Desert Community College District-SWACC Inspection Report 2016
- I.B.9-28 Facilities Condition Assessment Report
- I.B.9-29 APO Recommendation to Improve the Equipment Prioritization Process
- I.B.9-30 Improved 2017 Equipment Prioritization Process
- I.B.9-31 2015-2016 Maintenance and Operations PRU
- I.B.9-32 Portal Webpage for Facilities Advisory Committee
- I.B.9-33 CPC Handbook 2016-2017-Facilities Advisory Committee Description
- I.B.9-34 Desert Community College District 2015-2020 Technology Master Plan
- I.B.9-35 Sample Instruction PRU--2015-2016 Digital Design Production PRU
- I.B.9-36 2017 Technology Refresh Inventory
- I.B.9-37 Technology List 2014-2015 for 2015-2016 from the PRUs
- I.B.9-38 CPC Handbook 2016-2017 Technology Requests
- I.B.9-39 Annual PRU – Information Technology
- I.B.9-40 Portal Webpage for Educational Technologies and Distance Education
- I.B.9-41 Portal Webpage for Administrative Computing Committee
- I.B.9-42 2017-2022 Educational Master Plan Webpage
- I.B.9-43 Appendix I Small Technology Projects Form
- I.B.9-44 Budget Subcommittee's Role in CPC Handbook, Planning and Budget Allocation
- I.B.9-45 College Planning Council Minutes September 9, 2016,-Discussion Item 2
- I.B.9-46 Portal Webpage for Budget Subcommittee
- I.B.9-47 Spring 2017 Flex Budget Presentation
- I.B.9-48 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- I.B.9-49 Adopted Budget Presentation September 16, 2016
- I.B.9-50 Budget Subcommittee 2016-2017 Minutes
- I.B.9-51 Budget Subcommittee's Committee Assessment
- I.B.9-52 September 2016 Handouts for Budget Subcommittee



I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Description

College of the Desert (COD) communicates its mission, educational programs, learning outcomes, and student support services, including the policies and regulations that relate to them both online and in print, so that students and the public can easily access complete and accurate information. The main sources of information for students, personnel, and the general public are the College website and the College catalog (I.C.1-1, I.C.1-2, I.C.1-3). These sources are regularly reviewed and updated for accuracy. Individual departments and units review the website as needed (I.C.1-4). The general catalog is reviewed annually at the end of the spring semester in preparation to publish a full catalog or an addendum to the current catalog depending on most recent revision (I.C.1-5).

As indicated in Standard I.A.4, the mission statement is available in various locations around campus, on the College website (I.C.1-6), and in the general catalog (I.C.1-7).

Information about educational programs is included in the College catalog, program-level learning outcomes, and institutional outcomes (I.C.1-8, I.C.-9, I.C.1-10, I.C.1-11). The catalog is available in print at the bookstore and electronically on the College website (I.C.1-2, I.C.1-3). Course-level student learning outcomes (SLOs) are included in the course outline of record (COR) (I.C.1-12). There is also a statement of student learning outcomes and assessment in the 2016-2017 College catalog (I.C.1-11). CORs are publicly accessible electronically through CurricUNET on the website under the "Search Course" menu option (I.C.1-13). Faculty are required to distribute a syllabus during the first week of classes and to include SLOs approved through the Academic Senate's Curriculum Committee. The student learning outcomes are reviewed by discipline faculty and tie directly into the program and institutional outcomes.

Information about student support services is available on the College website (I.C.1-14), in the College catalog (I.C.1-15), and in the Student Handbook (I.C.1-16).

The statement regarding the College's accredited status is displayed on the Accreditation webpage which is accessible directly from the College homepage (I.C.1-1, I.C.1-17). The College catalog includes this same statement on pages one and eight in the paper catalog and online in the electronic College catalog (I.C.1-3, I.C.1-18). In addition, the College catalog and website include information for specific programmatic accreditation from other state and national organizations (I.C.18)

Evaluation

COD meets the Standard. COD assures that clear and accurate information regarding its mission, educational programs, learning outcomes, student services, and accredited status is provided to students, personnel, and the general public. The College's website and the general catalog are the primary sources of this information.



Statements regarding the College's accredited status are available in the general catalog and online on the accreditation webpage which is accessed from a link on the College homepage. Specific programmatic accreditation status statements are included in the College's general catalog and online.

Evidence

- I.C.1-1 College Website
- I.C.1-2 Electronic College Catalog
- I.C.1-3 Print Copy of College Catalog
- I.C.1-4 Catalog Advisory Committee Agenda
- I.C.1-5 Catalog and Schedules Webpage with Catalog Addendums
- I.C.1-6 Mission, Vision, and Values Webpage
- I.C.1-7 Mission in 2016-2017 College Catalog
- I.C.1-8 Educational Programs in 2016-2017 College Catalog
- I.C.1-9 Academic Programs Webpage
- I.C.1-10 Program Outcomes in 2016-2017 College Catalog
- I.C.1-11 Institutional Outcomes and Student Learning Outcomes Statement in 2016-2017 College Catalog
- I.C.1-12 Sample Course Outline of Record
- I.C.1-13 CurricUNET-Course Outline of Record
- I.C.1-14 Student Services Webpage
- I.C.1-15 Student Services in 2016-2017 College Catalog
- I.C.1-16 Student Handbook 2016-2017
- I.C.1-17 Accreditation Webpage
- I.C.1-18 Accreditations in 2016-2017 College Catalog

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Description

College of the Desert (COD) provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures. Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available on the College website and in the College catalog (I.C.2-1, I.C.2-, I.C.2-3, I.C.2-4). The College catalog is published annually and produced by a team from student success (student services), student learning (instruction), and the Public Information Office with significant input and content provided by faculty, deans, and leadership. College policies and



procedures in the catalog are completely reviewed following an established production timeline approved at the Catalog Advisory Committee (I.C.2-5).

College of the Desert’s catalog includes facts, requirements, policies, and procedures listed in the ACCJC “Catalog Requirements” and is provided in both print and electronic formats:

Requirement	Catalog Page Number
Official Name, Address, Telephone Number, and Website Address of the Institution	1
Educational Mission	10
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	1, 8
Course, Program, and Degree Offerings	75-77
Assessment of Student Learning Outcomes	11
Academic Calendar and Program Length	9
Academic Freedom Statement	254
Available Student Financial Aid	31
Available Learning Resources	34-35
Names and Degrees of Administrators and Faculty	255-263
Names of Governing Board Members	3
Admission Requirements	14
Student Tuition, Fees, and Other Financial Obligations	21-22
Degrees, Certificates, Graduation and Transfer Requirements	57
Academic Regulations, Including Academic Honesty	43
Nondiscrimination	47
Acceptance and Transfer of Credits	27
Transcripts	49
Grievance and Complaint Procedures	45-46
Sexual Harassment	47-48
Refund of Fees	22
Locations or Publications Where Other Policies May Be Found	48-49

Evaluation

COD meets the Standard. COD maintains accurate and clear information regarding its mission, educational programs, student support services, and accreditation status. The catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs. This information is available publicly and distributed to students, personnel, and the community by way of the College catalog, in print and electronically.



Evidence

- I.C.2-1 College Website
- I.C.2-2 Electronic College Catalog 2016-2017
- I.C.2-3 Paper Copy of College Catalog 2016-2017
- I.C.2-4 Catalog and Schedules Webpage with Catalog Addendums
- I.C.2-5 Catalog Advisory Committee Agenda

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

College of the Desert (COD) compiles and publishes student achievement data and communicates this data to the campus constituencies and to the public. The Office of Institutional Research (OIR) has the primary responsibility for collecting, analyzing, and publishing student achievement data. Data from the College's institution-set standards and Institutional Effectiveness Partnership Initiative are available on the OIR webpage (I.C.3-1, I.C.3-2). The Student Success Scorecard information is linked from the College's homepage and is publicly available at the state Chancellor's Office website (I.C.3-3, I.C.3-4, I.C.3-5). Student achievement data, including retention and success rates, fall to spring persistence, degrees and certificates, and retention and success rates by subject, are made public through the COD Fact Book which is updated annually and posted on the public website (I.C.3-6).

Student learning and achievement data is used in the program review updates (PRU) and the annual planning process. The PRU template prompts departments to reflect and discuss student learning and achievement data in the context of the College's mission and the strategic plan. Department and program PRUs are posted on the College website and College portal (I.C.3-7, I.C.3-8). The College also communicates learning outcomes data to the ACCJC through the annual reports (I.C.3-9).

Evaluation

COD meets the Standard. COD collects, analyzes, and evaluates data on student learning and student achievement. Student learning and student achievement data are publically available through the OIR's website.

Evidence

- I.C.3-1 Institutional Research Webpage
- I.C.3-2 Institutional Effectiveness Partnership Initiative Website
- I.C.3-3 College Website with Scorecard Button on Homepage
- I.C.3-4 Scorecard on COD Website
- I.C.3-5 COD Scorecard on Chancellor's Website



- I.C.3-6 COD Fact Book
- I.C.3-7 Institutional Effectiveness and Planning Webpage with Program Review Button
- I.C.3-8 Portal Webpage for 2016-2017 Program Review Updates
- I.C.3-9 ACCJC 2016 Annual Report

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Description

The College catalog and the website are the primary sources of information regarding degrees and certificates (I.C.4-1, I.C.4-2, I.C.4-3). All programs speak to their purpose, including content and course requirements such as unit requirements, required and elective courses, transferability, general education requirements, program learning outcomes, and institutional outcomes (I.C.4-4, I.C.4-5).

Evaluation

COD meets the Standard. All certificate and degree programs offered by COD are accurately and completely described in the catalog which is available in print and online. Certificate and degree descriptions and requirements are also available online (I.C.4-6).

Evidence

- I.C.4-1 Educational Programs in 2016-2017 College Catalog
- I.C.4-2 Print Copy of College Catalog
- I.C.4-3 Academic Programs Webpage
- I.C.4-4 Program Outcomes in 2016-2017 College Catalog
- I.C.4-5 Institutional Outcomes and Student Learning Outcomes Statement in 2016-2017 College Catalog
- I.C.4-6 Sample Academic Program on Webpage-Administration of Justice

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Description

College of the Desert (COD) has systems in place to review its policies, procedures, and publications regularly to assure integrity in all representations of its mission, programs, and services. The mission is reviewed and revised through an inclusive process that



initiates with the Assessment of Planning and Outcomes Subcommittee, includes review and comment from College Planning Council and the campus community, and culminates in approval by the Board of Trustees. COD's mission statement is the starting point for the development of the College's planning process. It is reviewed every three years as a means to evaluate the direction of the College's planning efforts and to determine whether the College should revise it in light of current circumstances (I.C.5-1, I.C.5-2). The College catalog is published annually and produced by a team from student success (student services), student learning (Instruction), and the Public Information Office with significant input and content provided by faculty, deans, and leadership. College policies and procedures in the catalog are completely reviewed following an established production timeline that is approved by the Catalog Advisory Committee (I.C.5-3).

In addition, the participatory governance bodies of COD review College procedures and publications. Board Policy and Administrative Procedure (AP) 2410 state the policy and procedure review process through the established governance process, involving all constituent groups (I.C.5-4, I.C.5-5). AP 2410 states that "in addition to any new or amended policies and/or procedures that might come from the [Community College League of California] CCLC at any time during the year...the superintendent/president will cause to be undertaken a systematic review of approximately 20 percent of the board policies and related administrative procedures."

College publications are reviewed regularly by the Public Relations Office (PRO). The PRO reviews all publications to assure integrity and the representation of the College's mission, programs, and services. Standards for style, graphics, and content are posted on the PRO webpage and communicated to constituents (I.C.5-6). PRO also provides branding standards and templates for brochures, flyers, and other documents representing the College (I.C.5-7).

Evaluation

COD meets the Standard. COD's procedures and publications are reviewed regularly to assure integrity in all representations of its mission, programs, and services.

Evidence

- I.C.5-1 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- I.C.5-2 Revised COD Integrated Planning Calendar-2016
- I.C.5-3 Catalog Advisory Committee Agenda
- I.C.5-4 Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- I.C.5-5 Administrative Procedure 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- I.C.5-6 Portal Webpage for PRO
- I.C.5-7 PRO Templates for Documents

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.



Description

College of the Desert (COD) informs current and prospective students of the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Information is provided through a variety of online and printed resources. Required textbooks and costs are available in the course information in WebAdvisor (I.C.6-1, I.C.6-2). The same information is also on the bookstore website (I.C.6-3). Complete information on tuition and fees is available on the bursar website as well as the Schedule of Classes (I.C.6-4, I.C.6-5). Additional information regarding expenses and financial support to students is available on the Office of Financial Aid webpage (I.C.6-6). Instructional materials fees are in the Schedule of Classes for every applicable course (I.C.6-5, I.C.6-7).

Evaluation

COD meets the Standard. COD has appropriate and relevant communication processes that enable students to access information regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence

- I.C.6-1 Sample Course Information on WebAdvisor with Textbook Prices
- I.C.6-2 Sample Course Required Textbook and Textbook Prices
- I.C.6-3 Bookstore Website
- I.C.6-4 Bursar Webpage with Tuition and Fees
- I.C.6-5 Spring and Winter 2017 Schedule of Classes Page Four
- I.C.6-6 2016-2017 Cost of Attendance on Financial Aid Webpage
- I.C.6-7 Nursing Course Materials Fee

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER13)

Description

Board Policy (BP) and Administrative Procedure (AP) 4030 delineates the rights and responsibilities of members of the College community to contribute to and protect academic freedom and responsibility (I.C.7-1, I.C.7-2). BP 4030 makes it clear that COD is committed to academic freedom and intellectual pursuits by "recognizing the importance of academic freedom in pursuit of academic excellence for the College". The policy recognizes that faculty should be free from institutional censorship. Additionally, faculty have an obligation to promote conditions of free inquiry and to further public understanding of academic freedom. The policy provides



specific guidance to faculty, students, administrators, and staff on their roles in contributing to academic freedom. Both BP and AP 4030 are published on the public website (I.C.7-3).

Statements on academic freedom are published in a variety of locations including the College catalog (I.C.7-4). The Faculty Handbook also publishes a statement on academic freedom, and the Educational Policies and Practices Committee, an Academic Senate committee, is tasked with establishing, reviewing, and publicizing policies and guidelines on issues of academic freedom and responsibility (I.C.7-5, I.C.7-6).

Evaluation

COD meets the Standard. The Board Policy on academic freedom is published in the College catalog, on the College website, and in the Faculty Handbook.

Evidence

- I.C.7-1 Board Policy 4030 Academic Freedom
- I.C.7-2 Administrative Procedure 4030 Academic Freedom
- I.C.7-3 Board Policies and Procedures Webpage
- I.C.7-4 Academic Freedom Statement in College Catalog
- I.C.7-5 Portal Webpage for Faculty Handbook
- I.C.7-6 Portal Webpage for Educational Policies and Practices Committee

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Description

College of the Desert (COD) has established policies on student conduct, academic honesty, and honesty of faculty in their professional conduct. Board Policy (BP) and Administrative Procedure (AP) 5500 provides notice of the type of conduct that is expected of each student (I.C.8-1, I.C.8-2).

This year, the College worked with the Educational Policies and Practices Committee, an Academic Senate committee, to create and recommend BP and AP 5550, which requires that students' academic work be of their own making and that students remain accountable for their own work (I.C.8-3, I.C.8-4). This policy is currently at the Senate committee, and it is expected to go to the All Faculty Senate, Associated Students of COD, College Planning Council, and then to the Board of Trustees. This policy defines specific types of academic dishonesty and states consequences of academic dishonesty. The academic standards associated with these policies are communicated to students through the catalog (I.C.8-5).



BP and AP 3050 states that all employees of the College are expected to maintain the highest ethical standard in accordance with all applicable laws, regulations, and professional standards (I.C.8-6, I.C.8-7). In addition, the Faculty Handbook outlines the Faculty Code of Professional Ethics (I.C.8-8). Additional information on professional ethics for College employees is contained in Standard III.A.13.

Evaluation

COD meets the Standard. The College has clear rules covering the conduct of students, College personnel, associated government members, and visitors to COD. The College catalog includes information regarding student behavior and student academic integrity with a clearly outlined list of consequences for violations of conduct standards. Procedures for handling student complaints are outlined in the Student Grievance Policy and Procedures section of the College catalog.

Evidence

- I.C.8-1 Board Policy 5500 Standards of Student Conduct
- I.C.8-2 Administrative Procedure 5500 Standards of Student Conduct
- I.C.8-3 Board Policy 5550 Academic Integrity-DRAFT
- I.C.8-4 Administrative Procedure 5550 Academic Integrity-DRAFT
- I.C.8-5 Student Conduct Standards and Disciplinary Sanctions in College Catalog
- I.C.8-6 Board Policy 3050 Code of Ethics Standards of Practice – Employees
- I.C.8-7 Administrative Procedure 3050 Code of Ethics Standards of Practice – Employees
- I.C.8-8 Faculty Handbook

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Board Policy (BP) and Administrative Procedure (AP) 4030 balance the right of faculty to hold and express personal opinions with their responsibility to adhere to the highest standards of critical inquiry and analysis (I.C.9-1, I.C.9-2). Faculty are expected to provide an environment for students to freely pursue learning where questions may be asked and opinions may be discussed. The Faculty Professional Code of Ethics “encourages the free pursuit of learning, honoring the confidential nature of the relationship between instructor and student, avoiding exploitation of students for private advantage, and holding before them high scholarly standards for their discipline and appreciation and respect for others” (I.C.9-3). A component of faculty evaluation is to review an instructor’s ability to teach content and use materials aligned with the course outline of record and agreed-on standards set by the academic discipline (I.C.9-4). The course outlines of record are approved through the Academic Senate’s Curriculum Committee and ultimately through the Chancellor’s Office. Faculty members follow the course outline of record regarding topics covered in class. Faculty evaluate their course objectives and content through the program review and student learning outcome assessment processes.



Standard I - Institutional Mission and Effectiveness

Student evaluation of faculty enables students to report their perceptions of faculty objectivity and adherence to the official learning outcomes, course objectives, and content (I.C.9-5). Student evaluations include questions on the appropriateness and relevance of course content.

In addition, BP and AP 3050 state that all employees of COD are expected to maintain the highest ethical standard in accordance with all applicable laws, regulations, and professional standards (I.C.9-6, I.C.9-7).

Evaluation

College of the Desert meets the Standard. Faculty present data and information objectively.

Evidence

- I.C.9-1 Board Policy 4030 Academic Freedom
- I.C.9-2 Administrative Procedure 4030 Academic Freedom
- I.C.9-3 Faculty Handbook-Professional Code of Ethics
- I.C.9-4 Classroom Evaluation and Evaluation Narrative Form C-2
- I.C.9-5 Student Evaluation Form of Teaching Effectiveness C-5

- I.C.9-6 Board Policy 3050 Code of Ethics Standards of Practice – Employees
- I.C.9-7 Administrative Procedure 3050 Code of Ethics Standards of Practice – Employees

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence

As a public California Community College, College of the Desert (COD) does not require conformity to specific codes of conduct, nor does it seek to instill specific beliefs or world views. This Standard is not applicable to COD.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence

College of the Desert (COD) does not operate in foreign locations. This Standard is not applicable to COD.



I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Accreditation in accordance with the Standards and ER21 is addressed by Board Policy and Administrative Procedure 3200 (I.C.12-1, I.C.12-2). College of the Desert (COD) complies with the Commission’s Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Previous institutional self-evaluations, external evaluations, midterm reports, follow-up reports, and COD ACCJC annual reports were submitted within the Commission’s required time period. Information regarding accreditation is on the Accreditation page on COD’s website, including public disclosures of evaluation visits and information for third-party comments (I.C.12-3, I.C.12-4, I.C.12-5). Currently, the College retains two full cycles of accreditation on the website representing 14 years of College-generated reports and action letters from the Commission (I.C.12-4, I.C.12-6). The College received approval for a substantive change in November 2012 (I.C.12-7). The College accurately discloses its accredited status and accreditation-related information to the public on the Accreditation webpage, which is accessible from the homepage (I.C.12-8).

Evaluation

COD meets the Standard. The College is in compliance with eligibility requirements. The College meets accreditation requirements by the ACCJC.

Evidence

- I.C.12-1 Board Policy 3200 Accreditation
- I.C.12-2 Administrative Procedure 3200 Accreditation
- I.C.12-3 Accreditation Webpage
- I.C.12-4 2010-2016 Accreditation Documents and ACCJC Letters
- I.C.12-5 2017-2024 Accreditation Documents and ACCJC Letters
- I.C.12-6 Accreditation Archive
- I.C.12-7 ACCJC Approval of Substantive Change Proposal for Distance Education
- I.C.12-8 COD Homepage with Accreditation Button

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)



College of the Desert (COD) accurately and honestly describes its accredited status to the public and other accrediting agencies (I.C.13-1, I.C.13-2). The College maintains relations with various outside accrediting and certifying agencies including the Bureau of Automotive Repair (BAR), the California Board of Registered Nursing (BRN), and the California Association of Alcohol and Drug Educators (CAADE) (I.C.13-3). The College's Financial Aid Office cooperates with the United States Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the United States Department of Education federal financial aid program (I.C.13-4). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants (I.C.13-5). The College maintains a relationship with the California Community College Athletic Association (CCCCAA) and complies with its rules and regulations affecting the College's athletic program (I.C.13-6).

Evaluation

COD meets the Standard. COD describes itself consistently to all of its accrediting agencies, communicates changes in accredited status, and discloses required information to all accrediting bodies, students, and the public. Information relevant to accreditation and other external agencies is published in the College catalog and is maintained in appropriate locations on campus.

Evidence

- I.C.13-1 Accreditation Webpage
- I.C.13-2 College Catalog (Accreditation Status) Page One
- I.C.13-3 External Accrediting Agencies in 2016-2017 Catalog
- I.C.13-4 United States Department of Education Letter
- I.C.13-5 California Student Aid Commission Letter
- I.C.13-6 Athletics Conferences and Association

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Description

College of the Desert (COD) is a publicly funded, open-access, not-for profit institution. The College's mission statement affirms that the institution's "Programs and services contribute to the success, learning and achievement of our diverse students" (I.C.14-1). The College's commitment to its educational mission is further reinforced in the goals and objectives of the 2016-2021 Strategic Master Plan (I.C.14-2).

Evaluation

COD meets the Standard. The College is exclusively committed to the education of its students and the vitality of the community it serves. As such, the College does not generate financial returns for investors or support external interests. The College is a nonprofit,



state-funded institution of higher learning with a teaching emphasis. Any financial arrangements entered into by the College are approved by the governing board and closely monitored by the relevant departments in administrative services, the College superintendent/president, and the appropriate units of the College. COD's mission statement reflects the importance of and its commitment to high-quality education. The statement does not reference alternate fundraising objectives; it is focused on student achievement and student learning.

Evidence

I.C.14-1 Mission, Vision, and Values Webpage

I.C.14-2 2016-2021 Strategic Master Plan



The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Description

College of the Desert (COD) ensures all instructional programs, regardless of location or means of delivery, including distance education (DE), are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

COD defines the need to align the programs with the direction of the California Community Colleges Chancellor's Office (CCCCO) in board policies and the process for doing so in administrative procedures. COD offers a comprehensive range of programs approved by the CCCCCO to meet the College mission and uphold its integrity, including 128 programs, 71 degrees, 47 certificates of achievement and nine noncredit certificates of accomplishment (II.A.1-1, II.A.1-2, II.A.1-3).

The institution chooses fields of study based upon the mission of the California Community College system (transfer, degree, certificate/career, and technical education/basic skills). The College offered 2,153 credit sections and 262 noncredit sections in 2015–2016 (II.A.1-4).

The institutional planning process includes the Education Master Plan, the five-year academic program review (APR), and the annual program review update (PRU) all of which assess and evaluate student learning outcomes (SLOs) and alignment with the mission to lead to significant student success.

II.A.1.a How does the institution ensure that all course and program offerings align with the stated mission of the institution?

COD ensures that all course and program offerings align with the stated mission of the institution. The mission statement of COD states:

College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate,



Standard II - Student Learning Programs and Services

transfer preparation, associate's degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning, and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond. (II.A.1-5)

COD ensures all course and program offerings meet this mission and that of the CCCC (transfer, degree, certificate/career, and technical education/basic skills) through board policies, administrative procedures, and the work of the Academic Senate Curriculum Committee.

The COD Board of Trustees defines the mission of the College in Board Policy 1200 with input from the community, students, faculty, and staff as defined in Administrative Procedure 2510 and openly presents it to students in the College catalog and to the community on the COD website (II.A.1-5, II.A.1-6, II.A.1-7, II.A.1-8).

The Board of Trustees defines the development of curriculum in Board Policy 4020 "The programs and curricula of the District shall be of high-quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (II.A.1-9).

In Board Policy 4025 the Board of Trustees states, "The awarding of an associate's degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding" (II.A.1-10).

Administrative Procedure 4025 reads: "The programs of the District are consistent with the institutional mission, purposes, demographics, and economics of its community[:]"

And the process to ensure this reads:

"Each Associate Degree offered by the College shall be published in the COD Catalog. The purpose of the degrees and their requirements shall be explained in the Catalog. Each degree will contain a pattern of GE and major courses[:]"

Associate degrees shall be submitted through the following procedure:

- Department proposing the degree shall complete all forms required in the approval process;
- If the degree is career/technical in nature, the dean will present it to the regional consortium for approval;
- The proposal shall be forwarded to the Curriculum Committee;
- If approved by the Curriculum Committee, the degree is submitted to the Academic Senate for approval;
- If approved by the Academic Senate, the proposal is submitted to the Board of Trustees for approval;
- If approved, the degree will be forwarded to the CCCC for approval; and
- If approved, the degree will be offered to students and published in the catalog.

Administrative Procedure 4025 defines a similar expectation and process for courses:

Courses approved by the Curriculum Committee for inclusion into the GE requirements shall be evaluated by the Curriculum Committee as meeting this philosophy as well as the criteria for approval of GE coursework. Course approval follows the same procedures as program approval (II.A.1-11).



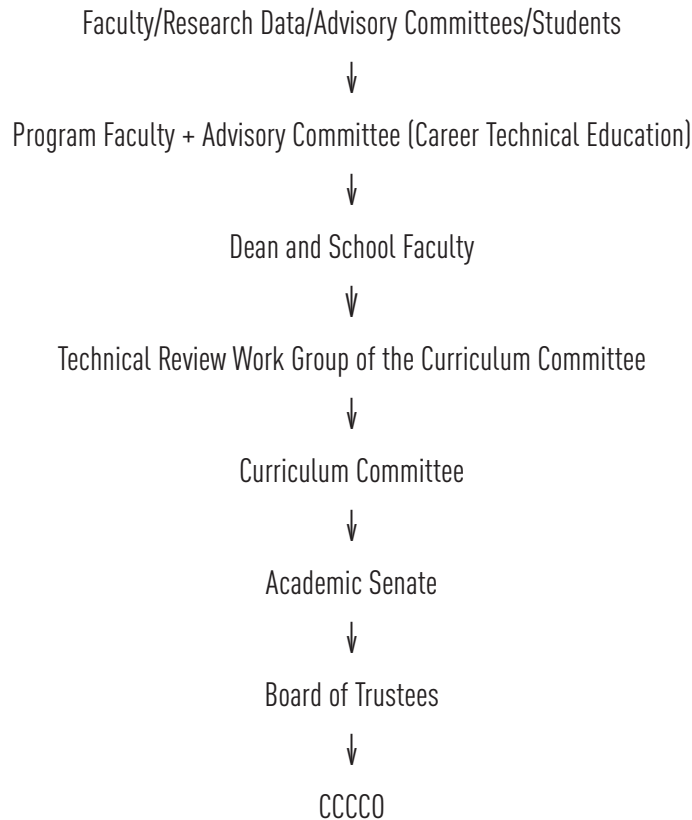
Standard II - Student Learning Programs and Services

Administrative Procedure 4220 delegates quality of faculty as the cornerstone to meeting the mission with excellence:

The Desert Community College District relies on the expertise of faculty for standards of scholarship. The Curriculum Committee of the COD Academic Senate is charged with maintaining the integrity and quality of the District curriculum, including appropriate breadth, depth, rigor, sequencing, pace, and synthesis of learning in courses and programs. The course development process, which culminates in approval by the Curriculum Committee, Academic Senate, and Board of Trustees, includes review of student learning outcomes, how learning is assessed, and award of credit. Grading practices are consistent with Title 5 regulations. These practices are to be adhered to by faculty who administer grades. All of these procedures are described in the College catalog and/or schedule of classes. (II.A.1-12).

Administrative Procedure 7211 sets a reliance on the Academic Senate and the Office of Human Resources to ensure minimum qualifications for faculty are met at all campuses and sites for all academic, career, and basic skills programs (II.A.1-13).

It is the charge of the Academic Senate Curriculum Committee to assure all approved degrees, certificates, and courses meet the mission of both the California Community College system as well as the institution. Course and program design follows this pathway:



The Curriculum Committee is made up of faculty representing all areas of the College, and members meet bimonthly to review all recommendations for program additions or changes. The committee has set as its mission and goals the following:

Mission: The Curriculum Committee serves as primary recommending body on matters relating to curriculum.



Goals and Objectives:

- maintain the integrity and the quality of the District curriculum;
- secure curriculum consistency and balance;
- ensure transferability of courses where appropriate;
- play a progressive and proactive role in curriculum development;
- promote critical thinking;
- encourage a multicultural and global approach to education; and
- respond to the educational needs of the community. (II.A.1-14)

The work begins with a deliberative review of a technical review committee and full committee discussions to consider alignment with the College mission and CCCC requirements. Degree and certificate programs are designed appropriately and coherently within the field of study according to length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. Official course outlines of record are carefully reviewed to ensure the course meets the required standards of quality as set forth in Title 5 and the Academic Senate for California Community College's recommendations (II.A.1-15, II.A.1-16). Detailed descriptions and measurable objectives and outcomes are required for each course.

New courses and programs, degrees, and certificates are presented to the CCCC for approval and are maintained by the Inventory of Approved and Projected Programs of the CCCC (II.A.1-17).

The CCCC guides and mandates adherence to the Program and Course Approval Handbook consistent with the requirements of the California Education Code listed under "Reference Materials" at the bottom of the Curriculum Committee's webpage (II.A.1-14, II.A.1-18).

II.A.1.b How does the institution choose the fields of study in which it offers programs? What evidence is there that student progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? How does the institution evaluate student progress and outcomes? By what means are programs assessed for currency, appropriateness within higher education, teaching and learning strategies, and SLOs? (Federal Regulation)

COD uses an array of policies, procedures, and practices to choose curricula, track student success, and evaluate student learning outcomes (SLOs) while maintaining currency.

The institution chooses fields of study based upon the mission of the College and upon local evaluation, opportunities for students, and labor market demands as defined in Board Policy and Administrative Procedure 2510 (II.A.1-7, II.A.1-19).

These guidelines also articulate the significant role faculty and students play in planning and development of degrees and curriculum. Board Policy 4020 defines the involvement of faculty and the process for curricular development based upon evaluation, opportunities for students, and labor market data (II.A.1-9). Administrative Procedure 4260 describes the process of faculty involvement through the Curriculum Committee (II.A.1-20).

The Curriculum Committee of the Academic Senate, including representatives of all areas of the College, implements board policies and administrative procedures through its role as the primary recommending body on matters relating to curriculum. The committee is charged to work with due diligence to maintain the integrity and the quality of the District curriculum, secure curriculum consistency and balance, ensure transferability of courses where appropriate, play a progressive and proactive role in curriculum



development, promote critical thinking, encourage a multicultural and global approach to education, and respond to the educational needs of the community.

COD demonstrates students' progress to complete degrees and certificates, gain employment, or transfer to four-year institutions through data collected by the Office of Institutional Research and presented in the research webpage of the College and California Community Colleges Chancellor's Office (CCCCO) Scorecard (II.A.1-21, II.A.1-22). In addition, data from high school pathways, high school articulation agreements, transfer, Academic Senate for California Community Colleges' course identification numbering system (C-ID), and career and technical education (CTE) advisory committees help define student opportunities and success (II.A.1-23, II.A.1-24).



The Office of Institutional Research (OIR) maintains the research pages of the COD website, creates the repository for SLO assessment data, as well as student success rates on completion, persistence, transfer, and graduation/certificate awards (II.A.1-21, II.A.1-25, II.A.1-26, II.A.1-27). OIR also makes data accessible from the labor market, supply/demand, and CCCC Scorecard and Skills-BUILDER and other data to faculty, staff, administrators, and the community (II.A.1-28, II.A.1-29, II.A.1-30). Assessment of SLOs drives the data component of the five-year APR and the PRU processes. It has been a focus of efforts by the Academic Senate's Outcomes and Assessment Committee (OAC) to work with the Office of Institutional Research over the past five years (II.A.1-21). Present course-level SLO assessment results and planning are a consistent and integral part of the program review process. Course assessment/modification occurs in a three-semester cycle (two-year cycle for CTE), so completing an assessment loop could take one-and-a-half years or less. Assessment data is gathered, processed, analyzed, and discussed by discipline faculty at department meetings, during Flex (the COD in-service training for faculty) activities, and via email.

OIR conducts the robust California College Survey of Student Engagement (CCCSE) data to inform the process and facilitate the ease of individual programs offering surveys of their students to conduct focused needs analysis. CCCSE was conducted in spring of 2016 and results were posted on the OIR webpage, and OIR presented the results to the faculty in spring 2017 at the Academic Senate and will present the results to College Planning Council at the end of spring 2017 (II.A.1-31, II.A.1-32).

The Student Success Scorecard and Skills-BUILDER data also provide evidence for student success and analysis at COD (II.A.1-4).



Standard II - Student Learning Programs and Services

Skills-BUILDER data particularly informs CTE programs on gains made by students in the regional (Inland Empire) programs (II.A.1-33).

The United States Department of Education requires colleges to disclose a variety of information for any financial aid-eligible program that “prepares students for gainful employment in a recognized occupation.” Gainful employment is provided on the Academic Programs pages of the COD website (II.A.1-34). The data describe the graduation rates, the median debt of students who completed the program, and other important information regarding gainful employment for the latest completed academic year (as of July 1). Gainful employment data also are analyzed to provide insight to professional and academic needs of the students and are publicly available (II.A.1-35).

The new Strong Workforce program has also provided rich data from the Student Success Scorecard and Skills-BUILDER to study labor market needs and identify student success in securing gainful employment (II.A.1-36).

Transfer programs and courses highlight the role of associate’s degrees for transfer (ADT) in influencing courses. ADT are the result of a state wide effort between the Academic Senate for California Community Colleges and California State University (CSU) to develop a transfer model curriculum that simultaneously awards students an associate’s degree and prepares them for special benefits/ guarantees upon transfer to CSU (II.A.1-37).

Figure 56: Skills-BUILDER Earnings Before and After Course Taking

Sector	Median earnings before	Median earnings after
Public Safety & Protective Services (15 program areas)	\$81,283	\$84,375
Agriculture, Water & Environmental Technologies (23 program areas)	\$57,863	\$64,680
Energy (Efficiency) & Utilities (4 program areas)	\$26,799	\$36,443
Advanced Manufacturing & Advanced Technology (43 program areas)	\$20,024	\$28,366
Global Trade & Logistics (2 program areas)	\$18,341	\$23,616
Health (47 program areas)	\$14,719	\$22,212
Small Business (14 program areas)	\$15,412	\$19,528
Retail/Hospitality/Tourism (29 program areas)	\$15,299	\$19,221
Information & Communication Technologies (ICT) / Digital Media (33 program areas)	\$13,428	\$18,260
Advanced Transportation & Renewable Energy (13 program areas)	\$12,152	\$16,459

Source: Chancellor’s Office Management Information System (MIS) and California Unemployment Insurance Earnings Data

By design, ADTs and C-ID alignment are evidence that programs are appropriate within the CSU system of higher education. COD has submitted 29 degrees for ADTs and 208 courses for C-ID alignment. The C-ID infrastructure is being used to develop and vet the transfer model curriculum in each of the most common transfer majors. Further, C-ID is being used to develop descriptors for all courses in the transfer model curriculums, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number. C-ID courses guide faculty in developing courses. The Administration of Justice Program revised its courses and degree program to meet the C-ID and Associate in Science Transfer (AST) (II.A.1-38). COD’s History Program added Western Civilization I and II which meet both the core course requirements and the elective for the Associate in Arts Transfer (AAT) degree in history (II.A.1-39). Kinesiology has maintained currency with C-ID alignment with examples of KINE 001, Athletic Training, and KINE 010, Personal and Community Health. The Health Sciences Program is currently



Standard II - Student Learning Programs and Services

adjusting courses to align with C-ID and created an AST in public health and is working on an AST in nutrition to align with the new C-ID course, Principles of Food.

CTE advisory committees play an integral role in the development of new career programs and the assessment of existing programs for currency (II.A.1-24). The College depends upon the committee members to share their best thinking about the skills and knowledge that students will need to succeed in today's job market. By working closely with the business and labor communities, CTE faculty and administrators provide high-quality, high-performance workforce training and education to students. The Kinesiology Advisory Committee recommended development of a course, KINE 009, Essentials for Fitness Professionals (II.A.1-40)). The Nursing Advisory Committee recommended that the simulation lab time be increased in all RN program courses in response to the Board of Registered Nursing allowance for 25 percent of the content be in simulation (II.A.1-41). Electronic health record instruction was incorporated into HS 074, Informatics for Health Sciences, as a result of changing health care standards (II.A.1-42).

University articulation agreements also validate the appropriateness of COD programs, courses, and degrees to higher education (II.A.1-43). Students can utilize the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) to find articulation of a particular course or degree to the California Community College, California State University, and University of California systems (II.A.1-44). Additional private colleges include:

- Ashford University;
- Azusa Pacific University;
- Biola University;
- California Baptist University;
- Fashion Institute of Design and Merchandising;
- Point Loma Nazarene University;
- Loma Linda University;
- National University;
- University of the Pacific;
- University of Redlands; and
- University of Southern California.

Pathways programs also indicate support for the relevancy and rigor of the programs offered at COD. In 2013, COD created a two-year articulation agreement between the College and Palm Springs Unified School District for the HS 062 Your Living Body course. There is an archive file for articulation information including agreements with area high schools:

- Amistad High School;
- Cathedral City High School;
- Union High School;
- Coachella Adult School;
- Coachella Valley High School;
- Desert Mirage High School;
- Elsinore High School;
- Hemet High School;



Standard II - Student Learning Programs and Services

- La Familia High School;
- Palm Springs High School; and
- Palo Verde High School (II.A.1-45).

II.A.1.c How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation)

COD chooses fields of study in distance education (DE) through recommendations of stakeholders including students, faculty, and career and technical education (CTE) advisory committees that are presented to the Education Technologies Committee of the Academic Senate through a formal process. Administrative Procedure 4105 defines the analysis and steps for selection of fields of study that offer DE programs (II.A.1-46).

Upon recommendation of the Educational Technologies and Distance Education Committee of the Academic Senate, the senate approved resolution 3.54 in April 2014 which was presented along with Administrative Procedure 4105 to the Board of Trustees in February of 2015. Since then, AP4105 has been updated where it was approved at the Senate in March 2016, College Planning Council reviewed it October 2016, and it was presented to the Board of Trustees in November 2016. The procedure requires:

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

COD faculty assess the courses appropriate for DE through an array of tools: student surveys, SLO assessments, fill rates, faculty education regarding DE, and CTE advisory committees. Upon recommendation of faculty, the course must be revised to include DE as a learning format through the Curriculum Committee of the Academic Senate.

Evaluation

COD meets this Standard. Through this rigorous process of board, administration, and Academic Senate activity, the College ensures all courses meet the mission of the College and the local needs of the community and students. COD meets this Standard in utilizing existing and emerging data sources to help further address the unique needs of students to enable them to be successful in meeting SLOs. Programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and SLOs through academic program review (APR), program review update (PRU), and SLO assessment, individual program surveys, and Student Education Plan (SEP) aggregation. Courses and programs are under continuous scrutiny by the instructors as they coordinate assessments and exchange learning strategies. Improvements and changes to programs are recorded in APRs every five years, PRUs annually, and assessment reports every semester. Additionally, all courses are aligned with program and institutional outcomes. Student achievement data is collected based on a variety of success indicators by the Office of Institutional Research. Data related to course success, retention, persistence, and degree/certificate and transfer attainment are available from the research office. Faculty may then use these data in conjunction with academic assessments to more fully implement quality improvement at all levels of instruction.



Evidence

- II.A.1-1 College Catalog 2016-2017
- II.A.1-2 Electronic College Catalog 2016-2017
- II.A.1-3 Degrees and Certificates in 2016-2017 College Catalog
- II.A.1-4 2017 Scorecard Credit and Noncredit Offerings for 2015-2016
- II.A.1-5 Mission, Vision, and Values Webpage
- II.A.1-6 Board Policy 1200 District Mission, Vision, and Values
- II.A.1-7 Administrative Procedure 2510 Participation in Local Decision Making
- II.A.1-8 Mission in 2016-2017 College Catalog
- II.A.1-9 Board Policy 4020 Program and Curriculum Development
- II.A.1-10 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.1-11 Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.1-12 Administrative Procedure 4220 Standards of Scholarship
- II.A.1-13 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- II.A.1-14 Portal Webpage for Curriculum Committee
- II.A.1-15 The Course Outline of Record: A Curriculum Reference Guide
- II.A.1-16 CCC Academic Senate: Good Process for Course Approval Processes
- II.A.1-17 CCC Curriculum Inventory
- II.A.1-18 Program and Course Approval Handbook
- II.A.1-19 Board Policy 2510 Participation in Local Decision Making
- II.A.1-20 Administrative Procedure 4260 Prerequisites and Co-requisites
- II.A.1-21 OIR Webpage
- II.A.1-22 2016 Scorecard for 2014-2015 Academic Year
- II.A.1-23 High School Articulation Webpage
- II.A.1-24 Samples of CTE Advisory Committees
- II.A.1-25 SLO Repository
- II.A.1-26 Information Warehouse on OIR Webpage
- II.A.1-27 Student Outcomes in Fact Book on OIR Webpage
- II.A.1-28 Labor Demand Data on OIR Webpage
- II.A.1-29 Scorecard Button on Homepage
- II.A.1-30 Scorecard Link on OIR Webpage
- II.A.1-31 CCSSE Results on OIR Webpage
- II.A.1-32 Academic Senate CCSSE Presentation February 23, 2017
- II.A.1-33 Inland Empire Skills-BUILDER Guide
- II.A.1-34 Gainful Employment Disclosure Statements
- II.A.1-35 Sample Gainful Employment Disclosure Statement for Accounting
- II.A.1-36 Inland Empire Strong Workforce Regional Plan
- II.A.1-37 Associate Degrees for Transfer 2016-2017 College Catalog



Standard II - Student Learning Programs and Services

II.A.1-38	Administration of Justice for Transfer Degree
II.A.1-39	AA-T in Kinesiology
II.A.1-40	Kinesiology Advisory Committee Minutes
II.A.1-41	Nursing Advisory Committee Minutes 2015-2016, 2014-2015, 2013-2014
II.A.1-42	RN Curriculum Meeting, 2013-2014
II.A.1-43	Transfer Center Articulation-Colleges and Universities
II.A.1-44	ASSIST Website
II.A.1-45	Master List 2014-2017 High School Articulation
II.A.1-46	Administrative Procedure 4105 Distance Education

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Description

COD faculty, including full-time and part-time, ensure the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. COD determines what delivery modes are appropriate for its students through delegation by the board and administration to faculty as evidenced by Board Policy 4220. The Board of Trustees delegates reliance on:

the expertise of faculty and address the following:

- Appropriate breadth, depth, rigor, sequencing, pace, and synthesis of learning of all courses and programs;
- Assessment of learning and grading practices;
- The award of credit, including credit by examination;
- Academic recognition, including graduation with honors;
- Academic and progress probation, dismissal, and reinstatement;
- Academic renewal;
- Limits on course repetition and remedial coursework;
- Delivery modes and teaching methodologies; and
- Grade changes (II.A.2-1).

Administrative Procedure 4220 articulates the responsibility to ensure all courses, including content and teaching methods, meet accepted academic and professional standards and expectations.

The Desert Community College District relies on the expertise of faculty for standards of scholarship. The Curriculum Committee of



the COD Academic Senate is charged with maintaining the integrity and quality of the District curriculum, including appropriate breadth, depth, rigor, sequencing, pace, and synthesis of learning in courses and programs. The course development process, which culminates in approval by the Curriculum Committee, Academic Senate, and Board of Trustees, includes review of student learning outcomes, how learning is assessed, and award of credit. Grading practices are consistent with Title 5 regulations. These practices are to be adhered to by faculty who administer grades. All of these procedures are described in the College catalog and/or schedule of classes.

The Faculty Statement of Ethics can be found in the COD Faculty Handbook:

Guided by a profound belief in and respect for the inherent dignity and worth of each individual in the culturally diverse community we serve, the faculty at COD endeavor to:

- Place as their highest priority excellence in teaching, continually striving to improve scholarly and professional competence, maintaining personal and academic integrity, and accepting the role of intellectual guide and facilitator.
- Encourage the free pursuit of learning, honoring the confidential nature of the relationship between instructor and student, avoiding exploitation of students for private advantage, and holding before them high scholarly standards for their discipline and appreciation and respect for others.
- Accept accountability for maintaining honest academic conduct, high standards of performance, and evaluation that reflects the true merit of students, courses, programs, and services.
- Accept the obligations associated with membership in a community of scholars that include practicing, fostering, and defending intellectual honesty, freedom of inquiry and instruction, social responsibility, and respect for the opinions of others.
- Acknowledge the rights and obligations associated with the role of citizen within the community, ensuring that views expressed within that society are represented as those of a private citizen rather than those of a spokesperson for the College” (II.A.2-2).

Those well-qualified faculty members and programs determine which delivery modes are most suitable for students through use of California Community Colleges Chancellor’s Office (CCCCO) tools, the course outline of record (COR) developed through review of student learning outcomes (SLOs) assessments, faculty training, academic freedom, student surveys, and faculty deliberation. These practices are supported through faculty evaluation.

The College utilizes the Program and Course Approval Handbook of the CCCCCO (the link is on the Curriculum Committee webpage) as the guide for course development and approval (II.A.2-3). The COR includes content and delivery modes for the course, and faculty develop those components by SLOs, faculty development, student surveys, career and technical education (CTE) advisory committee input, and faculty deliberation (II.A.2-4).

Course syllabi are developed by each faculty member for his or her course and are based upon the approved COR. The CORs are always accessible to all full- and part-time faculty, and department chairs encourage and assist faculty, when requested, in including content and methods of instruction. The syllabi developed by full- and part-time faculty are regularly reviewed during the evaluation process (II.A.2-5, II.A.2-6). All faculty syllabi are online. (II.A.2-7).



Standard II - Student Learning Programs and Services

The template for course syllabi is presented in the COD Faculty Handbook and includes a section for SLOs to be defined (II.A.2-2):

SLOs are found on the COR, which is accessed via CurricUNET. As courses are on a regular review cycle, instructors should check the official COR before the start of each semester and update their syllabi with any needed changes (II.A.2-8, II.A.2-9).

Within that framework, the College also respects academic freedom of faculty to teach in the delivery mode of their preference in alignment with the COR (II.A.2-2).

CTE programs must also assure that curriculum reflects current industry standards and laws. The process begins at the faculty level, approved by faculty within the department, the school, the relevant CTE advisory committee, and the dean. All of these steps are documented with CurricUNET which tracks faculty-proposed rationale, department, school, and dean approval. With school approval, the course is brought to the Technical Review Work Group of the Curriculum Committee for review to ensure meeting of all elements within the COR required by Title 5 of the California Code of Regulations: units, contact hours, prerequisites, catalog description, objectives, and content with access to guidelines provided on the Curriculum Committee webpage (II.A.2-10, II.A.2-11). This process also assures that current standards of scholarship are present in the course design and modification. The Academic Senate provides final faculty review, and the course then is sent to the Board of Trustees for final acceptance.

Faculty discuss, formally and informally, the relationship between teaching methodologies and student performance as a result of SLO assessment, opportunities presented by the technology tools, and student surveys. Faculty deliberation occurs in the development of new courses and review of existing courses or programs. For existing courses, faculty utilize SLO assessments as a starting point for discussion of teaching methods. Existing courses are regularly and consistently approved every three years for general education courses and every two years for CTE courses. As a part of this process, faculty assure that the COR content and teaching methods, including textbooks, reflect current research, theory, and best teaching practices.

The PRU also provides an annual review of courses that can trigger course creation and revision (II.A.2-12).

The PRU provides faculty with a core of data on:

- section, course, and program enrollments;
- completers by course and percent;
- grade distribution by course;
- degrees and certificates awarded;
- labor market and supply/demand data;
- gainful employment data; and
- student characteristics.

Faculty describe the program, students served, SLOs of courses and program, accomplishments, challenges, requirements from outside agencies, resources, facilities, equipment, and program objectives for the coming year (II.A.2-13). The PRUs were revised in 2015–2016 and moved SLO assessment to the forefront in deliberation.

Evaluation

COD meets this Standard. COD faculty ensure the curriculum meets academic and professional standards through the curriculum review process.



Evidence

- II.A.2-1 Administrative Procedure 4220 Standards of Scholarship
- II.A.2-2 COD Faculty Handbook-Faculty Code of Professional Ethics
- II.A.2-3 Program and Course Approval Handbook
- II.A.2-4 Sample COR-Accounting for Government and Nonprofit
- II.A.2-5 Classroom Observation and Evaluation Narrative Form C-2
- II.A.2-6 Adjunct Faculty Evaluation Summary Form
- II.A.2-7 Syllabus Repository
- II.A.2-8 Syllabus Template from Faculty Handbook
- II.A.2-9 CurricUNET Site and Login
- II.A.2-10 The COR: A Curriculum Reference Guide
- II.A.2-11 Portal Webpage for Curriculum Committee
- II.A.2-12 Portal Webpage for Completed PRUs
- II.A.2-13 Sample Completed PRU-MASC

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Description

College of the Desert (COD) identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution defines and assess student learning outcomes (SLO) for all courses and programs. Program outcomes (POs) and institutional outcomes (IOs) are publicized in the catalog online and in print along with a statement of SLOs and assessment (II.A.3-1, II.A.3-2, II.A.3-3). Every course has identified SLOs and measures them on a regular basis (II.A.3-4, II.A.3-5, II.A.3-6). All instructional programs at COD have identified SLOs as well as program outcomes and institutional outcomes for the course, degree, certificate, and program levels. SLOs are required in all new or modified courses. When faculty indicate which SLO they are investigating, they also indicate the PO and IO associated with that particular SLO so that POs and IOs can be assessed and evaluated on a regular basis. For the instructional programs, SLOs are defined at the course, program, and institutional level (II.A.3-7, II.A.3-8, II.A.3-9, II.A.3-10, II.A.3-11, II.A.3-12). When the outcomes of a SLO are collected and analyzed, the results are discussed at the discipline level during regularly scheduled meetings. Outcomes and Assessment Committee (OAC), an Academic Senate committee, is responsible for coordinating SLOs and assessment, program review, and program review updates for faculty courses and programs (II.A.3-13).

Courses, programs, and services are reviewed regularly for currency and effectiveness, including review of SLOs for consistency with all other elements of the course outline of record (COR) and for alignment with program or service outcomes. CurricUNET has



Standard II - Student Learning Programs and Services

maintained the repository of SLOs on each COR. Proposed revisions or updates to course or program curriculum, including revisions to SLOs, are submitted to the Academic Senate's Curriculum Committee for review, discussion, and approval (II.A.3-14). The Curriculum Committee provides another important venue for dialogue about SLOs across programs and services (II.A.3-15).

The institution has officially approved current course outlines that include SLOs. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved CORs in concert with the nationwide effort among colleges and universities to create an evidence-based process that documents the effectiveness of teaching and learning, as well as improvements to that process (II.A.3-16, II.A.3-17).

Faculty drive the SLO assessment, analysis, and change processes both at the course, program, certificate, and degree levels and through the OAC, Curriculum Committee, and Academic Senate at the institutional levels. Faculty recognize that the assessment process is a part of teaching every course. The Technical Review Subcommittee of the Curriculum Committee will review SLOs from the Curriculum Committee perspective, making sure SLOs align with course rationale, units, course objectives, and teaching methods as well as assuring that they are linked to program and institutional objectives. This will occur consistently for new course creation and course modification every two to five years based upon the program demands. Concurrently, the OAC will continue to review SLOs through a repository in SharePoint (II.A.3-4, II.A.3-5). These are accessible and maintained directly by faculty. The role of the OAC review is to ensure SLOs are being assessed, that assessments are being analyzed, and that analysis is translating to rationale for continuation or changes in teaching methods, assessment tools, or SLOs. Faculty are requested to maintain SLO assessments on a three-semester cycle: semester one—conduct assessment; semester two—analyze assessment results; and semester three—make course or teaching practice changes (II.A.3-6).

SLO assessment is utilized in course review on a regular basis at COD to inform course content and delivery. Faculty for KINE 006, Women's Self-Defense, Health, and Fitness, noted in their PRU that students showed mastery in using their bodies as a weapon, such as knee strikes, straight kicks, hammer fist, palm strikes, blocks, and other basic strikes (II.A.3-18, II.A.3-19). However, faculty decided to develop a personal health book with more specific chapters to match the needs identified in SLO assessment. In KINE 008, Introduction to Kinesiology, faculty adopted a new textbook that reflected the diverse needs of students which was relevant to students, based upon SLO assessment (II.A.3-20). A new course, KINE 009, Essentials for Fitness Professionals, was developed to help students learn ideas that were shown to be low in SLO assessment in other courses (II.A.3-21).

Nursing faculty removed the Critical Thinking Kaplan Test in Nursing 4 as a result of SLO assessment. There was no correlation found between the use of the test and increased critical thinking improvement from the second semester to the fourth semester (II.A.3-22).

Through work with the Office of Institutional Research and faculty can disaggregate data internally to assess student outcomes across age, gender, ethnicity, and other criteria. The disaggregation of data began with Architecture 002, Materials of Construction, and Early Childhood Education (ECE) 44, Health, Safety, and Nutrition. The architecture and ECE courses demonstrate the help a single course section disaggregation can provide to the individual instructor (II.A.3-23, II.A.3-24). In the case of ECE 44, the instructor was able to interpret the data of a nongraded pre- and post-test to learn additional tools and practices are needed to help English language learner students be successful in the course. The ECE courses presented for disaggregation enabled faculty to identify that students with English as a second language were those who scored the lowest on the nongraded SLO assessment tool. This led to a discussion of better ways to reach and to assess students with limited English skills and supported the recent hiring of a full-time faculty in Early Childhood Education who is fully bilingual with English and Spanish. In addition, the electronic assessment report



process also allows for the College to disaggregate SLO data by various demographics. Pilot projects were successfully conducted with architecture and Early Childhood Education. A broader pilot is underway for 2017-2018.

In fall 2016, the Department of Mathematics gave a departmental final for Mathematics 001B, Calculus, and the General Education Assessment Report was completed (II.A.3-25). The SLO assessment was, "Model and solve application problems that involve infinite sums, e.g., the computation of lengths, areas, volumes, masses, profits, and probabilities." The program outcome aligned with the SLO was, "Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms." The expected level of achievement was "at least 70 percent of the students will get a score of 17 points or more on the exam problem." The outcome was that 67 percent of the students who passed the class got a score of 17 points or more on the exam problem. The results demonstrate that there is a need to better emphasize the importance of defining the variables in an application problem.

Flex sessions are presented every semester on the SLO assessment process. New faculty are trained in SLO assessment, and the discussions about assessment are evidenced on faculty department meeting agendas (II.A.3-26).

The Faculty Handbook developed by the Academic Senate's Educational Policies and Practices Committee in collaboration with the COD administration, contains a sample of a best practices syllabus. The model syllabus includes the following language: "Course SLOs: SLOs are found on the COR, which is accessed via CurricUNET. As courses are on a regular review cycle, instructors check the official COR before the start of each semester and update their syllabi with any needed changes" (II.A.3-27).

Another tool is evident for distance learning courses. The COD online course shells are peer-evaluated using the Online Education Initiative's rubric that includes an assessment on the presentation of learning outcomes.

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
1. Objectives	<ul style="list-style-type: none"> Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module) Objectives are clearly written at the appropriate level and reflect desired outcomes Objectives are written in measurable outcomes (students know what they are expected to be able to do) 	<ul style="list-style-type: none"> Objectives are located within the course syllabus or the individual learning units Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes Students understand what is expected of them 	<ul style="list-style-type: none"> Objectives are not easily located within the course Objectives are not written at the appropriate level to match the desired outcomes Objectives are not clearly written in measurable learning outcomes Students may be unsure what they are expected to be able to do 	<ul style="list-style-type: none"> Objectives are not easily located within the course Some are missing and others poorly written The level does not match the desired learning outcomes

When faculty undergo routine, periodic evaluations, deans review the syllabi and include the presence of SLOs as part of the evaluation process.



Evaluation

COD meets this Standard. All programs and courses at COD have SLOs included in the COR, and COD is working to improve the number of the courses that have been assessed, analyzed, and reported for maintenance or modification of course design, assessment tools, or teaching practice. While not every course has been assessed, this opportunity gap is being addressed in a quality focus essay. Taking advantage of all of the data analysis is a priority of COD, and making this opportunity consistently available across all disciplines will be the focus of the OAC work over the coming year.

Action Plan

- Build consistency in SLO assessment, analysis, and modification as necessary across all disciplines and courses;
- Continue to pilot disaggregation of data;
- Continue to train faculty to develop easy tools for assessment and a consistent process of analysis and modification;
- Continue the ongoing effort at COD to build the capacity for disaggregation of SLO assessment data to further inform faculty on course objectives, course design, and teaching methods to strive to meet the learning needs of all students all of the time; and
- Implement the new academic program review and PRU formats that will demonstrate with greater ease the manner in which SLO assessment drives program design and modification.

Evidence

II.A.3-1	2016-2017 College Catalog Institutional Outcomes
II.A.3-2	2016-2017 College Catalog Program Outcomes
II.A.3-3	2016-2017 College Catalog Statement on Student Learning Outcomes and Assessment
II.A.3-4	SLO Input for All Student Learning Outcomes
II.A.3-5	Online Assessment Reports
II.A.3-6	Assessment Schedules
II.A.3-7	Basic Skills Assessment Report ABE-320A Adult Basic Education Noncredit
II.A.3-8	Basic Skills Assessment Report Math-070 Arithmetic
II.A.3-9	CTE Assessment Report AGEH-008 Landscape Management
II.A.3-10	CTE Assessment Report AJ-001 Introduction to Criminal Justice
II.A.3-11	General Education Assessment Report BI-005 Molecular and Cell Biology
II.A.3-12	General Education Assessment Report COMM-13 Small Group Communication
II.A.3-13	Portal Webpage for Outcomes and Assessment Committee
II.A.3-14	Curriculum Committee Minutes December 6, 2016, Items 2.6.4, 2.6.5, 2.6.7
II.A.3-15	Curriculum Committee Minutes March 7, 2017, Item 4.4
II.A.3-16	Sample COR-Accounting for Government and Nonprofit
II.A.3-17	Sample Course Syllabus-Descriptive Astronomy (6257) Spring 2017
II.A.3-18	General Education Assessment Report KINE006
II.A.3-19	Kinesiology and Recreation PRU
II.A.3-20	KINE008 COR



- II.A.3-21 KINE009 COR
- II.A.3-22 CTE Assessment Report N004
- II.A.3-23 Disaggregated Data for Architecture
- II.A.3-24 Disaggregated Date for ECE
- II.A.3-25 General Education Assessment Report Math-001B
- II.A.3-26 OAC Student Learning Outcomes Trainings
- II.A.3-27 Syllabus Template from Faculty Handbook

II.A.4 If the institution offers precollegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Description

College of the Desert (COD) offers precollegiate curriculum, distinguishes that curriculum from college-level curriculum, and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. Specifically, the College offers developmental education. COD distinguishes its precollegiate level curriculum in the course outline of record and in the catalog. Precollegiate level curricula are offered in adult basic education, English, English as a second language (ESL), reading, and mathematics. Precollegiate courses are noted in the catalog as basic skills and non-degree-applicable (II.A.4-1, II.A.4-2). These courses prepare students for college-level curriculum. Course sequence charts in English, ESL, math, and reading show students the path to college-level courses (II.A.4-3). The College provides support services to students enrolled in precollegiate level courses. The Tutoring and Academic Skills Center (TASC) is dedicated to empowering students to achieve academic success. Students can get assistance in many subjects, in particular English, ESL, and math (II.A.4-4, II.A.4-5). TASC in collaboration with Smarthinking offers reading, writing, and math assistance online, including assistance through the online writing center (II.A.4-6). COD also offers students the EDGE (Engage, Develop, Grow, and Empower) program, which “provides new and continuing students who tested into basic skills courses on the College assessment test the opportunity to review math and/or English in preparation to retake their assessment test and potentially eliminate some of the basic skills courses required. The program also prepares students for their first year at COD, meet fellow students and faculty, and learn the valuable skills needed to be a successful college student” (II.A.4-7). Because of its large success and impact, the EDGE program was one of two recipients of the Chancellor’s Office Student Success Award in 2016. In addition, COD has recently been expanding learning communities as a first-year experience program to provide additional support to students and create an accelerated pathway to transfer-level English and math (II.A.4-8).

Evaluation

COD meets this Standard. There are an array of efforts, student assistance, and plans to form a clear transition to support students as they move into college-level coursework. COD is prepared to assist students in pre-collegiate courses to improve their skills and abilities and prepare them for college level coursework. TASC offers support services to help students succeed, and various



institutional initiatives, EDGE and a first year experience program, help students reach college level coursework.

Evidence

- II.A.4-1 2016-2017 College Catalog-What is Basic Skills
- II.A.4-2 2016-2017 College Catalog-NonDegree Courses
- II.A.4-3 Course Sequence Charts in Spring 2017 Schedule of Classes
- II.A.4-4 TASC Webpage
- II.A.4-5 TASC Tutoring Schedule
- II.A.4-6 TASC Online Tutoring Services with Smarthinking
- II.A.4-7 EDGE Webpage
- II.A.4-8 First-Year Experience Program in Schedule of Classes

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Description

College of the Desert's (COD) degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. COD ensures that the minimum degree requirements are 60 semester credits as stated in the 2016-2017 College catalog (II.5-1). There are a number of board policies and administrative procedures in place to assure faculty direct the academic relevance of courses and degrees. The Board of Trustees defines the development of curriculum in Board Policy 4020, "The programs and curricula of the District shall be of high-quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (II.A.5-3). Board Policy 4100 and Administrative Procedure 4050 include local certificate, degree, and credit requirements (II.A.5-3, II.A.5-4). Administrative Procedure 4050 and board policies 4100, 4020, and 4220 have set policies to assure courses meet the standards of higher education through the concepts of meeting Title 5 requirements for degree courses and noncredit courses, that standards of scholarship be met for all degrees, that graduation with degrees and certificates assures students meeting standards of higher education, and that COD courses align with high school and four-year degree institutions (II.A.5-5). Board Policy 4025 addresses associate degree practices, general education breadth common to American higher education, and depth (II.A.5-6). In addition, Administrative Procedure 4050 authorizes the "Faculty members in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students." Board Policy 4050 directs the administration and faculty to "assure appropriate articulation of the District's education programs with proximate high schools and baccalaureate institutions" which addresses appropriate breadth, depth, rigor, and course sequencing (II.A.5-7). This sets the bar for the courses at the College to follow practices of higher education in America.



Standard II - Student Learning Programs and Services

These standards also include the COD Curriculum Handbook (II.A.5-8). The Curriculum Committee's primary role is the review and approval of new and modified degrees and programs (II.A.5-9). The Curriculum Committee recommends curricular changes to the Academic Senate, which then forwards the recommendations to the Board of Trustees. As outlined in the Curriculum Handbook, the review and approval process ensures compliance with state standards and determines the need at the local level (II.A.5-8).

Evaluation

COD meets this Standard. All degrees and programs listed in the COD catalog follow standard practices for higher education (II.A.5-10). Faculty demonstrate high-quality standards of teaching methods. A repository has been established to gather student feedback on faculty, and faculty must self-report (II.A.5-11).

Evidence

- II.A.5-1 2016-2017 College Catalog-Degree Requirements
- II.A.5-2 Board Policy 4020 Program and Curriculum Development
- II.A.5-3 Board Policy 4100 Graduation Requirements for Degrees and Certificates
- II.A.5-4 Administrative Procedure 4050 Articulation
- II.A.5-5 Board Policy 4220 Standards of Scholarship
- II.A.5-6 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.5-7 Board Policy 4050 Articulation
- II.A.5-8 Curriculum Handbook
- II.A.5-9 Curriculum Committee Webpage
- II.A.5-10 Degree and Certificate Programs 2016-2017 Electronic College Catalog
- II.A.5-11 Repository on Faculty Feedback

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Description

College of the Desert (COD) schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. COD's enrollment management plan acknowledges that the College should continue to regularly and systematically assess the educational needs of students in order to design programs and schedules that facilitate program completion (II.A.6-1). COD schedules all degree and certificate courses – including required and elective degree courses, general education courses, and all other electives – to ensure that students complete programs within a reasonable time frame. Credit courses listed in the catalog are typically offered at least once every two years (II.A.6-2). Frequency of course offerings is reviewed during the program review update (PRU) and academic program review (APR) cycles and in yearly catalog review (II.A.6-3, II.A.6-4). Programs in career and technical education (CTE) areas are required by state law to conduct program re-



Standard II - Student Learning Programs and Services

view, including an analysis of course scheduling, once every two years. Courses not offered within the two-year cycle are reviewed for discontinuance by department faculty, dean, and the Curriculum Committee to determine potential impacts to existing degree, certificate, or transfer patterns. COD regularly analyzes student time-to-completion data and periodically analyzes general scheduling data to ensure that students are able to attain their educational goals in a reasonable time frame, defined as roughly two years for a 60-unit degree program (II.A.6-5).

The deans and faculty chairs conduct this work on an annual scheduling plan under the guidelines established by the Curriculum Committee and through analysis of data supplied by the Office of Institutional Research (OIR) (II.A.6-6, II.A.6-7, II.A.6-8). The data tools created by OIR are presented and regularly evaluated and improved through the input from the Enrollment Management Committee that works to maximize student success including student completion (II.A.6-9, II.A.6-10, II.A.6-11, II.A.6-12). Together with annual PRU data, faculty have a look at least every year at course enrollments and student completion as well as graduation rates.

Counselors assist students to develop education plans online through an electronic student education plan (SEP) (II.A.6-13). These plans outline the capacity for students to complete courses within a two- to three-year time frame. Just recently, the College has been able to retrieve program majors from the student educational plans, and currently, OIR is working on the programming that will retrieve those student courses in the educational plan from term to term to inform scheduling (II.A.6-14).

The calendar and course scheduling is adjusted when special circumstances demand special scheduling, including pathways and one-year certificates. One-year certificates also demand intensive and careful scheduling but offer novel methods to promote student completion, such as with the retail management certificate. In February of 2013, the Western Association of Food Chains assembled a panel of industry leaders and, working with community college faculty, developed a series of ten recommended curriculum updates. These updates are focused primarily on incorporating technology and enhancements to accelerate students' learning and increase certificate completion rates. The Western Association of Food Chains has requested all participating colleges reduce their certificate programs from the original ten-course to the now recommended eight-course model which would be a requirement for continued Western Association of Food Chains endorsement beginning July of 2016. COD was one of the first of 113 California community colleges offering this certificate to complete the curriculum revision. The eight-course model was approved by the COD Curriculum Committee and the California Community Colleges Chancellor's Office in 2014 (II.A.6-15).

Several efforts are in place at COD to help students move successfully through their programs in a timely manner including pLEDGE. In spring of 2017, COD announced the pLEDGE program, which will permit every current-year high school graduate within the Coachella Valley to enroll in COD tuition-free (II.A.6-16). This can only be anticipated to substantively increase the ease at which students progress through their courses because they will not have to work additional hours for tuition and will be encouraged to maintain a 12-unit credit load which will lead to a smoother path towards graduation.

As an activity of student equity, instructional faculty are working with counseling faculty to prepare major-specific marketing materials that communicate clear pathways for transfer students in the most commonly declared transfer majors. This project is currently underway for students transferring to California State University, San Bernardino (CSUSB) in business (see business roadmap below), administration of justice, and psychology (II.A.6-17). The SEP includes a project to assist students in completing transfer degrees as efficiently as possible, and it will be programmed into the electronic SEP tool through the student self-service portal.

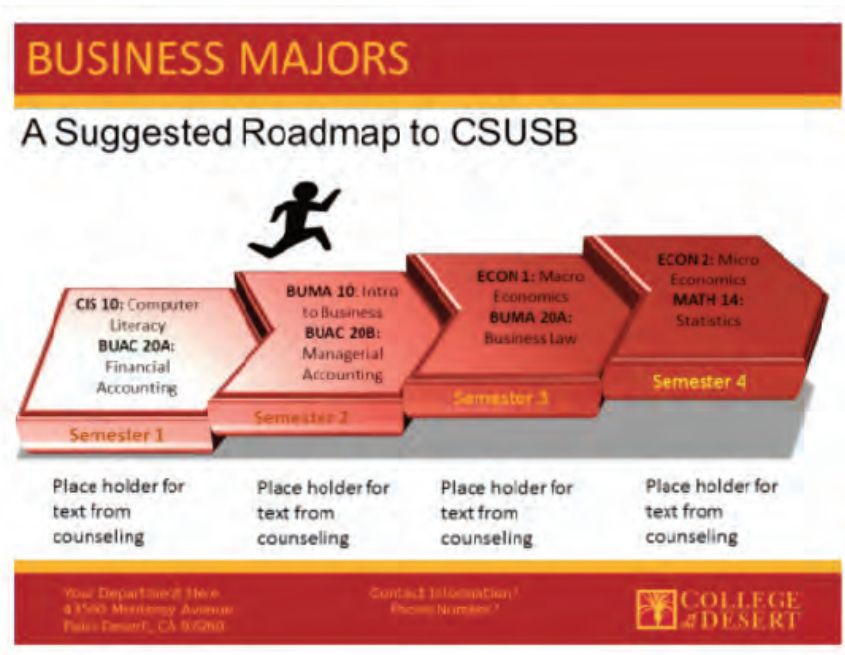
Distinctive efforts also promote student success in a timely manner including marketing efforts. Programs have developed marketing



tools and brochures to help students plan their courses most efficiently and effectively such as the one below:

Evaluation

COD meets this Standard. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a reasonable time. The institution implements an array of strategies to create, offer, evaluate, and customize course scheduling in such a manner as to enable student completion of degrees in a timely and successful manner.



Evidence

- II.A.6-1 2016-2017 College Catalog
- II.A.6-2 Sample-Completed Accounting PRU
- II.A.6-3 Sample-Completed CIS APR 2017 Report
- II.A.6-4 Sample-Completed CIS APR Report 2017 Appendices
- II.A.6-5 2017 Student Success Scorecard-Degree/Transfer and CTE Completion
- II.A.6-6 Fall 2016 Fill Rate Tool
- II.A.6-7 Schedule Build and FTES Tool for Instructional Areas
- II.A.6-8 Enrollment Dashboard
- II.A.6-9 Portal Webpage for Enrollment Management Committee
- II.A.6-10 Enrollment Management Committee Minutes September 14, 2016
- II.A.6-11 Enrollment Management Committee Minutes October 12, 2016
- II.A.6-12 Enrollment Management Committee Minutes October 26, 2016
- II.A.6-13 Student Education Plan/Timeline
- II.A.6-14 Email Notification of Information on the Student Education Plans
- II.A.6-15 Curriculum Committee Minutes October 9, 2014



II.A.6-16 pLEDGE Webpage

II.A.6-17 Student Equity Plan Activity E.3 Activity Implementation Plan

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Description

College of the Desert (COD) boasts a diverse community of students, staff, and faculty. COD effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity for all students. It offers an array of innovative strategies to reflect the diverse and changing needs of students in support of their success. In line with the mission, “Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond,” which is supported by the goal and objectives of the Strategic Master Plan (II.A.7-1). Goal one of the Strategic Master Plan is to improve student success which includes the objective to advance the needs of students and to improve student learning and achievement (II.A.7-2).

Courses are provided for students in a variety of formats (face-to-face, hybrid, online, fast track, full semester, day, night and weekend) and at alternate locations in the east, west and central Coachella Valley regions (II.A.7-3, II.A.7-4). Courses are offered in these locations across general education, basic skills, and career and technical education, as well as tutoring, library, bookstore, and student services. Class scheduling involves input from faculty, deans, staff, counselors, and administration.

COD faculty determine methodologies best able to meet student needs and list these in the course outline of record (COR) (II.A.7-5). Methodologies are defined in the COR, developed by faculty, approved by the school faculty and dean, reviewed rigorously by the Curriculum Committee and Academic Senate, and approved by the Board of Trustees. These practices include an array of methods including, but not limited to:

- lecture;
- demonstration, repetition, practice;
- competency-based assignments;
- laboratory;
- activity;
- clinical;
- practicum;
- discussion;
- video- and computer-based instruction;
- collaborative and team-based instruction;
- tutorials;
- supplemental, external activities;



- individualized study;
- self-exploration;
- journals;
- role play;
- observation;
- participation;
- technology-based instruction;
- orientations;
- email;
- surveys;
- practice- and video-based coaching; and
- active learning.

Faculty define teaching strategies in the development of CORs approved by the Curriculum Committee and through the administration to the Board of Trustees. The College supports faculty through professional development opportunities that facilitate the delivery of instruction in multiple formats and to engage different student learning styles. Furthermore, these methods are listed on the course syllabus.

Faculty are encouraged to develop diverse methods of teaching through faculty orientation, a new faculty innovation center, in-service training and the Seeking Educational Equity and Diversity (SEED) Program. Orientation for new faculty was instituted in the 2014–15 academic year and invited new faculty to meet weekly to learn about COD policies and practices as well as to share opportunities for new methodologies for teaching (II.A.7-6).

Opened in 2015–16, the Berger Faculty Innovation Center (BFIC) provides instructional design staff and technological equipment through open labs, workshops, and individual consulting to help faculty assess and enhance their teaching methodologies (II.A.7-7, II.A.7-8). In the BFIC, Disabled Students Programs and Services (DSPS) provides assistance to any faculty seeking ways to most effectively meet the needs of all students (II.A.7-9, II.A.7-10).

Another training is flipping the classroom as exemplified by a political science professor who requires students to do traditional lecture and discussion as homework and in class conducts group projects to give students multiple tools to reinforce moving new knowledge to long-term memory while enhancing higher order thinking skills (II.A.7-8). Faculty at COD engaged in SEED share examples of ways they have sought to maintain anti-bias curriculum (II.A.7-11). Workshops at Flex enable presentation of new delivery methods, and discussions at faculty meetings enable more of this (II.A.7-12).

Political Science 002, Introduction to Comparative Governments, was flipped beginning fall of 2016 which combines some traditional days of lecture and some flipped days working as project teams and team self-reflection and feedback (II.A.7-13). The same instructor, as well as others, use the A+ Attendance mobile application in which students post photos of themselves. It serves as the tool for attendance and enables quicker productive interactions between teacher and students.

Math faculty offer an example of a robust discussion of differing pedagogical approaches regarding student assessment and implications (II.A.7-14).



Standard II - Student Learning Programs and Services

Online instruction is developed, reviewed, accepted, and evaluated in methods similar to face-to-face courses to provide consistency and to assure accountability in courses no matter what mode of delivery. In addition, the online checklist and self-evaluation tools provide enhanced methods for instructors to evaluate their methodologies to meet student needs (II.A.7-15, II.A.7-16, II.A.7-17, II.A.7-18).

As discussed in Standards II.B and II.C, the College's learning support services also provide services to meet the needs of its students (II.A.7-19, II.A.7-20). Services for counseling, orientation, assessment, tutoring, career center, transfer center, and the library are available to students on campus and online (II.A.7-21). DSPS ensures that students with special needs have the tools necessary for success (II.A.7-22).

Evaluation

COD meets this Standard. Through the student learning outcomes assessment, academic program review, and program review update, faculty have opportunities to discuss and adapt, when appropriate, teaching methodologies to meet students' needs. COD effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity for all students, and these modes are reviewed against the student learning outcome assessment.

Evidence

- II.A.7-1 Mission, Vision, and Values Webpage
- II.A.7-2 2016-2021 Strategic Master Plan
- II.A.7-3 Class Schedules Webpage
- II.A.7-4 Distance Education-Fully Online and Hybrid Sections Schedule of Classes Spring 2017
- II.A.7-5 Sample COR-Accounting for Government and Nonprofit
- II.A.7-6 Fall 2016 Schedule for New Faculty Orientation
- II.A.7-7 BFIC Webpage
- II.A.7-8 BFIC Training Calendar
- II.A.7-9 BFIC Support and Training for Accessibility
- II.A.7-10 BFIC Online Teaching Success Including Accessibility
- II.A.7-11 Diversity and Equity Council Minutes November 16, 2016, Item 2.2
- II.A.7-12 Spring 2017 Flex Schedule
- II.A.7-13 PS002 Syllabus for Fall 2016
- II.A.7-14 Math Department Minutes October 28, 2016
- II.A.7-15 Distance Education Steps to Online Shell Review
- II.A.7-16 Distance Education Course Design Checklist
- II.A.7-17 OEI Evaluation Rubric
- II.A.7-18 OEI Updated Evaluation Rubric for Spring 2017 Reviews
- II.A.7-19 Library Webpage
- II.A.7-20 Tutoring and Academic Skills Center Webpage
- II.A.7-21 Student Services Webpage
- II.A.7-22 Disabled Students Programs and Services Webpage



II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

There are two departments that offer departmental course examinations: mathematics and English as a second language noncredit (ESLN). Exemplary is the Mathematics 054, Elementary Algebra, common final exam that has been given for the past five years with 60 to 80 percent faculty participation. Faculty who are not teaching the course the current semester write the exam. A committee formed within the department assembles the exam. The exams are graded using a common rubric during a common grading session for the open-ended questions. The intended purpose of the exam is as an outcomes assessment tool. The test is given to all students. After the exam is given, the department collects and analyzes data for each question. The average score on each question as well as the standard deviation are computed (II.A.8-1). Each current instructor grades the answers to two questions for all of the students in all of the sections, and a cumulative and individual report is prepared. This enables faculty to prevent bias, discuss expectations, and individually compare pedagogical practices and success.

The department uses this information to adjust questions in future semesters and make recommendations to instructors for improving instruction across the department. Instructors use this information in planning future courses.

The ESLN program offers standardized final exams for each level. The ESL Noncredit Program Faculty Handbook states, "Standard final exams for each level. These final exams consist of various assessments, which test grammar, reading, writing, and listening. The instructors of each [class] collaborate to create these exams. On the last day of the semester, the results and individual exams are discussed in class." To ensure test integrity, different final exams are issued for the morning and evening course sections (II.A.8-2).

Evaluation

COD meets this Standard. The departments ensure that the exams are free from bias and are validated. The faculty analyze the results to inform faculty on the topics including any needs for improvement across the department.

Evidence

- II.A.8-1 Math Analysis on Common Final
- II.A.8-2 ESLN Program Faculty Handbook

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)



Description

College of the Desert (COD) awards college credit, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal laws. The College awards degrees in accordance with Board Policy 4100 which includes subject requirements, a minimum 2.0 grade point average, general education, and competency requirements (II.A.9-1). Each program has defined program outcomes (POs) that are identified in the catalog (II.A.9-2, II.A.9-3). Course student learning outcomes (SLOs) in each program are mapped to the program and institutional SLOs (II.A.9-4, II.A.9-5). Every course, degree, and certificate has SLOs attached, and they are appropriate to the discipline and academic level of the program. Course-level SLOs are recorded on the course outline of record (COR) and held in an assessment repository in SharePoint (II.A.9-6, II.A.9-7). The College does not award credit based on the clock-to-credit hour conversion formula.

COD determines the number of units or credits to assign to each course based upon a formula that meets federal and Section 55002.5 of the California Title 5 (I.A.9-8). The COD formula is based upon a 16-week semester with every unit of credit representing 54 hours of student work including in-class and out-of-class work. The following table demonstrates this for classroom and lab courses:

For one-unit of credit:

Category	In-class Hours	Homework	Total Hours
Lecture	18	36	54
Laboratory	54	0	54
Integrated Lab	36	18	54

Official course outlines of record are carefully reviewed to insure courses meet the required standards of quality as set forth in Title 5 and the Academic Senate for California Community College’s recommendations (II.A.1-15, II.A.1-16). Detailed descriptions and measurable objectives and outcomes are required for each course. New courses and programs, degrees, and certificates are presented to the California Community Colleges Chancellor’s Office (CCCCO) for approval and are maintained by the Inventory of Approved and Projected Programs of the CCCCCO (II.A.1-17). The CCCCCO guides and mandates adherence to the Program and Course Approval Handbook, consistent with the requirements of the California Education Code listed under reference materials at the bottom of the Curriculum Committee webpage (II.A.1-14, II.A.1-18).

Evaluation

COD meets this Standard. COD is compliant with all state and federal guidelines regarding credit-hour calculations. COD conforms to widely accepted norms in higher education for all disciplines and bases the awarding of certificates and degrees on the attainment of SLOs in the program through attaining the SLOs in each course required for the program degree or certificate. All courses, regardless of delivery format—face-to-face, hybrid, or online—all work with the same COR and the same credit-hours formula.

Evidence:

- II.A.9-1 Board Policy 4100 Graduation Requirements for Degrees and Certificates
- II.A.9-2 POs in 2016-2017 College Catalog
- II.A.9-3 Degrees and Certificates in 2016-2017 College Catalog



- II.A.9-4 Institutional Outcomes in 2016-2017 College Catalog
- II.A.9-5a Course SLOs Mapped to POs
- II.A.9-5b Number of Times POs Were Captured During SLO Evaluation
- II.A.9-6 Sample COR-Accounting for Government and Nonprofit
- II.A.9-7 Assessment Reports on SharePoint
- II.A.9-8 CCCCCO Hours and Unit Calculations
- II.A.9-9 Portal Webpage for Curriculum Committee
- II.A.9-10 The Course Outline of Record: A Curriculum Reference Guide
- II.A.9-11 CCC Academic Senate: Good Process for Course Approval Processes
- II.A.9-12 CCC Curriculum Inventory
- II.A.9-13 Program and Course Approval Handbook

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description

College of the Desert (COD) makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty, and this is described to students in the COD catalog (II.A.10-1). In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. COD's commitment to quality education is evident through its student transfer-of-credit and articulation policies. The catalog clearly provides specific guidelines for evaluation of credits from other institutions, military credits, credit by examination, and advanced placement (II.A.10-2).

COD cooperates with high schools and regional occupational programs within the boundaries of the District in an effort to assist students to transition from secondary to post-secondary levels without a duplication of learning. Opportunities to earn credit or request a prerequisite course waiver may be offered to qualifying high school and regional occupational program students in approved areas of study, shown on page 25 of the College catalog (II.A.10-1)

COD awards elective college credit for certain military training, experiences, and coursework. This credit is based on recommendations from the American Council of Education: Guide to Evaluation of Educational Experiences in the Armed Forces. Credit will be granted for those training courses substantially similar to coursework offered by COD. Usually credit earned is not transferable but may be applicable to some of the occupational degrees available at COD. Veterans must have completed 12 units at COD (unless presently receiving Veterans Affairs benefits) before requesting the military credit evaluation. Students must request the official copy of their Joint Services Transcript for Coast Guard, Marine Corps, Navy, or Air Force transcripts. If these are not available, then



their DD Form 214, Certificate of Release or Discharge from Active Duty, will be used for credit evaluations, which is on page 25 of the catalog (II.A.10-1)

COD grants credit for scores of three or higher on the Advanced Placement Examinations of the College Entrance Examination Board. Such credit may apply toward requirements for COD degrees and for transfer programs to both the California State University and University of California systems, which is on page 26 of the catalog (II.A.10-1).

Students can be directed to the COD transfer course equivalency database and also referred to a counselor for educational planning with the transfer of credits (II.A.10-3). Students are encouraged to meet with a counselor for up-to-date information regarding transfer-of-credit and articulation agreements. This information is made available to students during appointments or drop-in counseling. Students may begin with unofficial transcripts for counseling purposes, but then official transcripts are needed for the formal process of acceptance through the Office of Admissions and Records (II.A.10-4).

Transcript evaluation information is available for students who come to COD with foreign transcripts. Information regarding transfer of those credits is also provided by counselors and the offices of Human Resources, International Education Programs, and Admissions and Records, all of which help refer students to several credible academic credential degree-authentication services (II.A.10-5).

Board Policy 4235 states that students may earn credit by examination and advanced placement in accordance with Title 5, section 55050 (II.A.10-6). Credit by exam is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the College. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record (COR). The faculty may choose to accept an examination conducted at a location other than the community college for this purpose. If an examination shows that the student possesses adequate equivalency and mastery of the subject, credit is granted. A student seeking credit by examination will receive a letter grade and grade points in the same way as if enrolled in a regular course. A student may challenge a course only once. Details regarding credit by examination can be found on page 25 of the catalog (II.A.10-1).

Board Policy 5120 recognizes the transfer center as the hub of student contact regarding transfer to baccalaureate degree institutions, and the Transfer Center webpage has a number of available resources and information for students and the public (II.A.10-7, II.A.10-8). Administrative Procedure 4050 designates the scope of articulation agreements and the role of the articulation officer in supporting student transfer, and the articulation webpage and College catalog have information on articulation agreements in place with public and private colleges and universities including California State University General Education (GE) Breadth Certification Course Pattern and Intersegmental General Education Transfer Curriculum (II.A.10-1, II.A.10-9, II.A.10-10). Faculty initiate course articulation. Course articulation agreements are classified under the following categories:

- Courses accepted for baccalaureate credit;
- Transfer credit agreement;
- GE-breadth agreements;
- Course-to-course agreements; and
- Lower-division major preparation agreements.

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty members in each discipline are responsible for the review of course content including learning outcomes, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students.



Standard II - Student Learning Programs and Services

The articulation officer works with faculty and is responsible for the following:

- Initiating faculty-approved articulation agreements between institutions of higher education;
- Serving as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptance;
- Serving as an advocate for the faculty and campus academic programs; and
- Serving as an advocate for the other articulating institution and being responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.

In compliance with the 2006 Perkins Act, the career and technical education (CTE) specialist coordinates and maintains articulation agreements for CTE courses and programs with high schools, regional occupational programs and other colleges (II.A.10-11). A newly developed CTE career center, the Career and Workforce Solutions Center, will provide information for CTE students, not only about job openings in the community but also about transfer and articulation options (II.A.10-12).

The new compendium of Associate Degrees for Transfer (ADT) has offered an even more comprehensive array of fully transferable degrees for students. COD has submitted 29 number of degrees for ADTs and 208 number of courses for C-ID alignment. Following SB 1440 and SB 440, community colleges were required to develop ADTs, and COD was a leader in establishing ADTs at this campus.

Evaluation

COD meets this Standard. The College has effective procedures for transfer-of-credit and articulation agreements with accredited institutions, and these agreements are updated regularly. Information on transfer into COD and transfer from COD are clearly presented in the COD catalog for students and supported by board policies and administrative procedures.

Evidence

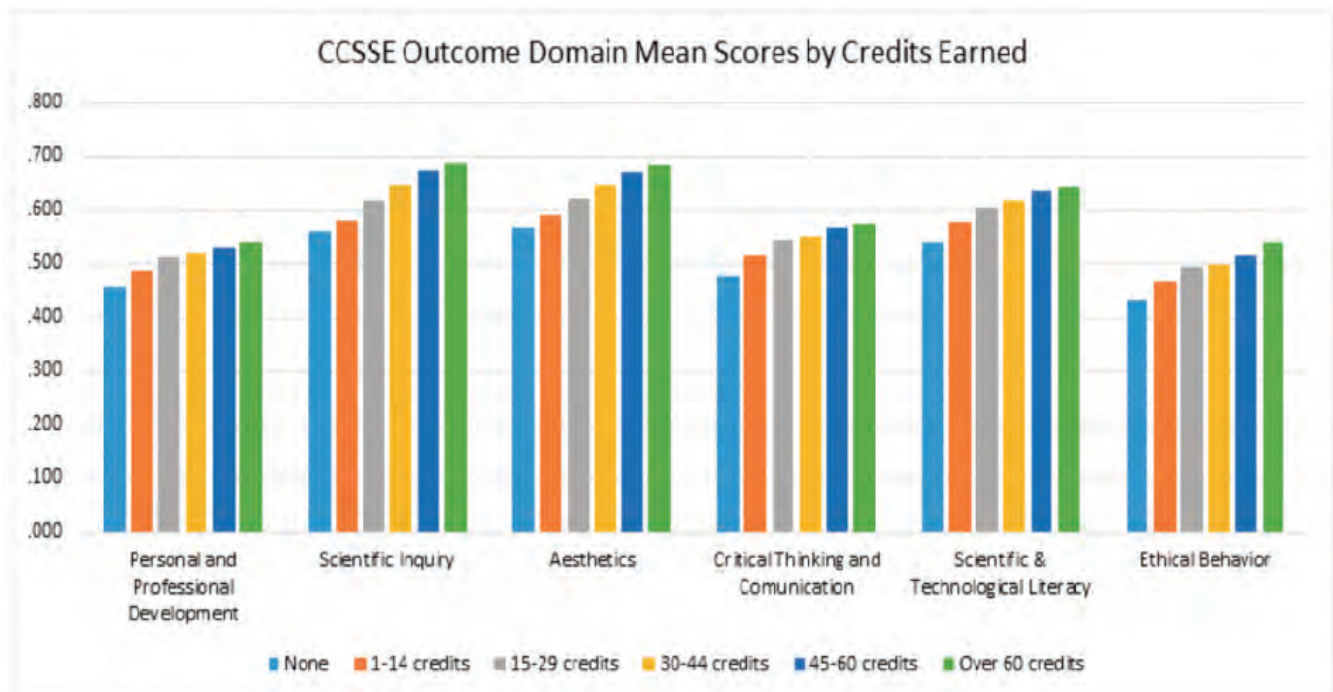
- II.A.10-1 College Catalog 2016-2017
- II.A.10-2 Evaluation of Credits 2016-2017 College Catalog
- II.A.10-3 Transfer Course Equivalencies Webpage
- II.A.10-4 Transcripts from Other Schools
- II.A.10-5 Foreign Transcript Evaluation
- II.A.10-6 Board Policy 4235 Credit by Examination
- II.A.10-7 Board Policy 5120 Transfer Center
- II.A.10-8 Transfer Center Webpage
- II.A.10-9 Administrative Procedure 4050 Articulation
- II.A.10-10 College and University Articulation Webpage
- II.A.10-11 High School Articulation Webpage
- II.A.10-12 Career and Workforce Solutions Center Webpage

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

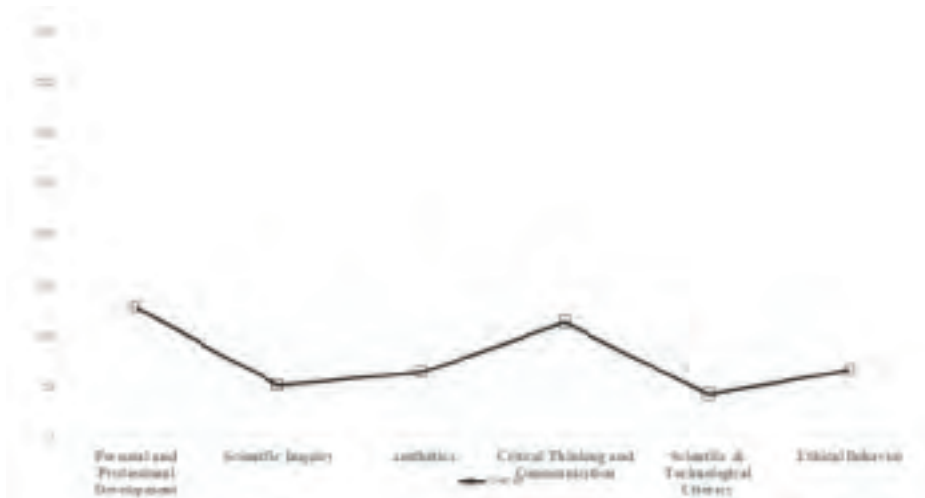


College of the Desert (COD) includes in all of its programs student learning outcomes (SLO) appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. COD has five institutional outcomes (IOs): 1) critical thinking and communication, 2) scientific inquiry, 3) global citizenship: scientific and technological literacy and ethical behavior, 4) aesthetics, and 5) personal and professional development (II.A.11-1). All IOs are mapped to program outcomes (POs) and SLOs in the assessment reports (II.A.11-2, II.A.11-3). The IOs address communication competency (IO 1), information competency (IO 3), quantitative competency (IO 2), analytic inquiry skills (IOs 1, 2, and 4), ethical reasoning (IO 3), and ability to engage diverse perspectives (IOs 3 and 5).

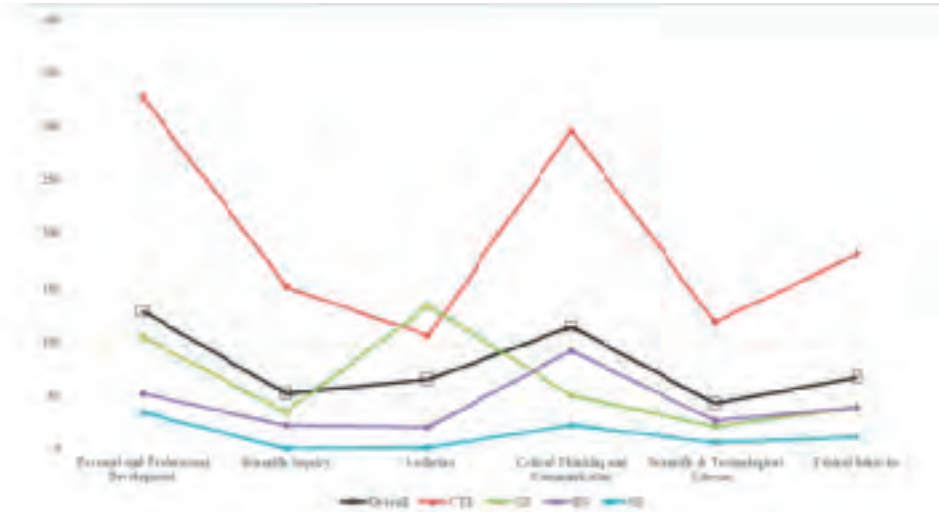
In spring 2014, COD began the dialogue of program and institutional outcomes, and the tool COD would use long-term to measure institutional outcomes is the Community College Survey of Student Engagement (CCSSE) which was presented to College Planning Council (II.A.11-4). The College recently converted the paper process for collecting SLO assessments into an electronic form utilizing SharePoint. The process makes the reporting of data much easier, especially for POs and IOs. With the improvements made by OAC to make the assessment reports electronic, COD measured program and institutional Outcomes by two methods: CCSSE and course SLOs in support of program and institutional outcomes (II.A.11-5). In spring 2017, CPC reviewed the results measuring program and institutional outcomes, a discussion on improving the measure took place, and later in spring, the director of institutional research will present a disaggregated form of the institutional outcomes based on how many units students earned which is represented by the chart below (II.A.11-6). As students earn more credits with the College, they have an increased proficiency in the respective IOs.



COD also has POs in basic skills, general education, career and technical education, and personal development and responsibility (student services) (II.A.11-2). As stated earlier, POs are mapped to IOs and SLOs. The College has captured how the SLOs support IOs as demonstrated in the chart on the next page.



The College has also captured how the POs support the IOs as charted below.



Evaluation

COD meets this Standard. The College has aligned individual course SLOs with program outcomes and in turn with institutional outcomes. Reports of SLO assessment and evaluation of the College's IOs demonstrate students are achieving competencies in communication, information, analytic inquiry, quantitation, and ethical reasoning.

Evidence

- II.A.11-1 2016-2017 College Catalog Institutional Outcomes
- II.A.11-2 2016-2017 College Catalog Program Outcomes
- II.A.11-3a Course SLOs mapped to POs
- II.A.11-3b Number of Times POs Were Captured During SLO Evaluation
- II.A.11-4 CPC Minutes February 28, 2014, Item 5a
- II.A.11-5 Institutional Outcomes Presentation to College Planning Council Spring 2017
- II.A.11-6 CPC Agenda March 24, 2017, Item 3.10



II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Description

College of the Desert (COD) students are awarded degrees upon completion of general education (GE) credits in addition to major or area of emphasis program requirements. Board Policy and Administrative Procedure 4025 provide the underlying philosophy and criteria for associate degrees and GE (II.A.12-1, II.A.12-2). A number of COD degree-applicable courses fulfill one or more areas of GE, as prescribed by the COD general education categories reviewed and approved by the Curriculum Committee and Academic Senate. Faculty course authors work closely with the curriculum specialists, articulation officer, the curriculum chair, and their respective department during the development of their curriculum to determine the appropriate GE category assignment(s) based on COD, California State University (CSU), and Intersegmental General Education Transfer Curriculum (IGETC) GE requirements. The faculty is provided a GE worksheet as a tool which is available on the Curriculum Committee webpage under forms (II.A.12-3, II.A.12-4). The learning outcomes and competencies are reflected in the GE worksheets that faculty must complete prior to submitting to the Curriculum Committee. GE requirements are clearly outlined and published in the College catalog (II.A.12-5, II.A.12-6, II.A.12-7). The COD catalog lists the GE philosophy developed by faculty and approved by the Curriculum Committee and the Academic Senate (II.A.12-8). The Curriculum Committee Handbook provides faculty and committee members the resources needed to review the course outline of record (COR) for course content, instructional objectives, evaluation methods, assigned homework, and student learning outcomes (II.A.12-9).

Evaluation

COD meets this Standard. The catalog states the GE requirements for COD associate degrees, associate degrees for transfer to CSU, and required courses for IGETC in addition to a minimum of 18 units of courses in the area of emphasis.

Evidence

- II.A.12-1 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.12-2 Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.12-3 COR-GE Worksheet
- II.A.12-4 Forms on Curriculum Committee Webpage
- II.A.12-5 COD GE Pattern 2016-2017 College Catalog
- II.A.12-6 CSU GE Breadth 2016-2017 College Catalog
- II.A.12-7 IGETC GE Requirements 2016-2017 College Catalog
- II.A.12-8 General Education Philosophy in 2016-2017 College Catalog
- II.A.12-9 Curriculum Committee Handbook



II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Description

College of the Desert (COD) offers both Associate of Arts and Associate of Science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary courses. All COD degrees consist of two elements: general education, which gives students a broad base of knowledge, and a major, in which students specialize in a particular field of study. Depending on the field of study, students are awarded an Associate of Arts (AA) or Associate of Science (AS) degree. At COD, the AS degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce or in fields of science, technology, engineering, or mathematics. The AA degree is earned for all other academic areas. The major component of each degree is based on current discipline standards, based on accepted norms for each discipline in higher education (II.A.13-1).

Associate degrees for transfer (ADT or AA-T/AS-T) are degrees that comply with the transfer model curriculum templates that have been developed as a partnership between California Community College (CCC) and California State University (CSU) faculty. Completion of these associate degrees allows students to transfer directly to CSU to complete the baccalaureate degree. The specialized area of inquiry in each of these degrees is determined through an extensive state-level review that ensures rigor and currency in all ADTs (II.A.13-2). COD has program outcomes (POs), and all courses that make up these degrees have course student learning outcomes (SLO). The linkage of SLOs to POs is illustrated through assessment reports that are used to determine which courses have content that meet each of the POs (II.A.13-3, II.A.13-4). Each set of courses—for a major field or inquiry or an interdisciplinary course—identify SLOs, and all courses must be assessed so that faculty can analyze the degree to which students meet the course competencies and report this analysis in their annual program review update (PRU) or five-year academic program review (APR). Career and technical education (CTE) programs utilize the advice from vocational and occupational advisory committees to substantiate or refute the data obtained from the SLO assessment process. This allows faculty to develop a holistic picture of how every course in the curriculum fits with other courses and with program goals for student learning.

Evaluation

COD meets this Standard. All degrees at COD include focused study in an area of inquiry or interdisciplinary core aligned with key theories and practices within the field of study. COD has program outcomes (POs), and all courses that make up these degrees have course student learning outcomes (SLOs). All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education.

Evidence

- II.A.13-1 Sample COD Degree Page from College Catalog-Accounting AS Degree for Employment Preparation
- II.A.13-2 Sample AA-T from College Catalog
- II.A.13-3 2016-2017 College Catalog Program Outcomes
- II.A.13-4 CTE Assessment Report AJ-001 Introduction to Criminal Justice



II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Description

Career and technical education (CTE) programs at College of the Desert (COD) adhere to a competency-based curriculum. COD offers a wide range of CTE degrees and certificates. The ability to demonstrate the technical and professional competency required by business and industry or a licensing or certifying agency is stated in all course outlines of record (CORs) as objectives and as program outcomes. Faculty strive to ensure the curriculum is structured to prepare students for the rigors of job demands and licensure in their chosen fields.

COD assures that graduates of CTE programs have appropriate knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically reviewed through the program review update (PRU), academic program review (APR) (comprehensive program review), and assessment of student learning outcomes processes (II.A.14-1, II.A.14-2, II.A.14-3, II.A.14-4). CTE faculty develop and review courses every two years. This begins with deliberation among the faculty regarding changing expectations or requirements—government, legal, and fiscal—in the CTE field. Also, discussion occurs at advisory committee meetings and proceeds to drafting a new course or incorporating recommendations from the advisory committee into a course review including SLOs.

Faculty and deans utilize these resources to assist them in defining currency and measuring effectiveness in CTE student competency including meeting with their advisory committee regularly. The advisory committees consist of faculty, business, and industry professionals, and they meet to discuss emerging trends or needs in the field of study. Additionally, CTE advisory committees in accounting, emergency medical services, law enforcement, fire, natural resources, business hospitality, computer information systems, HVAC (heating, ventilation, and air conditioning), zero net energy, automotive, energy systems, kinesiology, and Salton Sea advisory provide feedback and curricula to assist students in being successful (II.A.14-5, II.A.14-6, II.A.14-7, II.A.14-8, II.A.14-9, II.A.14-10, II.A.14-11, II.A.14-12, II.A.14-13, II.A.14-14, II.A.14-15, II.A.14-16, II.A.14-17). Career and technical degree and certificate programs undergo program review every two years to ensure the quality and currency of courses and outcomes.

Evaluation

COD meets this Standard. CTE faculty cast a broad net of community, industry, and regulatory agencies to ensure courses and programs meet existing and emerging expectations of their fields. Faculty members in CTE programs meet with industry professionals to discuss programs and alignment with industry standards. Students in CTE programs are prepared for licensing exams conducted by external agencies. Program review is completed every two years for each CTE program to ensure programs are providing adequate preparation for students to meet employment standards and licensure or certification requirements.

Evidence

- II.A.14-1 Completed PRUs including CTE
- II.A.14-2 Sample CTE APR-Police Science (Basic Police Officer Training)



- II.A.14-3 Complete APRs for 2016-2017 Including CTE Programs
- II.A.14-4 CTE Assessment Reports
- II.A.14-5 Accounting Advisory Committee Minutes April 4, 2017
- II.A.14-6 Emergency Medical Services Advisory Committee Minutes October 26, 2016
- II.A.14-7 Law Enforcement Advisory Committee Minutes May 4, 2016
- II.A.14-8 Fire Advisory Committee Minutes April 4, 2017
- II.A.14-9 Natural Resources Advisory Committee and Minutes
- II.A.14-10 Business Hospitality Advisory Committee
- II.A.14-11 Computer Information Systems Advisory Committee
- II.A.14-12 HVAC Advisory Committee
- II.A.14-13 TAACCT Net Energy Advisory Committee
- II.A.14-14 Automotive Advisory Committee
- II.A.14-15 Energy Systems Advisory Committee
- II.A.14-16 Kinesiology Advisory Committee
- II.A.14-17 Salton Sea Advisory Committee

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

College of the Desert (COD) has a clearly defined procedure to review programs that may need improvement or face discontinuance. Administrative Procedure 4021 indicates that when programs are eliminated or program requirements are significantly changed, students will be accommodated by a phase-out period that allows all students currently in the program to have the opportunity to complete the program in a timely manner with a minimum of disruptions (II.A.15-1). Administrative Procedure 4021 was developed in 2011 and defines the criteria and process for a proposed program elimination. Sufficient data and potential implications and follow-through plans are deliberated, designed, and implemented.

Discussion of potential program discontinuance shall be conducted in open meetings with facilitation and the recommendations of the committee, namely to continue the program, to continue with qualifications, or to discontinue the program. This discussion will then be presented to the Academic Senate. The recommendation of the Academic Senate is presented to the superintendent/president and then the Board of Trustees.

Evaluation

COD meets this Standard. The College has procedures in place to address program elimination. Since the last accreditation review, no programs affecting students' ability to attain a degree or certificate have been discontinued. Recently and through the Curriculum



Committee, there is an example of the local Spanish degree being deactivated because students were not enrolling and graduating in the degree program; however, the Spanish degree has not completed the full program discontinuance process. Discipline faculty were asked to consider other options. In the meantime, the Spanish 3 and 4 courses were offered again over a period of two years to allow any students interested to complete the degree process.

Evidence

II.A.15-1 Administrative Procedure 4021 Program Discontinuance

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

College of the Desert (COD) regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution regardless of delivery mode. The institution continually strives to improve programs and courses to enhance student learning outcomes (SLOs) and achievements for all students. COD meets this Standard through multiple tools:

- Academic program review (APR) which is conducted every five years;
- Program review updates (PRU) which are prepared annually; and
- Assessments of student learning outcomes (SLOs).

These processes help faculty, staff, and administration to reflect, evaluate, and plan for program currency and effectiveness. The College regularly evaluates and improves the quality and currency of all instructional courses and programs. At least once every five years, all academic courses, whether collegiate, precollegiate, or noncredit, are required to undergo formal curricular review. The Curriculum Committee reviews updated course outlines of record (CORs) in accordance with the established approval process. Course SLOs for credit and noncredit courses are assessed on a three-semester cycle.

The annual PRUs provide the process for departments to request resources to assist in meeting their goals and objectives, and instructional programs complete PRUs annually (II.A.16-1, II.A.16-2). PRUs are completed for all programs on an annual basis, and all PRUs are due October 15 (II.A.16-3). This process begins in the fall for faculty prioritization and continues in the spring for staff and equipment prioritization (II.A.16-4). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional areas at COD (II.A.16-1, II.A.16-2, II.A.16-3, II.A.16-4). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan and align with the College's mission statement (II.A.16-5).

Academic program reviews (APRs), which are comprehensive program reviews, are showcased annually in order to provide faculty the opportunity to present the student learning and achievement in their programs over a five-year period, but they also create a forum for faculty and leadership to engage in dialogue of how to address and improve academic quality in their programs (II.A.16-6). The APRs and instructional PRUs are developed and modified by the Outcomes and Assessment Committee (OAC), a committee of the



Standard II - Student Learning Programs and Services

Academic Senate (II.A.16-7). Program review is a faculty-driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered. The documents provide student enrollment, student achievement, and student success data as well as faculty staffing information (II.A.16-8, II.A.16-9, II.A.16-10). The disciplines provide information on the program, SLOs, accomplishments, and interpretation of the data provided (II.A.16-11, II.A.16-12, II.A.16-13).

Evaluation

COD meets this Standard. All instructional programs are regularly evaluated for quality and currency through the formal mechanism of the five-year APR and the annual PRU.

Evidence

- II.A.16-1 2016-2017 Program Review Updates
- II.A.16-2 Student Learning (Instructional/Faculty) PRU Template
- II.A.16-3 Annual Planning Process
- II.A.16-4 Prioritization Process
- II.A.16-5 Strategic Master Plan
- II.A.16-6 Five-Year Academic Program Review Showcase Flyer August 2016
- II.A.16-7 Webpage for Outcomes and Assessment Committee
- II.A.16-8 Sample Instruction PRU--2015-2016 Biology PRU
- II.A.16-9 2016-2017 CIS Academic Program Review (Comprehensive Program Review)
- II.A.16-10 CIS Academic Program Review Data Book
- II.A.16-11 Basic Skills Assessment Report Math-070 Arithmetic
- II.A.16-12 CTE Assessment Report AGEH-008 Landscape Management
- II.A.16-13 General Education Assessment Report BI-005 Molecular and Cell Biology

Standard II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)



Description

Library and Learning Support Services

College of the Desert (COD) supports student learning and achievement by providing library and academic support services that are responsive to student and faculty needs. Board Policy 4040 ensures that the library meets the academic standards consistent with higher education accreditation standards and purposes (II.B.1-1). The library and other instructional support services are designed to contribute to the success, learning, and achievement of the College's diverse student population consistent with the College mission (II.B.1-2). Administrative Procedure 4040 further clarifies how those services and collections should be reviewed in order for the library to meet the broad objectives in selection of educational materials, including:

- Providing materials that will enrich and support the curriculum;
- Providing materials that will stimulate growth in factual knowledge;
- Providing a background of information which will enable students to make intelligent judgments in their daily lives; and
- Providing materials representative of the diversity of the District (II.B.1-3).

The COD Library is also open to the public and currently shares a physical building with the Palm Desert Library, a public library in the Riverside County Library System. While some resources are available only to COD students and faculty, everyone is welcome to browse and use the COD Library's resources, both print and electronic. Those with a Riverside County Library System card may also checkout most of the COD Library book collection. COD opened the library in the present facility in 1996. Library resources reflect the shift in learning and the need to access information on a 24-hour, seven-day-a-week basis.

Thousands of people physically visit the Palm Desert Campus Library on a weekly basis, but it is not possible to provide a gate count because the building and the entrance gate are shared with the Palm Desert Library. Hourly headcount statistics are gathered for the COD Library; in the 2015–2016 fiscal year, the overall headcount was 72,658 (II.B.1-4).

While thousands of people physically visit the library on a weekly basis, electronic visits are extensive as well. Since the COD Library ramped up its electronic presence in fall of 2014, library (LibGuide) pages have been visited over 161,000 times since their inception, and in the last eight months since the school year began, there have been 49,000 visits to the LibGuides (II.B.1-5; II.B.1-6; and II.B.1-7). The College used Google analytics to measure web traffic for the library webpage, and the number of clicks has increased 400 percent since last year (II.B.1-8).

The COD Library at the Palm Desert Campus is approximately 13,325 square feet, containing more than 35,000 print volumes, 11 periodical titles on-site, 56 computer workstations, 35 of which are in a dedicated computer room, and two adaptive work stations for Disabled Students Programs and Services students (II.B.1-4). There are three group study rooms, one large quiet study room, an instruction room seating 45 for class/large group instruction by librarians, and photoduplication equipment (II.B.1-4).

The library supports the mission of the College, emphasizing student learning and achievement. The library conducts systematic assessments and uses data to make improvements. The library has conducted assessments in several areas and used the data to increase student satisfaction and bolster student learning (II.B.1-4).

Library Collections

The COD Library collection is sufficient in quantity, currency, depth, and variety to support educational programs regardless of means of delivery, including distance education (II.B.1-5).



Collections include not only print books but other media including DVDs, CDs, electronic books, and periodicals. At no charge, students can place holds using their library cards, and through interlibrary loan, materials are delivered to them at their nearest selected library (II.B.1-9).

Tutoring and Academic Skills Center

The Tutoring and Academic Skills Center (TASC) provides free tutoring and academic support services to all COD students. Tutoring and affiliated services are provided at four locations: Palm Desert, Desert Hot Springs, Indio, and Mecca/Thermal. Online, virtual tutoring is available in various subjects. Students use TASC for study and coursework support. Students provided with TASC services receive the following benefits including, but not limited to:

- Certified peer tutoring and academic support for the following subjects: accounting, American Sign Language, business basics, English, several foreign languages, biology, chemistry, mathematics, statistics, applied and physical sciences, and other courses/subjects as requested or needed;
- Access to online, virtual tutoring via Smarthinking by Pearson;
- One-on-one tutoring for special programs, contracted out every semester as needed;
- Use of hardware, software, specialized learning programs, and a limited degree of free printing;
- Peer tutors and faculty liaisons;
- Language and English as a second language (ESL) lab facilities;
- Specialized software applications for various courses and subject matter;
- Textbooks on loan for use in any one of TASC labs; and
- Computers for academic research, composition, and printing coursework (II.B.1-10).

Peer tutors represent a vital and highly utilized piece of the TASC menu. Peer tutors are recommended by instructors/professors, interviewed by a TASC committee including faculty, and chaired by the director of TASC. Successful candidates are then referred to the Office of Human Resources. Peer tutors are required to have a minimum grade point average of 3.0 and at least a B grade in each class that they are tutoring. All TASC tutors must attend a minimum of two days of tutor training which is certified by the College Reading and Learning Association (II.B.1-11). Tutors learn how to engage their peers with time-tested techniques for overcoming academic difficulties and incorporating study skills and test-taking strategies into practice. Tutoring is generally provided on a walk-in basis, while individualized, one-on-one tutoring can be provided by specific program request.

TASC management regularly assesses the effectiveness of its programs for quality, quantity, depth, and variety every semester by collecting feedback from students through the online service, SurveyMonkey (II.B.1-12). Utilizing the Likert Scale and a variety of open-ended questions, the assessment instruments are designed to elicit candid and statistically valid feedback about how TASC services are meeting TASC goals and Collegewide student learning outcomes (SLOs) (II.B.1-12). The data is collected after the conclusion of the semester and packaged in a variety of statistical models provided by SurveyMonkey to analyze the significance of the results (II.B.1-13). This data has been used to make substantive changes to policies, procedures, services, and operations. For example, the hours of service have been extended at the Indio Campus TASC Lab, and additional ESL offerings have been provided at strategic times based on student feedback (II.B.1-10). TASC recently diversified its assessment instruments by adding student-tutor focus groups to enhance the quality of student feedback and data.

Focus groups for COD students who served as TASC tutors were launched in spring semester 2016, and represented all three COD campuses (II.B.1-14). Non-TASC personnel were tapped to query TASC tutors about their perceptions of TASC operations and ways that TASC can improve customer service. Tutors were also asked about their own experience receiving TASC services. The raw data from



those focus groups are attached as evidence, and the supervisory interpretation of that data resulted in a re-evaluation of the way that peer tutors are deployed in the Palm Desert Campus Math Lab. Moreover, the supervisor of the Palm Desert Campus Math Lab was consulted about the feedback, and changes were made in the management of math tutors to ensure that tutors were being effectively utilized and supervised, especially when disciplinary issues arose (II.B.1-12).

Feedback from these assessments has resulted in the following changes being implemented:

- Hours of service have been extended at the Indio East Valley Campus TASC Lab;
- Additional ESL offerings have been provided at strategic times based on feedback;
- TASC recently diversified its assessment instruments by adding student-tutor focus groups;
- TASC recently re-evaluated the way peer tutors are deployed in the Palm Desert Campus Math Lab; and
- Changes were made in the management of math tutors to ensure that tutors were being effectively utilized and supervised, especially when disciplinary issues arose (II.B.1-12).

Library Services at Off-Site Locations

The COD Library in Indio was opened in late October 2016. Currently, the library is open 29 hours per week and staffed with a noncertificated library specialist (II.B.1-15). The library is housed in a standard-size modular portable classroom. A small collection of print materials has been ordered. There are seven student workstations that give learners access to the full complement of online library resources. In addition, there is one adaptive work station and one workstation that restricts any user access to only the public access catalog and COD digital resources. Including study tables, two group study rooms, and soft seating, the total seating capacity is approximately 29. Additionally, COD provides online library support, access, and services for students enrolled in distance education and other site locations (II.B.1-5 and II.B.1-6, II.B.1-9).

Students and faculty expect information to be delivered digitally, anytime and anywhere, on devices ranging from desktop computers to pocket-sized smartphones. The COD Library meets this expectation and need by providing 24-hour, seven-day-a-week access to an extensive collection of electronic resources providing topical coverage for all disciplines in the College curriculum (II.B.1-5, II.B.1-6, II.B.1-9).

Evaluation

COD meets this Standard. The library and TASC provide library and learning support services available for students in all educational programs offered at COD. These services are sufficient in quantity, currency, depth, and variety to support educational programs. Through on-campus and online formats, the library and TASC ensure that students can utilize resources and services regardless of their location or means of delivery.

COD has just completed the redesign of the Hilb Building which is now in the state approval process. Both the library and TASC will move into the renovated facility with expanded space and services in 2018 which will expand library and learning resources to further serve COD's growing student population (II.B.1-16).

Evidence

- II.B.1-1 Board Policy 4040 Library and Other Instructional Support Services
- II.B.1-2 College Mission, Vision, and Values Webpage
- II.B.1-3 Administrative Procedure 4040 Library and Other Instructional Support Services



Standard II - Student Learning Programs and Services

- II.B.1-4 2015-2016 PRU Submitted October 15, 2016-Library
- II.B.1-5 Library Webpage
- II.B.1-6 LibGuides Webpage
- II.B.1-7 Library Statistics for LibGuides
- II.B.1-8 Google Analytics Report for Library Webpage Visits
- II.B.1-9 Library Toolkit for Students
- II.B.1-10 TASC Webpage
- II.B.1-11 Example of Mid-Semester Tutor Training Agenda
- II.B.1-12 2015-2016 PRU Submitted October 15, 2016-TASC
- II.B.1-13 TASC Spring 2016 and Spring 2017 Survey Data
- II.B.1-14 TASC Focus Group Results-Palm Desert Campus, Indio Campus, Mecca/Thermal Campus
- II.B.1-15 Indio Campus Library Webpage
- II.B.1-16 Central Campus Redevelopment Website (refer to project updated)

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

At COD, the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the institutional mission relies on the expertise of faculty, librarians, and learning support services professionals.

Today and in the future, students and faculty expect and require information to be delivered electronically (II.B.2-1). The COD Library is actively transitioning its collection focus to meet this need. For example, the number of print journal subscriptions has been decreased, and full-text electronic databases have been added, massively increasing the total number of available titles while also making those resources available outside the physical library structure, all on a 24-hour, seven-day-a-week basis. All students, online, on-site, or in distance education programs, including students at satellite campus locations, are supported and encouraged to use these rich resources (II.B.2-1; II.B.2-2; II.B.2-3; and II.B.2-4).

The prime responsibility of the COD Library is to ensure that students have access to materials and resources, including librarians who are members of the faculty that support their successful classroom experience and aid them in achieving their SLOs. To meet this goal, the library provides a wide range of print and electronic materials based upon course requirements and objectives, and supplements this material with subject specialist liaison librarians to maximize and support student success (II.B.2-2). Additionally, materials and resources are selected with the COD Library SLOs in mind as expressed in the collection-development policy (completely revised in 2015) and the student learning outcomes (SLOs) for library/research classroom instruction (II.B.2-2 and II.B.2-5).

One of the most effective tools for ensuring student success is to provide library resources that are relevant to students' learning needs. Four years ago, the COD Library developed a Librarian Liaison Program which assigned a specific librarian to each school on the



campus, thereby providing library support to every area of the curriculum (II.B.2-6). These liaisons provide outreach to their respective schools. This includes, among other things, targeted collection development based upon their interaction with faculty, students, and staff. Liaisons become subject specialists in their assigned areas and foster relationships with faculty. These relationships encourage faculty to provide collection development input and participation. This input has led to such things as additions of major electronic databases and print collection review (weeding and selecting).

Additionally, collection input is welcomed via a suggestion for library book purchase form available on the COD Library's library toolkit webpage (II.B.2-7). The faculty pages explain the Librarian Liaison Program, and they provide access to the library book purchase request form (II.B.2-6 and II.B.2-7).

In order to continually ensure the relevance of the collection, the COD Library Collection Development Policy was completely reviewed and updated in February of 2015. This policy reflects many of the changes in the way information is purchased, maintained, and delivered by contemporary college libraries (II.B.2-5).

Additionally, the COD Library maintains a subscription membership to Online Computer Library Center, Inc., the largest bibliographic utility in the world. Through the Online Computer Library Center, the COD Library's interlibrary loan specialist places loan requests to libraries throughout North America. Typically this process is used when materials are not available through the Riverside County Library System consortium and may involve a modest fee (II.B.2-8).

Course Textbooks

The COD Library maintains and circulates course textbooks; the main text for every course taught at the College is available to students for in-library use. The COD Library also provides satellite locations with the main textbook for each course taught at Indio (II.B.2-4). The library's textbook collection is the most highly utilized area of the collection, as it enables students to check out course textbooks for two-hour periods of time. Students who are unable to afford the high cost of textbooks are provided access to course materials through the library. Additionally, the COD Library, Palm Desert Campus, maintains course reserve material provided by faculty for use by their students. This material is housed, along with course textbooks, behind the COD Library Services Desk (II.B.2-1, II.B.2-3).

Electronic Subscription Databases

The COD Library continues to grow and develop its electronic resources as students and faculty expect information to be delivered digitally. To meet this need, the COD Library provides 24-hour, seven-day-a-week access to an extensive collection of over 40 full-text databases (II.B.2-9). These 40 databases currently represent 7,043 unique periodical titles available to all College students and faculty, wherever their location and whenever they need them. These databases provide topic coverage for all disciplines in the College curriculum and offer materials appropriate to meet the needs of academic skill levels from ESL/high school to bachelor-level study. The type of resources available in these databases includes full-text academic journals, magazines, newspapers, newswires, essays, e-books, and reference materials. An example of COD Library's commitment to meeting needs of students and faculty with digital material is shown by the fact that, in 2015, the COD Library worked closely with faculty in the nursing program to select and purchase ProQuest's Nursing and Allied Health Source. Added to the primary nursing database, CINAHL Plus with Full Text, the nursing program now has a depth of resource to meet academic needs of both students and faculty (II.B.2-10).

The roles of academic librarians have changed dramatically in the past 15 years from information custodians to information literacy instructors. The COD Library has been actively responding to these changes by instituting several instructional programs at all levels of library service. The professional librarians provide information literacy instruction to COD students on three levels:

- Individually at the reference desk;



Standard II - Student Learning Programs and Services

- As embedded instructional sessions designed for individual courses and instructors, lasting from 30 to 90 minutes; and
- As a semester-long, two-unit course in information literacy (II.B.2-1, II.B.2-6).

The staff of professional faculty librarians provides reference service to individual students all hours the COD Library is open during semesters and intersessions (II.B.2-1). The COD Library is open 56 hours per week during the semester to serve the needs of users. Librarians routinely provide instruction to students requesting assistance in topics ranging from how to use the library catalog to find research materials to how to design a research strategy for a research assignment. Depending on the complexity of the question, librarians may spend from five minutes to 30-plus minutes on these on-demand reference instruction sessions. The library is exploring online chat reference software with a goal of offering expanded reference service.

Instructional and student services programs identify resources needed to maintain and improve offerings and services to students through the program review updates (PRUs) and annual planning process. Resource requests include equipment, technology, and library needs. In fact, all instructional PRUs have a section that specifically have a template for library needs and a template for learning support center needs (II.B.2-11). Equipment requests follow the program review and prioritization timeline which takes place in the spring semester (II.B.2-12 and II.B.2-13).

The College has been working recently to improve its program review and prioritization update processes. Part of the improvement is that, for the first time, the library and learning support center needs that came from the instructional PRUs will be updated and forwarded to the respective managers of the area: director of library and learning resources and director of the Tutoring and Academic Skills Center (TASC). All resource requests follow the annual planning and budget process (II.B.2-14). In addition, the library completes an annual instructional PRU, and TASC completes an annual student success PRU in which they articulate what equipment and materials are needed to support student learning and enhance the achievement of the College mission (II.B.2-15 and II.B.2-16).

Evaluation

COD meets this Standard. COD faculty, librarians, and learning support service professionals use their expertise in selecting and maintaining education equipment and materials to support student learning and enhance the achievement of the College mission. Processes are in place to ensure the quality, quantity, depth, and variety of educational materials held by the institution. The annual planning and resource allocation cycle, along with the PRUs and curriculum, allow for identification and prioritization of education materials and equipment. The Academic Senate's Curriculum Committee course approval process also validates that the course outline of record has the most current resources for courses and programs under section six which states the textbooks, required reading, or software (II.B.2-17).

Library and learning resources is also a standing member of the Curriculum Committee. In addition, there is a technical review subcommittee which often includes a library faculty representative to ensure that the course has the most current textbook listed on the course outline of record.

Evidence

- II.B.2-1 Library Webpage
- II.B.2-2 LibGuides Webpage
- II.B.2-3 Library Toolkit for Students



- II.B.2-4 Indio Campus Library Webpage
- II.B.2-5 COD Collection Development Policy 2015
- II.B.2-6 Library Liaison Webpage
- II.B.2-7 Library Toolkit: Suggestion for Library Book Purchase Webpage
- II.B.2-8 Membership to Online Computer Library Center
- II.B.2-9 Library Electronic Databases Webpage
- II.B.2-10 Library Electronic Database Webpage with CINAHL Plus with Full Text
- II.B.2-11 2015–2016 Instruction PRU Templates
- II.B.2-12 March 2016 Email Notification for the Upcoming Equipment Prioritization
- II.B.2-13 2016–2017 Program Review and Prioritization Timeline
- II.B.2-14 CPC Handbook 2016–2017—Annual Planning Process
- II.B.2-15 2015-2016 PRU Submitted October 15, 2016—Library
- II.B.2-16 2015-2016 PRU Submitted October 15, 2016—TASC
- II.B.2-17 Sample Course Outline of Record

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

COD regularly evaluates the library and other learning services to ensure their adequacy through regular tracking of patrons' library access, circulation records, headcounts, and online web traffic (II.B.3-1).

Assessment of Instruction—Student Learning Outcomes (SLOs)

The library has developed program/service outcomes that represent skills common to virtually all disciplines and that can be used by the librarian teaching instruction/research sessions for nearly any course. Because librarians create customized sessions to address the specific skills instructors have identified as most critical, not all library SLOs are taught in every session. The COD Library pursues additional outreach to impress upon faculty the importance of ensuring that all students receive all aspects of information literacy, including library services, individual library services, and course-related library services (II.B.3-1).

To assist librarians in assessing instructional session effectiveness in achieving student mastery of SLOs, librarians provide worksheets—or their online equivalent—to measure how well students have grasped the content. Until recently, all such tools were presented in a paper worksheet. In spring 2016, the COD Library acquired a subscription to LibWizard which works as a stand-alone product or may be embedded in LibGuides or webpages. LibWizard is, among other things, an online assessment tool (II.B.3-2). Instructional faculty for an Early Childhood course worked with librarians to test it with students. Librarians have just begun to become acquainted with the LibWizard tool and expect to build their skills and sophistication with it to replace the use of paper



Standard II - Student Learning Programs and Services

worksheets. Early Childhood Education 44, Health, Safety, and Nutrition, is one of the courses in which the online assessment tool was used (II.B.3-3).

An additional advantage of shifting to LibWizard is that it is especially useful for use with distance education students because LibWizard allows librarians to create customized tutorials for all students. In the library's program review update (PRU), a program/service outcome states that students will learn to use the library's electronic databases effectively (II.B.3-1). These tutorials may be available on any subject the librarian wishes to cover and are accessible 24 hours a day, seven days a week via any internet-capable device. Librarians are currently working on software technical skills with a shared goal of creating tutorials on a wide range of topics. The first roll-out will be tutorials on how to successfully search library databases (II.B.3-4). Vendor-created resources have also been made available on COD Library LibGuides:

- creating LibGuides for general research;
- creating LibGuides to facilitate general research in designated curricular areas; and
- developing specific LibGuides to organize course content in partnership with teaching faculty (II.B.3-5).

In addition, and as the highest priority, librarians will work on creating customized tutorials (LibWizard) on how to search library subscription databases. Also during the 2015–2016 academic year, librarians held 90 instruction sessions serving a total of 2,636 students (II.B.3-1 and II.B.3-6).

The Tutoring and Academic Skills Center (TASC) regularly assesses the effectiveness of its programs for quality, quantity, depth, and variety every semester by collecting feedback from students through the online service, SurveyMonkey (II.B.3-7). Utilizing the Likert Scale and a variety of open-ended questions, the assessment instruments are designed to elicit candid and statistically valid feedback about how TASC services are meeting TASC goals and College wide SLOs (II.B.3-7). The data is collected after the conclusion of the semester and packaged in a variety of statistical models provided by SurveyMonkey to analyze the significance of the results (II.B.3-8). This data has been used to make substantive changes to policies, procedures, services, and operations. For example, the hours of service have been extended at the Indio Campus TASC Lab, and additional ESL offerings have been provided at strategic times based on student feedback (II.B.3-7). TASC recently diversified its assessment instruments by adding student-tutor focus groups to enhance the quality of student feedback and data.

Focus groups for COD students who served as TASC tutors were launched in spring semester 2016, and represented all three COD campuses (II.B.3-9). Non-TASC personnel were tapped to query TASC tutors about their perceptions of TASC operations and ways that TASC can improve customer service. Tutors were also asked about their own experience receiving TASC services. The raw data from those focus groups are attached as evidence, and the supervisory interpretation of that data resulted in a re-evaluation of the way peer tutors are deployed in the Palm Desert Campus Math Lab. Moreover, the supervisor of the Palm Desert Campus Math Lab was consulted about the feedback, and changes were made in the management of math tutors to ensure that tutors were being effectively utilized and supervised, especially when disciplinary issues arose (II.B.3-7).

Feedback from these assessments has resulted in the following changes being implemented:

- Hours of service have been extended at the Indio Campus TASC Lab;
- Additional ESL offerings have been provided at strategic times based on feedback;
- TASC recently diversified its assessment instruments by adding student-tutor focus groups;
- Re-evaluation of the way peer tutors are deployed in the Palm Desert Campus Math Lab; and



Standard II - Student Learning Programs and Services

- Changes were made in the management of math tutors to ensure that tutors were being effectively utilized and supervised, especially when disciplinary issues arose (II.B.1-7).

Evaluation

COD meets this Standard. The library and TASC participate and complete their annual PRU, and TASC participates regularly in assessment cycles which contribute to improved student outcomes and services. The library regularly compiles statistics detailing the number of resources in the collection, both print and online that include:

- The number of online visits via web traffic;
- The number of reference questions asked; and
- The number of items circulated through the PRU.

There had been a lack of leadership in the library until recently when the College hired the permanent director of library and learning resources who joined the College in fall of 2016. The director has actively participated in Standard II.B and the updated PRU process. The director will work with library staff and faculty to ensure that SLOs are regularly assessed and that the results are used as the basis of improvement.

Evidence

- II.B.3-1 2015-2016 PRU Submitted October 15, 2016–Library
- II.B.3-2 Library SLO Assessment—ECE 44
- II.B.3-3 Library Results of SLO Assessment—ECE 44
- II.B.3-4 Library Tutorials
- II.B.3-5 LibGuides Webpage
- II.B.3-6 Library Instruction Session 2014–2015 and 2015–2016
- II.B.3-7 2015-2016 PRU Submitted October 15, 2016—TASC
- II.B.3-8 TASC Spring 2016 and Spring 2017 Survey Data
- II.B.3-9 TASC Focus Group Results—Palm Desert Campus, Indio Campus, Mecca/Thermal Campus

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

The COD Library at the Palm Desert Campus is in an unusual situation in that it shares a physical building and some library services



Standard II - Student Learning Programs and Services

such as circulation, with the Palm Desert Library, a public library in the Riverside County Library System. In addition to a physical location, the COD Library is also a member of the Inland Library Network which includes the Riverside County Library System (II.B.4-1). This membership means that resources are shared, including an integrated library system (e.g., catalog/cataloging functions), and the intra-Inland Library Network that includes physical delivery of materials to and from the COD Library on behalf of students and faculty. The intra-Inland Library Network resource sharing provides students and faculty with a distinct advantage: there are 43 branches (excluding bookmobiles and the COD Library) within this consortium, providing access to and delivery of over a million items at no charge (II.B.4-2).

Additionally, the COD Library maintains a subscription membership to Online Computer Library Center, Inc., the largest bibliographic utility in the world. Through the Online Computer Library Center, the COD Library's interlibrary loan specialist places loan requests to libraries throughout North America. Typically this process is used when materials are not available through the Riverside County Library System consortium and may involve a modest fee (II.B.4-3). As a member of Online Computer Library Center, the library provides a cataloging database containing worldwide sources with access to items not in the COD Library (II.B.4-4).

Evaluation

COD meets this Standard. Library usage and access to information both on and off campus, in print and electronically, provides students, faculty, and staff with access to resources and services that meet students' needs and support the College's intended purposes.

Evidence

- II.B.4-1 Inland Library Network Contract (Riverside County Library System)
- II.B.4-2 Library Toolkit: For the Community Webpage Includes Partnership with Riverside County Library System
- II.B.4-3 Membership to Online Computer Library Center
- II.B.4-4 Library Databases Webpage

Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution (ER 15).

Description

College of the Desert (COD) regularly demonstrates that student services support student learning and enhance the mission of the College by regularly evaluating the quality of student support services at all locations and by all means of delivery, including distance education (II.C.1-1). (COD does not offer courses through correspondence education.) Locations for services include the main campus



Standard II - Student Learning Programs and Services

in Palm Desert, Indio Campus, Mecca/Thermal Campus, and the West Valley site in Desert Hot Springs (II.C.1-1, II.C.1-2).

The program review and planning process, as outlined in the College Planning Council Handbook (refer to evidence in STDIB), is an assessment tool that combines the evaluation report, planning, program review, and resource allocation for all programs and services at COD on an annual basis. Academic programs complete comprehensive academic program reviews every five years. The annual program review reports are called program review updates (PRUs), and all student support services participate (II.C.1-3a, II.C.1-3b, II.C.1-4). PRUs are used to provide program descriptions and program services, identify program and service area outcomes, demonstrate how programs and services are tied to institutional outcomes, and identify specific student services outcomes (SSOs) or student learning outcomes (SLOs). PRUs are also used to demonstrate how those outcomes are evaluated on an assessment schedule, how they identify current resources, how they identify needs for additional resources, and how they identify goals, achievements, and challenges. The PRUs serve as a guide for planning goals, obtaining resources, and promoting program awareness within the College community (II.C.1-5).

One method used to identify and assess student support services and programs is the Enrollment Management Plan (EMP). The EMP is a concept and process that fulfills the institutional mission and students' educational goals. The EMP identifies enrollment goals that are aligned with multiple mission resources, and plans of the College. COD's EMP was "developed to assist the College in planning for and managing varying enrollment scenarios," and it includes seven general strategies including student services, student recruitment and relations with schools, and student retention and intervention for the purpose of student success (II.C.1-6). In fall 2015, the Enrollment Management Committee evaluated the EMP to see the progress the College had made in terms of achieving its goals and how the EMP supports the mission of the College which includes progress by student services (II.C.1-7).

Student support services covers a wide variety of comprehensive services for COD to support students including students enrolled in distance education courses. Currently, admissions and records and financial aid forms are available 24 hours a day, seven days a week so students can remotely complete admissions and records financial aid requirements through the student portal online, which is authenticated. Counseling services can be offered through the phone and email, and the counseling department is working on placing its forms online through the portal as well. Orientation and bursar functions are also offered in an online format. A comprehensive list of student services offered at COD can be found on the College website (II.C.1-1). Those student support services and programs include:

- Academic Services;
- Admissions and Records;
- Student Life and Activities;
- Bursar's Services;
- Campus Services;
- Counseling Services;
- Financial Aid Services;
- Health and Safety Services; and
- Student Support Programs.

Evaluation

COD meets this Standard. Services are evaluated regularly through the PRUs and planning process, assessment cycles, and evaluation of plans (e.II.C.1-3a; e.II.C.1-3b; II.C.1-4; II.C.1-5; II.C.1-6; II.C.1-7). By using these evaluations, student support services



is able to ensure that services are meeting the needs of COD students by the types of services, delivery of services, location of services, and by supporting the mission of the institution.

Evidence

- II.C.1-1 COD Student Services Webpage
- II.C.1-2 COD Off-Campus Locations Webpage
- II.C.1-3a, b Program Review Updates (PRUs) for Service Areas Including Student Support Services
- II.C.1-4 Updated Student Success Assessment Schedule
- II.C.1-5 Sample PRUs
- II.C.1-6 Final Enrollment Management Plan 051513
- II.C.1-7 Enrollment Management Plan Dashboard Indicator Report

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

The support programs and services under student success include (II.C.2-1, II.C.2-2):

- Admissions and Records;
- Assessment Testing;
- California Work Opportunity and Responsibility to Kids (CalWORKs);
- Cooperative Agencies Resources for Education (CARE);
- Career Services;
- Counseling and Advising;
- Disabled Student Programs and Services (DSPS);
- EDGE (Engage, Develop, Grow, Empower) Program;
- Extended Opportunity Programs and Services (EOPS);
- Financial Aid;
- Foster Youth Services
- Intensive English Academy;
- International Education Program;
- Student Health and Wellness Services;
- Student Life;
- Student Psychological Services;



Standard II - Student Learning Programs and Services

- Transfer Services;
- TRIO Academic Counseling and Educational Services (ACES);
- TRIO Disabled Student Programs and Services (DSPS);
- TRIO Veterans Services;
- Tutoring and Academic Skills Center;
- Upward Bound (Federal TRIO Program); and
- Veterans Services.

College of the Desert (COD) student support services programs use a myriad of assessment tools for identifying and assessing student services outcomes for their student population and then use that data to provide appropriate student support services programs to achieve those outcomes. The data is then used to increase the performance of each individual program. As part of the planning process at COD, program review updates (PRUs) are completed yearly for all academic and nonacademic student services areas (II.C.2-3, II.C.2-5). In addition, academic program reviews (APRs) are completed every five years for programs with an academic component. Assessments are conducted on a rotating cycle within each program (II.C.2-4, II.C.2-5).

The results collected by the different assessment methods are compared to the student learning outcomes and other elements outlined in the program review updates.

Student support services programs complete an assessment report biannually (II.C.2-4). In this report, the programs address their student services/learning outcomes, how their programs align with program outcomes and institutional outcomes, and how their program/service aligns and contributes to the College's mission. During this assessment cycle, programs:

- identify assessment tools to implement;
- identify expected levels of achievement;
- identify how collected data was analyzed and evaluated;
- identify gaps between expected and actual results;
- document results; and
- outline needed changes.

For example, the PRU from Student Health and Wellness Services measured three student services/student learning outcomes, identified four assessment tools, identified expected level of achievement, and found that it needed improved tools to capture students' awareness of health services (II.C.2-6).

Another example is general counseling and all programs with counseling services that participate annually in the College's program review process by completing the annual program review update (PRU). The PRUs include program information, the assessment of student learning outcomes (SLOs)/student services outcomes (SSOs) which includes evaluation of services, and documented improvements that enhances student development and student success (II.C.2-7). In the general counseling PRU, the SLO/SSO being assessed was "Students who participate in general counseling services and develop a student education plan (SEP) with their counselor will have an understanding of the requirements to earn a certificate, graduate, and transfer," which evaluates understanding and services of the workshops and the student educational plan. Based on the results, counseling implemented four strategies to



Standard II - Student Learning Programs and Services

improve student development and services: 1) Plan a retreat to thoroughly review SEP workshop content, 2) Standardize script for more consistent presentation, 3) Increase workshop duration, and 4) Continue to work with researcher on selection of survey questions (II.C.2-8, II.C.2-9).

As a result of the evaluation and assessment, there were key changes to the My First Schedule Workshop. The process now requires all students to complete the online orientation prior to completing the assessment and attending the My First Schedule Workshop. This new order is counseling's version of a flipped classroom. Students are now able to learn online about academic programs, support services, student life, campus safety, policies and procedures, campus locations, and assessment prior to attending a workshop (II.C.2-10, II.C.2-11). The online format allows students to learn the information at their own pace, and the information remains accessible to them at all times. Previously, this information was included in the My First Schedule Workshop or in a separate workshop on the same day.

Counseling has increased the time allotted for hands-on first semester planning assistance by reducing the time spent on lecture for orientation during the workshops. Counselors believed that they were attempting to provide too much content via lecture thus sacrificing the time needed for one-on-one assistance with first semester planning. The omitted content is being covered in the online orientation. Minimizing the content, counseling reduced the number of slides in its PowerPoint presentation from 20 in spring 2015 to 14 for the fall 2016 workshops (II.C.2-12).

Evaluation

COD meets this Standard. COD identifies and assesses student services/student learning outcomes through the PRU process using various assessment methods. Outcomes assessment activities are conducted among all student support services departments. COD uses the data to continuously evaluate and improve its student support services and student learning and align services to the institutional mission.

Evidence

- II.C.2-1 COD Student Services Webpage
- II.C.2-2 COD Off-Campus Locations Webpage
- II.C.2-3 Program Review Updates (PRUs) for Service Areas Including Student Support Services
- II.C.2-4 Updated Student Success Assessment Schedule
- II.C.2-5 Sample PRUs (include 2014-2015 PRUs for EOPS/CARE, Counseling, TRIO ACES, and Admissions and Records)
- II.C.2-6 Student Health and Wellness 2015-2016 PRU
- II.C.2-7 2014-2015 PRU Submitted October 15, 2015, for Review in the 2015-2016 Program Review and Prioritization Cycle
- II.C.2-8 Programs and Services Assessment Schedule from 2014-2015 PRU-General Counseling
- II.C.2-9 General Counseling Cycle II Assessment Report
- II.C.2-10 COD Online Orientation
- II.C.2-11 COD Online Orientation Modules
- II.C.2-12 First Semester Plan SEP Workshop Presentation



II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

College of the Desert (COD) offers comprehensive services for students, most of which are available on campus, online and at various off-campus sites. At the Palm Desert, or main, Campus, services include admissions and records, financial aid, academic counseling, disabled student services, veterans services, health and wellness services, student life, assessment testing, child care, a campus bookstore, a bursar's office, tutoring and academic skills support, library services, and transfer and career centers (II.C.3-1).

In addition to core services, specialized support programs are offered such as:

- Engage, Develop, Grow, and (be) Empowered (EDGE)—a summer bridge and first-year support services program;
- Extended Opportunity Programs and Services (EOPS);
- Cooperative Agencies Resources for Education (CARE);
- California Work Opportunity and Responsibility to Kids (CalWORKs);
- Foster Youth Services;
- Mathematics, Engineering, and Science Achievement (MESA);
- Three federal TRIO Student Support Services programs: TRIO Disabled Students Programs and Services, TRIO Veterans Services, TRIO Academic Counseling and Educational Services, and
- TRIO Upward Bound.

The International Education Program and Intensive English Academy are also part of student support services and under student services (II.C.3-2). These programs provide additional support services that strengthen and expand educational opportunities for students.

The College Public Safety and Emergency Preparedness Department, although not directly under the umbrella of student services, works with the faculty, staff, and students to promote campus safety and provide awareness, information, and workshops on topics such as earthquake preparedness, emergency procedures, and workplace violence (II.C.3-3).

Instructional and academic support services are also available to students via the Tutoring and Academic Skills Center. There is a Tutoring and Academic Skills Center lab located at each designated campus location: Palm Desert, Desert Hot Springs, Mecca/Thermal, and Indio. Additionally, the Tutoring and Academic Skills Center provides 24-hour nonstop online tutoring services via the Pearson software program, Smarthinking (II.C.3-4, II.C.3-5). Evening and weekend tutoring and lab hours are also available. Additionally, the lab provides copies of textbooks used at the Indio and Mecca/Thermal campus locations to students for use in the lab.

To accommodate students during the evening and peak registration times, student services provides office hours until 6 p.m. Monday–Thursday. Prior to the start of primary terms, service hours are also available on designated Saturdays (III.C.3-6).

In addition to having a Smarthinking lab on-site, services offered at the COD Indio Campus include:

- counseling and advising;
- assessment testing;
- financial aid;



Standard II - Student Learning Programs and Services

- admissions and records;
- library services;
- bookstore services;
- health and wellness services;
- registration assistance for both credit and noncredit programming;
- workshops on career and transfer programs; and
- financial literacy (II.C.3-7).

The Public Safety Department provides drills on cardiopulmonary resuscitation, emergency preparedness, and other security topics as well as outreach (II.C.3-3, II.C.3-8). Specialized programs such as First-Year Experience and Math Boot Camp are provided by the EDGE Program, and EOPS/CARE and the Veterans Resource Center have specialized services and designated office hours on-site (II.C.3-7). Student Health and Wellness provides outreach and events for Indio students that include free flu shots, access to food bank services, health screenings for students and employees, and blood drives (II.C.3-9). To assist with transportation, the COD Alumni Association provides bus passes for distribution to qualified students on a first-come, first-served basis. Registration, testing, and counseling are provided for English as a second language noncredit and adult basic education students (II.C.3-7). Four full-degree programs can be earned at the Indio Campus: psychology, early childhood education, liberal arts, and business administration (II.C.3-10).

The College also provides a number of services and resources for students attending the Mecca/Thermal Campus (II.C.3-11). Students have access to a counselor, financial aid representative, and the Tutoring and Academic Skills Center is on-site. Specialized services include DSPS, EOPS, and EDGE. Students in the English as a second language noncredit program also receive counseling and registration assistance. Students are provided with the bus pass program for those who are eligible. In addition to the bus pass program, the College has also partnered with the local transit agency to alter its current bus route during times that the campus is open to provide easier access to public transportation (II.C.3-11, II.C.3-12).

Supplementing internal outreach, the College actively engages local high schools and provides assessment testing services and application, registration, financial aid, and EDGE programming workshops (II.C.3-13, II.C.3-14, II.C.3-15). Regardless of location, a counselor is assigned to liaise with each high school to ensure information is shared and services are provided (II.C.3-16). Other programs connecting with the high schools include, but are not limited to, EOPS, Upward Bound, EDGE, and MESA (II.C.3-17, II.C.3-18, II.C.3-19). Services are provided to both concurrently enrolled and graduating seniors who will attend COD the following term (II.C.3-13, II.C.3-20).

In order to serve distance education students or students who are unable to come to the main campus, information from all student services departments, including core services, can be relayed via telephone, email, social media, and online through the College's website and MyCOD, the one-stop student portal. Specific online services include:

- applications for admissions;
- financial aid forms;
- tools and applications;
- scholarship applications;
- online orientation;



Standard II - Student Learning Programs and Services

- online access to order parking permits;
- transcript requests;
- secure online access through WebAdvisor for registration;
- educational planning;
- viewing financial aid awards and requests for missing information submission; and
- enrollment verifications (II.C.3-1, II.C.3-13, II.C.3-20, II.C.-3-21, II.C.3-22, II.C.3-23, II.C.3-24, II.C.3-25, II.C.3-26, II.C.3-27, II.C.3-28, II.C.3-29, II.C.3-30, II.C.3-31).

Additionally, a service the College provides, not only to distance education students but on campus as well, is the ability to submit the majority of forms online through the one-stop MyCOD student portal (II.C.3-32). The portal allows students to access their email, WebAdvisor, and self-service modules to complete and submit pertinent forms, tools, and processes.

Students also have the option to mail, fax, or drop off their forms to any of the three campus locations. Looking beyond services, COD also provides a great deal of resources for online students to ensure they are comfortable with the online format and have the tools they need to be successful in their online courses. Resources include workshops and tutorials on topics such as:

- Getting Tech Ready;
- Organizing for Online Success;
- Online Study Skills and Managing Time;
- Communication Skills for Online Learning;
- Online Reading Strategies;
- Career Planning;
- Educational Planning;
- Instructional Support;
- Personal Support;
- Financial Planning;
- Technology Needs; and
- Canvas Training (II.C-33).

The student services webpage also provides an avenue for students to submit their complaints and grievances (II.C.3-1, II.C.3-34). Step-by-step instructions are provided, so the College can continually meet the needs of its students (II.C.3-13).

The program review process and updates guide the student support programs in identifying needs of students and evaluating the effectiveness of outcomes for the areas (II.C.3-35). The annual program planning and assessment process allows staff to analyze student data, identify patterns, and establish goals and outcomes to ensure that all students have equitable access (II.C.3-36).

In addition, student services access and effectiveness is examined through College wide initiatives such as the Basic Skills Plan, Student Equity Plan, and Credit and Noncredit Student Success and Support Plan (II.C.3-37).

Evaluation

COD meets this Standard. COD provides appropriate, comprehensive, reliable information, and services to students using multiple



Standard II - Student Learning Programs and Services

methods to assure equitable access for all students regardless of their location or modality for taking courses. Review of services is performed on an ongoing basis. When additional needs are identified, new methods are developed and made available to students. It is this ongoing review process that identified the need for expanded counseling services for distance education students at COD. Student services is in the process of reviewing the necessary hardware, software, and policies that will allow counselors and staff to connect to distance education students in a real-time, face-to-face environment that works across technology platforms. This face-to-face service provides a personalized experience between counselor and student that is lacking in other electronic formats and is an important aspect of student retention and success.

Evidence

- II.C.3-1 Student Services Webpage
- II.C.3-2 International Education Program and Intensive English Academy Webpage
- II.C.3-3 Public Safety Department Webpage
- II.C.3-4 Tutoring and Academic Skills Center
- II.C.3-5 Online Tutoring
- II.C.3-6 Email Notification-Extended Hours and Days for Admissions and Records and Financial Aid
- II.C.3-7 Indio Campus
- II.C.3-8 Public Safety Events at Indio Campus
- II.C.3-9 Health and Wellness Events at Indio Campus
- II.C.3-10 Indio Campus Brochure
- II.C.3-11 Mecca/Thermal Campus Webpage
- II.C.3-12 Bus Route to Mecca/Thermal Campus
- II.C.3-13 Getting Started (Matriculation Steps) Webpage
- II.C.3-14 EDGE Webpage and Events and Workshops Calendar
- II.C.3-15 Counseling
- II.C.3-16 Current List of COD Counselors' Assigned High Schools
- II.C.3-17 EOPS
- II.C.3-18 Upward Bound Webpage
- II.C.3-19 MESA Webpage
- II.C.3-20 Admissions and Records Webpage
- II.C.3-21 Application for Admission
- II.C.3-22 Financial Aid Services Available Online Through the Student Portal
- II.C.3-23 COD Online Orientation
- II.C.3-24 COD Online Orientation Modules
- II.C.3-25 Student Electronic Student Plan/Schedule
- II.C.3-26 Student Electronic Student Plan/My Progress
- II.C.3-27 Student Electronic Student Plan/Timeline
- II.C.3-28 Student Electronic Student Plan/Advising
- II.C.3-29 Student Electronic Student Plan/Petitions and Waivers
- II.C.3-30 Scholarship Information and Webpage



Standard II - Student Learning Programs and Services

- II.C.3-31 Parking/Bursar Webpage
- II.C.3-32 Screenshot of MyCOD Home Portal
- II.C.3-33 Online Classes Webpage
- II.C.3-34 Student Complaints and Grievances Webpage
- II.C.3-35 Program Review Updates (PRUs) for Service Areas Including Student Support Services
- II.C.3-36 Updated Student Success Assessment Schedule
- II.C.3-37 College Plans Webpage

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

College of the Desert (COD) offers co-curricular and athletic programs aligned with the mission and provides diverse social, cultural, and educational activities for students. All co-curricular and athletic programs are reviewed through the annual program review update (PRU) process and the academic program review (APR) process every five years (II.C.4-1). These reviews are conducted in the same manner for all academic programs and ensure that program components meet expected standards for higher education.

Athletics

College of the Desert sponsors 14 intercollegiate sport programs throughout the academic year.

- For women:
 - Basketball
 - Cross Country
 - Golf
 - Soccer
 - Softball
 - Tennis
 - Volleyball

- For men:
 - Baseball
 - Basketball
 - Cross Country



Standard II - Student Learning Programs and Services

- Football
- Golf
- Soccer
- Tennis (II.C.4-2)

All sports except football compete in the Pacific Coast Conference. Football competes under the Southern California Football Association (SCFA) within the American Mountain League (II.C.4-3).

College of the Desert's athletic programs are under the direct oversight of the director of kinesiology and athletics in the School of Health Sciences and Education. Each sport has a varsity sport for-credit course for the competition season/semester and an off-season course for skill development and conditioning (II.C.4-4). All courses associated with the program have been vetted and approved by the Academic Senate's Curriculum Committee, the Academic Senate, the District Board of Trustees, and by the Chancellor's Office. The intercollegiate athletics courses are TOP-coded 83550.

Intercollegiate sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCCAA), the COD Board of Trustees (Board Policy and Administrative Procedure 5700), State Education Code Sections 78223, 66271.6, 66271.8, 67360-67365, and the Federal Register of Title IX (II.C.4-5, II.C.4-6). CCCCCAA maintains the general oversight of all athletic sport programs in the California Community College system (II.C.4-7).

Associated Students of College of the Desert

The Office of Student Life is dedicated to developing student life and co-curricular programming, including supporting the Associated Students of COD (ASCOD) (II.C.4-8). ASCOD provides co-curricular programs on campus (II.C.4-9). ASCOD coordinates co-curricular activities, including club rush, social and cultural events, and a town hall on current events (II.C.4-10). In addition, ASCOD charters student clubs and organizations supporting more student engagement across the campus (II.C.4-11). In addition, the Office of Student Life's support for ASCOD is suited and contributes to the mission and social and cultural dimensions of the educational experience of its students, including participating in the planning and PRU process (II.C.4-12).

The Department of Arts and Media offers co-curricular performance and production programs to majors and nonmajors alike. Performing arts at College of the Desert is rooted in the passionate belief the arts are an essential part of life and education, integral in the social development of every person, and vital to the understanding of diverse cultures (II.C.4-13). Students learn to express themselves artistically both as individuals and in collaboration with others. The community sees, supports, and sustains performing arts education not only for the immediate value of performance, but for the ways of understanding the world, for the development of the mind and body, and for many underlying skills and understandings that are necessary for success in life.

All aspects of the curriculum and student learning are assessed in an ongoing manner as part of daily instruction as well as through formal classroom assessments. In addition to the foregoing, co-curricular public performances allow "authentic" assessment which has the distinct advantage of providing directly observable products and understandable evidence concerning student learning.

Students leave the College having learned to perform individually and in groups with independence, competence, and artistry. They think as performing artists. They can solve problems and make judgments of increasing quality. They reflect on their work and the qualitative work of others to enhance improvement and understanding. They can analyze and describe works and perceive them as



aesthetic wholes. They have learned to work with others, set goals, establish standards, and persist with a sense of confidence that permeates all aspects of their lives.

Successful mainstage productions are produced every year in theatre and musical theatre. A number of musical performances are presented each semester, including free student recitals, the new Jazz at the Pollock series that features faculty and visiting artists, and student ensemble concerts (jazz band, jazz ensembles, symphonic band, jazz singers, chamber singers) (II.C.4-14).

Collaborations continue between departments on campus and with Palm Springs, Palm Desert, Cathedral City, and Desert Hot Springs high schools along with a number of public and COD Foundation events.

Performances and productions in these co-curricular performances are part of the credit instruction program and are overseen by program faculty and staff. Students participating in performances and productions are enrolled in production-related courses. Often times the production activity is the culmination of course learning objectives and is therefore used as a final assessment. The productions are structured to provide on-stage and backstage experience for students while being tied to a credit course. The performing arts at COD are suited and contribute to the mission and social and cultural dimensions of the educational experience of students, including participating in the planning and PRU process (II.C.4-15)

The Walter N. Marks Center for the Arts

The Walter N. Marks Center for the Arts is a nonprofit cultural and educational facility located on College of the Desert's campus. Committed to educational excellence, the Marks Center provides a venue for teaching, learning, community-building, and artistic exploration, experimentation, and research (II.C.4-16).

The art gallery exhibits the work of faculty, students, and artists from throughout the country. The galleries display a wide range of contemporary and traditional art in a variety of media and are open to the public. Admission is free. The Marks Center's mission statement reads "College of the Desert's Walter N. Marks Center for the Arts supports arts education and enriches the cultural life of our students, faculty, and community." The Walter N. Marks Center for the Arts is suited and contributes to the mission and social and cultural dimensions of the educational experience of students, including participating in the planning and PRU process (II.C.4-17).

KCOD and The Chaparral Newspaper

The multimedia studies program at College of the Desert includes journalism, film and television, and electronic media (radio) (II.C.4-18). The program reflects the ongoing support and interest of the surrounding community in mass communication, the increasing relevance of mass media to students, and important job opportunities offered both locally and by the proximity of major media markets in San Diego and Los Angeles, only a two-hour drive from campus. The program works closely with local media partners including television and radio stations and local newspapers, placing students in work experience internships that have led to jobs for many:

In 2012, radio-television (RTV) faculty started a collaboration between COD and the Palm Springs International Film Festival (PSIFF) and the Palm Springs International ShortFest (PSISF) and since then COD students have been hired to work in both international festivals each year. In January 2016, in coordination with PSIFF, the College offered Radio-TV 008, Contemporary World Film, at the festival venues. COD students, most of whom had never attended a film festival, participated in PSIFF events, viewed and discussed 15 award-winning international films, and as part of the course met and discussed filmmaking with directors and producers from all over the globe.



During the 2014-2015 academic year, journalism students published ten editions of The Chaparral, a professional-quality college newspaper, both on paper and in an online version (II.C.4-19). The Chaparral won second place and an honorable mention in the nationwide contest of college newspapers sponsored by the Associated Press. One of the past editors of The Chaparral has recently graduated with honors from California State University, Fullerton and has been hired by the Orange County Register as a member of its editorial staff.

The Chaparral is growing. Fall 2015 semester had six students who produced five issues of the newspaper; by spring 2016, there were 14 students in all three sections of journalism. Students are focusing more on the online version of the paper including social media and a YouTube channel. The Chaparral is offering students more multimedia opportunities.

In 2011, the ribbon-cutting ceremony took place for a low-frequency student-operated radio station, KCOD. RTV faculty created the Radio-TV 007, Introduction to Radio Production, course, and soon the station added a website streaming worldwide 24 hours a day, seven days a week on iTunes and the TuneIn mobile application. In 2015, the station rebranded and began broadcasting on FM as KCOD CoachellaFM (II.C.4-20).

In February 2016, 11 Radio and Television students were nominated for eight national broadcasting awards through IBS, the Intercollegiate Broadcasting System. Many of the students submitted their work from RTV class assignments and their work at KCOD. The winners were announced in New York City at the IBS Conference in March. Nine students attended the national conference which included workshops about the radio broadcast industry and what other schools are doing nationwide. The IBS Trophy Awards honor excellence in programming, air personalities, public service efforts, and outstanding stations.

Budgets for productions for the gallery and performing arts productions are submitted to the Department of Fiscal Services in the same manner as all budgets. The purchase, requisition, approval, and payment process for co-curricular expenditures is the same as for all District purchases and contracts.

Evaluation

College of the Desert meets this Standard. Co-curricular and athletics programs offered at COD are appropriately aligned with the institutional mission and provide cultural and social experiences for students and the community at large. The performing arts, multimedia, art gallery, ASCOD and athletics programs engage in program review (PRU and APR) as well as the annual planning and budget process.

Evidence

- II.C.4-1 Athletics PRU
- II.C.4-2 Athletics Webpage
- II.C.4-3 Conference Information on Athletics Webpage
- II.C.4-4 Example of Varsity Sports Classes in Schedule of Classes
- II.C.4-5 Board Policy 5700 Intercollegiate Athletics
- II.C.4-6 Administrative Procedure 5700 Intercollegiate Athletics
- II.C.4-7 Annual Gender Equity Report
- II.C.4-8 Student Life Webpage



Standard II - Student Learning Programs and Services

- II.C.4-9 ASCOD Webpage
- II.C.4-10 Student Life Calendar
- II.C.4-11 Student Clubs Webpage
- II.C.4-12 Office of Student Life PRU
- II.C.4-13 Performing Arts Webpage
- II.C.4-14 Music Program Webpage
- II.C.4-15 Performing Arts PRU
- II.C.4-16 Walter N. Marks Center for the Arts Webpage
- II.C.4-17 Walter N. Marks Center for the Arts PRU
- II.C.4-18 Media Webpage
- II.C.4-19 The Chaparral Website
- II.C.4-20 KCOD Website

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

COD provides counseling and advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies (e.II.C.5-1, e.II.C.5-2).

COD employs 21 full-time faculty counselors and anywhere from five to ten adjunct faculty counselors in a given term. There are eight general counselors, one general counselor for the East Valley campuses, one international programs counselor, two Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) counselors, one Foster Youth Services/Veterans Services counselor, one California Work Opportunity and Responsibility to Kids (CalWORKs) counselor, one first-year experience/Engage, Develop, Grow, and (be) Empowered (EDGE) counselor, two Disabled Students Programs and Services (DSPS) counselors, one transfer counselor, one career counselor, one athletics counselor, and one nursing counselor. Counseling services are located in the following service areas: general counseling, CalWORKs, DSPS, EOPS, athletics, nursing, first-year Experience/EDGE program, East Valley campuses (Indio and Mecca/Thermal), Career and Workforce Solutions Center, Transfer Center, TRIO Student Support Services (SSS) Academic Counseling and Educational Services (ACES), TRIO SSS DSPS, TRIO SSS Veterans Services, Foster Youth Services, and the Veterans Resource Center (e.II.C.5-3, e.II.C.5-4, e.II.C.5-5, e.II.C.5-6, e.II.C.5-7, e.II.C.5-8, e.II.C.5-9, e.II.C.5-10, e.II.C.5-11, e.II.C.5-12, e.II.C.5-13, e.II.C.5-14, e.II.C.5-15, e.II.C.5-16, e.II.C.5-17, e.II.C.5-18, e.II.C.5-19, e.II.C.5-20).



Standard II - Student Learning Programs and Services

Data from the COD Student Success Scorecard indicates that the student-to-counselor ratio was 531-to-1 in the 2014–2015 academic year (e.II.C.5-21). This ratio does not reflect the teaching, articulation, reassignments, and program coordination responsibilities assigned to counselors including a 50-percent load for the articulation officer (e.II.C.5-22). These responsibilities reduce the time available to counsel students. Also note that the College hired a large number of counselors in both the 2015–2016 and 2016–2017 academic years.

As a result of the Student Success Act of 2012, COD completed the Student Success and Support Program (SSSP) Plan and implemented the required core services: orientation, assessment, counseling, student educational planning, and follow-up services (e.II.C.5-23). After applying to COD, all new students receive an email notification to complete the next steps. In 2016–2017, COD implemented an online orientation, and the orientation provides multiple modules so that students are informed about the resources and services, including counseling services, that are available to them (e.II.C.5-1, e.II.C.5-2). Also the implementation of an online orientation ensured that all students, including students who will be enrolling in distance education courses, can complete the orientation requirement online. Once the orientation is completed, the results are automatically uploaded daily into the student information system and recorded for SSSP state reporting.

As part of SSSP, students are required to meet with a counselor and develop a student education plan (SEP). Since 2015, counselors piloted SEP workshops to accommodate the large numbers of students who will need SEPs (e.II.C.5-24a, e.II.C.5-24b). As of 2016, the SEP workshops have been fully implemented, but counselors still work with students to complete SEPs individually as well. COD has also implemented an online student planning module that stores their SEPs electronically, monitors their progress and timeline to complete their goals, displays and stores their course schedules, and maintains their advising notes, petitions, and waivers (e.II.C.5-25, e.II.C.5-26, e.II.C.5-27, and e.II.C.5-28).

This electronic student planning tool allows COD to provide distance education students with advising and student planning services online. Prior to the implementation of the electronic student planning tool, all students including students enrolled in distance education courses, could also apply and register completely online and remotely using a computer or device.

With SSSP funding, COD was able to increase the numbers of adjunct and full-time counselors to meet the new mandatory requirements and to continue serving a growing population of students. Counselors continue to meet with students individually by appointment and on a drop-in basis. Counselors continue to assist students with academic, personal, career, and transfer counseling. In terms of relevant academic requirements, counselors provide extensive information on certificate, graduation, and transfer requirements (e.II.C5-35 and e.II.C5-36). The Career and Workforce Solutions Center and Transfer Center offer dedicated assistance and counseling services (e.II.C5-13 and e.II.C5-14). For summer 2015, fall 2015, spring 2016, and summer 2016, data from the counseling appointment system showed that counselors had 37,357 duplicated student contacts (e.II.C.5-29).

To simplify the SSSP/matriculation process, there is a Getting Started button on the College homepage which will take potential students through a step-by-step process (e.II.C.5-30, e.II.C.5-31).

General counseling and all programs with counseling services participate annually in the College's program review process by completing the annual program review update (PRU). PRUs include program information, the assessment of student learning outcomes (SLOs)/student services outcomes (SSOs) which include evaluation of services, and documented improvements that enhance student development and student success (e.II.C.5-32). In the general counseling PRU, the SLO/SSO they were assessing was "Students who participate in General Counseling services and develop an SEP with their counselor will have an understanding



Standard II - Student Learning Programs and Services

of the requirements to earn a certificate, graduate, and transfer,” which evaluates understanding and services of the workshops and the student educational plan.” Based on the results, general counseling implemented four strategies to improve student development and services:

- Plan a retreat to thoroughly review SEP workshop content;
- Standardize script for more consistent presentation;
- Increase workshop duration; and
- Continue to work with researcher on selection of survey questions (e.II.C5-34).

As a result of the evaluation and assessment, there were key changes to the My First Schedule Workshop. The process now requires all students to complete the online orientation prior to completing the assessment and attending the My First Schedule Workshop. This new order is counseling’s version of a flipped classroom. The students are now able to learn about academic programs, support services, student life, campus safety, policies and procedures, campus locations, and the assessment, online prior to attending a workshop (e.II.C5-2). The online format allows students to learn the information at their own pace, and the information remains accessible to them at all times (e.II.C5-1). Previously, this information was included in the My First Schedule Workshop or in a separate workshop on the same day.

Counseling has increased the time allotted for hands-on first semester planning assistance by reducing the time spent on lecture for orientation during the workshops. Counselors believed that they were attempting to provide too much content via lecture and sacrificing the time needed for one-on-one assistance with first semester planning. The omitted content is being covered in the online orientation. Minimizing the content, counseling reduced the number of slides in its PowerPoint presentation from 20 in spring 2015 to 14 for the fall 2016 workshops (e.II.C5-24a).

Students are now required to set up their access to the student portal prior to attending the workshop. When students are unable to log into their portal and access the student planning tool, it takes a considerable amount of time to troubleshoot the problem. Having students set up their log-in prior to the workshop has been helpful. Also, when available, student assistants help students log in to the portal during the beginning of the workshop.

By changing the steps that students must follow prior to attending the workshop, and by reorganizing/flipping the content, it is expected that students’ satisfaction with the workshop will increase. They will have more time for hands-on planning with the student planning tool and increased time to receive individual assistance from counselors. Additionally, the online format provides ongoing access to orientation information.

Based on the programs and service assessment schedule, general counseling is in cycle III and completed another assessment in fall 2015, and in spring 2016 the results were analyzed, reported, and discussed (e.II.C.5-33). The current assessment was due fall of 2016.

Evaluation

COD meets this Standard. COD provides counseling/academic advising programs to support student development and success, and prepares faculty and other personnel responsible for the advising function (e.II.C5-1, e.II.C5-2, e.II.C5-3, e.II.C5-4, e.II.C5-5, e.II.C5-6, e.II.C5-7, e.II.C5-8, e.II.C5-9, e.II.C5-10, e.II.C5-10, e.II.C5-11, e.II.C5-12, e.II.C5-13, e.II.C5-14, e.II.C5-15, e.II.C5-16, e.II.C5-17,



Standard II - Student Learning Programs and Services

e.II.C5-18, e.II.C5-19, e.II.C5-20, e.II.C5-21, e.II.C5-22). COD also provides counseling and advising programs to orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies (e.II.C5-1, e.II.C5-2, e.II.C5-13, e.II.C5-14, e.II.C5-22, e.II.C5-24a, e.II.C5-24b, e.II.C5-35, and e.II.C5-36). As described in the assessment report and program review updates, general counseling regularly evaluates counseling services to enhance student development and success (e.II.C5-32, e.II.C5-33, and e.II.C5-34). In addition, COD offers online matriculation services, which include application, orientation, student educational planning, and follow-up services, to support students who are enrolled in distance education courses (e.II.C5-1, e.II.C5-2, e.II.C5-24a, e.II.C5-24b, e.II.C5-25, e.II.C5-26, e.II.C5-27, e.II.C5-28, e.II.C5-29, e.II.C5-30, and e.II.C5-31).

Evidence

- II.C.5-1 COD Online Orientation
- II.C.5-2a-h COD Online Orientation Modules
- II.C.5-3 General Counseling Webpage
- II.C.5-4 CalWORKs Webpage
- II.C.5-5 DSPS Webpage
- II.C.5-6 EOPS Webpage
- II.C.5-7 Athletics Program Webpage
- II.C.5-8 Nursing Program Webpage
- II.C.5-9 International Education Program Webpage
- II.C.5-10 EDGE Program Webpage
- II.C.5-11 Indio Campus Webpage
- II.C.5-12 East Valley Campus (Mecca/Thermal) Webpage
- II.C.5-13 Career and Workforce Solutions Center Webpage
- II.C.5-14 Transfer Center Webpage
- II.C.5-15 TRIO SSS ACES Webpage
- II.C.5-16 TRIO SSS DSPS Webpage
- II.C.5-17 TRIO Upward Bound Webpage
- II.C.5-18 TRIO SSS Veterans Services Webpage
- II.C.5-19 Foster Youth Services Webpage
- II.C.5-20 Veterans Services Webpage
- II.C.5-21 COD Student Success Scorecard
- II.C.5-22 Articulation Webpage
- II.C.5-23 COD SSSP 2015–2016 Plan
- II.C.5-24a One Semester Plan SEP Workshop Presentation
- II.C.5-24b Comprehensive SEP Workshop Presentation
- II.C.5-25 Student Electronic Student Plan/Schedule
- II.C.5-26 Student Electronic Student Plan/My Progress
- II.C.5-27 Student Electronic Student Plan/Timeline and Advising
- II.C.5-28 Student Electronic Student Plan/Petitions and Waivers



Standard II - Student Learning Programs and Services

- II.C.5-29 SARS Data Report from July 1, 2015, through June 30, 2016
- II.C.5-30 Getting Started Button on College Homepage
- II.C.5-31 SSSP/Matriculation Requirements Presented as Step-by-Step Instructions
- C.II.5-32 2014–2015 PRU Submitted October 15, 2015, for Review in the 2015–2016 Program Review and Prioritization Cycle
- C.II.5-33 Programs and Services Assessment Schedule from 2014–2015 PRU-General Counseling
- C.II.5-34 General Counseling Cycle II Assessment Report
- C.II.5-35 2016–2017 College Catalog
- C.II.5-36 Graduation Requirements Webpage

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (ER 16)

Consistent with the mission of open access, College of the Desert (COD) has an open admissions policy. These values are consistent with the College mission which provides educational programs and services that contribute to the success, learning, and achievement of the College's diverse students (II.C.6-1). Access to educational programs is available to all potential students. As stated in the COD catalog, COD has a policy on open enrollment (II.C.6-2).

Also, individuals who meet any one of the following criteria are eligible to attend COD provided they have:

- Graduated from high school;
- Passed the California High School Proficiency Exam; or
- Passed the GED Examination; or
- Are 18 years of age or older and can benefit from instruction (II.C.6-3).

These minimal requirements assure broad community access to COD's programs and services that are continuously evaluated and improved, giving COD the ability to maximize its mission for the communities it serves (II.C.6-1). The website and COD catalog also outline specific admissions criteria for the Registered Nursing Program (II.C.6-4, II.C.6-5).

The institution defines and guides students on clear pathways beginning with matriculation. Through orientation, assessment, comprehensive counseling, student educational planning, and access to a full array of student services, COD students are supported in understanding and achieving their educational goals (II.C.6-6, II.C.6-7).

In keeping with its mission, COD offers a broad range of educational opportunities to meet the diverse needs of the community. These include basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education (II.C.6-1, II.C.6-8). The COD catalog includes information for degree-, certificate-, and transfer-seeking students providing graduation, general education, and transfer requirements, including California State University and University of California general education requirements, used by students and counselors to design SEPs that guide students from the first term to completion



Standard II - Student Learning Programs and Services

(II.C.6-9, II.C.6-10, II.C.6-11, II.C.6-12). The counseling services webpage offers educational options and degree/transfer requirements as well (II.C.6-13). In addition, the career and transfer centers offer career counseling services and transfer assistance (II.C.6-14, II.C.6-15).

As part of the Student Success and Support Program (SSSP), students are required to meet with a counselor and develop a student education plan (SEP). Since 2015, counselors piloted SEP workshops to accommodate the large numbers of students who will need SEPs (II.C.6-16, II.C.6-17). As of 2016, the SEP workshops have been fully implemented but counselors still work with students to complete SEPs individually as well. COD has also implemented an online student planning module that stores their SEPs electronically, monitors their progress and timelines to complete their goals, displays and stores their course schedules, and maintains their advising notes, petitions, and waivers (II.C.5-25, II.C.5-26, II.C.5-27, II.C.5-28). This electronic student planning tool allows COD to provide distance education students with advising and student planning services online. Prior to the implementation of the electronic student planning tool, all students, including students enrolled in distance education courses, could also apply and register completely online and remotely on a computer or device.

Evaluation

COD meets this Standard. COD has admissions policies consistent with the institutional mission of open access that specify the qualifications of students appropriate for its programs. Evidence is found in the COD catalog and multiple webpages.

Evidence

- II.C.6-1 Mission, Vision, and Values Webpage
- II.C.6-2 Electronic Catalog-How Do I Enroll in Courses at COD
- II.C.6-3 Electronic Catalog-How Do I Become a Student at COD
- II.C.6-4 Registered Nursing Webpage
- II.C.6-5 Electronic Catalog-Associate Degree Nursing Program”
- II.C.6-6 Getting Started Webpage
- II.C.6-7 Student Services Webpage
- II.C.6-8 Electronic Catalog-Programs of Study
- II.C.6-9 Electronic Catalog-How Do I Earn a Certificate, Complete a Program, Graduate and/or Transfer from COD
- II.C.6-10 Electronic Catalog-General Education Requirements 2016-2017
- II.C.6-11 Electronic Catalog-California State University General Education Requirements 2016-2017
- II.C.6-12 Electronic Catalog-Transfer Curriculum (IGETC) 2016-2017
- II.C.6-13 Counseling Department Webpage
- II.C.6-14 Transfer Center Webpage
- II.C.6-15 Career and Workforce Solutions Center Webpage
- II.C.6-16 One Semester Plan SEP Workshop Presentation
- II.C.6-17 Comprehensive SEP Workshop Presentation
- II.C.6-18 Student Electronic Student Plan/Schedule
- II.C.6-19 Student Electronic Student Plan/My Progress
- II.C.6-20 Student Electronic Student Plan/Timeline



- II.C.6-21 Student Electronic Student Plan/Advising
- II.C.6-22 Student Electronic Student Plan/Petitions and Waivers

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

As an open-access institution, College of the Desert does not utilize an instrument to determine student admission, nor does COD utilize an instrument to determine admissions into distance education courses or programs. New students are assessed for placement in the English, mathematics, reading, and English as a second language course sequences. Assessment is step five of the getting started steps for a new student (e.II.C.7-1, e.II.C.7-2). Students in distance education courses or programs must also meet the exact same standards for placement as all other students. These placement exams are offered year-round by appointment and through a drop-in process at the Assessment Center (e.II.C.7-3). The placement assessment is administered electronically at three of COD's campuses: Desert Hot Springs, Indio, and the main campus at Palm Desert. The assessment is also administered at local high schools when requested.

The assessment tool used at COD is ACCUPLACER. The College website lists the tool along with ACCUPLACER practice tests and questions (e.II.C.7-4, e.II.C.7-5). This exam is created by the College Board. The California Community Colleges Chancellor's Office evaluates, norms, and approves the exam (e.II.C.7-6). The California Community Colleges Chancellor's Office validates the instruments using the standards, policies, and procedures for the evaluation of assessment instruments used in the California community colleges (e.II.C.7-7).

The exam is also evaluated, normed, and approved locally on the COD campus. Discipline-specific faculty also performed a content validity study evaluating the content of the placement exam on a cycle (e.II.C.7-9). This was last performed in 2008 and prior to that in 2006. The California Community Colleges Chancellor's Office is currently creating a new common assessment under the Common Assessment Initiative that will be used by the California community college system, and COD has already begun the faculty content mapping and timeline for implementation of the Common Assessment Initiative. However, with the recent California Community Colleges Chancellor's Office announcement of the delay in the Common Assessment Initiative, COD will be evaluating its current assessment and is scheduled to do both a disproportionate impact study and a criterion validity this spring (2017). Distance education courses will be included in both the disproportionate impact and criterion validity studies scheduled for this spring (2017). In fall 2017, the results will be presented and forwarded to the Matriculation/Student Success and Support Program Advisory Committee for review and further recommendations. COD also exercises the practice of using multiple measures to determine placement.

Evaluation

COD meets this Standard. COD regularly evaluates its placement instruments and practices to validate their effectiveness while



minimizing biases. In the past, COD completed a disproportionate impact study and consequential validity study, and this spring (2017), COD will be completing another disproportionate impact study along with a criterion validity study

Evidence

- II.C.7-1 COD SSSP/Matriculation Requirements Presented as Step-by-Step Instructions
- II.C.7-2 Step 5: Schedule an Assessment Appointment Webpage
- II.C.7-3 Assessment Center Webpage
- II.C.7-4 ACCUPLACER Practice Test Webpage
- II.C.7-5 Sample Questions and Practice Webpage
- II.C.7-6 May 2016 List of Assessment Exams Approved by the Chancellor's Office
- II.C.7-7 Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (4th Edition, revised March 2001)
- II.C.7-8 2006 and 2008 Content Validity Study Evaluating the Content of the Placement Exam

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

In accordance with Board Policy 5040, student records are permanently and securely maintained (II.C.8-1). Student records are maintained by the Admissions and Records Office. The College adheres to the California Code of Regulations in regard to the type of records that must be retained (II.C.8-2). All records are kept in an imaged format in the College's imaging system, AMI Laserfiche (II.C.8-3). Viewing access to imaged student records and student records in the student information system, Ellucian, is limited to authorized personnel in the Admissions and Records, Counseling, and Financial Aid offices. Administrative access to the imaging system is limited to authorized personnel in the Admissions and Records and Financial Aid offices.

The College operates a comprehensive backup solution for student records. Electronic records are stored on servers maintained in the Information Systems/Information Technology Department. The student records are maintained and stored electronically in secured areas and locations. Information Systems/Information Technology backs up all electronic records in four different ways, and they are stored in four different locations (II.C.8-4).

The College publishes the Student Records and Privacy Act Policy online and in the COD catalog, covering the policy for the release of records (II.C.8-5). In addition, the College notifies actively enrolled students of the its Student Records and Privacy Act Policy via email during the first week of both the fall and spring terms. To ensure this policy is followed, College of the Desert has centralized student record requests with the Admissions and Records Office.

Students will be notified of their rights under the Family Educational Rights and Privacy Act (FERPA) annually by publication in the



Standard II - Student Learning Programs and Services

COD Schedule of Classes and the COD catalog. Questions regarding annual notification are directed to the Office of Admissions and Records (II.C.8-5).

Student records are not released without the written consent of the student, except as outlined under Disclosure of Education Records in the COD catalog (II.C.8-5).

In completing the admission application, students are provided the opportunity to request that their directory information be maintained as confidential. Students who wish to change their request may do so in writing to the Admissions and Records Office.

Evaluation

COD meets this Standard. COD maintains imaged permanent student records that are secured and confidential, and those records are backed up regularly. COD follows established, published policies for release of student records.

Evidence

- II.C.8-1 Board Policy 5040 Student Records, Directory Information, and Privacy
- II.C.8-2 Title 5 Retention and Destruction of Records
- II.C.8-3 AMI Laserfishe Imaging System
- II.C.8-4 Backup Schedule for Student Records
- II.C.8-5 Electronic College Catalog-Student Records and Privacy Act



III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Description

The governing board of Desert Community College District and College of the Desert's (COD) Department of Human Resources have enacted policies and procedures to ensure that only appropriately qualified administrators, faculty, and staff are employed (III.A.1-1, III.A.1-2). COD's Department of Human Resources follows procedures and processes for the recruitment, selection, and hiring of appropriately qualified personnel in compliance with the provisions of the California Education Code Sections 87400-87488 (III.A.1-2, III.A.1-3). All faculty and administrator hiring is predicated on strict compliance with the minimum qualifications for faculty and administrators as mandated by the California Community Colleges Chancellor's Office (III.A.1-4). Publicly available and clearly stated, Desert Community College District has multiple board policies and administrative procedures to ensure strict compliance with minimum qualifications for academic employees, classified employees, confidential employees, educational administrators, and classified supervisors and managers (III.A.1-5, III.A.1-6, III.A.1-7, III.A.1-8, III.A.1-9, III.A.1-10, III.A.1-11, III.A.1-12, III.A.1-13, III.A.1-14). Human Resources collectively guides the hiring process in the District for faculty, educational administrators, and classified positions.

Job descriptions for various positions relate directly to the institution's mission and goals. When serving on search committees, college employees adhere to all applicable District, state, and federal hiring guidelines (III.A.1-2). Each job announcement for full-time faculty lists the required documents and criteria to be considered for the position, minimum qualifications, and desirable qualifications, all of which include an understanding of the College's diverse student population and a learning commitment to COD's goals and mission (III.A.1-15). Job announcements for educational administrators state the minimum qualifications and desirable qualifications, all of which also include an understanding of the College's diverse student population and a learning commitment to COD's goals and mission (III.A.1-17). Faculty and educational administrator job announcements and hiring committees include participation from the faculty who are appointed to the search committee by the Academic Senate in accordance with Administrative Procedure 7120 (III.A.1-2). Job announcements for classified staff, classified supervisors/managers, and confidential employees also include the minimum qualifications, required education and experience, needs of the institution in serving its student population, and how the position supports the institutional program and goals (III.A.1-16, III.A.1-18, III.A.1-19).

Open positions are advertised on the California Community Colleges Registry, other job sites, national professional organizations, Internet sites, and on the COD website (III.A.1-15, III.A.1-16, III.A.1-17, III.A.1-18, III.A.1-19, III.A.1-20). Job announcements are available electronically on the District website. Recruitment for all faculty and administrator positions is done on a local, state, and national level. Depending on the nature and level of the job, recruitment of classified personnel is done on a local, regional, state, and/or national level.



Evaluation

COD meets this Standard. The college employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Both leadership and program or subject matter experts participate in the development of job descriptions to ensure that positions support the institutional mission and goals and create job descriptions that accurately reflect the duties, responsibilities, and authority of specific positions.

Evidence

- III.A.1-1 Board Policy 7120 Recruitment and Hiring
- III.A.1-2 Administrative Procedure 7120 Recruitment and Hiring
- III.A.1-3 California Education Code Sections 87400-87488
- III.A.1-4 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A.1-5 Board Policy 7210 Academic Employees
- III.A.1-6 Administrative Procedure 7120 Academic Employees
- III.A.1-7 Board Policy 7230 Classified Employees
- III.A.1-8 Administrative Procedure 7230 Classified Employees
- III.A.1-9 Board Policy 7240 Confidential Employees
- III.A.1-10 Administrative Procedure 7240 Confidential Employees
- III.A.1-11 Board Policy 7250 Educational Administrators
- III.A.1-12 Administrative Procedure 7250 Educational Administrators
- III.A.1-13 Board Policy 7260 Classified Supervisors and Managers
- III.A.1-14 Administrative Procedure 7260 Classified Supervisors and Managers
- III.A.1-15 Sample Faculty Job Announcement
- III.A.1-16 Sample Classified Staff Job Announcement
- III.A.1-17 Sample Educational Administrator Job Announcement
- III.A.1-18 Sample Classified Supervisors and Managers Job Announcement
- III.A.1-19 Sample of Confidential Employee Job Announcement
- III.A.1-20 Human Resources and Labor Relations webpage

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)



Description

Desert Community College District (DCCD) requires that faculty members have the requisite expertise in their subject areas and are skilled in teaching and serving the diverse student population as well as the mission, vision, and values of the District (III.A.2-1, III.A.2-2, III.A.2-3). The minimum and desirable qualifications for full-time faculty are cited on job announcements and include appropriate degree/s, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the mission of the institution (III.A.2-5). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.2-4). The Department of Human Resources reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise. There is also a process for an equivalency request when a faculty applicant does not clearly meet the minimum qualifications as defined in the job announcement, which is embedded as a hyperlink in the faculty job announcement (III.A.2-5, III.A.2-6). Also hyperlinked in the faculty job announcement is how to complete the foreign equivalency process for degrees earned outside of the United States (III.A.2-5, III.A.2-7).

Minimum experiential qualifications are demonstrated by providing lists of their past and current teaching assignments in their resume/curriculum vitae, and if the applicant is invited for a first level interview, their teaching skills are evaluated through a teaching demonstration. The teaching demonstration in the faculty interview process is evaluated for content expertise, teaching ability, engagement with the audience, and use of appropriate technology. Faculty announcements also include development and review of curriculum and evaluation of student learning (III.A.2-5). Also under the description for faculty positions, it states that is the responsibility of faculty to participate in planning and efforts that support the advancement of the mission, vision, and values of the College (III.A.2-5).

Evaluation

College of the Desert meets this Standard. The College mission, instructional programs, and teaching are carried out by a sufficient number of full-time and adjunct faculty, all of whom meet state-mandated minimum qualifications and hold degrees appropriate to their field of instruction (III.A.2-1, III.A.2-3, III.A.2-4, III.A.2-5). Faculty job descriptions include desirable qualifications, specific discipline knowledge, and teaching expertise and experience (III.A.2-5). In fact, many full-time faculty exceed the minimum educational requirement for their respective positions by having obtained an Ed.D. or a Ph.D. (III.A.2-8).

There is also a clear statement of faculty responsibilities in the development and review of curriculum and evaluation of student learning in the job announcements, and under the COD Faculty Association bargaining unit contract under article 12.1 which has hours of service that include curriculum development, under article 19.7 in the self-evaluation packet that includes curriculum activities and participation in the student learning outcome process, and under article 20.2.4 evaluation criteria that includes professional growth as related to the development of new curriculum (III.A.2-5, III.A.2-9).

Evidence

- III.A.2-1 Board Policy 7120 Recruitment and Hiring
- III.A.2-2 Administrative Procedure 7120 Recruitment and Hiring
- III.A.2-3 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A.2-4 Minimum Qualifications for Faculty and Administrators in California Community Colleges



- III.A.2-5 Sample Faculty Job Announcement (English Instructor)
- III.A.2-6 Equivalency Request Form and Process
- III.A.2-7 Foreign Transcript Evaluation
- III.A.2-8 2016-2017 COD Catalog Faculty and Administration
- III.A.2-9 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

Desert Community College District (DCCD) follows governing board-adopted policies for employment of all College staff to ensure qualifications meet standards to sustain institutional effectiveness and academic quality (III.A.3-1). For academic administrators, the minimum qualifications are defined by California Code of Regulations, Title 5, Section 53420 (III.A.3-2). Additional qualifications are identified on the job announcement for academic administrators (III.A.3-3). Job announcements for classified staff, classified supervisors/managers, and confidential employees also include the minimum qualifications, required education and experience, needs of the institution in serving its student population, and how the position supports the institutional program and goals (III.A.3-4, III.A.3-5, III.A.3-6).

The minimum and desirable qualifications for full-time faculty are cited on job announcements and include appropriate degree/s, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the mission of the institution (III.A.3-7). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.3-8). The Department of Human Resources reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise.

Evaluation

College of the Desert meets this Standard. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution's needs related to effectiveness and program quality.

Evidence

- III.A.3-1 Board Policy 7120 Recruitment and Hiring
- III.A.3-2 California Code of Regulations, Title 5, 53420
- III.A.3-3 Sample Educational Administrator Job Announcement
- III.A.3-4 Sample Classified Staff Job Announcement



- III.A.3-5 Sample Classified Supervisors and Managers Job Announcement
- III.A.3-6 Sample of Confidential Employee Job Announcement
- III.A.3-7 Sample Faculty Job Announcement
- III.A.3-8 Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Desert Community College District (DCCD) requires that faculty members and administrators have the required degrees from an accredited United States institution (III.A.4-1, III.A.4-2, III.A.4-3). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.4-4). The Department of Human Resources reviews transcripts of applicants to ensure that the minimum educational qualification is met and that the candidates have the required degrees (III.A.4-2). There is also a process for an equivalency request when a faculty applicant does not clearly meet the minimum qualifications as defined in the job announcement, which is embedded as a hyperlink in the faculty job announcement (III.A.4-5, III.A.4-6). Also hyperlinked in the faculty job announcement is how to complete the foreign equivalency process for degrees earned outside of the United States (III.A.4-5, III.A.4-7). As stated on the website, individuals who have completed college or university coursework at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents. A foreign evaluation is required any time foreign course work is used to meet minimum qualifications (III.A.4-7).

Evaluation

College of the Desert meets this Standard. Administrators and other employees responsible for educational programs and services meet state-mandated minimum qualifications and hold required degrees from institutions accredited by United States accrediting agencies or where equivalencies are met.

Evidence

- III.A.4-1 Board Policy 7120 Recruitment and Hiring
- III.A.4-2 Administrative Procedure 7120 Recruitment and Hiring
- III.A.4-3 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A.4-4 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A.4-5 Sample Faculty Job Announcement
- III.A.4-6 Equivalency Request Form and Process
- III.A.4-7 Foreign Transcript Evaluation



III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

College of the Desert (COD) has separate evaluation processes for adjunct faculty, full-time faculty, classified staff, confidential employees, and leadership, which are systematic and timely. Each process has specific criteria for evaluation, measures performance of assigned duties, and documents participation in institutional responsibilities. Results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan. The collective bargaining agreements (CBA) between Desert Community College District (DCCD) and the various bargaining units representing full-time faculty, adjunct faculty, and classified staff have specific language on evaluation processes and timelines for their respective members. The leadership handbook has the evaluation process and timelines for leadership, which include educational administrators, classified administrators, and confidential employees.

All tenured and tenure-track faculty are evaluated regularly and systematically as stated under Article 19, Article 20, Appendix C, and Appendix H of the CBA between DCCD and COD (College of the Desert) Faculty Association (CODFA) (III.A.5-1). Appendix C of the CODFA CBA provides the timelines and all the evaluation forms, which also includes form C7-Faculty Improvement Plan. The forms are also available on the HR portal under Full-Time Faculty Evaluation Documents (III.A.5-2).

In accordance with Article 20 and Education Code 87663(a), probationary/tenure-track faculty are comprehensively evaluated annually for the first four years of employment by a tenure review committee comprised of faculty and administrators. Evaluation reports include a tenure review committee evaluation report, criteria for evaluation of tenure, and a faculty improvement plan (III.A.5-1).

Under Article 19.1.1, the evaluation of tenured faculty members also applies to full-time faculty members who are not tenure track (such as categorically funded programs) and temporary full-time faculty. Under Article 19.2 and in accordance with Education Code 87663, full-time faculty will be regularly evaluated once every three years. The evaluation includes a peer review, student evaluations, evaluation by the school dean or approved administrator, classroom/workplace observation, and a self-evaluation packet. Full-time faculty serving as counselors, librarians, and College nurses are subject to the same evaluation; however in addition, they use additional specialized forms located in Appendix C of the faculty CBA (III.A.5-1, III.A.5-2). Full-time faculty are tracked in the student information system, Ellucian, and a data report is generated using the data retrieval system, Informer, which is used to identify which evaluations are due.

The evaluation for adjunct faculty is administered in a consistent and timely fashion. In accordance with Article VII.3 of the CBA between DCCD and the COD Adjunct Association (CODAA) and Education Code 87663, new adjunct faculty will be evaluated during the first or second semester of their assignments (III.A.5-3). Once the initial evaluation takes place, adjunct faculty will be regularly evaluated once every three years. The evaluation includes student evaluations, classroom/workplace observation, a self-evaluation, a dean's assessment, and a post-observation conference. Adjunct evaluations are logged into the student information system, Ellucian,



at the time of receipt. A data report, generated by the data retrieval system, Informer, is used to identify the evaluations due prior to the beginning of each semester. An Excel worksheet is sent to supervisors to advise of upcoming evaluations that are due. The same Excel worksheet is used to log the follow-up and receipt of evaluations. Appendix D of the CODAA CBA provides the timelines and evaluations forms. The forms are also available on the HR portal under Adjunct Faculty Evaluation Documents (III.A.5-4).

The evaluation process for regular and probationary classified staff is outlined under Article XVII of the CBA between DCCD and the California School Employees Association (CSEA) (III.A.5-5). Classified staff are evaluated annually. The evaluation tool included the following components: attendance, communication, courtesy, customer services, dependability, integrity and trust, interpersonal skills, job knowledge, diversity, teamwork, technical skills, and work quality (III.A.5-6, III.A.5-7). The evaluation also includes a self-rating for the employee being evaluated. Administrative Procedure 7150 states the evaluation procedures for the leadership group (educational administrators, classified administrators, and confidential employees) are included in the Leadership Handbook (III.A.5-8). As outlined in the Leadership Handbook, this evaluation procedure for classified staff also applies to all administrators and confidential employees, with the exception of the superintendent/president (III.A.5-9). Classified and educational administrators are evaluated annually for their first two years and then every other year thereafter. Confidential employees are evaluated annually.

Board Policy and Administrative Procedure 2435 are used by the Board of Trustees to evaluate the superintendent/president (III.A.5-10, III.A.5-11). The evaluation of the superintendent/president occurs on an annual basis (III.A.5-11).

Evaluation

College of the Desert meets this Standard. The institution has systematic processes for evaluating all employee groups regularly. All the evaluation processes have written criteria for evaluating performance of assigned duties, participation in institutional responsibilities, and other activities as appropriate to their expertise. Evaluation processes assess effectiveness of personnel and encourage improvement. It is expected that evaluations are completed in accordance with written procedures and established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file.

Action Plan

The College will assess the feasibility of using an electronic tool to assist in tracking evaluations and notifying respective departments and supervisors regarding upcoming or past due evaluations.

The College will provide training opportunities for supervisors related to effective performance evaluation, including providing timely feedback to employees outside of the formal evaluation process.

Evidence

- III.A.5-1 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017
- III.A.5-2 Full-time Faculty Evaluation Documents under the HR Portal
- III.A.5-3 COD Adjunct Association
- III.A.5-4 Adjunct Faculty Evaluation Documents under the HR Portal
- III.A.5-5 CSEA Collective Bargaining Agreement July 1, 2015-June 30, 2018
- III.A.5-6 Classified Staff, Leadership, and Confidential Employee Evaluation Forms



- III.A.5-7 Copy of calculator coversheet for manual evaluations
- III.A.5-8 Administrative Procedure 7150 Evaluation
- III.A.5-9 Leadership Handbook 2011
- III.A.5-10 Board Policy 2435 Evaluation of Superintendent/President
- III.A.5-11 Administrative Procedure 2435 Evaluation of Superintendent/President

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improved teaching and learning.

Description

The evaluation of all instructional faculty, counselors, and librarians includes the expectation that members participate in the student learning outcomes assessment cycle of development, assessment, analyze, report, discuss, and coordinate and implement changes (III.A.6-1). Faculty are responsible for producing and assessing student learning outcomes.

For adjunct faculty, the Collective Bargaining Agreement (CBA) between Desert Community College District (DCCD) and College of the Desert Adjunct Association (CODAA) incorporates student learning outcome language. Under Article XII.5.d, the CBA states that one of the mandatory components of the adjunct faculty evaluation process includes a mandatory self-evaluation, which includes assessing student learning outcomes (III.A.6-2). Under Appendix D of the CBA, participation in the assessment of student learning outcomes is part of the self-evaluation and dean's assessment.

For full-time faculty, the CBA between DCCD and the College of the Desert Faculty Association (CODFA) includes language incorporating student learning outcomes into the evaluation process for full-time faculty. Under Article 19.7 of the CBA, the self-evaluation packet includes a reflection on participation in the student learning outcomes process (III.A.6-3). Under Appendix C of the CBA, the classroom observation and evaluation narrative form includes evaluating how clear the outcomes are for student learning. Additionally, faculty are encouraged to highlight their contributions to the development, implementation, and assessment of student learning outcomes as a component of their self-evaluation process.

All new full-time and adjunct faculty are made aware of all areas of evaluation upon their initial employment at the College. Additionally, the Academic Senate's Outcomes and Assessment Committee provides training for student learning outcomes development and assessment.

Evaluation

College of the Desert meets this Standard. Student learning outcomes from development to assessment and improvement of student learning are integrated in program planning through the program review updates and faculty self-evaluations. To date, the evaluation forms for full-time and adjunct faculty contain a process for faculty to state and be assessed on their involvement in the development, implementation, and assessment of student learning outcomes College wide.



Evidence

- III.A.6-1 Assessment Schedules listed on the Portal
- III.A.6-2 COD Adjunct Association
- III.A.6-3 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Description

The basis for hiring faculty is student, programmatic, and community needs. College of the Desert (COD) maintains an appropriate number of full-time and adjunct faculty to ensure the quality of its educational programs and services to achieve the institutional mission. The College has consistently met its full-time faculty obligation number (FON). As evident in the July 15, 2016, FON report from the Chancellor's Office for the 2015-2016 academic year, Desert Community College District's required FON was 103.20, and the District exceeded that initial base with 108.20 (III.A.7-1). For 2016-2017, the College has already surpassed its initial FON of 113.8 with the Full-Time Faculty Actual of 114.3 (III.A.7-2).

In addition to maintaining the FON, COD is committed to hiring the faculty needed to meet the instructional and student services needs above and beyond the FON. Faculty positions are submitted through the annual program review update (PRU) process by respective disciplines and departments (III.A.7-3). The faculty prioritization process has been evaluated and improved consistently within the last three years. The result is the current faculty prioritization process, which is posted as Appendix I of the College Planning Council Handbook (III.A.7-4). Faculty positions are prioritized through the Faculty Prioritization Committee, and the prioritized list is forwarded to the superintendent/president for the final decision (III.A.7-4). The process and criteria used for determining the full-time faculty to be hired includes section counts, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) attributed to full-time faculty, FTEF attributed to adjunct faculty, overload, faculty prioritization rubric, enrollments, growth, fill rates, and the PRUs. The PRUs are tied to the institutional mission, program outcomes, labor market information, and community needs and contain data on student outcomes and staffing trends (III.A.7-4, III.A.7-5, III.A.7-6, III.A.7-7, III.A.7-8). Once the Faculty Prioritization Committee meets, its results are posted and submitted to the superintendent/president and College Planning Council, and then the superintendent/president announces the funded faculty positions (III.A.7-9, III.A.7-10, III.A.7-11).

While the faculty prioritization committee begins its process, the Budget Subcommittee, a standing committee of College Planning Council, is responsible for making recommendations to inform the resource allocation for positions. In the College Planning Council Handbook (page 16) and step 5 of the faculty prioritization process (Appendix I), the Budget Subcommittee, prior to October 15, will communicate an estimated number of faculty positions to be funded (III.A.7-4, III.A.7.12).



Evaluation

College of the Desert meets this Standard. The College has consistently met or exceeded its FON to ensure the College hires a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. Through a rigorous faculty prioritization process informed by faculty PRUs, institutional needs, and data, the College identifies and communicates the institutional faculty needs through a transparent and integrated planning process.

Evidence

- III.A.7-1 Chancellor's office July 15, 2016, FON report for 2015-2016
- III.A.7-2 Fall 2016 Full-Time Faculty Obligation Report posted November 29, 2016
- III.A.7-3 2015-2016 Completed PRUs submitted 10/15/2016
- III.A.7-4 2016-2017 College Planning Council Handbook
- III.A.7-5 Data List for Faculty Prioritization—Fall 2016
- III.A.7-6 Enrollment and Ratio Scores—Faculty Prioritization 2016-2017
- III.A.7-7 Faculty Prioritization Rubric
- III.A.7-8 Explanation of Block Data
- III.A.7-9 Faculty Prioritization Agenda 11/18/16
- III.A.7-10 Chair's email on the results of the Faculty Prioritization Committee 11/23/16
- III.A.7-11 President's email of funded full-time Faculty positions
- III.A.7-12 Budget Subcommittee Minutes 10/10/16 (please refer to 2.2 and 3.1)

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Description

College of the Desert has employment policies and practices for adjunct faculty which provide orientation, oversight, evaluation, and professional development. Adjunct faculty receive an employee orientation for adjunct faculty (III.A.8-1). The topics in the adjunct faculty orientation include information regarding their employee group, College of the Desert Adjunct Association (CODAA), their payroll and work time, evaluation, and their employee community (III.A.8-2). Adjunct faculty also have access to the faculty handbook on the portal, which includes information on the governance and organization, health and safety, class management, evaluations, and payroll (III.A.8-3).

Oversight is provided to adjunct faculty by department chairs and deans (directors if there is one in place), with support from discipline faculty. Full-time faculty, chairs, and deans assist and guide adjunct faculty in the development of course syllabi,



assessment of student learning outcomes, and general College policies and procedures. In many departments, full-time credit faculty share course materials with their adjunct colleagues to assist with their success in the classroom.

Adjunct faculty are evaluated on a regular basis. The evaluation for adjunct faculty is administered in a consistent and timely fashion. In accordance with Article VII.3 of the collective bargaining agreement (CBA) between Desert Community College District (DCCD) and the COD Adjunct Association (CODAA) and Education Code 87663, new adjunct faculty will be evaluated during the first or second semester of their assignments (III.A.8-4). Once the initial evaluation takes place, adjunct faculty will be regularly evaluated once every three years. The evaluation includes student evaluations, classroom/workplace observation, a self-evaluation, a dean's assessment, and a post-observation conference. Adjunct evaluations are logged into the student information system, Ellucian, at the time of receipt. A data report generated by the data retrieval system, Informer, is used to identify the evaluations due prior to the beginning of a semester. An Excel worksheet is sent to supervisors to advise of evaluations due that semester. The same Excel worksheet is used to log the follow-up and receipt of evaluations. Appendix D of the CODAA CBA provides the timelines and evaluations forms. The forms are also available on the HR portal under Adjunct Faculty Evaluation Documents (III.A.8-5).

In terms of professional development, adjunct faculty are encouraged to attend Flex activities and receive compensation for their participation. In fact just recently, the District increased the paid hours for participation of Flex activities from six to twelve hours per semester. Adjunct faculty are part of the Flex activities, and typically offer different professional development opportunities specifically for adjunct faculty including Adjunct Essentials and Adjunct Role in Shared Governance (III.A.8-6). Also adjunct faculty are often required representatives on Academic Senate and participatory governance committees and the District compensates adjunct faculty at the lab rate for attendance at District-approved committee meetings (III.A.8-4). For 2016-2017, all adjunct representative positions requested for District-approved committees were filled which ensures that the College integrates adjunct faculty into the life of the institution (III.A.8-7).

Evaluation

College of the Desert meets this Standard. The College has employment policies and practices for adjunct faculty, which provide orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of adjunct faculty into the life of the institution through participation in Flex activities, department and school meetings, Academic Senate and governance committees, and other trainings and activities.

Evidence

- III.A.8-1 HR portal with adjunct faculty orientation
- III.A.8-2 New Hire Orientation for Adjunct Faculty
- III.A.8-3 Faculty Handbook
- III.A.8-4 COD Adjunct Association CBA
- III.A.8-5 Adjunct Faculty Evaluation Documents under the HR Portal
- III.A.8-6 2016 Fall Flex Full Schedule
- III.A.8-7 CPC Handbook, which includes committee descriptions and their requested membership including adjunct faculty



III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support effective educational, technological, physical, and administrative operations of the institution. (ER8)

Description

College of the Desert has sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution (III.A.9-1, III.A.9-2, III.A.9-3, III.A.9-4, III.A.9-5, III.A.9-6). The College's classified staffing levels are maintained in concert with its capacity to serve students. In fall 2014, the District employed approximately 207 permanent classified staff. In fall 2015, the District employed approximately 226 permanent classified staff. In 2016-2017, the District anticipates this number to grow again as a result of the funded positions from the annual staff prioritization process (III.A.9-7, III.A.9-8). This growth is due to the robust FTES growth of the College, the expansion of instructional sites, and a transparent and effective prioritization process, which has been evaluated and is being improved this year.

From the 2015-2016 planning and prioritization process, the College identified the need for 20 classified staff positions, and one of the 20 includes moving seven part-time Public Safety Officers from nine-month employees to 11-month employees (III.A.9-9). The positions identified support educational, technological, physical, and administrative operations of the institution.

The College is well underway with implementing the 2016-2017 planning and prioritization process (III.A.9-10). Between 2014-2015, all levels of the planning and prioritization process (program review, faculty prioritization, staff prioritization, equipment prioritization, College Planning Council, and planning documents) were evaluated by the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of College Planning Council (III.A.9-11, III.A.9-12). After evaluating and improving many areas of the planning and prioritization process, APO recognized that it was now time for the institution to use the evaluation results to improve the Staff Prioritization Process and made a recommendation to College Planning Council in spring 2016 to convene a workgroup (III.A.9-13). The workgroup has met, reviewed the evaluation and comments, and made recommendations. The improved staff prioritization process is set to be approved and implemented in spring 2017.

Evaluation

College of the Desert meets this Standard. As a result of growth and an effective planning, prioritization, and resource allocation process, the College has sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution.

Evidence

- III.A.9-1 Organizational Chart, President's Office
- III.A.9-2 Organizational Chart, Student Learning
- III.A.9-3 Organizational Chart, Student Success
- III.A.9-4 Organizational Chart, Administrative Services
- III.A.9-5 Organizational Chart, Human Resources
- III.A.9-6 2016-2017 Catalog Roster of Faculty and Administrators degrees and position
- III.A.9-7 2015-2016 Prioritization—Supporting documents
- III.A.9-8 2015-2016 Equipment and Staff Prioritization documents



- III.A.9-9 8/8/2016 Announcement from the Superintendent/President of funded items from the 2015-2016 prioritization processes including funded staff positions
- III.A.9-10 2016-2017 Prioritization—Supporting documents
- III.A.9-11 2014-2015 APO evaluation tools and handouts
- III.A.9-12 Survey Results of College Planning Council—spring 2014
- III.A.9-13 APO Recommendation for the PIE Handbook – v3 031016 (Recommendation #6)

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Description

The District maintains a sufficient number of administrators – totaling 49 in 2016– with appropriate preparation and expertise to provide continuity and effective leadership and services that support the institution’s mission and purposes (III.A.10-1, III.A.10-2, III.A.10-3, III.A.10-4, III.A.10-5, III.A.10-6, III.A.10-7).

Even though leadership went through some transition and vacancies in the last few years, the majority of leadership positions are now occupied for 2016-2017. Towards the end of spring 2016, there was a full executive team in place. The College hired the permanent vice president of student learning (instruction), the permanent vice president of student success (student services and institutional effectiveness), and the permanent vice president of human resources and employee relations. The current superintendent/president has been in place for five years, and the current vice president of administrative services has been in place for four years.

In fall 2014, the District employed approximately 33 leadership positions. In fall 2015, the District employed approximately 39 leadership positions. This growth is due to the robust FTES growth of the College, the expansion of instructional sites, and a transparent and effective prioritization process, which has been evaluated and is being improved within the last few years (III.A.10-8). The increase in leadership positions from 2015 to 2016 reflects nearly a 26 percent increase. Leadership positions hired in 2016 include the interim dean of math and sciences, interim dean of social sciences and arts, director of library and learning resources, interim dean of counseling services, interim dean of enrollment services, director of human resources, director of maintenance and operations, supervisor of maintenance and operations, manager of networks and servers, and director of grants. In spring 2017, the College will begin recruitment for the permanent dean of math and sciences, dean of social sciences and arts, and dean of counseling services.

Evaluation

College of the Desert meets this Standard. As a result of growth and an effective planning, prioritization, and resource allocation process, the College has sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective leadership and services that support the institution’s mission and purposes.



Evidence

III.A.10-1	Organizational Chart, President's Office
III.A.10-2	Organizational Chart, Student Learning
III.A.10-3	Organizational Chart, Student Success
III.A.10-4	Organizational Chart, Administrative Services
III.A.10-5	Organizational chart, Human Resources
III.A.10-6	2016-2017 Catalog, Roster of Faculty and Administrators degrees and position
III.A.10-7	Leadership positions and salary schedule
III.A.10-8	2015-2016 Leadership Requests from the program review updates

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Description

The District establishes and reviews board policies and administrative procedures via the participatory governance process. These policies and procedures are readily available on the College of the Desert website (III.A.11-1). The District establishes, publishes, and adheres to written personnel policies and procedures available for information and review. These policies and procedures are established and/or reviewed through the participatory governance process as part of the role and products of College Planning Council (CPC) written in the CPC Handbook (III.A.11-2). Policies and procedures will initially be reviewed by the superintendent/president. Then they will be forwarded to the Superintendent/President's Executive Cabinet. The Superintendent/President's Executive Cabinet will review and forward them to CPC for review. Once CPC reviews and/or recommends a new policy or changes to an existing policy or procedure, board policies are forwarded to the Board of Trustees for first reading, second reading, and approval (III.A.11-3, III.A.11-4). For Administrative Procedures, once CPC reviews and/or recommends a new administrative procedure and/or changes to existing procedure, administrative procedures are forwarded to the Board of Trustees as an information item (III.A.11-3, III.A.11-4).

Such policies and procedures are fair, equitably, and consistently administered. Board Policy 2410 references the necessity for policy to be consistent with law and ensures that procedures are consistent with policy (III.A.11-3). Violations of fair and equitable administration of any policies and procedures may be handled through the grievance procedures contained within the collective bargaining agreements, through the participatory governance process, and for students through the grievance procedures outlined in the College catalog (III.A.11-5, III.A.11-6, III.A.11-7, III.A.11-2, III.A.11-8).

Evaluation

College of the Desert meets this Standard.



Evidence

- III.A.11-1 College of the Desert Board Policies and Administrative Procedures
- III.A.11-2 College Planning Council Handbook
- III.A.11-3 Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- III.A.11-4 Administrative Procedure 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- III.A.11-5 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017
- III.A.11-6 CSEA Collective Bargaining Agreement July 1, 2015-June 30, 2018
- III.A.11-7 COD Adjunct Association
- III.A.11-8 College Catalog 2016–2017

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission (III.A.12-1, III.A.12-2, III.A.12-3). The College maintains programs, practices, and services that support its diverse personnel. The District's mission statement focuses on diversity: Our programs and services contribute to the success, learning, and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond. Diversity and inclusion are also one of eight of the District's shared values (III.A.12-4). In addition, an activity in the College of the Desert's Student Equity Plan is to foster professional development for faculty teaching and counseling in a culturally responsive first-year experience program, and another activity is professional development and activities to increase female enrollments in science, technology, engineering, and mathematics (STEM) majors (III.A.12-5).

The Diversity and Equity Council, a committee of the College Planning Council, was established as an advisory body on issues of equity and diversity (III.A.12-6, III.A.12-7). The committee, composed of a broad constituent group, meets regularly throughout the year to plan and support diversity at the College by hosting events and workshops and providing training opportunities throughout the academic year. In fall 2016, the Diversity and Equity Council agreed to pursue adopting the faculty SEED (Seeking Educational Equity and Diversity) group as a subcommittee, which is part of the National SEED Project, which creates conversational communities to drive change (III.A.12-8, III.A.12-9). The Diversity and Equity Council trained two new faculty SEED leaders at the College who are now training thirteen faculty members. There is discussion at Diversity and Equity Council to expand the efforts of SEED to staff and leadership. In spring 2017 and considering the recent political climate surrounding diversity and immigration, the Diversity and Equity Council invited Loung Ung, an immigrant author and activist, to conduct a student workshop and a faculty and community workshop (III.A.12-10, III.A.12-11). In addition, Superintendent/President Joel Kinnamon sent to the College community a statement of College of the Desert Values of Inclusiveness and Diversity (III.A.12-12).

There have been some leadership vacancies in human resources that were filled in fall 2016. The vice president of human resources



and employee relations requested to be one of the leadership appointments to the Diversity and Equity Council in spring 2017. With this leadership appointment, the committee hopes to work closely with human resources on issues of diversity and equity, including employment equity. The College will be completing a current Equal Employment Opportunity (EEO) plan, and the College will commit resources to support efforts and training to identify and remove barriers to the participation of women, minorities, or any other identified group in the work environment. The last EEO plan was completed in 2012 (III.A.13). Five years of employee headcount data will be used to inform the new EEO plan, which includes employee headcount by ethnicity, by gender, and by age (III.A.12-14).

As stated in Administrative Procedure 7100, all members of a screening/interviewing committee receive an EEO training, and an EEO representative will sit on each committee (III.A.12-2). The EEO training covers the mandated training topics, and the training is effective for two years (III.A.12-15). Over seven hundred employees have completed the EEO training. In practice the search committee chair is the EEO officer, and if the search committee chair is new to COD and/or does not have experience chairing a committee, a human resources staff member will sit in on the interviews to serve as the EEO officer. Effective spring 2017, the human resources office is collecting demographic data for applicants in order to identify gaps and inform the upcoming EEO plan.

College of the Desert provides a number of trainings on ethics, harassment, discrimination, the Family Educational Rights and Privacy Act (FERPA), and Title IX. The trainings can be accessed directly through the public website by clicking on "Faculty and Staff" then "Human Resources," and they can also be accessed in the employee portal under "Human Resources" (III.A.12-16, III.A.12-17). Mandatory trainings include Sexual Harassment: Staff-to-Staff, New Hire Orientation, and Diversity Awareness: Staff-to-Staff. There are many optional trainings available, including Discrimination: Avoiding Discriminatory Practices, Best Practices, Discrimination Awareness in the Workplace, FERPA: Confidentiality of Records, Title IX, Gender Equity in Athletics, and Sexual Misconduct. All employees have completed one or more of the trainings required or provided by the College through the Keenan SafeColleges online trainings.

College of the Desert also provides work-life support services to all personnel through the Employee Assistance Program (III.A.12-18). Services provided include workshops, professional counseling, and referrals. Workshop topics include sensitizing staff to issues of diversity and equity.

Evaluation

College of the Desert meets this Standard. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution has started a process to regularly assess its employment equity and diversity consistent with its mission.

The Diversity and Equity Council has recently assessed its committee and updated its committee description in the College Planning Council Handbook to reflect the equity work and Student Equity Plan. The role of the Diversity and Equity Council and the Office of Human Resources in employment equity and diversity also needs to be clarified.

Evidence

- III.A.12-1 Board Policy 7100 Commitment to Diversity
- III.A.12-2 Administrative Procedure 7100 Commitment to Diversity
- III.A.12-3 Board Policy 3420 Equal Employment Opportunity
- III.A.12-4 Mission, Vision, and Values Webpage
- III.A.12-5 Student Equity Plan



Standard II - Student Learning Programs and Support Services

III.A.12-6	Diversity and Equity Council Role and internal Portal page
III.A.12-7	Diversity and Equity Council Committee Description
III.A.12-8	Diversity and Equity Council September 21, 2016 Minutes
III.A.12-9	Website of the National SEED Project
III.A.12-10	Student Workshop—Author and Activist Loung Ung
III.A.12-11	Faculty and Community Event—Author and Activist Loung Ung
III.A.12-12	Superintendent/President’s statement “College of the Desert Values of Inclusiveness and Diversity” dated 01-25-17
III.A.12-13	College of the Desert 2012 EEO Plan
III.A.12-14	Employee headcount by category and demographics
III.A.12-15	EEO Training for Search Committee
III.A.12-16	Human Resources Links on webpage
III.A.12-17	Human Resources Portal with Keenan SafeColleges Online Learning Trainings
III.A.12-18	College of the Desert Employee Assistance Program

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Description

The District has developed board policies that ensure ethical practices for all employees (III.A.13-1). These policies are readily available to all personnel. Board policies, collective bargaining agreements, and education code also address consequences for violations of local policies (III.A.13-8, III.A.13-9, III.A.13-14, III.A.13-15, III.A.13-16). College of the Desert strives for collegial and professional work environments. The Board of Trustees, in Board Policy 2200, establishes policies that define the ethical standards for college operations and asserts in Board Policy 2715 that “The Board maintains high standards of ethical conduct for its members” (III.A.13-2, III.A.13-3). Board Policy and Administrative Procedure 3050 along with Board Policy 3410, Board Policy 3430, and Administrative Procedure 3435 set the tone for the institution and its employees (III.A.13-4, III.A.13-5, III.A.13-6, III.A.13-7). Employees of College of the Desert are committed to the College values of diversity and inclusion, integrity, respect, and professionalism. Employee behavior is guided by the following principles:

- Diversity and Inclusion: We embrace the diversity of our community and uphold the dignity and worth of the individual.
- Integrity: We are open, honest, and reliable.
- Respect: We value the thoughts, words, and actions of our students, colleagues, and community.
- Professionalism: We are current in our areas of expertise and embody high standards of conduct.

In addition, confidentiality agreements signed by hiring committee members reinforce the District’s expectation of ethical behavior (III.A.13-17).

Student rights and responsibilities, including complaint procedures, are available on the website and College catalog, and they are



outlined in Board Policy and Administrative Procedure 5500, Administrative Procedure 5520, and Administrative Procedure 5530 (III.A.13-10, III.A.13-11, III.A.13-12, III.A.13-13). When a student feels that he or she has been subject to unfair and improper action by any member of the College community, the student can seek to resolve the complaint by following Administrative Procedure 5530 Student Rights and Grievances (III.A.13-13), which draws attention to ethical behavior.

Evaluation

College of the Desert meets this Standard. During spring 2017, the Office of Human Resources did some self-analysis. This review led to identification of policies in need of updating, necessity for staff training on changes that occur, and the need to remind employees of codes they are expected to follow, including board policies pertaining to ethical responsibilities (III.A.13-4, III.A.13-5, III.A.13-6, III.A.13-7). The Office of Human Resources is currently reviewing and making proposed changes to the Office of Human Resources board policies and administrative procedures through the participatory governance process and collective bargaining, as applicable.

Evidence

- III.A.13-1 College of the Desert Board Policies and Administrative Procedures
- III.A.13-2 Board Policy 2200 Board Duties and Responsibilities
- III.A.13-3 Board Policy/Administrative Procedure 2715 Code of Ethics Standards of Practice – Trustees
- III.A.13-4 Board Policy/Administrative Procedure 3050 Code of Ethics Standards of Practice – Employees
- III.A.13-5 Board Policy 3410 Non Discrimination
- III.A.13-6 Board Policy 3430 Prohibition of Harassment
- III.A.13-7 Administrative Procedure 3435 Discrimination and Harassment Investigation
- III.A.13-8 Board Policy/Administrative Procedure 7360 Discipline and Dismissal Academic Employees
- III.A.13-9 Board Policy/Administrative Procedure 7365 Discipline and Dismissal Classified Employees
- III.A.13-10 Student Rights and Responsibilities
- III.A.13-11 Board Policy/Administrative Procedure 5500 Standards of Student Conduct
- III.A.13-12 Administrative Procedure 5520 Student Discipline Procedures
- III.A.13-13 Administrative Procedure 5530 Student Rights and Grievances
- III.A.13-14 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017
- III.A.13-15 CSEA Collective Bargaining Agreement July 1, 2015-June 30, 2018
- III.A.13-16 COD Adjunct Association
- III.A.13-17 Human Resources Confidentiality Form

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis of improvement.



Description

The District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs and evaluates those offerings annually (III.A.14-1, III.A.14-2). College of the Desert's Strategic Master Plan supports professional development under Goal 4: Teamwork, Organizational Development (III.A.14-3). In concert with the collective bargaining agreements, the College supports professional development opportunities and activities available to all personnel. In the current year, the College has offered professional development in course instruction and evaluation; staff development, in-service training, instructional improvement, learning resources, student services, matriculation, diversity, conferences, workshops, institutional research, department meetings, and school meetings (III.A.14-4, III.A.14-5, III.A.14-6, III.A.14-7, III.A.14-8, III.A.14-9, III.A.14-10). The College has dedicated funds to support professional development for faculty, which is allocated to the Faculty Development Committee of the Academic Senate, and the College has dedicated funds to support professional development for staff, which is allocated to the classified staff union to approve through its process and disburse to its members.

The Faculty Development Committee's (FDC) goal is to foster student engagement and success by providing faculty with activities and experiences that translate into successful learning for diverse student populations (III.A.14-11). The FDC is charged with designing the Flex calendar schedule, promoting professional development activities, and overseeing the distribution of the faculty professional development funds in support of evolving pedagogy, technology, and learning needs (III.A.14-8, III.A.14-9, III.A.14-12). In addition, the Berger Foundation donated resources to create the Berger Faculty Innovation Center, which provides training and professional development opportunities in evolving pedagogy, technology, and learning needs (III.A.14-13, III.A.14-14).

The Diversity and Equity Council, a committee of the College Planning Council, was established as an advisory body on issues of equity and diversity (III.A.14-16, III.A.14-17). The committee, composed of a broad constituent group, meets regularly throughout the year to plan and support diversity at the College by hosting events and workshops and providing training opportunities throughout the academic year. In fall 2016, the Diversity and Equity Council agreed to pursue adopting the faculty SEED group as a subcommittee, which is part of the National SEED (Seeking Educational Equity and Diversity) Project, which creates conversational communities to drive change (III.A.14-18, III.A.14-19). The Diversity and Equity Council trained two new faculty SEED leaders at the College who are now training 13 faculty members. There is discussion at Diversity and Equity Council to expand the efforts of SEED to staff and leadership. In spring 2017 and considering the recent political climate surrounding diversity and immigration, the Diversity and Equity Council invited Loung Ung, an immigrant author and activist, to do a student workshop and a faculty and community workshop (III.A.14-20, III.A.14-21). In addition, there are multiple professional development activities in College of the Desert's Student Equity Plan (III.A.14-22).

College of the Desert provides a number of trainings on ethics, harassment, discrimination, the Family Educational Rights and Privacy Act (FERPA), and Title IX. The trainings can be accessed directly through the public website by clicking on Faculty and Staff then Human Resources, and they can also be accessed in the employee portal under human resources (III.A.12-23, III.A.12-24). Mandatory trainings include Sexual Harassment: Staff-to-Staff, New Hire Orientation, Fire Extinguisher Safety, Diversity Awareness: Staff-to-Staff, and Blood-borne Pathogen Exposure Prevention. There are many optional trainings available, including Discrimination: Avoiding Discriminatory Practices, Best Practices, Discrimination Awareness in the Workplace, FERPA: Confidentiality of Records, Title IX, Gender Equity in Athletics, and Sexual Misconduct. All employees have completed one or more of the trainings required or provided by the College through the Keenan SafeColleges online trainings.



College of the Desert also provides work-life support services to all personnel through the Employee Assistance Program (III.A.12-25). Services provided include workshops, professional counseling, and referrals. Workshop topics include sensitizing staff to issues of diversity and equity.

Evaluation

College of the Desert meets this Standard. While evidence reveals robust professional development activities with appropriate opportunities for professional growth consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs, improvements can be made to the systematic evaluation of professional development activities and using those results as the basis of improvement.

Currently, the Information Technology (IT) Department regularly evaluates the technology training needs of the College. Based on the results, the department creates and improves the training calendar (III.A.12-26, III.A.12-27). For the Faculty Innovation Center, the instructional design coordinator and the distance education coordinator have completed annual surveys and focus groups for the professional development activities offered and intend to use those results to plan future sessions (III.A.12-28). The Outreach and Training Subcommittee, a subcommittee of College Planning Council, will also be sending a survey to evaluate their more recent trainings (III.A.12-29). There have been some critical leadership vacancies in the last few years that have been filled permanently. With the College's executive leadership in place, there is a plan to consolidate professional development efforts and scale the evaluations for professional development activities for. There will also be an effort to ensure that evaluations are used as the basis for College wide improvement.

Evidence

- III.A.14-1 Board Policy 7160 Professional Development
- III.A.14-2 Administrative Procedure 7160 Professional Development
- III.A.14-3 2016-2021 College of the Desert Strategic Master Plan
- III.A.14-4 Article 4: Academic Calendar of the COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017
- III.A.14-5 Article 7: Compensation of the COD Adjunct Association Collective Bargaining Agreement
- III.A.14-6 Article 16: Professional Growth of the CSEA Collective Bargaining Agreement July 1, 2015-June 30, 2018
- III.A.14-7 College of the Desert Flex Calendar Report for 2015-2016
- III.A.14-8 Fall 2016 Detailed Flex Schedule
- III.A.14-9 Spring 2017 Detailed Flex Schedule
- III.A.14-10 2015, 2016, 2017 Technology Training Calendars
- III.A.14-11 Faculty Development Committee Portal
- III.A.14-12 Archived Flex presentations
- III.A.14-13 Berger Faculty Innovation Center webpage
- III.A.14-14 Berger Faculty Innovation Center Training Calendar
- III.A.14-16 Diversity and Equity Council Role and internal Portal page
- III.A.14-17 Diversity and Equity Council Committee Description



- III.A.14-18 Diversity and Equity Council September 21, 2016, minutes
- III.A.14-19 Website of the National SEED Project
- III.A.14-20 Student Workshop—Author and Activist Loung Ung
- III.A.14-21 Faculty and Community Event—Author and Activist Loung Ung
- III.A.14-22 Student Equity Plan
- III.A.14-23 Human Resources Links on webpage
- III.A.14-24 Human Resources Portal with Keenan SafeColleges Online Learning Trainings
- III.A.14-25 College of the Desert Employee Assistance Program
- III.A.14-26 Fall Technology Training Survey Fall 2016
- III.A.14-27 Technology Training Survey for staff 2015
- III.A.14-28 Summary of focus groups on Distance Education Fall 2016
- III.A.14-29 2/8/2017 Minutes from Outreach and Training Subcommittee

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

The District makes provisions for security and confidentiality of personnel records and for employee access via its Office of Human Resources physical space, policies, and procedures (III.A.15-1, III.A.15-2, III.A.15-3, III.A.15-4).

All active personnel records are housed in lockable filing cabinets in the Office of Human Resources. All inactive personnel files are also housed in lockable filing cabinets in the Office of Human Resources. Benefits information is in separate personnel files stored in an office where both the office and the file cabinets can be locked. All personnel files are locked each evening and weekend and remain within the control of the Office of Human Resources staff during work hours. The Office of Human Resources anticipates renovating and relocating to a different and improved physical space. During the move, fire-safe lockable filing cabinets will replace the existing lockable filing cabinets. Personnel files do not leave the Office of Human Resources except by authority and control of the vice president of human resources and employee relations, the director of human resources, or a designee. The transporting of files occurs as needed for a personnel meeting outside of the Office of Human Resources (exception: Skelly hearing), or as requested by an employee pursuant to California Labor Code 1198.5.

Personnel files are maintained and records may be viewed by employees in accordance with each respective collective bargaining agreement and California Labor Code 1198.5 and/or by requesting a review in the Office of Human Resources (III.A.15-5, III.A.15-6, III.A.15-7, III.A.15-8). The Office of Human Resources standard procedure is to accommodate employee review within a reasonable timeframe after the request is made except in extenuating circumstances. When employees, supervisors, or designated employee representatives review personnel files, an Office of Human Resources staff member is present in the room.

Each personnel file contains a log sheet for the purpose of tracking who has viewed a file, on which date, and for what purpose.



These log sheets verify that only permissible personnel have viewed the file and that the review was for proper administration of the District's affairs or supervision of the employee.

Evaluation

College of the Desert meets this Standard.

Evidence

- III.A.15-1 Board Policy 3310 Records Retention and Destruction
- III.A.15-2 Administrative Procedure 3310 Records Control, Retention, Maintenance, and Destruction
- III.A.15-3 Board Policy 3300 Public Records
- III.A.15-4 Administrative Procedure 3300 Public Records
- III.A.15-5 COD Faculty Association Collective Bargaining Agreement July 1, 2015-June 30, 2017, Article 7.2-7
- III.A.15-6 CSEA Collective Bargaining Agreement July 1, 2015-June 30, 2018, Article 5.3
- III.A.15-7 COD Adjunct Association, Article VI.2-VI.6
- III.A.15-8 Administrative Procedure 7145 Personnel Files

III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

College of the Desert (COD) is a single-college district supporting nearly 671,000 square feet of instructional and support space on three campuses. The main campus is located in Palm Desert and makes up 608,315 square feet or 91 percent of the total space. The Indio campus encompasses 46,956 square feet, and the Mecca/Thermal or East Valley campus supports 15,525 square feet. Instruction also takes place in other locations throughout the Coachella Valley including Desert Hot Springs.

COD was founded in 1958 and currently serves over 400,000 residents of the Coachella Valley. The College opened in 1962 with nine buildings on 160 acres. In 2004, Measure B was approved authorizing \$346.5 million of bonds to fund the expansion plans identified in the 2003 Facility Master Plan (III.B.1-1, III.B.1-2). In November 2016, the Measure CC Bond was approved for \$577 million (III.B.1-3).

Safety and sufficient access are high priorities at COD and much has been done to ensure all students and staff have equal opportunities and enjoy a healthy learning and working environment. These efforts are coordinated by numerous departments including administrative services, facilities/project management services, maintenance and operations, public safety, risk management, Disabled Student Programs and Services, institutional effectiveness and planning, and human resources.



All new buildings and renovations at COD are designed and constructed to meet or exceed the legal standards and codes as required by the District, the State Chancellor's Office, the Education Code, and the Division of the State Architect. These standards address safety issues including structural, fire, and seismic concerns as well as the Americans with Disabilities Act. Board Policy 7332 ensures that the College and its facilities meet the requirements of the Americans with Disabilities Act (III.B.1-4). Administrative Procedure 6350 ensures that all proposed facilities together with construction cost estimates be submitted for approval to the State Chancellor's Office and the State Department of General Services as required by statute in the name of the Board of Trustees, and all contracts for work to be done and/or materials to be furnished shall be governed by Public Contract Code Section #22000 et seq., Uniform Public Construction Cost Accounting Commission (III.B.1-5).

- Administrative services oversees facilities, maintenance and operations, public safety, information technology, and fiscal services (III.B.1-6).
- Facilities/project management for major construction projects is provided by MAAS Companies, an independent contractor with an established office and regular staff on the Palm Desert Campus (III.B.1-2, III.B.1-7).
- The Public Safety Department is responsible for the Emergency Operations Plan and the processes and procedures to ensure the safety of all students, staff, and visitors (III.B.1-8). The Public Safety Department is also responsible for the Emergency Response Guide and publicizing crime logs (III.B.1-9, III.B.1-10).
- The Safety Committee is an operational committee of the College and serves as the primary recommending body on issues of environmental health and safety. The Safety Committee oversees all roles of the College in relation to the safety of its students, faculty, and staff. Its role is to coordinate activities to achieve this goal with in-classroom safety, emergency preparedness, risk management, workers' compensation, security, the Inter-disciplinary Crisis Resource Committee (ICRC), and on-going facilities safety concerns (III.B.1-11). The Safety Committee meets regularly to address safety concerns communicated or inform members of new and/or updated information provided by professional organizations including COD's insurance administrator, Keenan and Associates.
- Safety inspections are completed annually by Keenan and Associates as a part of COD's membership in Statewide Association of Community Colleges. Additionally, the College performs monthly safety inspections.
- The Facilities Advisory Committee (FAC) participates in the planning, usage, and oversight of facilities. The FAC reviews existing facilities and utilization. The committee supports the College's Educational Master Plan and Facilities Master Plan goals and objectives by promoting safe, adequate, well-maintained facilities that support excellence in education while maintaining the beauty and historical significance of the College's facilities (III.B.1-12). The Citizens' Bond Oversight Committee also actively participates in the planning, usage, and oversight of facilities (III.B.1-13).

Evaluation

COD meets this Standard.

The Public Safety Department is responsible for ensuring the safety of all students, staff, and visitors. This includes the development of the Emergency Operations Plan and the processes and procedures required to implement the plan as well as reporting required information in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (III.B.1-9, III.B.1-14, III.B.1-15). There are a number of policies and guides that the Public Safety Department is responsible for to ensure safety and security, which include earthquake safety, sexual assault, drug and alcohol safety, and fire safety (III.B.1-16).



Regular safety trainings continue to be offered including proper safe lifting, hazard communication, cardiopulmonary resuscitation, active shooter, Great Shakeout Earthquake Drill, personal safety class, and fire extinguisher training through Keenan SafeColleges (III.B.1-17). There are also regular Flex presentations on safety and emergency preparedness (III.B.1-18).

The Maintenance and Operations Department is responsible for ensuring all facilities are safe and provide a healthy learning and working environment. Routine inspections are conducted on all campuses, and daily work orders are submitted by departments and prioritized by Maintenance and Operations to ensure health and safety issues are addressed first (III.B.1-19).

Evidence

- III.B.1-1 2003-2015 Facilities Master Plan
- III.B.1-2 Measure B Bond Website
- III.B.1-3 Measure CC Bond Website
- III.B.1-4 Board Policy 7332 Persons with Disabilities
- III.B.1-5 Administrative Procedure 6350 Contracts-Construction
- III.B.1-6 COD Departments for Planning-CPC Handbook 2016-2017
- III.B.1-7 COD Portal for Measure Bond B
- III.B.1-8 Public Safety Webpage
- III.B.1-9 Emergency Response Guide 2014
- III.B.1-10 Crime Logs Webpage
- III.B.1-11 Portal webpage for the Safety Committee
- III.B.1-12 Portal webpage for the Facilities Advisory Committee
- III.B.1-13 Citizens' Bond Oversight Committee Website
- III.B.1-14 Clery Act Annual Reports
- III.B.1-15 Portal webpage for Public Safety Department including the Emergency Operations Plan
- III.B.1-16 Public Safety Department Webpage-Policies and Guides
- III.B.1-17 Human Resources Portal with Keenan SafeColleges Online Learning Trainings
- III.B.1-18 Emergency Preparedness Presentation Spring Flex 2016
- III.B.1-19 Portal webpage for Maintenance and Operations

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Description

COD completed many projects throughout the District with Measure B funds. COD continues to enjoy its expansion made possible with the approval of the 2004 Measure B Bond (III.B.2-1). Measure B was approved authorizing \$346.5 million of bonds to fund the



expansion plans identified in the 2003-2015 Facility Master Plan (III.B.2-2). In November 2016, the Measure CC Bond was approved for \$577 million, and the College will continue to plan, build, maintain, and upgrade physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its program, services, and mission (III.B.2-3).

The College refers to its Facilities Master Plan (FMP) and reviews information and projections from the Enrollment Management Committee to ensure both new and renovated facilities will support the current needs and align with the goals and mission of the College (III.B.2-2, III.B.2-4, III.B.2-5, III.B.2-6). New and emerging needs are also considered prior to dedicating valuable resources for planning and construction. A new FMP is underway and the majority of the work is expected to be completed by fall 2017 with implementation to begin in spring 2018 (III.B.2-7). In preparation for the new FMP, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of College Planning Council, has recently completed the evaluation of the 2003-2015 FMP, and APO presented the FMP evaluation to the Facilities Advisory Committee (FAC) and College Planning Council (III.B.2-8, III.B.2-9, III.B.2-10, III.B.2-11).

Currently the College is undergoing the writing and completion of the new Educational Master Plan (EMP) for 2017-2022, and the EMP will determine the new and emerging facility needs or requirements, which will be written into the new FMP (III.B.2-12). In addition, the Citizen's Bond Oversight Committee provides oversight to ensure all facility projects paid for by Measure B Bonds align with the bond authorization documents (III.B.2-13).

Information from all stakeholder groups are collected during the programming and schematic design phases. These stakeholder groups include instructional departments as well as operational and support departments depending on the project. Smaller projects are initiated from end-users and evaluated by the FAC. This model allows end-users to identify and propose solutions to facility issues that impact services and programs in a timely manner.

COD relies on input from College Planning Council (CPC) and the program review update (PRU) process to complete the information for the Instructional Equipment and Scheduled Maintenance five-year planning process, as required by the Chancellor's Office (III.B.2-14, III.B.2-15). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department equipment needs, including replacement and maintenance needs (III.B.2-16). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (III.B.2-17). The equipment prioritization process has been evaluated by APO and recently improved, and APO's recommendations for improving the equipment prioritization process were accepted by CPC on March 10, 2017 (III.B.2-18, III.B.2-19, III.B.2-20). The Equipment Prioritization Committee identifies equipment needs across the institution, the Budget Subcommittee identifies and recommends available resources, and the superintendent/president makes the final decision (III.B.2-19). Maintenance and Operations also submits a PRU using the Support Services PRU template (III.B.2-21).

The Maintenance and Operations Department utilizes a work order system that incorporates both a preventive maintenance system as well as a work order system that supports daily online requests from the campus community (III.B.2-22). Maintenance and service agreements exist for all needs that are unable to be addressed by internal staff. Vendor maintenance and service agreement have been uploaded for vendors (III.B.2-23).

Evaluation

COD meets this Standard. The College considers the needs of programs and services when planning its facilities through a variety



of means. The Strategic Master Plan was the basis for the Educational Master Plan (EMP). The College planning process is comprehensive and includes input from internal as well as external sources. The Educational Master Plan (EMP) was used as one of the primary resources in the development of the FMP.

- The majority of the facility needs identified in the FMP have been completed.
 - The remaining Measure B Bond funds are targeted for projects identified in the FMP.
 - The five-year Facilities Plan and Scheduled Maintenance are up to date and reflect current needs as identified in the PRU process.
 - Instructional equipment needs are identified in the annual PRU process, and all requests have been funded since 2013 (III.B.2-24, III.B.2-25, III.B.2-26).
 - Non-instructional equipment needs are identified in the annual PRU process, and all requests have been funded since 2013 (III.B.2-24, III.B.2-25, III.B.2-26).
 - Technology needs are identified by the Administrative Computing Committee and included the Technology Master Plan (TMP) (III.B.2-27, III.B.2-28). Useful life and replacement information is included in the TMP, and funding allocated to address these needs is considered on an annual basis by the Budget Subcommittee (III.B.2-29, III.B.2-30).
 - A database of all technology equipment is maintained by IT Department and ongoing refresh programs are completed to ensure all departments have the most current equipment available (III.B.2-31).
 - Work order systems are used to support both facility and technology needs (III.B.2-32).

Evidence

- III.B.2-1 Measure B Bond Website
- III.B.2-2 2003-2015 Facilities Master Plan
- III.B.2-3 Measure CC Bond Webpage
- III.B.2-4 COD Enrollment Management Plan
- III.B.2-5 Portal webpage for the Enrollment Management Committee
- III.B.2-6 College Mission, Vision, and Values Webpage
- III.B.2-7 COD Long-Term Integrated Planning Calendar—Facilities Master Plan Timeline
- III.B.2-8 APO’s Evaluation of the 2003-2015 Facilities Master Plan
- III.B.2-9 Portal webpage for Facilities Advisory Committee
- III.B.2-10 Minutes Facilities Advisory Committee
- III.B.2-11 February 03, 2017 Minutes from the College Planning Council-Item 2.5
- III.B.2-12 Educational Master Plan 2017-2012 Webpage
- III.B.2-13 2015-2016 Citizens’ Bond Oversight Committee
- III.B.2-14 College Planning Council Webpage
- III.B.2-15 2016-2017 Program Review Updates
- III.B.2-16 Sample Instruction PRU: 2015-2016 Biology PRU
- III.B.2-17 2015-2016 Equipment Prioritization Documents from the PRUs
- III.B.2-18 APO Recommendations to improve the Equipment Prioritization Process
- III.B.2-19 Improved 2017 Equipment Prioritization Process



- III.B.2-20 March 10, 2017, Minutes from College Planning Council
- III.B.2-21 2015-2016 Maintenance and Operations PRU
- III.B.2-22 Portal webpage for Maintenance and Operations
- III.B.2-23 Service Agreements
- III.B.2-24 2016-2017 Program Review and Prioritization Timeline
- III.B.2-25 Planning and Prioritization Timeline—Part II: Staff and Equipment Prioritization Update
- III.B.2-26 August 18, 2015 Faculty, Staff and Equipment Prioritization Announcement
- III.B.2-27 Portal webpage for Educational Technology and Distance Education Committee
- III.B.2-28 2015-2020 Technology Master Plan
- III.B.2-29 Portal webpage for Budget Subcommittee
- III.B.2-30 September 12, 2016 Minutes for Budget Subcommittee-Item 3.4 Resource Allocation for Technology Refresh Cycle from the Technology Refresh Plan
- III.B.2-31 Database of Technology Equipment
- III.B.2-32 Portal webpage of Information Technology Services

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The College evaluates its facilities on a regular basis. The formal process includes a semiannual facilities study session presentation including a review of completed projects, an update on current projects, and the introduction of new projects (III.B.3-1, III.B.3-2). The College also regularly plans and evaluates facilities, physical resources, and equipment through the annual Five-Year Capital Outlay Plan updates, annual updates for space inventory, review of scheduled maintenance projects, hazardous material report survey and inventory, property and liability inspections, and facilities conditions assessment (III.B.3-3, III.B.3-4, III.B.3-5, III.B.3-6, III.B.3-7, III.B.3-8, III.B.3-9, III.B.3-10).

Equipment needs are addressed through the annual PRU prioritization process. COD relies on input from College Planning Council (CPC) and the program review update (PRU) process to complete the information for the instructional equipment and scheduled maintenance five-year planning process, as required by the Chancellor's Office (III.B.3-11, III.B.3-12). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department equipment needs, including replacement and maintenance needs (III.B.3-13). Annual PRUs include utilization factors and relevant data/information to justify the equipment need. Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (III.B.3-14). The equipment prioritization process has been evaluated by the Assessment of Planning and Outcomes Subcommittee (APO) and recently improved, and APO's recommendation for improving the Equipment Prioritization Process was accepted by CPC on March 10, 2017 (III.B.3-15, III.B.3-16, III.B.3-17). The Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources, and the superintendent/president makes the final decision (III.B.3-16). Maintenance and Operations also



submits a PRU using the Support Services PRU template (III.B.3-18).

In addition to the formal process described above, there is an informal process which includes requests from departmental meetings and committee meetings. Requests supported by the department dean and respective vice president are forwarded to the Facilities Advisory Committee (FAC) for evaluation and recommendation, then to the Superintendent/President's Executive Cabinet, and CPC (III.B.3-19). This ongoing process allows for issues to be addressed that were unknown at the time of the annual PRU. The FAC also reviews and recommends requests included in the annual PRU. All requests are evaluated using the Strategic Master Plan and Educational Master Plan (EMP) to ensure alignment with the goals and mission of the College. The EMP is currently being finalized. This will be used to guide the new FMP, which is expected to be complete in the spring of 2017.

The FAC reviews the following types of requests (III.B.3.20):

- space utilization ;
- new and/or expanded program space requests; and
- minor facility renovations.

Evaluation

COD meets this Standard. With the recent addition of the Facility Advisory Committee (FAC), the planning process has been enhanced to include an ongoing method for reviewing and evaluating facility needs. The FAC continues to evolve and is in the process of developing an offsite facility checklist and a modification form that is expected to be implemented early in the 2017-2018 fiscal year.

Facility utilization continues to be a focus and is currently being updated and reviewed by the FAC as is the Facilities Condition Assessment prior to making recommendations to the Superintendent/President's Executive Cabinet and CPC.

Equipment requests included in the annual PRU prioritization process have been fully funded since 2013.

Technology refresh requests included in the TMP have been approved and funded in 2014-2015 and 2015-2016.

Evidence

- III.B.3-1 Board of Trustees October 21, 2016, Agenda—Study Session is on Facilities Update
- III.B.3-2 October 21, 2016 Minutes for Board of Trustees
- III.B.3-3 Five-Year Capital Outlay Presentation
- III.B.3-4 2017-2021 Five-Year Capital Outlay Plan
- III.B.3-5 2015-2016 Space Inventory
- III.B.3-6 2016-2017 Space Inventory
- III.B.3-7 2016-2017 Scheduled Maintenance Projects
- III.B.3-8 Hazardous Materials Inventory & Survey Report 2016
- III.B.3-9 SWACC Inspection Report 2016
- III.B.3-10 Facilities Condition Assessment Report 2014
- III.B.3-11 College Planning Council Webpage
- III.B.3-12 2016-2017 Program Review Updates



- III.B.3-13 Sample Instruction PRU--2015-2016 Biology PRU
- III.B.3-14 2015-2016 Equipment Prioritization Documents from the PRUs
- III.B.3-15 APO recommendations to improve the Equipment Prioritization Process
- III.B.3-16 Improved 2017 Equipment Prioritization Process
- III.B.3-17 March 10, 2017 Minutes from College Planning Council
- III.B.3-18 2015-2016 Maintenance and Operations PRU
- III.B.3-19 Portal webpage for Facilities Advisory Committee
- III.B.3-20 CPC Handbook 2016-2017-Facilities Advisory Committee Description

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The District's long-range capital planning process includes a continuous cycle that supports institutional goals and provides appropriate facilities for the District's program of instruction, support services, and the students of the District. The District's Strategic Educational Master Plan (SEMP) was developed in 2010 (III.B.4-1). These documents support the Desert Community College District Facilities Master Plan (FMP) 2003-2015 (III.B.4-2). In 2004, the voters of the District passed the \$346.5 million Measure B Bond which supports a large portion of the District's FMP. The FMP focuses on the most critical needs of the College and has allowed the District to improve and expand its current facilities as identified in the early planning documents. Long-range capital planning begins with updating the FMP with updated information from the 2016-2021 Strategic Master Plan and 2017-2022 Educational Master Plan (EMP) (III.B.4-3, III.B.4-4).

Additionally, the District utilizes its Five-Year Capital Outlay Plan and Space Inventory Report, both completed annually in July, to ensure current and upcoming projects are supported by the District's Educational, Facility, and Strategic Master Plans (III.B.4-5, III.B.4-6, III.B.4-7).

The District completed a Facilities Condition Assessment in 2014, which is used in conjunction with predictive cost models to anticipate funding and maintenance needs many years into the future (III.B.4-8). This plan, used in concert with the District's Scheduled Maintenance Plan, assists the District in projecting the total cost of ownership of facilities.

The District has performed multiple infrastructure projects designed to lower the total cost of ownership of facilities. In March of 2014, the College completed a \$17 million solar project that currently provides 3.4 megawatts of energy and provides the District with significant savings related to the cost of energy (III.B.4-9). Additionally the District has implemented multiple Proposition 39 projects over the last three years that assist in lowering the overall operational costs on campus (III.B.4-10).

The COD Strategic Master Plan 2016-2021 provides five strategic goals focused on student success; planning and governance; fiscal stability and infrastructure; teamwork, organizational development; and economic workforce development and community outreach



(III.B.4-3). Through the annual planning, budget, and program review update process, departments/units are required to provide ongoing costs estimates as part of funding requests when applicable to provide a clearer representation of total cost.

When a capital project is under consideration, the District uses a specific process to ensure that the project is consistent with the objectives outlined in the Strategic Master Plan. Deans identify project needs for their specific area of supervision that align with the strategic goals of the College. They then meet with the campus administration to discuss the proposed project. Once reviewed, the project goes before College Planning Council (CPC) for review. CPC evaluates the project to ensure consistency with the mission of the College, to ensure the project meets the needs of the students, and that the project is consistent with the programs of the College. Once reviewed, the project then moves to the Facilities Advisory Committee for validation. Once approved, the project then moves to the Bond Office for processing, and the process of starting the project is initiated. Throughout the project process, there is ongoing involvement from the stakeholders most directly affiliated with the project through the Citizens' Bond Oversight Committee. This includes opportunities for input related to the design and program of the project to ensure the project will meet the needs of their specific programs and the students at the College.

Evaluation

COD meets this Standard. Long-range capital planning, relying on the SMP, EMP, FMP, annual Five-Year Plan updates, and program review updates, supports informed decision-making regarding facilities and instructional equipment designed to meet institutional goals (III.B.4-1, III.B.4-2, III.B.4-3, III.B.4-4, III.B.4-5). Decisions are made through an informed process that includes the appropriate stakeholders and consideration of long-term impacts both financially and with respect to institutional goals and priorities. The District's Facilities Master Plan has been specifically adhered to, and projects have been completed since the inception of Measure B according to this plan (III.B.4-11). Continuous involvement and participation from the Facilities Advisory Committee provides an ongoing process and validation for the proposed projects and consistency with institutional priorities.

With the final projects for Measure B Bond underway, it is important that the District engage in the development of an updated FMP to provide the same foundation for future projects. With the District's Strategic Master Plan completed in spring 2016, the Educational Master Plan is set to be completed during spring 2017 and the Facilities Master Plan (FMP) during the spring and fall 2017. The current FMP provides clear direction and project priorities to guide the District through that duration. The development of updated plans will allow the District to continue to follow the same effective planning process it has utilized since the inception of Measure B Bond funds.

Evidence

- III.B.4-1 Strategic Education Master Plan, 2010
- III.B.4-2 Facilities Master Plan 2003-2015
- III.B.4-3 Strategic Master Plan 2016-2021
- III.B.4-4 2017-2022 Educational Master Plan Webpage
- III.B.4-5 2017-2021 Five-Year Capital Outlay Plan
- III.B.4-6 2015-2016 Space Inventory
- III.B.4-7 2016-2017 Space Inventory
- III.B.4-8 Facilities Condition Assessment Report
- III.B.4-9 Solar Project



- III.B.4-10 Proposition 39 projects
- III.B.4-11 Measure B Website and Various Complete Projects

III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Description

Appropriateness and Adequacy of Technology

College of the Desert (COD) has sufficient technology to support its faculty, staff, and students. COD currently has over 1,000 computers accessible for student use. Nearly 500 computers are available for faculty, staff, and conference room usage. Students have access to computers in forty-seven labs staffed by instructional support assistants (III.C.1-1). The Library, Office of Student Life, Tutoring and Academic Skills Centers in Palm Desert, Desert Hot Springs, and Indio, and the Administration Building lobby have computers for student use. COD provides technology support through the Information Technology (IT) Department, departmental labs, the Technology Learning Center, the Berger Faculty Innovation Center, the distance education faculty coordinator, various distance education support faculty coordinators located in each division, and the instructional design and technology faculty coordinator (III.C.1-2, III.C.1-3).

The IT Department supports the College in making decisions about technology services, facilities, hardware, and software. IT staff continually review high-quality and reliable industry standard providers that are within defined budgets and make recommendations to the vice president of administrative services. District technology standards are posted on the IT webpage (III.C.1-4). The IT department has oversight of the replacement of technology infrastructure and equipment. During 2015-2016, the College replaced 373 computers in classrooms and computer labs, 33 classroom projectors were replaced, 25 media control units were upgraded, and over 100 staff computers and 60 faculty computers were replaced. During 2016-2017, the College replaced 212 computers in classrooms and computer labs, 46 projectors were upgraded, 15 media control units were upgraded, two printers were replaced, and over 60 staff computers and 20 faculty computers were replaced. The Staff Technology Survey indicated that 83.7 percent of staff and over 75 percent of faculty agree that current hardware is provided to their areas (III.C.1-5, III.C.1-6).

The bond projects have allowed the College to make significant improvements in its technology infrastructure. An IT manager works with the bond team project managers to coordinate technology requirements for all bond projects. In the past several years, the College has used the bond funds to create a state-of-the-art Network Operations Center located in the new Math, Science, and Technology Center. Funds have been used to upgrade systems including servers for administrative information systems, network storage, and physical and virtual servers. Buildings have wireless access points that provide wireless accessibility to 100 percent of the College (excluding only outlying parking lots). The College has technology standards that outline the minimum requirements for all areas of information technology (III.C.1-4). These standards are included with the bid package for all construction projects which assures that all new and modernized buildings have an adequate and consistent infrastructure (III.C.1-7).



Identification of Technology Needs

College of the Desert ensures that its various types of technology needs are identified through a cohesive, College wide planning process. Program review updates are tied to the Technology Master Plan (TMP) (III.C.1-8). The program review update process allows each department to identify technology needs as they support College goals and objectives (III.C.1-1). COD relies on input from College Planning Council (CPC) and the program review update (PRU) process to complete the information for technology requests along with the technology refresh cycle from the TMP (III.C.1-9, III.C.1-10, III.C.1-11). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department technology needs (III.C.1-12). As stated in the College Planning Council Handbook and in the annual prioritization process, technology requests are consolidated and prioritized, and remaining technology requests consolidated from the program review updates (PRU) are submitted to the IT Department to see if any of the requests are being replaced as part of the refresh cycle as stated in the TMP (III.C.1-13, III.C.1-14). Information Technology also submits a PRU using the Support Services PRU template (III.C.1-1).

The TMP is updated annually based on input from the Academic Senate's Educational Technologies and Distance Education Committee and the Administrative Computing Committee (III.C.1-15). The TMP is then directly linked to the Strategic Master Plan, and it will be linked to the newly created Educational Master Plan (III.C.1-16, III.C.1-17). The TMP incorporates all aspects of technology at the College in accordance with, and support of, the College's mission (III.C.1-18).

College of the Desert uses the Riverside County Office of Education's financial and payroll system, known as Galaxy. While the cost is very reasonable, the system lacks functionality and reporting can be difficult. The Administrative Computing Committee (ACC) has recommended to College Planning Council that COD identify additional software that can be used to assist with reporting capabilities for Galaxy. ACC also recommended several approaches to improve the effectiveness of current administrative systems. These include identifying components/modules that exist in the current systems and implementing those which will assist with data collection and related reporting, working with Ellucian to acquire additional modules that will help to streamline current systems and processes, working with various companies to re-implement components of Colleague, and reviewing the setup/configuration of existing modules/screens/validation tables to determine if additional codes can be added and/or streamlined (III.C.1-19, III.C.1-20).

Effectiveness of Technology in Meeting Needs

College of the Desert evaluates the effectiveness of its technology in meeting its range of needs through the program review update process and through the use of surveys. College of the Desert uses the results of the program review update process to make decisions about the need for new equipment (III.C.1-11, III.C.1-12, III.C.1-13, III.C.1-14). In summer 2015, a staff technology survey was distributed requesting input on the effective use of technology resources, training support for technology, current hardware, and application software (III.C.1-5). In fall 2015, a similar survey was conducted for faculty (III.C.1-6). The results of these surveys were reviewed by the Administrative Computing Committee and based upon the survey results, training sessions were identified and scheduled for the 2015-2016 academic year (III.C.1-21, III.C.1-22, III.C.1-23). The survey results for both staff and faculty show that the majority of employees state that the effective use of technology resources is systematically evaluated, that technology resources are implemented based upon program review, that the College provides necessary training support for utilization of technology resources, that the College provides current hardware for departments, and that the College provides current application software for departments (III.C.1-5, III.C.1-6).

Decisions about Technology Services, Facilities, Hardware, and Software

The TMP, in concert with the College Planning Council Handbook details how the Palm Desert and satellite campuses' technology



needs are planned, maintained, and upgraded (III.C.1-24). The Facilities Advisory Committee reviews and approves the development of new instructional labs and facilities on campus. Requests for new facilities, hardware, and software are made through the annual program review update process which ties all requests to District goals (III.C.1-25).

Distance Education

The Distance Education Committee is a subcommittee of the Educational Technologies and Distance Education Committee, which reports to the Academic Senate (III.C.1-15, III.C.1-21). This committee recently recommended a transition from Blackboard to Canvas in support of the State Online Education Initiative. COD had a formal contract with Blackboard and is currently contracted to Canvas (effective June 1, 2016) to provide support for distance education courses. The contract provides for hosting, backup, monitoring, upgrades, and faculty support. Both the instructional design coordinator and distance education coordinator provided multiple opportunities for the transition to Canvas and for Canvas-specific training (III.C.1-26, III.C.1-27).

Faculty teaching online courses are required to take training on the course management system as well as to obtain online certification (III.C.1-28, III.C.1-29). A majority of online instructors are satisfied with the amount and quality of training that they receive (III.C.1-6).

Evaluation

The College meets this Standard. The College uses an innovative institutional planning process that integrates the College mission with the acquisition of technology resources in support of student learning programs and services (III.C.1-10, III.C.1-11, III.C.1-12, III.C.1-13, III.C.1-14, III.C.1-24). The current planning, budgeting, and assessment process and previous planning models, along with bond funding, have allowed the College to expand educational facilities as well as improve network infrastructure and operational systems. The Technology Master Plan was revised in 2015, and planning initiatives were evaluated and incorporated in current initiatives. In 2016 these initiatives were revisited and updated (III.C.1-8). Administrative Procedure 4105 was revised in fall 2016 to incorporate changes made to the faculty certification process and to the online course approval process (III.C.1-28).

The revision of these plans is an example of the planning process at work. As needs and conditions change in the classroom, the planning process identifies future needs and, from time to time, facilitates the need to revise the College's Educational, Facilities, and Technology master plans to meet these changes that affect student learning (III.C.1-29).

Evidence

- III.C.1-1 Annual PRU – Information Technology
- III.C.1-2 Information Technology Services Webpage
- III.C.1-3 Portal webpage for Information Technology Services
- III.C.1-4 District Technology Standards
- III.C.1-5 Staff Technology Survey
- III.C.1-6 Faculty Technology Survey
- III.C.1-7 Smart Classroom Tab-District Technology: Standards
- III.C.1-8 Desert Community College District 2015-2020 Technology Master Plan
- III.C.1-9 2017 Technology Refresh Inventory



III.C.1-10	College Planning Council Webpage
III.C.1-11	2016-2017 Program Review Updates
III.C.1-12	Sample Instruction PRU--2015-2016 Digital Design Production PRU
III.C.1-13	2014-2015 and 2015-2016 Technology List from the PRUs
III.C.1-14	CPC Handbook 2016-2017 Technology Requests
III.C.1-15	Portal webpage for Educational Technologies and Distance Education
III.C.1-16	2016-2021 Strategic Master Plan
III.C.1-17	2017-2022 Educational Master Plan Webpage
III.C.1-18	Mission, Vision, and Values Webpage
III.C.1-19	Portal webpage for Administrative Computing Committee
III.C.1-20	Administrative Computing Committee 2016-2017 Minutes
III.C.1-21	Administrative Computing Committee 2015-2016 Minutes
III.C.1-22	Technology Learning Center Calendars
III.C.1-23	Technology Training Spring 2017
III.C.1-24	2016-2017 College Planning Council Handbook
III.C.1-25	Portal webpage for Facilities Advisory Committee
III.C.1-26	Monthly training calendars for Canvas
III.C.1-27	Emails from DE Coordinator about trainings 30 Minute Canvas training
III.C.1-28	Administrative Procedure 4105 Distance Education
III.C.1-29	Canvas Webpage
III.C.1-30	College Plans Webpage

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Description

Technology Decisions Based on College and Program Review

The Technology Master Plan, in concert with the College Planning Council Handbook, details how the Palm Desert and satellite campuses' technological needs are planned, maintained, and upgraded (III.C.2-1, III.C.2-2). The Facilities Advisory Committee continues to approve the development of new instructional labs and upgrades for existing labs and facilities on campus (III.C.2-3).

A portion of the annual program review process identifies needed technology in support of District-defined goals. College of the Desert ensures that its various types of technology needs are identified through a cohesive, College wide planning process. Program review is tied to the Technology Master Plan (TMP) (III.C.2-1). The program review update process allows each department to identify technology needs as they support the College goals and objectives (III.C.2-4). COD relies on input from College Planning Council



(CPC) and the program review update (PRU) process to complete the information for technology requests along with the technology refresh cycle from the TMP (III.C.2-5, III.C.2-6, III.C.2-7). Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department technology needs (III.C.2-4). As stated in the College Planning Council Handbook and in the annual prioritization process, technology requests are consolidated and prioritized, and remaining technology requests consolidated from the program review updates (PRUs) are submitted to the Information Technology Department to see if any of the requests are being replaced as part of the refresh cycle as stated in the TMP (III.C.2-8, III.C.2-9). Information Technology also submits a PRU using the Support Services PRU template (III.C.2-10).

The TMP is updated annually based on input from the Academic Senate's Educational Technologies and Distance Education Committee and the Administrative Computing Committee (III.C.2-11, III.C.2-12). The TMP is then directly linked to the Strategic Master Plan, and it will be linked to the newly created Educational Master Plan (III.C.2-13, III.C.2-14). The TMP incorporates all aspects of technology at the College in accordance with, and support of, the College's mission (III.C.2-15).

The College is well served in its technology requirements by the staff of the IT department. Through faculty and staff development training classes, as well as active participation by IT employees on various planning committees throughout the College, the importance of early-stage planning and incorporation of technology in new classroom construction and remodeling ensures that the most current technological equipment is available for all students in the classroom environment (III.C.2-16, III.C.2-17, III.C.2-18, III.C.2-19, III.C.2-20).

Prioritization of Technology

The TMP provides the framework for technology direction, strategy, acquisition, and deployment on a District wide basis (III.C.2-1). The TMP also provides guidelines to ensure that the institution's technology remains current and sustainable. Refresh cycles are defined for all types of technology (III.C.2-5). A process is defined that provides for small technology projects which fall outside of the annual program review process (III.C.2-21).

Effectiveness of Meeting Technology Needs

The program review process effectively provides departments the technology they need to complete their planning objectives (III.C.2-4, III.C.2-5, III.C.2-6, III.C.2-7, III.C.2-8, III.C.2-9). As bond projects are identified, new and remodeled buildings have technology incorporated that meet required standards for cabling, wireless, main distribution frame/intermediate distribution frame, power and connectivity, data drops, smart podiums, and physical security.

Distance Education

The 2017-2022 Educational Master Plan will contain the Distance Education Plan which articulates a distance education mission and vision for the future (III.C.2-22). During fall 2016, the distance education faculty participated in a vision session to discuss the future of online delivery of courses, including whether to join the state's Online Education Initiative's course exchange (III.C.2-23).

Evaluation

The College meets this Standard. The implementation of the TMP as a living document that will guide the College's use of technology resources sets a clear framework in which all stakeholders can participate as appropriate (III.C.2-1). The College systematically plans, acquires, maintains, upgrades, or replaces technology infrastructure and equipment to meet institutional needs. It does this by



participating in the planning process, which includes the submission of program review by the IT Department that involve planning and collaboration with the Facilities Advisory and Administrative Computing committees (III.C.2-2, III.C.2-3, III.C.2-12).

Planning Agenda

The Distance Education Committee will develop a Distance Education Plan as part of the new Educational Master Plan during the fall of 2017.

Evidence

- III.C.2-1 2015-2020 Technology Master Plan
- III.C.2-2 2016-2017 College Planning Council Handbook
- III.C.2-3 Portal webpage for Facilities Advisory Committee
- III.C.2-4 Sample Instruction PRU--2015-2016 Digital Design Production PRU
- III.C.2-5 2017 Technology Refresh Inventory
- III.C.2-6 College Planning Council Webpage
- III.C.2-7 2016-2017 Program Review Updates
- III.C.2-8 2014-2015 and 2015-2016 Technology List from the PRUs
- III.C.2-9 CPC Handbook 2016-2017 Technology Requests
- III.C.2-10 Annual PRU – Information Technology
- III.C.2-11 Portal webpage for Educational Technologies and Distance Education Committee
- III.C.2-12 Portal Site for Administrative Computing Committee
- III.C.2-13 2016-2021 Strategic Master Plan
- III.C.2-14 2017-2022 Educational Master Plan Webpage
- III.C.2-15 Mission, Vision, and Values Webpage
- III.C.2-16 Technology Learning Center Calendars
- III.C.2-17 Technology Training, Spring 2017
- III.C.2-18 Fall 2016 Flex Technology Training
- III.C.2-19 Spring 2016 Flex Technology Training: 2016
- III.C.2-20 Dine and Design
- III.C.2-21 Appendix I: Small Technology Projects Form
- III.C.2-22 2017-2022 Educational Master Plan Webpage
- III.C.2-23 DE Vision Sessions Outcomes

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.



Description

System maintenance is performed routinely by the Information Technology (IT) Department (III.C.3-1, III.C.3-2).

Maintenance

The IT Department uses a HelpDesk system to enter, track, assign, and monitor work requests related to technology issues (III.C.3-3). In 2015–2016, 2699 work requests were completed. Through March 2017, 3,673 work requests were completed. HelpDesk hours have expanded to include the 7:00–8:00 a.m. hour, Monday–Friday (III.C.3-4). In addition, at the beginning of each primary term, HelpDesk hours extend until 6:00 p.m., Monday–Thursday. Of the six technicians who support desktop and classroom technology, one technician is assigned to the offsite locations of Indio, Mecca/Thermal, and West Valley.

Provisions for Reliability, Disaster Recovery, Privacy, and Security

College of the Desert has support and maintenance contracts for all critical production systems including the phone system, firewall, core switch, Colleague, Canvas, and College portal (III.C.3-5). The IT Department maintains a security monitoring, analysis, and response firewall that allows the IT staff to monitor network traffic and block known security threats and attacks. The College has an authentication system to validate and authorize wireless access for all users (III.C.3-6, III.C.3-7). The College has a service-level agreement to ensure the reliability of Internet connectivity.

Backups and disaster recovery of College of the Desert's network and server systems are performed nightly by a variety of applications and appliances. Primarily, the majority of server backups reside on two Barracuda appliances. A Symantec Backup Exec Server performs backups on the email system. The SharePoint web/portal server is stored to either tape or the EMC Network Access Storage (III.C.3-8, III.C.3-9). In addition, multiple servers perform local backups as failover to the primary backup services.

Backup services report daily via email to the network administrator with a success or failure message. Failures are promptly addressed and repaired.

Backup storage locations include Barracuda appliances, the EMC N.A.S., the NetApp S.A.N., a Dell 2000TL tape drive system and local location. The Barracuda and EMC storage systems have redundant units at the Indio site where backup data is copied from the primary backup device (III.C.3-10). COD has approximately 40 terabytes of storage available. Tape backups are also stored offsite at Union Bank.

Backup protocols use both incremental and full backup scenarios. Critical systems are also imaged which allow recovery of the entire server in the event of total loss of data or hardware. Retention periods vary depending on the system being backed up. Duplication and compression techniques are used to reduce the size of backup space.

Redundancy is a key component for many systems in order that automatic failover may occur in the event of failure of hardware resources. This allows services to remain online 24/7 without requiring immediate attention by staff. The email servers are clustered in a database access group. In the event of failure of an entire server, email databases are transferred to other available servers automatically. The use of virtualization also allows failover of host servers where virtual servers can be automatically moved to adjacent servers in the event of hardware failure. There are a number of IT policies and procedures to ensure the access and security of the technology resources, including social media procedures (III.C.3-11, III.C.3-12).

IT maintains multiple backup servers located throughout Desert Community College District that are additionally backed up to tape. These tape backups are currently stored at an offsite location to ensure safety and availability in the event of an emergency that may



occur on campus. Backups occur daily and on weekends with redundancy built into all servers.

Required upgrades to hardware and/or software are scheduled to minimize downtime for faculty, staff, and students. Significant down time is scheduled in advance, coordinated with impacted offices, and communicated to impacted constituents.

Each building has an intermediate distribution frame room where network cables are connected to a network switch that has an attached uninterruptible power supply. In case of a power failure, network equipment, including voice over internet protocol phones, remain functional for varying periods of time.

The Network Operation Center is a state-of-the-art facility created with Measure B Bond funds in 2013. It is physically secured and is accessible to only IT and Public Safety staff. The Network Operation Center is connected to a series of backup batteries. These batteries keep the servers and network appliances up and running for 20–30 minutes. In the event of a power failure, this is more than enough time than the two to three minutes needed for the backup generator to activate. The generator keeps all equipment up and running until power is restored.

College of the Desert uses a robust and secure learning management system (LMS). The LMS, Canvas, is outsourced (III.C.3-13). Through a secure connection, the District uploads all account information into the LMS on a regular basis based on current enrollments.

Evaluation

The College meets this Standard. In order to maintain instructional and business continuity, regular systems and network monitoring is performed with industry standards and tools. Technology resources at all locations where courses, instructional programs, and support services are implemented and maintained to ensure reliable access, safety, and security.

Evidence

- III.C.3-1 Information Technology Webpage
- III.C.3-2 Portal webpage for Information Technology Services
- III.C.3-3 Webpage for IT Help Desk
- III.C.3-4 Annual PRU – Information Technology
- III.C.3-5 Webpage for IT Administrative Systems
- III.C.3-6 Webpage for Acceptable Use Guidelines for Desert Community College District/COD Wireless Network
- III.C.3-7 LDAP Authentication Contract
- III.C.3-8 Webpage for Network Services & Telecommunications including network security and backups
- III.C.3-9 Portal webpage for IT Network Systems and Communications
- III.C.3-10 Backup and Recovery System
- III.C.3-11 Webpage for IT Policies and Procedures
- III.C.3-12 Appendix V of Technology Master Plan Social Media Management
- III.C.3-13 Canvas Webpage



III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and Institutional operations.

Description

Assessment of Need for Training

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations (III.C.4-1, III.C.4-2). Training classes are offered based upon the faculty, staff and student results of these surveys (III.C.4-3, III.C.4-4, III.C.4-5). The Administrative Computing Committee identifies the need for training for administrative information systems (III.C.4-6). Refresher courses are the offered in the Technology Learning Center (III.C.4-7, III.C.4-8, III.C.4-9, III.C.4-10). If advanced training is required, IT contracts appropriate vendors and schedules onsite or web-based training.

Technology Trainings and Support Provided

College of the Desert provides regularly scheduled trainings and training on demand. The IT Department provides ongoing training sessions in the Technology Learning Center. The training calendar is posted each semester (III.C.4-7, III.C.4-8). The training topics are determined based on surveys sent to all faculty and staff in the summer/fall of each year (III.C.4-3, III.C.4-4). Faculty and staff may also request specific training. The District and College provide trainings whenever new systems are deployed. These trainings are a combination of onsite and web-based sessions. The majority of staff agree that the received training has enabled them to effectively use technology (III.C.4-3).

Faculty professional development offerings contain a technology track. Various sessions are offered to provide training on new software, classroom technology, and desktop applications (III.C.4-7, III.C.4-8, III.C.4-9, III.C.4-10).

Online training videos are available on the College portal for SharePoint and Microsoft Office topics and can be accessed on demand (III.C.4-11).

The IT department subscribes to Lynda.com. Lynda.com (recently acquired by LinkedIn) is an online education company offering thousands of video courses in software, creative, and business skills (III.C.4-12). The video tutorials are taught by industry experts. College staff have unlimited access to watch the videos.

The Technology Master Plan, in collaboration with the College's technology guidelines, details how students, staff, and faculty are trained in the use of various technologies (III.C.4-13). In the event that circumstances dictate, IT also provides onsite training for all College employees on an as-needed basis. For the 2015-2016 academic year, 103 training sessions were offered totaling 212 hours of training to 1,059 employees (duplicated count) (III.C.4-7, III.C.4-14). In the staff training sessions, 439 classified staff members (duplicated count) received training in technology classes that covered a wide range of topics including Microsoft Word, file backup and management, Colleague and Informer query building, Web and portal updates and maintenance, Excel, Access, Outlook, and PowerPoint (III.C.4-7, III.C.4-14). During Flex weeks for 2015-2016 (fall and spring), 620 faculty (duplicated count) attended technology training classes similar to those classes mentioned above, as well as classroom media technology, LMS, and making and captioning videos (III.C.4-9, III.C.4-10). The IT Department and the distance education coordinator also offer applicable workshops as needed when widespread new technologies are implemented such as WebAdvisor, Student Self-Service, and the Canvas LMS (III.C.4-15, III.C.4-16, III.C.4-17).



The IT Department publishes and distributes a quarterly newsletter titled “bITS & bytes” (III.C.4-2). This newsletter informs faculty and staff about upcoming training sessions, best practices, tips and tricks, and the latest information about security awareness (III.C.4-12).

Distance Education

Training for faculty primarily takes place during District Flex days before each semester (III.C.4-9, III.C.4-10). The transition to a new LMS has allowed training opportunities for faculty during the semester as well. Faculty need to learn the specific LMS, and while trainings are open to all faculty, whether distance education or not, distance education faculty are expected to have a more advanced knowledge of the system and ways to effectively engage students (III.C.4-15, III.C.4-16, III.C.4-17).

Administrative Procedure 4105 requires certification for faculty wishing to continue teaching online (III.C.4-18). Faculty teaching online must adhere to important regulations, including regular effective contact hours, and must be trained in best practices for online delivery, which may differ significantly from traditional course delivery methods (III.C.4-19). All faculty, regardless of certification, are required to take Orientation to Distance Education at COD, which covers everything from federal and state regulations to best practices to accessibility issues (III.C.4-20). All online instructors receive standard information, training calendars for Canvas, and emails or flyers about trainings (III.C.4-21, III.C.4-22, III.C.4-23, III.C.4-24).

Beginning spring 2016, the distance education coordinator began providing six hours of on campus HelpDesk support for students during the first two days of the semester and then weekly after that. In addition, a task force was established to plan what resources students will need to make the transition to Canvas and ongoing support. Faculty from career and technical education, counseling, and the library, along with support staff from the tutoring center, were asked to gather ideas for what students need to help them be more successful. Based on the responses, self-help pages were created for student use of Canvas, as well as resource pages (III.C.4-25, III.C.4-26, III.C.4-27, III.C.4-28, III.C.4-29). In addition, a video was created to describe how to access and start an online class (III.C.4-30).

Evaluation

The College meets this Standard. The College assesses the need and provides for information technology training for leadership, faculty, classified staff, and students in a combination of ways (III.C.4-3, III.C.4-4, III.C.4-5, III.C.4-14). The College responds to technological changes as well as direct requests for training from staff and faculty. The College provides appropriate instruction and support for faculty, staff, students, and leadership in the effective use of technology and technology systems related to its programs, services, and operations.

Evidence

- III.C.4-1 Information Technology Webpage
- III.C.4-2 Portal webpage for Information Technology Services
- III.C.4-3 Staff Technology Survey
- III.C.4-4 Faculty Technology Survey
- III.C.4-5 Student Technology Survey
- III.C.4-6 Portal webpage for Administrative Computing Committee



III.C.4-7	Technology Learning Center Calendars
III.C.4-8	Technology Training, Spring 2017
III.C.4-9	Fall 2016 Flex Technology Training
III.C.4-10	Spring 2016 Flex Technology Training
III.C.4-11	Portal Site for Educational Technology and Web Services including online trainings
III.C.4-12	Fall 2016 Bits and Bytes Newsletter including Lynda.com announcement
III.C.4-13	2015-2020 Technology Master Plan
III.C.4-14	Annual PRU – Information Technology
III.C.4-15	Canvas Webpage
III.C.4-16	Faculty Innovation Center Webpage
III.C.4-17	Training Calendar for Faculty Innovation Center
III.C.4-18	Administrative Procedure 4105 Distance Education
III.C.4-19	Regular Effective Contact Hours Webpage
III.C.4-20	Orientation to DE at COD Course
III.C.4-21	Monthly training calendars for Canvas
III.C.4-22	Emails from DE Coordinator about trainings 30 Minute CANVAS training
III.C.4-23	Canvas Webpage
III.C.4-24	Dine and Design
III.C.4-25	Student Self-Help Pages for Canvas
III.C.4-26	Student Resource Pages for Canvas
III.C.4-27	Help Desk Webpage
III.C.4-28	Distance Education Webpage
III.C.4-29	Online Classes Webpage
III.C.4-30	Video to Access an Online Class

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Description

College of the Desert has implemented many policies and procedures to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning processes. The College uses the Community College League of California's (CCLC's) recommended board policies and administrative procedures where applicable. Board Policy and Administrative Procedure 3720 are referenced whenever accessing the College's network and computers (III.C.5-1, III.C.5-2). The Information Technology (IT) Department also regularly reviews policies and procedures, comparing them to emerging industry standards and best practices in order to maintain a proactive approach to compliance including social media management (III.C.5-3, III.C.5-4, III.C.5-5, III.C.5-6).



Decisions about Use and Distribution of Technology

College of the Desert defines appropriate ethical and professional conduct for electronic information users, including user responsibilities, types of violations, consequences of misuse, and guidelines for electronic use in Administrative Procedure 3720. New employees are required to sign a document acknowledging receipt of this procedure. Employees are made aware of computer use procedures when they log on to their computers. Users must agree to the policies before they can use the system (III.C.5-7, III.C.5-8).

Distance Education

The College has a robust and secure LMS. The LMS is outsourced to the state-supported Canvas system. Through a secure connection, the District uploads all account information into Canvas on a daily basis based on current enrollments. Canvas is used for all fully online and hybrid distance education courses. The College’s Regular Effective Contact Policy states that the frequency of contact in distance education courses will be at least the same as would be established in a traditional course (III.C.5-9, III.C.5-10). Regular and effective contact must be instructor initiated (III.C.5-10). By policy, the College requires faculty proficiency in Canvas and online certification (III.C.5-9, III.C.5-10, III.C.5-11).

Evaluation

The College meets this Standard. The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence

- III.C.5-1 Board Policy 3720 Computer and Network Use
- III.C.5-2 Administrative Procedure 3720 Computer and Network Use
- III.C.5-3 District Technology Standards
- III.C.5-4 Webpage for IT Policies and Procedures
- III.C.5-5 2015-2020 Technology Master Plan
- III.C.5-6 Appendix V of Technology Master Plan Social Media Management
- III.C.5-7 Datatel Confidentiality Agreement
- III.C.5-8 Datatel Security Class Request Form
- III.C.5-9 Administrative Procedure 4105 Distance Education
- III.C.5-10 Regular Effective Contact Hours Webpage
- III.C.5-11 Orientation to DE at COD Course

Standard III.D Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation



and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Description

As a single-college district, College of the Desert (COD) receives the majority of its funding from state apportionment funds from the generation of full-time equivalent students (FTES). The introduction of the new growth funding formula in 2014–2015 provided COD with additional resources to enhance and support both existing and new programs serving the community.

Description	2013-2014	2014-2015	2015-2016	2016-2017 Projected
Funded FTES	7,354.397	7,900.267	9,053.45	9,132.03
Percent Increase		7.42%	14.60%	.87%
General Fund Revenues	\$52,276,587	\$54,468,287	\$71,877,901	\$68,712,907
Percent Increase		4.19%	3.20%	-4.40%
General Fund Expenditures and Other	\$51,444,851	\$56,493,323	\$64,877,206	\$71,841,591
Percent Increase/(Decrease)		9.76%	14.84%	10.73%
Fund Balances & Reserves	\$11,695,445	\$9,670,409	\$16,671,104	\$13,542,420

Additional sources of general fund revenues beyond the state apportionment include restricted program and local funds. These additional sources make up approximately one-third of total general fund revenues.

The Board of Trustees, through board policies, provides the principles for sound fiscal management and budget development. Board Policy and Administrative Procedure 6200 ensure that the budget supports institutional plans, which include student learning, programs, and services, sets prudent budget reserves, addresses long-term goals and commitments, and regular budget presentations (III.D.1-1, III.D.1-2). Board Policy and Administrative Procedure 6250 ensure that the budget is managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (III.D.1-3, III.D.1-4). Board Policy and Administrative Procedure 6300 require that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College and the Board of Trustees (III.D.1-5, III.D.1-6).

COD enjoys wide community support as shown by its recent general obligation Measure CC Bond passing with over seventy-two percent of the vote. The 2016 bond will provide over \$577.6 million in new state-of-the-art facilities for the students of tomorrow (III.D.1-7).

Additional community supports includes contributions from donors to the COD Foundation (III.D.1-8). The foundation continues to provide student scholarships and program support each year and has assets of approximately \$30 million (III.D.1-9). This support is critical to continue to serve the students of the Coachella Valley when state funding becomes constricted.

Prior to the distribution of resources, COD relies on its policies, planning processes, and participatory governance committees to provide valuable information and input including the following:

- mission statement (III.D.1-10);
- goal #3 strategic master plan (III.D.1-11, III.D.1-12);



Standard III - Resources

- educational master plan (III.D.1-13);
- policies and administrative procedures;
- faculty prioritization process (III.D.1-14);
- program review update (III.D.1-15);
- Budget Subcommittee (III.D.1-16, III.D.1-17);
- College Planning Council (III.D.1-18, III.D.1-19).

COD embraces a transparent budget process and one that supports the needs of the institution and its mission. Budget information is presented at Flex, COD Foundation board meetings, Board of Trustees meetings, and community meetings when requested (III.D.1-20, III.D.1-21, III.D.1-22, III.D.1-23). In addition, information is available on both the public and portal websites.

Evaluation

COD meets this Standard. The California Community College (CCC) funding model has been both inadequate and unreliable in providing stable funding. Substantial funding cuts occurred in 2009–10 resulting in the reduction of FTES caps that led to reduced class offerings. In addition, COD was in a dispute with the Chancellor’s Office about FTES reporting that remained unresolved until October of 2014. These conditions created a very challenging environment. Multiyear financial projections were prepared using conservative, moderate, and aggressive strategies.

The introduction of the new growth funding formula in fiscal year 2014–15 provided COD with the opportunity to serve more students by expanding class offerings thus increasing FTES and funding (III.D.1-24, III.D.1-25). For 2016-2017, COD will be number one in growth for the CCC system (III.D.1-26). The Enrollment Management Committee, with assistance from institutional effectiveness, provided an aggressive plan to achieve and surpass the targeted growth allocation provided by the Chancellor’s Office (III.D.1-27).

Evidence

III.D.1-1	Board Policy 6200 Budget Preparation
III.D.1-2	Administrative Procedure 6200 Budget Preparation
III.D.1-3	Board Policy 6250 Budget Management
III.D.1-4	Administrative Procedure 6250 Budget Management
III.D.1-5	Board Policy 6300 Fiscal Management
III.D.1-6	Administrative Procedure 6300 Fiscal Management
III.D.1-7	Measure CC Website
III.D.1-8	COD Foundation Website
III.D.1-9	COD Foundation Financial Statements
III.D.1-10	Mission, Vision, and Values Webpage
III.D.1-11	Strategic Master Plan
III.D.1-12	Strategic Master Plan Webpage
III.D.1-13	2017-2020 Educational Master Plan Webpage
III.D.1-14	Appendix I of the CPC Handbook-Faculty Prioritization Process
III.D.1-15	2016-2017 Program Review Updates



- III.D.1-16 Portal Site for Budget Subcommittee
- III.D.1-17 Budget Subcommittee's role in CPC Handbook, Planning, and Budget Allocation
- III.D.1-18 College Planning Council Webpage
- III.D.1-19 College Planning Council Handbook
- III.D.1-20 Spring 2017 Flex Budget Presentation
- III.D.1-21 Foundation Board Meeting October 26, 2016, Agenda and Minutes
- III.D.1-22 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.1-23 Adopted Budget Presentation September 16, 2016
- III.D.1-24 Chancellor's Correspondence October, 31, 2014
- III.D.1-25 Budget Subcommittee Agenda November 10, 2014
- III.D.1-26 COD 2016-2017 P1 Exhibit C 021017
- III.D.1-27 Portal Site for Enrollment Management Committee

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Description

College of the Desert's (COD) planning processes reach throughout the institution supporting its mission and vision (III.D.2-1, III.D.2-2, III.D.2-3). The annual program review update (PRU) provides the process for departments to request resources to assist in meeting their goals and objectives (III.D.2-4). This process begins with departments/programs completing program review updates in the fall. Soon after, faculty prioritization occurs. Prioritization for staff, equipment, and other requests occurs in the spring (III.D.2-5). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (III.D.2-2, III.D.2-3, III.D.2-4, III.D.2-5, III.D.2-6). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan, which aligns with the College's mission statement (III.D.2-7).

During the planning process, financial information is continuously reviewed, updated, and shared on a regular basis (III.D.2-6). Transparency in the budget process are embraced at COD, and financial information is readily available and is presented at multiple venues including Board of Trustees meetings, College Planning Council, Budget Subcommittee, Flex, and collective bargaining sessions. (III.D.2-8, III.D.2-9, III.D.2-10, III.D.2-11, III.D.2-12, III.D.2-13).

The Budget Subcommittee actively participates and makes recommendations regarding the fiscal health of the District (III.D.2-14). This includes reviewing the PRUs requests and recommending funding levels for consideration as well as recommending reserve percentages (III.D.2-8, III.D.2-14). The PRUs contain the opportunity to request for additional faculty, staff, equipment, and technology resources.

Annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify



program and department faculty, staff, and equipment needs (III.D.2-5, III.D.2-15). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (III.D.2-15). In order to improve the program review, prioritization, and planning process, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of College Planning Council, created and reviewed the results of the fall 2013 and fall 2014 prioritization process survey (III.D.2-16). Since then, the faculty prioritization process has been evaluated multiple times and was improved for the fall 2016 faculty prioritization process, which is currently being evaluated this spring 2017 (III.D.2-17, III.D.2-18, III.D.2-19). The improved faculty prioritization process along with a faculty prioritization rubric was added to the CPC Handbook as Appendix I (III.D.2-19). During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to College Planning Council as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (III.D.2-20).

Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization processes and for the Budget Subcommittee to review its role in the planning process (III.D.2-21). The equipment and staff prioritization processes have been evaluated by APO and recently improved, and APO's recommendations for improving the Equipment Prioritization Process were accepted by CPC on March 10, 2017 (III.D.2-22, III.D.2-23, III.D.2-24, III.D.2-25, III.D.2-26). The Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources, and the superintendent/president makes the final decision (III.D.2-5, III.D.2-6, III.D.2-8, III.D.2-10, III.D.2-14, III.D.2-27).

In order to ensure sound financial practices and financial stability, the Board of Trustees, through board policies, and the College, through administrative procedures, provide the principles as the foundation for financial planning in support of institutional planning. Board Policy and Administrative Procedure 6200 ensure that the budget supports institutional plans, which include student learning, program and services, sets prudent budget reserves, addresses long-term goals and commitments, and regular budget presentations (III.D.2-28, III.D.2-29). Board Policy and Administrative Procedure 6250 ensure that the budget is managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (III.D.2-30, III.D.2-31). Board Policy and Administrative Procedure 6300 require that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College and the Board of Trustees (III.D.2-32, III.D.2-33).

COD also appropriately disseminates appropriate financial information throughout the institution in a timely manner. COD embraces a transparent budget process and one that supports the needs of the institution and its mission. Budget information is presented at Flex, COD Foundation board meetings, Board of Trustees meetings, and community meetings when requested (III.D.2-34, III.D.2-35, III.D.2-36, III.D.2-37). In addition, information is available on both the public and portal webpages.

Evaluation

COD meets this Standard. COD continues to refine and improve collaboration, communication, and transparency in its fiscal practices. Involvement through the various committees and prioritization processes ensure that a large constituency is able to have input on resource allocation as informed by the District's mission and goals. The work of the Budget Subcommittee and the Budget's role is integral to planning, prioritization, and resource allocation which is noted in the annual planning calendar in Appendix K of the CPC Handbook (III.D.2-38)



Evidence

- III.D.2-1 Mission, Vision, and Values Webpage
- III.D.2-2 College Planning Council Webpage
- III.D.2-3 College Planning Council Handbook
- III.D.2-4 2016-2017 Program Review Updates
- III.D.2-5 Prioritization Process
- III.D.2-6 Annual Planning Process
- III.D.2-7 Strategic Master Plan
- III.D.2-8 Budget Subcommittee's role in CPC Handbook, Planning and Budget Allocation
- III.D.2-9 College Planning Council Minutes September 9, 2016-Discussion Item 2
- III.D.2-10 Portal Site for Budget Subcommittee
- III.D.2-11 Spring 2017 Flex Budget Presentation
- III.D.2-12 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.2-13 Adopted Budget Presentation September 16, 2016
- III.D.2-14 Budget Subcommittee 2016-2017 minutes
- III.D.2-15 Sample Instruction PRU--2015-2016 Biology PRU
- III.D.2-16 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- III.D.2-17 Faculty Prioritization Survey Results for fall 2015 faculty prioritization survey
- III.D.2-18 Appendix I of the CPC Handbook-Faculty Prioritization Process
- III.D.2-19 Fall 2016 Prioritization Survey
- III.D.2-20 Superintendent/President's Email Announcement of Funded Faculty Positions
- III.D.2-21 APO recommendations for the PIE Handbook
- III.D.2-22 2015-2016 Staff and Equipment Prioritization Documents from the PRUs
- III.D.2-23 APO recommendation to improve the Equipment Prioritization Process
- III.B.2-24 Improved 2017 Equipment Prioritization Process
- III.D.2-25 Improved Staff Prioritization Process
- III.D.2-26 March 10, 2017, Minutes from College Planning Council
- III.D.2-27 Superintendent/President's Email Announcement of Funded Faculty, Staff and Equipment
- III.D.2-28 Board Policy 6200 Budget Preparation
- III.D.2-29 Administrative Procedure 6200 Budget Preparation
- III.D.2-30 Board Policy 6250 Budget Management
- III.D.2-31 Administrative Procedure 6250 Budget Management
- III.D.2-32 Board Policy 6300 Fiscal Management
- III.D.2-33 Administrative Procedure 6300 Fiscal Management
- III.D.2-34 Spring 2017 Flex Budget Presentation
- III.D.2-35 Foundation Board Meeting October 26, 2016, Agenda and Minutes
- III.D.2-36 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.2-37 Adopted Budget Presentation September 16, 2016
- III.D.2-38 Appendix K Annual Planning Calendar CPC Handbook



III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The Annual Planning Process and the Prioritization Process outlines the College’s yearly integrated planning and budget process as described in Standard III.D.2 (III.D.3-1, III.D.3-2).

COD enjoys a robust, transparent, and continual budgeting process. The Budget Subcommittee meets monthly to discuss the current budget and fiscal position (III.D.3-3, III.D.3-4, III.D.3-5). The Budget Subcommittee includes representatives from faculty, classified staff, confidential staff, students, leadership, and unions (III.D.3-3). The development of the fiscal year budget begins in January after the release of the governor’s proposed budget. Revenue and expenditure assumptions are utilized to form the initial draft budget (III.D.3-6). Multiyear projections are also completed at this time and used to predict trends and fiscal stability as well as build pro forma models to incorporate future needs identified through the program review update and/or staff prioritization processes as referred to in Standard III.D.2. (III.D.3-7).

Budget information is readily available and presentations are made to the Board of Trustees, College Planning Council, full and extended cabinets, and bargaining sessions upon request as referred to in Standard III.D.1 and III.D.2.

Evaluation

COD meets this Standard. The financial planning and budget development process is well established at COD. The budget calendar is established and adhered to, and all groups are represented on the College Planning Council’s Budget Subcommittee.

Evidence

- III.D.3-1 Prioritization Process
- III.D.3-2 Annual Planning Process
- III.D.3-3 Portal Site for Budget Subcommittee
- III.D.3-4 Budget Subcommittee’s role in CPC Handbook, Planning and Budget Allocation
- III.D.3-5 Budget Subcommittee 2016-2017 minutes
- III.D.3-6 Appendix K Annual Planning Calendar CPC Handbook
- III.D.3-7 Spring 2017 Flex Budget Presentation

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.



Description

College of the Desert's (COD) annual budget is comprised of projections based upon available information. COD's annual budget is developed based on a realistic assessment of financial resources. Board Policy and Administrative Procedure 6200 require that the budget development process for the next fiscal year begin early in the current year so that a tentative budget is available for the new fiscal year (III.D.4-1, III.D.4-2). The budget begins with the release of the governor's annual budget in January for the following fiscal year (III.D.4-3). Using this information, the fiscal department working with the Budget Subcommittee determines a budget and resources that are in support of annual planning priorities and fixed expenditures (III.D.4-4, III.D.4-5). The adopted budget is presented to the Board of Trustees along with regular budget updates (III.D.4-6, III.D.4-7).

Key elements used for developing the budget include projected enrollment data, the full-time faculty obligation number, cost of living adjustments, restoration/growth factors, factors applied to state apportionment, contractual obligations, and other information deemed significant (III.D.4-5, III.D.4-8). The budget development process continues as described in Standard III.D.3.

The College receives significant state and federal categorical, grant, and regional funds. For fiscal year 2015-2016, these funds were approximately \$16 million, representing 22 percent of general fund revenues (III.D.4-11). These funds support numerous specialized programs that support target groups of students and specific activities to support student success. Programs are planned and developed as funds become available.

The College has other sources of revenue that supplement state funding. Additional community supports includes contributions from donors to the COD Foundation (III.D.4-9). The foundation continues to provide student scholarships and program support each year and has assets of approximately \$30 million (III.D.4-10). This support is critical to continue to serve the students of the Coachella Valley when state funding becomes constricted. In addition, COD enjoys wide community support as shown by its recent general obligation Measure CC Bond passing with over seventy-two percent of the vote. The 2016 bond will provide over \$577.6 million in new state-of-the-art facilities for the students of tomorrow (III.D.4-12).

Evaluation

COD meets this Standard. The budget development process builds a realistic picture of available resources that is based on the identification of the governor's budget and budget elements. The budget is closely aligned to planning through the alignment of planning, prioritization, and resource allocation.

Evidence

- III.D.4-1 Board Policy 6200 Budget Preparation
- III.D.4-2 Administrative Procedure 6200 Budget Preparation
- III.D.4-3 Appendix K Annual Planning Calendar CPC Handbook
- III.D.4-4 Portal Site for Budget Subcommittee
- III.D.4-5 Budget Subcommittee 2016-2017 minutes
- III.D.4-6 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.4-7 Adopted Budget Presentation September 16, 2016
- III.D.4-8 Fiscal Services Budget and Audit Webpage



- III.D.4-9 COD Foundation Website
- III.D.4-10 COD Foundation Financial Statements
- III.D.4-11 Desert Community College District 2015-2016 CCFS-311 Report
- III.D.4-12 Measure CC Website

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Description

Board Policy and Administrative Procedure 6300 require that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College and Board of Trustees (III.D.5-1, III.D.5-2). COD files quarterly financial reports as required by the California Chancellor's Office and is audited annually by an independent auditor (III.D.5-3). This annual audit includes a review of internal controls, and it is the formal evaluation of the College's financial management by an independent certified public accountant. Examination of financial records, statements, and audits for compliance shall be made in accordance with auditing standards, current Government Accounting Standards Board (GASB) requirements, Office of Management and Budget Circulars A-128 and A-133, Government Auditing Standards, General Accounting Office Standards, and the standards specified by the California Community Colleges contracted audit manual. The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control system and compliance with state and federal mandates. The annual audit provides the Board of Trustees with verification that processes and practices are sound. In addition, budget and financial information are presented to the Board of Trustees, College Planning Council, and the Budget Subcommittee on a regular basis (III.D.5-4, III.D.5-5, III.D.5-6, III.D.5-7).

Budget variances are reviewed and explained and historical spending patterns and ending balances are included in the final budget report each September. This report is included in the board agenda for approval and shared with College Planning Council and the Budget Subcommittee as well as presented during Flex and to bargaining units upon request (III.D.5-4, III.D.5-5, III.D.5-6, III.D.5-7, III.D.5-8).

The evaluation of the fiscal management process is ongoing. As an institution wide effort, all the College's committees including the Budget Subcommittee recently completed an assessment of its committee and activities along with how it integrates with planning in regards to resource allocation (III.D.5-9, III.D.5-10). Concurrently, the College was assessing its planning documents and processes, which led to the improvement in the budget allocation process in planning and the section in the College Planning Council Handbook was updated to reflect the improvements (III.D.5-10, III.D.5-11).

The BOT and the Budget Subcommittee establish the expectation of continuous improvement as they regularly evaluate financial management processes. Budget transfers and revisions are included regularly in the board agenda. This is an example of an improved



practice established to ensure timely and accurate reporting as well as more timely information for better decision-making (III.D.5-12).

Evaluation

COD meets this Standard. Current and past financial management practices reveal a consistent pattern of prudent fiscal management and appropriate accounting practices. The College has maintained more than the required reserve level. In addition, financial management practices are reviewed and discussed by external auditors each year, as part of the annual audit.

Evidence

- III.D.5-1 Board Policy 6300 Fiscal Management
- III.D.5-2 Administrative Procedure 6300 Fiscal Management
- III.D.5-3 Fiscal Services Budget and Audit Webpage
- III.D.5-4 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.5-5 Adopted Budget Presentation September 16, 2016
- III.D.5-6 College Planning Council Minutes September 9, 2016-Discussion Item 2
- III.D.5-7 Budget Subcommittee 2016-2017 minutes
- III.D.5-8 Spring 2017 Flex Budget Presentation
- III.D.5-9 Budget Subcommittee’s Committee Assessment
- III.D.5-10 September 2016 Handouts for Budget Subcommittee
- III.D.5-11 Budget Subcommittee’s role in CPC Handbook, Planning and Budget Allocation
- III.D.5-12 Board of Trustees Agenda March 17, 2017

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Description

College of the Desert’s (COD) financial documents and the budget have a high degree of credibility and accuracy as a result of the collaborative budget development process, internal controls, compliance with state and federal financial guidelines, and a history of positive external audit results (III.D.6-1). The Strategic Master Plan, the program review and resource allocation processes, and institutional support of and compliance with the Student Success and Support and Student Equity plans and other categorical funding resources ensure that financial resources are used to support student learning programs and services.

COD’s budget is built and continually revised utilizing the latest parameters from reliable, generally accepted sources including the Chancellor’s Office, School Services of California and the Riverside County Office of Education. Assumptions and any budget-related news are reviewed with the Budget Subcommittee regularly with a goal of having an informed internal community. The Budget Subcommittee is made up of a broad coalition of management, students, and bargaining unit members (III.D.6-2). Because



transparency and credibility are extremely important, Budget Subcommittee members are encouraged to ask questions. Each meeting begins with a review of follow-up on items that were brought forward at the previous meetings (III.D.6-3).

To demonstrate credibility and accuracy, COD has internal controls in place, and state and federal funding is applied to the appropriate unrestricted or restricted accounts according to the Budget and Accounting Manual (BAM), the Chancellor's Office, and the Federal Office of Management and Budget (OMB). Financial information for all funds is provided to the Board of Trustees each month as part of the regular Board of Trustees meeting (III.D.6-4, III.D.6-5). Budget revisions are provided for Board of Trustees approval in the spring to more accurately reflect activity that has occurred in previous months (III.D.6-6).

COD regularly engages an independent audit firm to conduct annual audits and seeks external recommendations for review of controls when appropriate (III.D.6-1). The District incorporates recommendations that improve operations and internal controls in a timely manner as further described in sections III.D.7 and III.D.8. Audit reports have continually maintained an "unqualified" opinion. This includes audits for the auxiliary and bond programs. Audited financial statements are posted on the District's website and are presented annually to the Board of Trustees by the contracted audit firm.

COD appropriately allocates and uses resources in line with the College's planning processes as described in detail in Sections III.D.1 through III.D.4, the 2016-2021 Strategic Master Plan, program review, resource allocation processes, the Student Success and Support Plan, Student Equity Plan, and other categorical funding resources ensure resources are applied appropriately to support student learning programs and services.

Financial documents have a high degree of credibility and accuracy and reflect appropriate allocation in support of student learning and services.

Financial information is shared throughout the College on a regular basis. This information includes prior year financial information as well as current year and future year budget amounts. Changes are identified and discussed as a part of COD's transparent budget process.

Budgets are continuously monitored and updated as needed. Any variance in actuals is reconciled to ensure that expenditure patterns continue as expected. COD budgets at the position level and take into account each individual's placement, step advancements, salary increases, and benefit rates. Actuals to budget for salaries and benefits have been very accurate. Budgets for supplies, services, and other transfers assume all resources available, and actual expenditures are generally less than available resources. This has resulted in ending fund balances being higher than budgeted, which has maintained a strong financial position for the District. Trend analysis is conducted on budgets and actuals to ensure that resources remain dedicated to student success in consistent patterns.

Evaluation

COD meets this Standard. Budget assumptions are tied back to integrated planning objectives. The historical data is used to help understand the past decisions and outcomes and is used for future planning. Broad dissemination of budget and financial information maintains transparency and integrity in finances.



Evidence

- III.D.6-1 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D.6-2 Portal Site for Budget Subcommittee
- III.D.6-3 Budget Subcommittee 2016-2017 minutes
- III.D.6-4 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- III.D.6-5 Adopted Budget Presentation September 16, 2016
- III.D.6-6 Board of Trustees January 15, 2016, Minutes with Audit Reports and Budget Revisions

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

College of the Desert engages an independent certified public accounting firm to perform annual audits of the College's financial statements and oversees the College's audit process (III.D.7-1). Board Policy and Administrative Procedure 6400 require the District to participate in an annual outside audit and that the audit is in compliance with Education Code 84040.5 (III.D.7-2, III.D.7-3). COD has implemented significant improvements to overall controls as well as overall support to departments and programs. This has resulted in there being only one finding in the last three years (III.D.7-4). This finding was communicated clearly to department management, executive management, and the Board of Trustees (BOT). COD had no audit findings in 2014 and 2015 (III.D.7-5, III.D.7-6). The final audit report is reviewed and accepted by the BOT.

Evaluation

COD meets this Standard. The College has received positive unqualified audits for a number of years. In summary, financial documents have credibility, accuracy and reflect appropriate resource allocation in support of student learning programs and services.

Evidence

- III.D.7-1 Fiscal Services Budget, Audit and 311 Reports Webpage
- III.D.7-2 Board Policy 6400 Audits
- III.D.7-3 Administrative Procedure 6400 Financial Audits
- III.D.7-4 Desert Community College District Audit Report 2013
- III.D.7-5 Desert Community College District Audit Report 2014
- III.D.7-6 Desert Community College District Audit Report 2015



III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Description

COD has taken extraordinary steps to improve internal processes and controls. The current vice president of administrative services started with the District in October of 2013, who then selected a new director of fiscal services, who started in February of 2014. In that time and through internal and external audits, the College regularly evaluates its financial and internal control systems which have resulted in significant improvements in financial management (III.D.8-1). These efforts have been recognized in the recent credit rating upgrade from Standard and Poor's.

Unqualified opinions have been issued in the external audits for the District, auxiliary, and bond programs (III.D.8-2, III.D.8-3, III.D.8-4). No material weaknesses have been identified in the reports. Audits include tests of controls in key areas such as purchasing, payroll, and program compliance. Staff meets with auditors at each of three visits during the year to discuss potential issues, review controls, and develop improvements.

Evaluation

COD meets this Standard. The College conducts internal process reviews and leverages external audits to identify areas for improvements to processes and controls.

Evidence

- III.D.8-1 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D.8-2 Desert Community College District Audit Report 2013
- III.D.8-3 Desert Community College District Audit Report 2014
- III.D.8-4 Desert Community College District Audit Report 2015

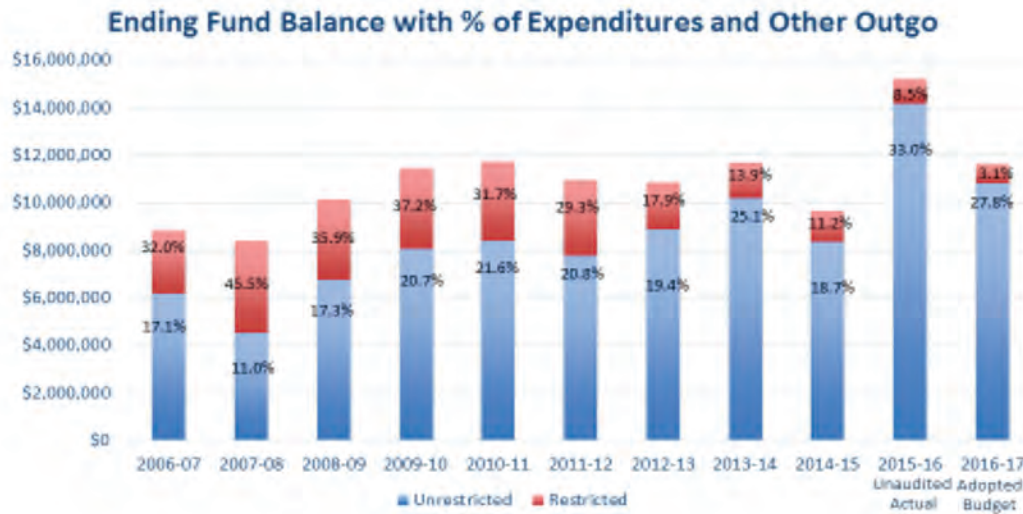
III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Description

Each year, College of the Desert (COD) has maintained a healthy fund balance and sufficient cash reserves. The Board of Trustees (BOT) adopts budget parameters which states its commitment to ongoing fiscal stability of the College by using principles of sound



fiscal management (III.D.9-1, III.D.9-2, III.D.9-3). COD continues to have ample cash to meet budgetary needs. This is primarily due to the strong fund balances shown in the graphic:



In addition to the general fund ending fund balances above, the District has other funds or alternative liquidity sources that could be used in emergency situations. Borrowing from other funds or from outside sources is unnecessary due to the strong fiscal management practices.

With respect to risk management, COD is a member of the Joint Powers Authority Statewide Association of Community Colleges for its comprehensive insurance coverage including property, liability, and worker’s compensation (III.D.9-4). The Statewide Association of Community Colleges represents 46 of the 113 community colleges in California. COD’s coverage through Statewide Association of Community Colleges (SWACC) is detailed in the Memorandum of Coverage issued by SWACC. Board Policy and Administrative Procedure 6540 provide the guidelines for management of risk and potential liability (III.D.9-5, III.D.9-6).

Evaluation

COD meets this Standard. Cash balances have been more than adequate to address the collective needs of the College and remain consistent due to strong fiscal oversight. The District’s joint powers authority provides sufficient insurance and thus protection against claims in the areas of property, liability, and worker’s compensation.

Evidence

- III.D.9-1 Board Policy 6300 Fiscal Management
- III.D.9-2 Administrative Procedure 6300 Fiscal Management
- III.D.9-3 Desert Community College District Audit Report 2015
- III.D.9-4 Joint Powers Authority Statewide Association of Community Colleges
- III.D.9-5 Board Policy 6540 Insurance
- III.D.9-6 Administrative Procedure 6540 Insurance



III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

College of the Desert practices effective oversight and management of all financial resources, including financial resources, financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundation, grants, investments, and other assets. COD adheres to the board policies and administration procedures for budget, investments, debt, and accounting practices (III.D.10-1, III.D.10-2, III.D.10-3, III.D.10-4, III.D.10-5, III.D.10-6, III.D.10-7, III.D.10-8, III.D.10-9, III.D.10-10, III.D.10-11, III.D.10-12, III.D.10-13, III.D.10-14, III.D.10-15, III.D.10-16, III.D.10-17, III.D.10-18, III.D.10-19, III.D.10-20, III.D.10-21, III.D.10-22, III.D.10-24). Board Policy and Administrative Procedure 6300 require that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and the Board of Trustees (BOT) (III.D.10-9, III.D.10-10). Board Policy and Administrative Procedure 6320 require that investments must remain sufficiently flexible and transactions should instill public confidence (III.D.10-11, III.D.10-12).

Annual audits include tests of internal controls and careful review of major programs, including financial aid (III.D.10-24). Because of full compliance, the College has not been subject to a required United States Department of Education review. Audit findings are reviewed with affected departments, senior management, and the Board of Trustees (III.D.10-22, III.D.10-23). COD provides responses for all findings to detail corrective actions to be taken. The District has received an unqualified opinion with no material weaknesses cited in the last three years (III.D.10-25, III.D.10-26, III.D.10-27). There was only one finding involving a program procedural issue that was not related to fiscal practices.

Oversight begins early in the process with monthly Budget Subcommittee meetings during the academic year. The focus of the committee is robust discussions regarding the methods for allocation of financial resources, integration with the prioritization process, methodology for allocations, and analysis of internal and external factors affecting the budget (III.D.10-28, III.D.10-29). These discussions become the basis to improve processes and transparency in the finances of COD.

COD enjoys robust support from an independent foundation, alumni association, and auxiliary. Each organization has an independent board and is audited annually (III.D.10-30, III.D.10-31, III.D.10-32, III.D.10-33). COD has a defined process to request resources from these organizations, with review of each request occurring at the executive management level to ensure the appropriate use of those resources.

COD has invested in several full-time staff positions dedicated to the oversight and management of all funds, including grants, donations, and categorical programs. Among these positions are a director of institutional grants, a grants technician for fiscal support of programs, and an accounting specialist dedicated to proper accounting and oversight of the flow of resources between the District and the auxiliary and foundation (III.D.10-34, III.D.10-35).

Budgets are continually reviewed and adjustments are made as needed with Board of Trustees review and approval occurring on a monthly basis. Purchases are made through electronic requisitioning which is configured to adhere to authority limits as authorized by board policy. Additionally, each purchase is reviewed at several levels up to generating the purchase order and through the receiving and payment authorization process.



COD's construction bond program, in addition to all of the normal fiscal controls, has all expenditures reviewed by the Citizens' Bond Oversight Committee on a regular basis (III.D.10-37, III.D.10-38). The bond funds are audited separately on an annual basis for adherence to the requirements of Proposition 39 (III.D.10-30, III.D.10-39).

Evaluation

COD meets this Standard. COD has built a culture of transparency and accountability in the management of financial resources, including financial aid, grants, investments, contracts, foundation, alumni, and auxiliary organizations. Unqualified audit opinions, coupled with few findings, demonstrate a strong control environment.

Evidence

- III.D.10-1 Board Policy 6100 Delegation of Authority
- III.D.10-2 Administrative Procedure 6100 Delegation of Authority
- III.D.10-3 Board Policy 6150 Designation of Authorized Signatures
- III.D.10-4 Administrative Procedure 6150 Designation of Authorized Signatures
- III.D.10-5 Board Policy 6200 Budget Preparation
- III.D.10-6 Administrative Procedure 6200 Budget Preparation
- III.D.10-7 Board Policy 6250 Budget Management
- III.D.10-8 Administrative Procedure 6250 Budget Management
- III.D.10-9 Board Policy 6300 Fiscal Management
- III.D.10-10 Administrative Procedure 6300 Fiscal Management
- III.D.10-11 Administrative Procedure 6300(a) Board Approval or Ratification of Purchase Orders, Contracts, and Warrants
- III.D.10-12 Administrative Procedure 6310 Accounting
- III.D.10-13 Board Policy 6320 Investments
- III.D.10-14 Administrative Procedure 6320 Investments
- III.D.10-15 Board Policy 6330 Purchasing
- III.D.10-16 Administrative Procedure 6330 Purchasing
- III.D.10-17 Board Policy 6340 Contracts
- III.D.10-18 Administrative Procedure 6340 Bids Contracts
- III.D.10-19 Administrative Procedure 6345 Bids Contracts UPCCAA
- III.D.10-20 Administrative Procedure 6350 Contracts – Construction
- III.D.10-21 Administrative Procedure 6370 Contracts Personal Services
- III.D.10-22 Board Policy 6400 Audits
- III.D.10-23 Administrative Procedure 6400 Financial Audits
- III.D.10-24 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D.10-25 Desert Community College District Audit Report 2013
- III.D.10-26 Desert Community College District Audit Report 2014
- III.D.10-27 Desert Community College District Audit Report 2015



- III.D. 10-28 Budget Subcommittee Minutes September 12, 2016
- III.D.10-29 Budget Subcommittee Minutes October 10, 2016
- III.D.10-30 Board of Trustees Agenda November 16, 2016, Item XI.E.1 and XI.E.2
- III.D.10-31 2015-2016 College of the Desert Foundation Audit Report
- III.D.10-32 2015-2016 College of the Desert Alumni Association, Inc. Audit Report
- III.D.10-33 Auxiliary Audit Reports Webpage
- III.D.10-34 Auxiliary Audit Report 2015
- III.D.10-35 Administrative Services Organization Chart
- III.D.10-36 President's Office Organizational Chart including the Foundation Office and Institutional Advancement
- III.D.10-37 Measure B Bond Webpage
- III.D.10-38 Citizens' Bond Oversight Committee Webpage
- III.D.10-39 2015-2016 District and Measure B Financial and Performance Report

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

College of the Desert (COD) displays sound financial planning when making both short-term and long-term plans that result in long-term financial solvency. In accordance with stage regulations, the College has maintained a contingency reserve higher than five percent of its expenditures (III.D.11-1, III.D.11-2). In addition to this required reserve, the College has consistently had additional reserves available as noted below:

Description	2013-2014	2014-2015	2015-2016	2016-2017 Projected
Funded FTES	7,354.397	7,900.267	9,053.45	9,132.03
Percent Increase		7.42%	14.60%	.87%
General Fund Revenues	\$52,276,587	\$54,468,287	\$71,877,901	\$68,712,907
Percent Increase		4.19%	3.20%	-4.40%
General Fund Expenditures and Other	\$51,444,851	\$56,493,323	\$64,877,206	\$71,841,591
Percent Increase/(Decrease)		9.76%	14.84%	10.73%
Fund Balances & Reserves	\$11,695,445	\$9,670,409	\$16,671,104	\$13,542,420



This is done by a complete long-term analysis of the budget, including knowledge of one-time and ongoing revenues and expenditures as well as FTES history and projections (III.D.11-3). Other equally important factors include the availability of state funding, classroom availability and usage, faculty demographics, availability of adjunct faculty, and the ability to attract new tenure-track faculty (III.D.11-4). These factors and many others are significant to the long-term health of the institution.

Historically, COD has been able to maintain strong reserves even during the worst economic conditions. This has allowed the District to avoid external borrowing to meet cash flow requirements. Reserves have further been strengthened, positioning the District to be able to weather the next economic downturn. Additionally, the District has fully funded its other post-employment benefits (OPEB) obligations which few districts have been able to accomplish.

The most significant debt obligations are associated with the Measure B bond. The voters within the boundaries of the District overwhelmingly supported the passage of Measure B, a \$346.5 million general obligation bond issue on March 2, 2004. The term of the bonds will be from August 2004 to and including 2046. The first issuance for bond sales was for \$65 million in August 2004 and refunded in June 2005 bringing the total to \$73 million. In November 2007, the District issued General Obligation Bonds, Series 2007B, in the amount of \$57,850,000. In December 2007, the District issued the final approved principle amount of General Obligation Bonds, Series 2007C, in the amount of \$223,648,444. These bonds will be used to fund the District's Capital Improvement Plan, which includes acquisition, construction, modernization, renovation, and equipping of certain District property and facilities, and to pay certain costs of issuance of said bonds. A detailed debt service schedule is included in the 2015-2016 audited financial statements (III.D.11-5).

The College also clearly identifies and plans for payment of liabilities and future obligations. An example is the recently completed Actuarial Study of Retiree Health Benefits for the Budget Subcommittee to review and budget for increases in retiree benefit liability (III.D.11-6, III.D.11-8).

Evaluation

COD meets this Standard.

Reserve levels remain strong and consistent, and the District has provided for future OPEB obligations (III.D.11-7, III.D.11-8).

Measure CC was approved by the voters of the Coachella Valley in November of 2016 with over 72 percent of the vote. This bond authorized \$577 million of bonds to be issued to serve the students of tomorrow.

Evidence

- III.D.11-1 Board Policy 6200 Budget Preparation
- III.D.11-2 Administrative Procedure 6200 Budget Preparation
- III.D.11-3 Budget Multi-Year Projection, As of March 1, 2017
- III.D.11-4 Proposed Financial Health Indicators for March 13, 2017, Budget Subcommittee
- III.D.11-5 Desert Community College District Audit Report 2015
- III.D.11-6 College of the Desert Actuarial Study of Retiree Health Liabilities June 1, 2016
- III.D.11-7 Budget Subcommittee Minutes September 12, 2016, item 3.2 OPEB rate actuarial Study
- III.D.11-8 Budget Subcommittee Meeting Handouts September 12, 2016
- III.D.11-9 Measure CC Website



III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

Description

College of the Desert (COD) recognizes liabilities and future obligations and plans accordingly. OPEB, compensated absences, load banking, and pension obligations are all examples of current liabilities facing COD (III.D.12-1, III.D.12-2, III.D.12-3).

A liability that was recently identified resulted from the increase in employer rates created from the shortfall identified by the STRS and PERS pension actuarial studies (III.D.12-4). Retiree health benefits are provided to qualifying employees upon retirement. Both of the retirement systems that COD participates in have had significant challenges in remaining adequately funded to meet future obligations. This has resulted in unprecedented and dramatic increases in the employer-paid portion. COD's budgeting practice includes two years of projections past the budget year (III.D.12-5). Additionally, COD creates five-year projections to ensure that current decisions regarding salaries, benefits, and other operational costs can be sustained (III.D.12-6). Projection models are regularly updated and evaluated with the latest projected STRS/PERS future rates.

Several years ago, the COD Board of Trustees dedicated several million dollars of available fund balance as a set-aside to cover the OPEB liability (III.D.12-7, III.D.12-8). Those funds were transferred to a separate fund, with \$3 million dollars of that placed into an irrevocable trust, ensuring that the funds could never be used for any other purpose. As of June 30, 2016, COD held \$6,699,497 funds dedicated to covering the OPEB liability of \$6,198,636, leaving COD in the enviable position of being fully funded. Additional revenues are added to cover the costs of current retirees and the increase in liability through a percentage charged of salaries and set aside into the separate fund. This rate is evaluated and validated as a part of the annual budget build. This ensures that COD remains fully funded for its OPEB liability while meeting the current expenses of retirees. COD completes a new actuarial study as required every two years.

Evaluation

COD meets this Standard.

The liability for compensated absences and load banking at June 30, 2016 was \$1,246,515, which represents 8.1 percent of the ending unrestricted general fund balance of \$15,308,857 (III.D.12-4, III.D.12-9). Compensated absences occur primarily from unused vacation. Load banking results from instructors teaching additional courses and requesting to bank the load to allow them to be paid a full contract while reducing their teaching schedule in a future term. COD's OPEB liability remains fully funded (III.D.12-1).

Governmental Accounting Standards Board Statement 45 provides guidance and principals on the accounting treatment of this liability, which are adhered to by the District. This includes an actuarial study valuation of the liability to be completed every two years. The information included in the actuarial study is used by the Budget Subcommittee for the annual contribution to fund this liability (III.D.12-2, III.D.12-3). Based upon the last actuarial study, COD is fully funded for their OPEB liability.

Evidence

- III.D.12-1 College of the Desert Actuarial Study of Retiree Health Liabilities June 1, 2016
- III.D.12-2 Budget Subcommittee Minutes September 12, 2016, item 3.2 OPEB rate actuarial Study



III.D.12-3	Budget Subcommittee Meeting Handouts September 12, 2016, including SISC Fund Statements
III.D.12-4	Desert Community College District Annual Financial Report
III.D.12-5	2015-2016 Budget Adoption Other Funds Summary
III.D.12-6	Budget Multi-Year Projection, As of March 1, 2017
III.D.12-7	Board of Trustees Minutes August 18, 2005
III.D.12-8	Board of Trustees Minutes November 16, 2005
III.D.12-9	2015-2016 Annual Financial and Budget 311 Report

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

COD is very conservative about how debt is incurred and administered. COD's historic cash resources have allowed the District to avoid short-term borrowing to meet cash needs. Currently, locally incurred debt consists of:

- general obligation bonds;
- supplemental early retirement plans; and
- operating leases (III.D.13-1, III.D.13-2).

Payments on the general obligation bonds are made through the Bond Interest and Redemption Fund which is funded with local property taxes (III.D.13-1, III.D.13-2). The supplemental early retirement plans and lease payments are paid from District general funds. The schedule of payments for the supplemental early retirement plans and operating leases are included in the annual budget and multi-year projections to ensure that debt service is appropriately managed (III.D.13-3, III.D.13-4, III.D.13-5). Supplemental early retirement plans and operational lease payments of \$383,579 for 2016–17 represent 0.54 percent of budgeted expenditures in the combined general fund (III.D.13-1, III.D.13-2).

The District has two general obligation bond authorizations from 2004 and 2016 bond elections (III.D.13-1, III.D.13-2). While the entire 2004 authorization has been issued, none of the 2016 authorization has been issued. Several refundings have been completed on outstanding bonds to reduce the burden to taxpayers. COD is currently in the process of issuing a refunding to eliminate capital appreciation bonds from its debt portfolio which will save local taxpayers approximately \$200 million in interest costs (III.D.13-6). The general obligation bonds do not affect the operational budgets of the District.

Currently COD has two supplemental early retirement plans that were offered in fiscal years 2013–2014 and 2014–2015 and are set to expire in 2019 and 2020.

Operating leases are utilized to finance copy and print equipment (III.D.13-7). No leases exceed five years.



Evaluation

COD meets this Standard.

COD is very conservative in its approach to debt and ensures that debt does not place significant burden on operating funds. Debt payments are included in the multiyear budget process. COD ensures that debt is manageable and does not compromise future needs. Ample cash resources allow COD to avoid short-term borrowing to meet cash flow needs. COD has actively sought to reduce debt service obligations to the community through general obligation bond refundings.

Evidence

- III.D.13-1 Desert Community College District Audit Report 2015
- III.D.13-2 Desert Community College District Annual Financial Report
- III.D.13-3 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D.13-4 Adopted Budget Presentation September 16, 2016
- III.D.13-5 Budget Multi-Year Projection, As of March 1, 2017
- III.D.13-6 Board of Trustees Minutes February 10, 2017
- III.D.13-7 Board Policy 6340 Contracts

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and certificates of participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Description

All financial resources, including short-term and long-term debt instruments, auxiliary, alumni association, and foundation funding are subject to the rigorous standards and controls in place at College of the Desert (COD). Effective oversight begins with Board Policy 6300 and Board Policy 6400 (III.D.14-1, III.D.14-2). Followed by Administrative Procedure 6300 and Administrative Procedure 6400 in which the Office of Administrative Services is responsible for interpreting board policy by establishing internal control policies that protect the assets of the College (III.D.14-3, III.D.14-4). An independent certified public accountant performs the annual audit of all financial records, including auxiliary accounts and grants. Separate audits and reports are completed for each entity on an annual basis.

COD has not utilized any short-term debt instruments such as certificates of participation or tax revenue anticipation notes for several years. The use of bond funds is governed by the Measure B Bond and the Measure CC Bond language as approved by the voters. The Citizens' Bond Oversight Committee regularly meets and reviews expenditures to ensure compliance with the intent of the bond language (III.D.14-5). Additionally, an external audit is conducted which reviews and tests expenditures for compliance (III.D.14-6, III.D.14-7, III.D.14-8).



The primary fundraising efforts on behalf of COD are conducted by the COD Foundation. The foundation maintains a separate board that monitors the financial activity of the foundation which maintains assets of over \$28 million (III.D.14-9, III.D.14-10). The foundation maintains strict controls to ensure that funds are managed and expended in accordance to the terms and wishes of donors. No funds are released to the District without review and approval from the executive director of the foundation.

The COD Auxiliary supports the District through the oversight of contracts with vendors for the operation of the campus bookstore and dining facilities. Additionally, the auxiliary provides fiscal support and oversight to the District's golf range. The auxiliary had revenues of over \$700,000 in fiscal year 2015–2016, and the auxiliary has external annual audits (III.D.14-11, III.D.14-12). Expenditures are made through a requisitioning process that requires managerial approval for all expenditures. The auxiliary board meets quarterly to review and approve expenditure reports.

Categorical funds and grants are managed and monitored both at the program level and at the fiscal office. External auditors conduct annual audits of special-funded state programs: Educational Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Students Programs and Services (DSPS), and California Work Opportunity and Responsibility to Kids (CalWORKs), and federal TRIO programs (III.D.14-13, III.D.14-14, III.D.14-15). The grants technician provides assistance to the programs in budgeting and reporting and acts as another level of review and oversight. The director of fiscal services attends all program review meetings and works with program directors to address any shortcomings or issues identified.

Evaluation

COD meets this Standard.

COD has continually improved and strengthened the relationship with the various agencies that provide funding. Audits have not identified any material control weaknesses in the various financial oversight systems, and unqualified opinions have been given for all recent audits.

Evidence

- III.D.14-1 Board Policy 6300 Fiscal Management
- III.D.14-2 Board Policy 6400 Audits
- III.D.14-3 Administrative Procedure 6300 Fiscal Management
- III.D.14-4 Administrative Procedure 6400 Financial Audits
- III.D.14-5 COD Citizens' Bond Oversight Committee 2015-2016 Annual Report
- III.D.14-6 2013 Bond Audit Report
- III.D.14-7 2014 Bond Audit Report
- III.D.14-8 2015 Bond Audit Report
- III.D.14-9 COD Foundation Financial Reports Website
- III.D.14-10 2015-2016 College of the Desert Foundation Audit Report
- III.D.14-11 2015-2016 College of the Desert Alumni Association, Inc. Audit Report
- III.D.14-12 Auxiliary Audit Reports Webpage



- III.D.14-13 Desert Community College District Audit Report 2013
- III.D.14-14 Desert Community College District Audit Report 2014
- III.D.14-15 Desert Community College District Audit Report 2015

III.D.15 The institution monitors and manages student loans, default rates, revenue streams and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Description

The Financial Aid Office and Business Office work together to ensure the institution is meeting compliance with federal requirements. Federal regulations require that a school must demonstrate that it is administratively capable of properly managing the Federal Student Aid programs. College of the of the Desert (COD) meets the federal requirement by having a default rate under thirty percent, which meets the federal requirements set by the Department of Education (III.D.15-1). To reach efforts under the percentage set by the Department of Education, COD has qualified staff and default prevention services to maintain compliance. COD discontinued participation in the federal student loan program in 2013–2014. COD works closely with the California Community College Chancellor’s Office to assist in monitoring and controlling loan defaults. COD’s default rates are within the federal guidelines. The default rates for the last three cohorts posted are as follows:

	2011	2012	2013
Default Rate	23.0%	17.8%	22.5%
Number in Default	21	27	47
Number in Repay	91	151	208

Approximately 62 percent of COD students received financial aid in 2015–2016. Students receive aid in the form of Board of Governor’s fee waivers, grants, scholarships, and private loans. Because Pell Grant funds are the largest block of federal dollars that flow through the District, those funds are thoroughly audited every year. COD has had no audit findings in this area in recent years (III.D.15-2).

Evaluation

COD meets this Standard.

COD remains in compliance in all aspects for its financial aid program and actively participates in efforts to reduce default rates.

Evidence

- III.D.15-1 United States Department of Education School Default Rate for College of the Desert
- III.D.15-2 Desert Community College District Audit Report 2015



III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Description

College of the Desert (COD) has contractual agreements with external entities for services which exist to support the College mission and goals directly, as well as for programs and services that directly support the effective operations of the institution. COD has contractual agreements with external entities for many different purposes, including services, supplies, grants, revenues, and non-monetary agreements. Contracts must adhere to the various levels of delegated authority per board policy and administrative procedures (III.D.16-1, III.D.16-2, III.D.16-3, III.D.16-4, III.D.16-5, III.D.16-6, III.D.16-7, III.D.16-8, III.D.16-9, III.D.16-10, III.D.16-11). All contracts are reviewed at various managerial levels to ensure that they are aligned with the goals and purposes of the District. They are then brought before the Board of Trustees for ratification/approval. Expenditure contracts are further entered through an electronic requisitioning process to provide additional review and ensure budgetary control.

All expenditure contracts are reviewed in the fiscal office to ensure compliance with all relevant laws and regulations. Fiscal Services also provides guidance and support to departments to ensure compliance with statutory and policy requirements. Specialized contracts may also receive additional review for risk management and legal concerns. Each contract is reviewed to ensure that there are termination clauses and non-appropriation clauses as appropriate, that terms are no longer than legally authorized, and that bid limits are adhered to.

Evaluation

COD meets this Standard.

Purchasing and procurement procedures are continually being reviewed and improved. Procedures ensure that all contractual agreement meet statutory and legal requirements and are reviewed by senior management and brought before the Board of Trustees for ratification/approval.

Evidence

- III.D.16-1 Board Policy 6100 Delegation of Authority
- III.D.16-2 Administrative Procedure 6100 Delegation of Authority
- III.D.16-3 Board Policy 6150 Designation of Authorized Signatures
- III.D.16-4 Administrative Procedure 6150 Designation of Authorized Signatures
- III.D.16-5 Board Policy 6330 Purchasing
- III.D.16-6 Administrative Procedure 6330 Purchasing
- III.D.16-7 Board Policy 6340 Contracts
- III.D.16-8 Administrative Procedure 6340 Bids Contracts
- III.D.16-9 Administrative Procedure 6345 Bids Contracts UPCCAA
- III.D.16-10 Administrative Procedure 6350 Contracts – Construction
- III.D.16-11 Administrative Procedure 6370 Contracts Personal Services



The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

The mission of College of the Desert states that “College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.”

The College’s institutional mission drives institutional planning across the institution (IV.A.1-1). The Strategic Master Plan 2016-2021 establishes goals to help move the College, which prides itself on sustaining a culture of continuous improvement in its processes, to better serve the needs of its students, its staff, and the College as a whole. Leadership positions are designed and hired in order to encourage and support planning, innovation, evaluation, and improvement. Each of the four administrative areas of the institution is headed by an Executive Cabinet-level vice president (IV.A.1-2). In each of the job descriptions for these positions, the responsibility for “leadership, planning, organizing, directing, supervising, and evaluating” is foregrounded (IV.A.1-3, IV.A.1-4, IV.A.1-5, IV.A.1-6). This leadership team works with directors, deans, faculty, and staff in ways that highlight participation and engagement in order to meet the mission of the College and its goals.

Through a participatory process, the College of the Desert (COD) governance structure fosters the systematic engagement of individuals in the improvement of practices, programs, or services for which they are responsible or have expertise regardless of their title or constituent group. The College’s processes for self-evaluation and planning provide multiple venues for various stakeholder groups to participate (IV.A.1-7, IV.A.1-8, IV.A.9).



COD takes seriously its commitment to student success, achievement, and quality in every aspect of the institution. COD assesses its effectiveness for accountability purposes to the public, the state legislature, and various accrediting agencies. The College has an ongoing, institution wide planning and evaluation process that results in continuing improvement and demonstrates the College is effectively accomplishing its mission (IV.A.1-7).

In order to achieve the mission, the College works collegially, using processes designed to increase participation. Board Policy and Administrative Procedure 2510 establish the Board of Trustees' and District's commitment to participation in local decision-making (IV.A.1-10, IV.A.1-11). Board Policy 2510 declares that:

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action. Administrative Procedures shall follow the same review and approval process as all other board policies when necessary.

College Planning Council is an advisory committee to the superintendent/president on College wide issues and serves as the primary policy and planning recommendation group for the College (IV.A.1-12). College Planning Council (CPC) is the College's official collegial consultation body. Collegial consultation is a method of college management in which decision-makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Collegial consultation is based upon individuals having a voice in decisions that affect them.

Board Policy 3250 states that the superintendent/president will ensure a broad-based, comprehensive, systematic, and integrated system of planning, and Administrative Procedure 3250 establishes CPC as the primary participatory governance group for the College, thereby establishing the criteria and processes to be used by other units and committees in accomplishing specific tasks (IV.A.1-13, IV.A.1-14). College Planning Council, through established committees with representation from faculty, administration, classified staff, confidential staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the superintendent/president. The superintendent/president serves as the chair and the Academic Senate president serves as the vice-chair of CPC, and membership in CPC includes broad representation from all constituent groups and bargaining units. The CPC meets bi-monthly during primary terms to consider action items and make recommendations to the superintendent/president. These recommendations typically originate in CPC standing committees whose membership is also broad-based. The meetings consider action items that are presented and documented throughout the consultation process through the recommendation to the superintendent/president for consideration and implementation. The standing subcommittees of CPC are the following: assessment of planning and outcomes, budget, chairs council, end-user data, enrollment management, and outreach and training (IV.A.1-12).

The scope of College issues covered through the CPC and its standing committees ensures that decision-making at the College occurs with the broadest possible participation. In support of the work, the College Planning Council Handbook: Decision-Making through Collegial Consultation 2016-2017 was published. It covers:

- Integrated planning model;
- Collegial consultation;
- Philosophy of collegial consultation;
- Functions of College Planning Council;



Standard IV - Leadership and Governance

- Purpose of College Planning Council;
- Membership of College Planning Council;
- Meetings of College Planning Council;
- Agendas;
- Decision-making/recommendation processes of College Planning Council;
- Communications;
- Subcommittees that report to College Planning Council;
- Strategic and operational planning described;
- Planning and institutional effectiveness processes described;
- Long-term integrated planning calendar; and
- Annual planning calendar (IV.A.1-7).

Additionally, the handbook includes complete committee charters that include the purpose, role, and intended work products for COD committees. Appendices provide templates for agendas and minute-taking and best practices for chairing and participating on collegial committees.

Students participate in the shared governance process through Associated Students of COD (ASCOD) which ensures representation of students' interest in the College. Board Policy and Administrative Procedure 5400 Associated Students Organization recognizes the association of ASCOD and its role as the official voice for the students in District and College decision-making processes (IV.A.1-15, IV.A.1-16).

The Board of Trustees and the Academic Senate have agreed that academic and professional matters one through nine are to be processed as "rely primarily upon" and academic and professional matter ten as "mutually agreed." (IV.A.1-7, IV.A.1-10, IV.A.1-11). The College of the Desert Academic Senate and its standing committees—senate executive, curriculum, outcomes and assessment, educational policies and practices, educational technologies and distance education, and faculty development—systematically engage faculty in areas of academic and professional matters described in Title 5, Section 53200 of the California Code of Regulations and Board Policy 2510 (IV.A.1-10). The Academic Senate consults collegially with the administration on student learning outcomes, curriculum, distance education, faculty hiring, faculty professional development, and student success. In addition, it monitors the progress of the Educational Master Plan.

The planning process implements the College mission and goals in existing College plans, including the Strategic Master Plan, Educational Master Plan, and Enrollment Management Plan, and program review goals (IV.A.1-17).

Evaluation

COD meets this Standard. The statements about the College's institutional mission and goals reveal that the College prides itself on sustaining a culture of continuous improvement of its processes in order to better serve the needs of its students, its staff, and the College as a whole. The statements further communicate that the College is committed to broad participation by all stakeholder groups. The College fosters an environment that encourages participation in decision-making, initiative in innovating, and a commitment to institutional excellence, and therefore meets the requirements of this Standard. Innovations at the programmatic level are channeled through the annual program review updates and annual planning process (IV.A.1-8, IV.A.1-18).

Through a variety of formalized practices and structures, campus leaders encourage innovation and foster broad participation in the



Standard IV - Leadership and Governance

College's decision-making and planning processes. Through their representatives in standing committees, task forces, and ad-hoc committees, students, faculty, staff, and administrators share their ideas and proposals, which lead to institutional improvement under the umbrella of the major decision-making and planning bodies: the Academic Senate, the CPC, and the Associated Students of College of the Desert. Additionally, various task forces and ad-hoc committees provide additional opportunities for participation in decision-making. The participatory governance structure and the various institutional practices for review and evaluation provide the framework where innovation leading to institutional improvement takes place.

Evidence

- IV.A.1-1 Mission, Vision, and Values Webpage
- IV.A.1-2 Strategic Master Plan 2016-2021
- IV.A.1-3 Vice President of Administrative Services Job Description
- IV.A.1-4 Vice President of Human Resources and Employee Relations Job Description
- IV.A.1-5 Vice President of Student Learning Job Description
- IV.A.1-6 Vice President of Student Success Job Description
- IV.A.1-7 CPC Handbook
- IV.A.1-8 Annual Planning Process
- IV.A.1-9 Prioritization Process
- IV.A.1-10 Board Policy 2510 Participation in Local Decision Making
- IV.A.1-11 Administrative Procedure 2510 Participation in Local Decision Making
- IV.A.1-12 CPC Webpage
- IV.A.1-13 Board Policy 3250 Institutional Planning
- IV.A.1-14 Administrative Procedure 3250 Institutional Planning
- IV.A.1-15 Board Policy 5400 Associated Students Organization
- IV.A.1-16 Administrative Procedure 5400 Associated Students Organization
- IV.A.1-17 College Plans
- IV.A.1-18 PRU Webpage

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Description

In College of the Desert's decision-making processes, members of the constituent groups commit to participating in the implementation of decisions made through collegial consultation processes and to working within legal and pragmatic parameters



Standard IV - Leadership and Governance

of their positions. The College fosters an environment that encourages participation in decision-making, initiative in innovating, and a commitment to institutional excellence, and therefore meets the requirements of this Standard. In order to achieve the mission, the College works collegially with all constituent groups (IV.A.2-1). Board Policy Administrative Procedure 2510 establish the Board of Trustees' and District's commitment to participation in local decision-making (IV.A.2-2, IV.A.2-3). The participation of administrators, staff, and faculty in the decision-making processes of College of the Desert is authorized by Board Policy 2510 which establishes the rights of the Academic Senate for faculty governance and to establish procedures for faculty participation in developing policies on academic and professional matters as mandated by the Title 5, Section 53200 of the California Code of Regulations.

Board Policy 2510 declares that:

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action. Administrative Procedures shall follow the same review and approval process as all other board policies when necessary.

In accordance with Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7, Administrative Procedure 2510 explains that:

In accordance with Board Policy 2510, and with District practice, the various constituencies of the Desert Community College District, including faculty, students, classified staff, confidential employees, and administration shall be represented on College committees concerned with board policy and planning matters.

The partners in collegial consultation acknowledge that traditional and legally mandated roles continue within the context of collegial consultation, e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy to guide the District's operations, as evidenced in Board Policy 2430 (IV.A.2-4).

The Board of Trustees and the Academic Senate have agreed that academic and professional matters one through nine are to be processed as "rely primarily upon" and academic and professional matter ten as "mutually agreed" (IV.A.2-2, IV.A.2-5). The College of the Desert Academic Senate and its standing committees—senate executive, curriculum, outcomes and assessment, educational policies and practices, educational technologies and distance education, and faculty development—systematically engage faculty in areas of academic and professional matters described in Title 5, Section 53200 of the California Code of Regulations and Board Policy 2510 (IV.A.2-6). The Academic Senate consults collegially with the administration on student learning outcomes, curriculum, distance education, faculty hiring, faculty professional development, and student success. In addition, it monitors the progress of the Strategic Master Plan and Educational Master Plan.

Students participate in the shared governance process through Associated Students of COD (ASCOD) which ensures representation of students' interest in the College. Board Policy and Administrative Procedure 5400 Associated Students Organization recognizes the association of ASCOD and its role as the official voice for the students in District and College decision-making processes (IV.A.2-7, IV.A.2-8). Furthermore, Administrative Procedure 5400 and Title 5 of the California Code of Regulations, section 51023.7 make provisions for the participation of students in the decision-making processes in matters that significantly affect them. Specific procedures related to students for implementing their participation in the governance processes are outlined in the College Planning Council (CPC) Handbook. ASCOD is authorized to make recommendations to the College superintendent/president through the CPC process. Where ASCOD requests impact other constituent groups, the ASCOD representative in the participatory governance



committees take the recommendations to the appropriate forums.

Through ASCOD, student leaders facilitate the exchange of innovative ideas originating from their constituents. The Student Senate makes recommendations to the College superintendent/president during the academic year. ASCOD also has representation in CPC, Academic Senate, and operational committees of the College. In addition, ASCOD coordinates the student clubs. All these bodies provide a forum for students' ideas for improvement in College life. As stated above, CPC and its standing committees include student representation in their charters which ensures that students have the opportunity to participate in recommendations regarding policy and procedures which is available in Appendix E of the CPC Handbook (IV.A.2-5).

For appointments to CPC and shared governance committees, classified staff are appointed by the classified staff bargaining unit (CSEA).

Board Policy 3250 states that the superintendent/president will ensure a broad-based, comprehensive, systematic, and integrated system of planning, and Administrative Procedure 3250 establishes CPC as the primary participatory governance group for the College, thereby establishing the criteria and processes to be used by other units and committees in accomplishing specific tasks (IV.A.2-9, IV.A.2-10). CPC, through established committees with representation from faculty, administration, classified staff, confidential staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the superintendent/president. The superintendent/president serves as the chair and the Academic Senate president serves as the vice-chair of CPC, and membership in CPC includes broad representation from all constituent groups and bargaining units. CPC meets bi-monthly during primary terms to consider action items and make recommendations to the superintendent/president. These recommendations typically originate in CPC standing committees whose membership is also broad-based. The meetings consider action items that are presented and documented throughout the consultation process through the recommendation to the superintendent/president for consideration and implementation. The standing subcommittees of CPC are the following: assessment of planning and outcomes, budget, chairs council, end-user data, enrollment management, and outreach and training (IV.A.2-11).

Board policies 2310, 2311, and 2345 describe how members of the public can request discussion or action items be added to the agenda (IV.A.2-12, IV.A.2-13, IV.A.2-14). Likewise, the College of the Desert Academic Senate includes a standing item on its agenda that allows for individual participation in the process through a public comments period that occurs prior to the Senate taking action on agenda items (IV.A.2-15). Finally, Section VII Agendas of the CPC Handbook outlines the process by which any constituent member can request that items be placed on the agenda, and the agenda item request form is available as Appendix B (IV.A.2-5). The 2016-2017 College Planning Council Handbook describes the roles and responsibilities of all the major stakeholder groups, including the governing board, governance committees, the Academic Senate, ASCOD, and the three collective bargaining organizations in the governance, decision-making, and planning processes.

Evaluation

COD meets this Standard. The College relies on governing board rules, administrative regulations, and College procedures and guidelines to encourage broad participation in its decision-making and planning processes. Students use the structures authorized by policy to make their voice heard in matters that directly affect them. In general, the provisions for participation by students, faculty, staff, and administrators contained in the various policy documents are implemented by the committees, administrative and



Standard IV - Leadership and Governance

academic councils, task forces, and other ad-hoc groups that work together in fulfillment of the College's mission, vision, and goals. These documents also contain provisions for individual participation in the process. The evidence cited shows that most of the decision-making at the College is done through the collegial consultation process that is authorized and encouraged by these policies and procedures.

Evidence

IV.A.2-1	Mission, Vision, and Values Webpage
IV.A.2-2	Board Policy 2510 Participation in Local Decision Making
IV.A.2-3	Administrative Procedure 2510 Participation in Local Decision Making
IV.A.2-4	Board Policy 2430 Delegation of Authority to Superintendent/President
IV.A.2-5	CPC Handbook
IV.A.2-6	Academic Senate Constitution and Bylaws
IV.A.2-7	Board Policy 5400 Associated Students Organization
IV.A.2-8	Administrative Procedure 5400 Associated Students
IV.A.2-9	Board Policy 3250 Institutional Planning
IV.A.2-10	Administrative Procedure 3250 Institutional Planning
IV.A.2-11	CPC Webpage
IV.A.2-12	Board Policy 2310 Regular Meetings of the Board
IV.A.2-13	Board Policy 2311 Reports at Board Meetings
IV.A.2-14	Board Policy 2345 Public Participation at Board Meetings
IV.A.2-15	Academic Senate Agenda March 23, 2017

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

College of the Desert (COD) clearly defines the role of administrators and faculty in the College's policy, planning, and budgeting processes. These roles are addressed in part in the responses to Standards IV.A.1 and IV.A.2.

Additionally, Board Policy and Administrative Procedure 2510 clarify the respective roles in participatory governance including the faculty and management appointments (IV.A.3-1, IV.A.3-2). The implementation of that policy is seen throughout an active committee governance structure at College of the Desert.

Board Policy 3250 states that the superintendent/president will ensure a broad-based, comprehensive, systematic and integrated system of planning, and Administrative Procedure 3250 establishes CPC as the primary participatory governance group for the



College, thereby establishing the criteria and processes to be used by other units and committees in accomplishing specific tasks (IV.A.3-3, IV.A.3-4). CPC, through established committees with representation from faculty, administration, classified staff, confidential staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the superintendent/president (IV.A.3-5). The superintendent/president serves as the chair and the Academic Senate president serves as the vice-chair of CPC, and membership in CPC includes broad representation from all constituent groups and bargaining units. CPC meets bi-monthly during primary terms to consider action items and make recommendations to the superintendent/president. These recommendations typically originate in the CPC standing committees whose membership is also broad-based. The meetings consider action items that are presented and documented throughout the consultation process through the recommendation to the superintendent/president for consideration and implementation. The standing subcommittees of CPC are the following: assessment of planning and outcomes, budget, chairs council, end-user data, enrollment management, and outreach and training (IV.A.3-6).

CPC makes planning, budget, and procedure recommendations to the College superintendent/president through the annual planning and prioritization processes (IV.A.3-7, IV.3-8). All constituent groups of CPC share the responsibility of acting jointly in recommending procedures that guide the College toward its goals, ensuring that the College fulfills its mission. CPC standing committee charters describe committees' specific role and function including products, meeting schedules, reporting relationships, chair, and membership. Subcommittees and many operational committees of CPC are co-chaired by an administrator and a faculty member appointed by the Academic Senate. Agendas are set collaboratively, and administrators take a primary role in assuring that tasks are completed in a timely fashion. COD shared governance committees have constituencies from leadership, faculty (full-time and adjunct), staff, and students. The following are examples of that committee structure:

- College Planning Committee (CPC) is a shared governance body that integrates planning and resource allocation in alignment with the College's mission and values. Additionally, it oversees the annual governance committee evaluation and validation process.
- Assessment of Planning and Outcomes (APO) Subcommittee's role is to assess the performance of the College in relation to the goals and objectives specified in strategic and operation plans. Its products include leading the effort in the evaluation and modification of the Strategic Master Plan evaluating the planning and institutional effectiveness process, and making recommendations to improve the process, as needed (IV.A.3-9).
- Budget Subcommittee reviews the estimated revenue projections for the upcoming fiscal year to determine total funds available as well as projections for future years. The subcommittee reviews prioritized funding requests as submitted by CPC and will recommend allocations and re-allocation/reduction of resources to the strategic plans (IV.A.3-10, IV.A.3-11).
- Diversity and Equity Council oversees the Student Equity Plan as well as promotes awareness, understanding, and appreciation of equity and diversity (IV.A.3-12).
- Enrollment Management Committee oversees a comprehensive enrollment planning process designed to achieve and maintain the optimum outreach, recruitment, and retention of students (IV.A.3-13)
- Facilities Advisory Committee (FAC) is responsible for the oversight of all College facilities and reviews all proposed bond-funded projects. FAC reviews facilities requests as part of the program review process (IV.A.3-14).
- Administrative Computing Committee (ACC) provides guidance and policy development in all aspects of technology (IV.A.3-15).



Standard IV - Leadership and Governance

The College of the Desert Academic Senate's primary function is to ensure faculty involvement in areas of academic and professional matters as defined by Title 5, Section 53200 (IV.A.3-16, IV.A.3-17). While membership in the Senate and in its standing committees is primarily composed of faculty, the Curriculum Committee (CC) specifies the participation of the vice president of student learning (chief instructional officer) or designee both in an advisory (nonvoting) and operational capacity role during the technical review of course outlines (IV.A.3-18). Although the administrative position does not vote on the CC, the curriculum approval process requires authorization by the vice president of student learning and by the College superintendent/president, as established by District administrative procedures and local curriculum course- and program-approval process. In other Senate committees, administrators participate as nonvoting administrative representatives.

The charters of the standing committees of the Senate specify their individual roles in the College Planning Council Handbook for the following committees:

- Senate Executive
- Curriculum (CC) reviews, updates, and evaluates new and revised courses and programs.
- Outcomes and Assessment (OAC) guides the College through the continual process of developing, implementing, assessing, and evaluating outcomes (IV.A.3-19).
- Educational Policies and Practices is a recommending body on educational issues relating to students, such as academic standards, grading, assessment, matriculation, calendar, and enrollment management (IV.A.3-20).
- Educational Technologies and Distance Education deals with the use of technology in all aspects of the delivery of learning (IV.A.3-21).
- Faculty Development creates and promotes opportunities for faculty to engage in continuous learning (IV.A.3-22).

Evaluation

COD meets this Standard. Faculty and administrators actively participate in the decision-making governance structures of the College. They are called to play active roles in bargaining units' committees and in participatory committees, as in the case of CPC and its standing committees, and in mutual agreement committees, such as the Senate and its standing committees. In participatory governance committees that have a broad-based membership, it is understandable and expected to involve all constituencies in an inclusive manner.

Evidence

- IV.A.3-1 Board Policy 2510 Participation in Local Decision Making
- IV.A.3-2 Administrative Procedure 2510 Participation in Local Decision Making
- IV.A.3-3 Board Policy 3250 Institutional Planning
- IV.A.3-4 Administrative Procedure 3250 Institutional Planning
- IV.A.3-5 CPC Handbook
- IV.A.3-6 CPC Webpage
- IV.A.3-7 Annual Planning Process
- IV.A.3-8 Prioritization Process
- IV.A.3-9 APO Webpage



- IV.A.3-10 Budget Subcommittee Webpage
- IV.A.3-11 Budget Subcommittee's Role in CPC Handbook-Planning and Budget Allocation
- IV.A.3-12 Diversity and Equity Council Webpage
- IV.A.3-13 Enrollment Management Committee Webpage
- IV.A.3-14 Facilities Advisory Committee Webpage
- IV.A.3-15 Administrative Computing Committee Webpage
- IV.A.3-16 Academic Senate Constitution and Bylaws
- IV.A.3-17 Academic Senate Webpage
- IV.A.3-18 Curriculum Committee Webpage
- IV.A.3-19 Outcomes and Assessment Committee Webpage
- IV.A.3-20 Educational Policies and Practices Webpage
- IV.A.3-21 Educational Technologies and Distance Education Webpage
- IV.A.3-22 Faculty Development Webpage

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

Faculty and academic administrators have well-defined roles in the processes leading to recommendations on curriculum and student learning programs and services. Board Policy 4020 clarifies the roles and responsibilities of faculty and administrators (IV.A.4-1). This policy establishes the Curriculum Committee as the main body that reviews and makes recommendations on courses and programs to the Academic Senate. Using program review and planning processes and working collaboratively, faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement (IV.A.4-2, IV.A.4-3). Administrative Procedure 4021 provides the process for determining how to discontinue a program that is no longer viable. (IV.A.4-4).

Faculty and academic administrators have distinct, but complimentary, roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined in the Curriculum Committee Handbook and are defined in a large number of board policies and administrative procedures (IV.A.4-6, IV.A.4-7, IV.A.4-8, IV.A.4-9, IV.A.4-10, IV.A.4-11, IV.A.4-12, IV.A.4-13, IV.A.4.14, IV.A.4-15, IV.A.4-16, IV.A.4-17, IV.A.4-18).

The Curriculum Committee of the Academic Senate is the primary body responsible for the implementation of these policies and for managing the curriculum development and review process. The responsibilities and membership committee are specified in the Constitution and Bylaws of the Academic Senate (IV.A.4-19).

Program faculty work to develop and revise curriculum to respond to transfer and workforce needs. They propose new or revised courses to the Curriculum Committee which reviews proposed courses and academic programs as well as updates to the educational



requirements for associate degrees and transfer programs (IV.A.4-20). Proposed new courses and course changes are initiated within academic departments and are reviewed by the school deans before consideration by the Curriculum Committee. Each instructional dean “directs, manages and evaluates the curriculum and develops the course offering, including the faculty and other personnel and the facilities comprising the instructional areas. The dean coordinates and evaluates instructional programs in the assigned school” (IV.A.4-21). Working with faculty in their assigned schools, deans oversee the coordination of programs, courses, and scheduling of offerings to support students successfully moving through the curriculum and persisting to completion. All decisions of the Curriculum Committee are regularly presented to the Board of Trustee (BOT) for approval (IV.A.4-22). The BOT relies primarily on the recommendations of the Curriculum Committee on curriculum.

Faculty and administrators share responsibility for recommendations on student learning programs and services through annual planning and budgeting and through the program review process (IV.A.4-2, IV.A.4-3, IV.A.4-23). These processes ensure quality and currency of curriculum and student learning outcomes.

Evaluation

COD meets this Standard. Faculty and academic administrators have well-defined roles in the processes leading to recommendations on curriculum and student learning programs and services. The Curriculum Committee is the main body that reviews and makes recommendations on courses and programs to the Academic Senate. Other committees involve administrators and faculty in recommendations related to student learning and support services. Working collaboratively, faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement.

Evidence

- IV.A.4-1 Board Policy 4020 Program and Curriculum Development
- IV.A.4-2 Annual Planning Process
- IV.A.4-3 Prioritization Process
- IV.A.4-4 Administrative Procedure 4021 Program Discontinuance
- IV.A.4-5 Curriculum Committee Handbook
- IV.A.4-6 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- IV.A.4-7 Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education
- IV.A.4-8 Board Policy 4040 Library and Other Instructional Support Services
- IV.A.4-9 Administrative Procedure 4040 Library and Other Instructional Support Services
- IV.A.4-10 Board Policy 4050 Articulation
- IV.A.4-11 Administrative Procedure 4050 Articulation
- IV.A.4-12 Board Policy 4100 Graduation Requirements for Degrees and Certificates
- IV.A.4-13 Board Policy 4106 Nursing Programs
- IV.A.4-14 Administrative Procedure 4106 Nursing Programs
- IV.A.4-15 Board Policy 4220 Standards of Scholarship
- IV.A.4-16 Administrative Procedure 4220 Standards of Scholarship
- IV.A.4-17 Board Policy 4260 Prerequisites and Co-requisites
- IV.A.4-18 Administrative Procedure 4260 Prerequisites and Co-requisites



- IV.A.4-19 Academic Senate Constitution and Bylaw
- IV.A.4-20 Curriculum Committee Minutes February 16, 2017
- IV.A.4-21 Instructional Dean Job Description: Math and Science
- IV.A.4-22 BOT Minutes December 16, 2016
- IV.A.4-23 Budget Subcommittee's Role in CPC Handbook-Planning and Budget Allocation

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

The Board of Trustees considers relevant perspectives and recommendations as it governs the College. Board Policy 2510 clarifies that:

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action. Administrative Procedures shall follow the same review and approval process as all other board policies when necessary (IV.A.5-1).

Additionally, the Board of Trustees delegates operational decisions to the superintendent/president in Board Policy 2430: "The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.A.5-2, IV.A.5-3).

Board Policy 3250 states that the superintendent/president will ensure a broad-based, comprehensive, systematic, and integrated system of planning, and Administrative Procedure 3250 establishes College Planning Council as the primary participatory governance group for the College, thereby establishing the criteria and processes to be used by other units and committees in accomplishing specific tasks (IV.A.5-4, IV.A.5-5). The CPC, through established committees with representation from faculty, administration, classified staff, confidential staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the Superintendent/President (IV.A.5-6). The superintendent/president serves as the chair and the Academic Senate president serves as the vice-chair of CPC, and membership in CPC includes broad representation from all constituent groups and bargaining units. The CPC meets bi-monthly during primary terms to consider action items and make recommendations to the superintendent/president. These recommendations typically originate in the CPC standing committees whose membership is also broad-based. The meetings consider action items that are presented and documented throughout the consultation process through the recommendation to the superintendent/president for consideration and implementation. The standing subcommittees of CPC are the following: assessment of planning and outcomes, budget, chairs council, end-user data, enrollment management, and outreach and training (IV.A.5-7).



Standard IV - Leadership and Governance

Employee groups and the student trustee have regular direct collegial consultations with the superintendent/president and/or designee(s). District wide governance committees, the vice presidents, the superintendent/president's executive full cabinet and the superintendent/presidents' joint academic senate executive council provide input into the development of District policies and procedures. These groups discuss planning, budget, and issues being considered by the Board of Trustees and CPC.

Individuals and groups involved in decision-making consult with relevant stakeholders as appropriate according to expertise and area of involvement. Administrators are assigned responsibilities according to their expertise, training, and knowledge of best practices and functions related to their duties. The structure outlined in Standards IV.A.1 and IV.A.3 above confirm that decisions made by administrative personnel or committees occur in an open and participatory manner as well. Instructional deans regularly communicate with department chairs on operational matters such as scheduling, faculty assignments, enrollment, and deadlines. (IV.A.5-8, IV.A.5-9).

Recommendations of actions with institutional impact are considered at CPC. The CPC Handbook outlines the process in explicit detail (IV.A.5-6).

Various documents provide guidance to timely completion of plans and other operations. The integrated planning calendar adopted in 2015 determines the frequency and duration of the planning cycles for each of the College's plans and related operations (IV.A.5-10). Assessment of Planning and Outcomes (APO), a subcommittee of CPC, annually reviews and updates the integrated planning calendar which then is forwarded to CPC for approval (IV.A.5-11). The Office of Student Success and the Office of Student Learning produce a timeline for use by office staff and department chairs to assure that operational and contractual deadlines for class scheduling, inputting assignments, and faculty evaluations are met (IV.A.5-12). The Curriculum Committee meets twice monthly to review course and program proposals and course outlines of record updates and to make recommendations to the local Academic Senate.

Evaluation

COD meets this Standard. Policies and guidelines on governance procedures at the District and College specify appropriate roles for students, faculty, staff, and administration. All constituencies are involved in the decision-making processes in areas that directly affect them or in which they have a vested interest or expertise. College plans are updated according to a published calendar, administrative units monitor operational timelines, and governance committees meet regularly throughout the year so that there is ample time and notice for input before recommendations are forwarded to the College superintendent/president. The effectiveness of the governance process is verified through standardized agendas and minutes of the District, CPC and its respective committees, and the Academic Senate and through the administrative implementation of policies and procedures (IV.A.5-13, V.A.5-14). Lastly, the Office of Institutional Effectiveness and Planning monitors all committee agendas and minutes to ensure that they are posted in a timely manner (IV.A.5-15).

Evidence

- IV.A.5-1 Board Policy 2510 Participation in Local Decision Making
- IV.A.5-2 Board Policy 2430 Delegation of Authority to Superintendent/President
- IV.A.5-3 Administrative Procedure 2430 Delegation of Authority to Superintendent/President
- IV.A.5-4 Board Policy 3250 Institutional Planning



- IV.A.5-5 Administrative Procedure 3250 Institutional Planning
- IV.A.5-6 CPC Handbook
- IV.A.5-7 CPC Webpage
- IV.A.5-8 Instructional Department Minutes-Math and Science
- IV.A.5-9 Student Services Department Agenda-Counseling
- IV.A.5-10 Integrated Planning Calendar in 2016-2017 CPC Handbook
- IV.A.5-11 Revised Integrated Planning Calendar December 2016
- IV.A.5-12 Class Scheduling Timeline Summer/Fall 2017
- IV.A.5-13 Standardized Agenda Template
- IV.A.5-14 Standardized Minutes Template
- IV.A.5-15 Report of Committee Agendas and Minutes

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Decision-making processes at the College and Desert (COD) are documented and communicated in multiple ways. The governing board and its standing committees, College Planning Council, and Academic Senate adhere to the open meeting laws for public agencies as mandated by Section 54952 of the California Government Code, known as the Brown Act (IV.A.6-1, IV.A.6-2, IV.A.6-3). Therefore, agendas and minutes are posted openly, and meetings include the opportunity for public comment. All board policies and administrative procedures are posted and publicly available on the College website (IV.A.6-4).

For effective committee participation, engagement, and documentation, the District has established a portal for committee organization and membership (IV.A.6-5). All committee portal webpages have a standard in which committees list their role, products (optional), and current membership as stated in the CPC Handbook under committee descriptions (IV.A.6-6). Templates for meeting agendas and minutes are provided to committee chairs and support staff to make consistent practice of preparing for and running meetings, as well as documenting outcomes of those meetings (IV.A.6-7, IV.A.6-8, IV.A.6-9). All committees' webpages are also required to have at minimum two to three folders labeled as agendas, minutes, and handouts, with academic years separated out within each folder (IV.A.6-10).

Outreach and Training (OT) Subcommittee, a subcommittee of CPC, is the group responsible for communicating decision-making processes to the College community (IV.A.6-11). In fall, members of OT conducted the mandatory CPC training for CPC members. In addition, OT sent an email to the College inviting them to participate in the in-person training or view the CPC orientation training video online (IV.A.6-12, IV.A.6-13, IV.A.6-14, IV.A.6-15).

In addition, the Office of Institutional Effectiveness and Planning (OIEP) is responsible for communicating broadly about the timelines, program review, planning, and prioritization dates for the College and the academic year (IV.A.6-16). Since 2014, OIEP



Standard IV - Leadership and Governance

has published a planning and prioritization timeline prior to the start of the academic year, and OIEP updates the timeline throughout the year (IV.A.6-17, IV.A.6-18, IV.A.6-19). OIEP also sends email announcements in coordination with other areas (i.e., Outreach and Training and the Fiscal Services Office) to regularly update the College on program review, prioritization, planning, and resource-allocation dates and timelines (IV.A.6-20, IV.A.6-21, IV.A.6-22, IV.A.6-23).

A great example of how the College broadly communicated the weaknesses and strengths of institution wide activity, shared the results, and set the appropriate priorities was through the recent revision of the College mission. With the new Accreditation Standards in place as of 2014, APO and CPC recognized that there were weaknesses with the current College mission. As part of the communication process, a campus wide email was sent to remind all constituents that the College was engaging in a College wide discussion and revision of the mission. In the communication, a PowerPoint presentation was attached that informed the College of the weakness of the current mission, provided context to why the mission needed to be revised, offered an evaluation of the current mission, and stated the revised mission which set the appropriate priorities for the College (IV.A.6-24, IV.A.6-25). CPC also broadly communicates with the campus when there are changes such as the email announcement regarding the updated public CPC webpage and new resources including a video of CPC orientation (IV.A.6-26).

Currently, the College is engaging in the dialogue process for the 2017-2022 Educational Master Plan (EMP). Along with a publicly available webpage with a comment box, there have been continuous opportunities for input (e.g., campus forums and constituent representatives on the EMP workgroup), broadly communicated updates on the progress of the EMP, and continuous email communication and opportunities to participate in the EMP process (IV.A.6-27, IV.A.6-28, IV.A.6-29).

Administrative and operational units, as well as committees that do not fall under the provisions of the Brown Act, communicate discussions and recommendations in various ways, most frequently at regularly scheduled meetings with students, faculty, and staff or through scheduled oral or written reports to the Academic Senate and CPC. Program directors, deans, senior administrators, and representatives from standing committees provide oral or written reports to the Academic Senate, CPC, and the Board of Trustees. Reports from subcommittees are a standing agenda item for CPC, and Academic Senate and the president regularly reports decisions on recommendations received from those bodies. Bargaining units communicate updates on the contract or other reminders at regular meetings of the local chapters or at ad-hoc gatherings (IV.A.6-30, IV.A.6-31).

Evaluation

COD meets this Standard. The College complies with the provisions of the Brown Act and, when the Brown Act does not apply, recommendations resulting from the planning and decision-making processes are communicated to the public or to relevant stakeholders through the College website, newsletters, announcements, committee reports, or at ad-hoc gatherings. In the last year, the College made improvements in the manner and effectiveness of committee work.

Evidence

- IV.A.6-1 Board of Trustees Webpage
- IV.A.6-2 Academic Senate Webpage
- IV.A.6-3 CPC Webpage
- IV.A.6-4 Board Policies and Administrative Procedures Webpage



Standard IV - Leadership and Governance

- IV.A.6-5 Committees Webpage
- IV.A.6-6 Committee Webpage-Assessment of Planning and Outcomes
- IV.A.6-7 Standardized Agenda Template
- IV.A.6-8 Standardized Minutes Template
- IV.A.6-9 Chairs and Support Staff Training Agenda
- IV.A.6-10 Committee Folders-Assessment of Planning and Outcomes
- IV.A.6-11 Outreach and Training Webpage
- IV.A.6-12 CPC Orientation Training Presentation
- IV.A.6-13 CPC Minutes September 30, 2016
- IV.A.6-14 OT Email Invitation to CPC Orientation Training
- IV.A.6-15 OT Email Invitation to View CPC Orientation Training Video
- IV.A.6-16 Institutional Effectiveness and Planning Webpage
- IV.A.6-17 2014-2015 Program Review and Prioritization Timeline
- IV.A.6-18 2015-2016 Program Review and Prioritization Timeline
- IV.A.6-19 2016-2017 Program Review and Prioritization Timeline
- IV.A.6-20 OIEP Planning Email Announcement Fall 2015
- IV.A.6-21 Fiscal Services Update for Funded Equipment Purchase Process from the 2015-2016 Prioritization
- IV.A.6-22 OIEP Planning Announcement Fall 2016
- IV.A.6-23 OIEP Planning Announcement Part II Spring 2017
- IV.A.6-24 Webpage and Campus Email Distribution on the College Mission
- IV.A.6-25 APO Recommendation for the Revision of the Mission-CPC Presentation
- IV.A.6-26 CPC Email Announcement of What's New
- IV.A.6-27 2017-2022 EMP Webpage Including Comment Box
- IV.A.6-28 EMP Update February 14, 2017
- IV.A.6-29 EMP Update March 7, 2017
- IV.A.6-30 CPC Minutes
- IV.A.6-31 Academic Senate Minutes

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The process of evaluating committee effectiveness is part of a continuum that occurs as a result of specific planning protocols, by provision of committee charters, or by internal or external evaluation recommendations, such as when a committee deliberations lead to the reorganization or dissolution of a committee or by mandates that may come from external evaluation recommendations.



College of the Desert (COD) has a recent and robust tradition of regularly evaluating its practices across all areas. Through regular self-evaluation processes such as annual program plans, program review, committee self-evaluations, evaluation of College plans, evaluation of planning documents, and evaluation of prioritization and resource allocation, COD has assured its effectiveness in supporting academic quality and accomplishment of mission.

Instructional Programs and Student and Learning Support Services

College of the Desert (COD) evaluates its practices across all areas of the College through a variety of mechanisms. Program review updates (PRUs) provide a means for all areas to review learning or service outcomes, identify resource needs, set short-term goals, and evaluate achievement of prior-year goals. The annual planning process is reviewed annually and adjustments are made, if necessary, to the template. The PRU template for the instructional areas is revised through the Outcomes and Assessment Committee (OAC), an Academic Senate Committee. In spring 2016, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of College Planning Council (CPC), made recommendations to CPC regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of academic program reviews (APRs), the College's comprehensive program review, and consolidate the information to common themes to inform the Strategic Master Plan workgroup and then later to inform the Educational Master Plan workgroup (IV.A.7-1, IV.A.7-2). Just recently, OAC completed a faculty survey to discuss and improve the instructional program review updates process and how to integrate it with planning (IV.A.7-3). Once the improvements are made, there is a placeholder in the CPC Handbook to document the updated processes. OAC has already begun to discuss the College mission, and how the current PRU and APR documents can improve evidence of linkages (IV.A.7-4). The PRU templates for student services and administrative services are reviewed in their respective areas. Just recently after an evaluation of the original student affairs PRU template, student services modified its student success PRU to explicitly reflect on the College mission statement, incorporate program outcomes, incorporate institutional outcomes, and embed the assessment report of student services directly into the PRU instead of having two separate reports (IV.A.7-5).

The comprehensive program review process (APR) is evaluated prior to the start of a new cycle. As indicated in the integrated planning calendar in Appendix J of the College Planning Council Handbook, comprehensive program review occurs on five-year cycles with about 20 percent of the academic programs completing a comprehensive program review each year (IV.A.7-6). In the revised integrated planning calendar, there is recognition that the PRUs are done annually, and at the bottom of the revised calendar, it states that comprehensive program reviews are completed on five-year cycles as maintained by Outcomes and Assessment Committee (IV.A.7-7). As stated above, OAC just completed a survey on program review, including comprehensive program review, and OAC is currently working on improving the process with an improved comprehensive and annual program review form (IV.A.7-8).

Governance Process

As a result of the 2011 Accreditation visit, COD had a number of recommendations around planning and governance which resulted in subsequent annual follow-up reports and visits (IV.A.7-9, IV.A.7-10, IV.A.7-11, IV.A.7-12, IV.A.7-13). In 2012, incoming Superintendent/President Dr. Joel Kinnamon reviewed the recommendations on planning and governance, and the superintendent/president along with College Planning Council (CPC) created a Planning Task Force on Planning and Governance under the supervision of the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of CPC, to evaluate the College's existing system of governance and review other models to recommend improvements (IV.A.7-14, IV.A.7-15). Also in May 2013, the superintendent/president created the Office of Institutional Effectiveness and Planning along with investing in a robust research office (IV.A.7-16, IV.A.7-17). In September 2013, APO reviewed and reported out the work and recommendation of the



planning task force to CPC, and CPC moved to survey the College community on the planning process and the role of CPC (IV.A.7-18, IV.A.7-19, IV.A.7-20). The College worked to evaluate and create planning processes to improve communication and governance structures. With the 2014 Follow-Up Report, 2014 Midterm Report, and Accreditation visit, the College was reaffirmed, no recommendations were found in planning and governance, and the College no longer was required to participate in follow-up reports and visits (IV.A.7-12, IV.A.7-13).

Governance Process and Resource Management

In addition, annual PRUs from departments and units with documented support from the planning and prioritization process are used to identify program and department faculty, staff, and equipment needs to improve academic quality and accomplish the mission (IV.A.7-21, IV.A.7-22). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (IV.A.7-22). To improve the program review, prioritization, and planning process, APO created and reviewed the results of the fall 2013 and fall 2014 prioritization process surveys (IV.A.7-23). The faculty prioritization process starts with the PRUs. The department chairs consolidate faculty requests and bring a consolidated list to the respective deans, who then prioritize requests for the school or area. Since then, the faculty prioritization process has been evaluated multiple times and was improved for the fall 2016 faculty prioritization process which is currently being evaluated this spring 2017 (IV.A.7-24, IV.A.7-25, IV.A.7-26). The improved faculty prioritization process along with a faculty prioritization rubric was added to the CPC Handbook as Appendix I (IV.A.7-25). During the process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to CPC as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (IV.A.7-27).

Because of the success of the improved faculty prioritization process, APO made recommendations to create a workgroup to use the survey results to improve the staff and equipment prioritization processes and for the Budget Subcommittee to review its role in the planning process (IV.A.7-28). The equipment and staff prioritization processes have been evaluated by APO and recently improved, and APO's recommendation for improving the staff and equipment prioritization processes was accepted by CPC on March 10, 2017 (IV.A.7-29, IV.A.7-30, IV.A.7-31, IV.A.7-32, IV.A.7-33). Part of the improvements of both the staff and equipment prioritization processes was placing the College mission and the College's five Strategic Master Plan goals at the forefront of the processes, including adding the College mission and Strategic Master Plan goals to the criteria for staff prioritization (IV.A.7-31, IV.A.7-32). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staff Prioritization Committee identifies the staffing needs across the institution, the Equipment Prioritization Committee identifies equipment needs across the institution, and the Budget Subcommittee identifies and recommends available resources. All recommendations are forwarded to CPC as a recommendation to the superintendent/president who makes the final decision all aligned with its mission and in support of the institution's programs and services (IV.A.7-34).

Governance Process and Committees

In fall 2014, APO had a number of meetings and discussions to create a self-assessment tool for committees at the College (IV.A.7-35, IV.A.7-36, IV.A.7-37, IV.A.7-38). APO created the first Self-Assessment of COD Committees template which was used to evaluate the planning and governance committees listed in the CPC Handbook (IV.A.7-39). The College started an evaluation of committees to identify redundancies, weaknesses, and interconnectedness between groups. This evaluation has helped to clarify the various roles of committees and has strengthened communication. During the committee self-evaluation process, the form prompts the committee to address its role and products, meetings held, and progress on achieving prior-year goals and to set goals for the following year. As a result of the committee assessment, any changes are forwarded to CPC for action. Committees are expected revise and update their



respective committee descriptions, deactivate their committee if it is no longer needed or if there are committees doing duplicative work, and recommend to merge committees to encourage synergistic institutional efforts. Three critical outcomes occurred as a result of evaluating committees. First, APO made a recommendation to reinstate the Outreach and Training Subcommittee, a subcommittee of CPC, so it can assist and train chairs to assess their committees using the new Self-Assessment of COD Committees template (IV.A.7-40, IV.A.7-41, IV.A.7-42, IV.A.7-43). Outreach and Training continues to work directly with CPC and committees by offering annual trainings: 1) the mandatory CPC orientation training, 2) chairs and support staff training on Robert's Rules of Order and the use of standardized agenda and minutes templates, 3) training and quick-reference guides on the planning and prioritization processes, the mission, vision, and values, and Strategic Master Plan goals, 4) and recently, Outreach and Training created an effective committee participation training which will be implemented in 2017-2018 (IV.A.7-44, IV.A.7-45, IV.A.7-46, IV.A.7-47, IV.A.7-48, IV.A.7-49, IV.A.7-50, IV.A.7-51, IV.A.7-52, IV.A.7-53, IV.A.7-54, IV.A.7-55, IV.A.7-56). Second and through the evaluation process, many of the committees were doing duplicate work and were not aligning plans and institutional efforts. As a result, CPC created Chairs Council which includes the chairs of major institutional initiatives and plans (IV.A.7-57, IV.A.7-58). Chairs Council recently completed its mapping evaluation and gaps analysis, where the institutional initiatives and College plans were mapped for goals and activities in support of the five Strategic Master Plan goals and their respective objectives (IV.A.7-59, IV.A.7-60, IV.A.7-61). As a result of the qualitative evaluation, the Basic Skills Committee was folded into the Equity Committee, the Chairs Council committee description was revised to include the chairs of the Strong Workforce Steering Committee and the End-User Data Subcommittee, a subcommittee of CPC responsible for IEPI and institution set standards, and a recommendation going forward to CPC to address the gaps in activities and lack of coordinated efforts to support specific goals in the Strategic Master Plan (IV.A.7-61, IV.A.7-62, IV.A.7-63, IV.A.7-64). Third, because of the critical role of the Academic Senate in College planning processes and the CPC Handbook, the committees of the Academic Senate have agreed to participate in the committee self-assessment process and have agreed to use the standardized agenda and minutes templates recommended by Outreach and Training (IV.A.7-65). By the end of spring 2017, all COD committees will have completed one round of self-assessment evaluation and at least one review/revision at CPC. With all the evaluation and improvements taking place across the institution and governance process, the CPC and planning survey has been sent out again this spring 2017 for review and improvements for the upcoming academic year (IV.A.7-66).

The self-evaluation validation process of the CPC and its standing committees provides a purposeful context for improvements in the College's governance structures.

Governance Process, Planning, and College Plans

With the implementation and annual updates of the long-term integrated planning calendar, the institution has been in the process of evaluating past plans to inform the efforts of revising and improving institutional plans and their respective planning documents (IV.A.7-6, IV.A.7-7). APO evaluated the 2010 Strategic Educational Master Plan (2010 SEMP) to inform and create the 2016-2021 Strategic Master Plan (SMP). APO evaluated the method of evaluation and the progress of the key performance indicators of the goals of the 2010 SEMP, and, as a result, APO created recommendations to improve and create the upcoming SMP on schedule with the published integrated planning calendar (IV.A.7-67, IV.A.7-68). CPC accepted the APO recommendation and formed a SMP Task Force (IV.A.7-69). The same APO evaluations were forward to the 2017-2021 Educational Master Plan (EMP) workgroup to inform the upcoming completion of the EMP. APO also evaluated the respective planning documents: Planning and Institutional Effectiveness (PIE) and CPC handbooks (IV.A.7-70, IV.A.7-71, IV.A.7-72). Both handbooks were separate documents over 100 pages each and were not frequently used. APO evaluated and improved the PIE Handbook and updated the CPC Handbook, and, as result of the evaluations and recommendations, both documents were consolidated into the 2016-2017 College Planning Council Handbook: Decision-Making



Through Collegial Consultation which will be updated again for 2017-2018 because of the updates from committee revisions, planning improvements, and additional appendixes. APO's recommendation to improve the planning handbook also was approved by CPC (IV.A.7-73, IV.A.7-74).

In addition and in anticipation of the new cycle for the Facilities Master Plan upon the completion of the EMP, APO has recently completed its evaluation of the 2003-2015 Facilities Master Plan, and APO's recommendations were forwarded to both the Facilities Advisory Committee and CPC where APO's evaluation and recommendations were accepted (IV.A.7-75, IV.A.7-76 IV.A.7-77, IV.A.7-78). APO is currently evaluating the 2013 Enrollment Management Plan, and, once completed, APO will forward its evaluation and recommendations to the Enrollment Management Committee and CPC (IV.A.7-79, IV.A.7-80). At the April 6, 2017, meeting of APO, APO reviewed all past recommendations to evaluate which recommendations for improvements are completed and which are still pending (IV.A.7-81). At the same meeting, APO reviewed institutional plans that were outdated or necessary for long-term planning. APO will be forwarding a report and potential recommendations to CPC by the end of spring 2017 on both items: pending APO recommendations that have not been completed and workgroup recommendations to address outdated plans or future potential plans to address long-term planning.

Evaluation

COD meets this Standard. The College has developed mechanisms to evaluate the effectiveness of its governance structures, processes, and procedures. COD committees regularly examine their work and their documents and make changes as needed. College wide participatory governance committees regularly undergo a process of self-evaluation, validation, and recommendations for improvement. Changes that arise from these recommendations are communicated, discussed, and acted upon by the appropriate bodies.

Examples of the process include the revisions and development of processes for faculty, classified staff, and equipment prioritization. Through assessment and recommendations to CPC, the College has strengthened the processes and widely communicated this work.

All programs and services across the institution are evaluated regularly through the program review, planning, and governance process. The College will continue its robust tradition of regularly evaluating its practices across all areas through regular self-evaluation processes such as annual program plans, program review, committee self-evaluations, evaluation of College plans, evaluation of planning documents, and evaluation of prioritization and resource allocation. In summary, leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence

- IV.A.7-1 APO Recommendations to CPC for the Strategic Master Plan
- IV.A.7-2 Comprehensive Program Review 2010-2015
- IV.A.7-3 EMP Outcomes and Assessment Survey Results Spring 2017 on Program Review and Planning Processes
- IV.A.7-4 2016-2017 Outcomes and Assessment Committee Agendas and Minutes
- IV.A.7-5 Student Success Administrative Committee Minutes September 12, 2016
- IV.A.7-6 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook



Standard IV - Leadership and Governance

- IV.A.7-7 Revised COD Integrated Planning Calendar-2016
- IV.A.7-8 OAC Minutes March 2, 2017
- IV.A.7-9 Improved Comprehensive Program Review and PRU (PEP and PEPup)—DRAFT April 6, 2017
- IV.A.7-10 June 29, 2011, ACCJC Letter: Reaffirm Accreditation and Complete Follow-Up Report
- IV.A.7-11 February 11, 2013, ACCJC Letter: Complete a Follow-Up Report and Visit, and Special Report
- IV.A.7-12 July 3, 2013, ACCJC Letter: Complete a Follow-Up and Midterm Report
- IV.A.7-13 2014 COD Follow-Up Report
- IV.A.7-14 2014 COD Midterm Report
- IV.A.7-15 CPC Minutes April 12, 2013, Item 4
- IV.A.7-16 CPC Minutes April 26, 2013
- IV.A.7-17 Webpage for Institutional Effectiveness and Planning
- IV.A.7-18 Webpage for Institutional Research
- IV.A.7-19a CPC Minutes September 13, 2013, Item 3
- IV.A.7-19b CPC Minutes September 27, 2013, Item 3
- IV.A.7-20 Planning Task Force Evaluation and Report September 2013
- IV.A.7-21 College Planning Council and Planning Survey Spring 2014
- IV.A.7-22 Prioritization Process
- IV.A.7-23 Instruction PRU--2015-2016 Biology PRU
- IV.A.7-24 2015 Faculty, Staff, and Equipment Prioritization Process Survey Results
- IV.A.7-25 Faculty Prioritization Survey Fall 2015
- IV.A.7-26 Appendix I of the CPC Handbook-Faculty Prioritization Process
- IV.A.7-27 Fall 2016 Prioritization Survey
- IV.A.7-28 Superintendent/President's Email Announcement of Funded Faculty Positions
- IV.A.7-29 APO Recommendations for the PIE Handbook
- IV.A.7-30 2015-2016 Staff and Equipment Prioritization Documents from the PRUs
- IV.A.7-31 APO Recommendation to Improve the Equipment Prioritization Process
- IV.A.7-32 Improved 2017 Equipment Prioritization Process
- IV.A.7-33 Improved Staff Prioritization Process
- IV.A.7-34 March 10, 2017, Minutes from College Planning Council
- IV.A.7-35 Superintendent/President's Email Announcement of Funded Faculty, Staff, and Equipment
- IV.A.7-36 APO Minutes November 21, 2014
- IV.A.7-37 APO Minutes February 20, 2015
- IV.A.7-38 APO Minutes April 10, 2015
- IV.A.7-39 APO Minutes September 8, 2016
- IV.A.7-40 Self-Assessment of Committee
- IV.A.7-41 APO Minutes April 10, 2014
- IV.A.7-42 Portal Webpage for Outreach and Training Subcommittee
- IV.A.7-43 Outreach and Training Subcommittee Minutes October 7, 2015
- IV.A.7-44 Chairs' Retreat Agenda September 16, 2015, with Committee Assessment



Standard IV - Leadership and Governance

- IV.A.7-45 Fall 2016 Email Invitation to CPC Orientation Training
- IV.A.7-46 Mandatory CPC Orientation Training
- IV.A.7-47 Chairs and Support Staff Training Email Notification
- IV.A.7-48 Chairs and Support Staff Training Agenda
- IV.A.7-49 Chairs and Support Staff Minutes October 24, 2016
- IV.A.7-50 Outreach and Training Subcommittee-Cover Letter for Robert's Rules of Order Training
- IV.A.7-51 Memo to Faculty, Staff, Leadership for SMP and CPC Handbook
- IV.A.7-52 Email to Adjunct Faculty for SMP and CPC Handbook
- IV.A.7-53 Memo to Faculty, Staff, Leadership for Quick-Reference Guide of Mission, Vision, and Values and Strategic Master Plan Goals
- IV.A.7-54 First Page of Quick-Reference Guide of Mission, Vision, and Values
- IV.A.7-55 Second Page of Quick-Reference Guide of SMP Goals
- IV.A.7-56 Email to Adjunct Faculty for Mission, Vision, and Values, and SMP Goals
- IV.A.7-57 Effective Committee Participation Training-DRAFT
- IV.A.7-58 Portal Webpage for Chairs Council
- IV.A.7-59 Chairs Council Committee Description in 2016-2017 CPC Handbook
- IV.A.7-60 Mapping Evaluation and Gaps Analysis of Institutional Initiatives and Plans in Support of the SMP Goals and Objectives
- IV.A.7-61 Chairs Council Minutes October 19, 2016
- IV.A.7-62 Chairs Council Minutes March 15, 2017-DRAFT
- IV.A.7-63 Chairs Council Minutes November 11, 2016
- IV.A.7-64 Basic Skills Committee Minutes February 2, 2017
- IV.A.7-65 Diversity and Equity Council Minutes March 29, 2017-DRAFT
- IV.A.7-66 Revised Senate Committee Description-Outcomes and Assessment Committee March 23, 2017
- IV.A.7-67 Email Notification to Complete CPC and Planning Survey Spring 2017
- IV.A.7-68 APO Evaluation of the 2010 SEMP Key Performance Indicators
- IV.A.7-69 APO Minutes December 10, 2015
- IV.A.7-70 APO Recommendations for SMP
- IV.A.7-71 Update of the CPC Handbook
- IV.A.7-72 Qualitative Evaluation of PIE Handbook
- IV.A.7-73 APO Minutes March 10, 2016
- IV.A.7-74 APO Recommendations for the PIE Handbook
- IV.A.7-75 CPC Minutes March 11, 2016, Item 10 and Item 11
- IV.A.7-76 APO Recommendations for the 2003-2015 Facilities Master Plan
- IV.A.7-77 Facilities Advisory Committee Minutes February 21, 2017
- IV.A.7-78 CPC Minutes March 17, 2017, Item 2.5
- IV.A.7-79 Complete Evaluation of 2003-2015 Facilities Master Plan
- IV.A.7-80 APO Minutes December 8, 2016
- IV.A.7-81 Dashboard Indicator Report of Enrollment Management Plan
- IV.A.7-82 APO Minutes April 6, 2017



Standard IV.B: Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The members of Board of Trustees for College of the Desert delegate authority to the superintendent/president in Board Policy 2430. That policy clarifies that “the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action [...to be] empowered to reasonably interpret Board policy.” Furthermore, “The superintendent/president is expected to perform the duties contained in the superintendent/president job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions with the board. The job description, and goals and objectives for performance, shall be developed by the board in consultation with the superintendent/president” (IV.B.1-1).

As described in the superintendent/president’s job description, the superintendent/president takes primary responsibility for the overall quality of the institution by providing effective leadership and ensuring that the College serves its students and the community. The superintendent/president encourages all staff and departments to evaluate how they do what they do on a regular basis (IV.B.1-2).

Leading the operational and institutional efforts of the College, the superintendent/president oversees the development of institutional goals which are included in the College’s Strategic Master Plan (IV.B.1-3). Working with the vice presidents, College Planning Council (CPC) and Budget Subcommittee, the superintendent/president ensures that resources are efficiently managed and that planning, decision-making, and budgeting processes are aligned (IV.B.1-4). In addition to weekly meetings with the vice presidents, monthly meetings with the deans and managers, and bi-monthly meetings as the chair of CPC, the superintendent/president receives recommendations from other groups on campus and accepts input from the local community (IV.B.1-5).

For example, the College superintendent/president’s 24-month agenda encompassed the original six College goals and informed the development of the College’s 2016-2021 Strategic Master Plan (IV.B.1-6). This agenda launched many critical initiatives that the College planning council and College constituents recommended for implementation (IV.B.1-7).

These initiative included the implementation of new faculty, equipment, and staff prioritization processes for replacing or creating new positions and equipment needs (IV.B.1-8, IV.B.1-9, IV.B.1-10). In addition, the superintendent/president’s goals precipitated the launching of the Enrollment Mangement Committee and Enrollment Mangement Plan, Technology Master Plan, Strategic Master Plan, Educational Master Plan, Facilities Master Plan and a new facilities bond (IV.B.1-3, IV.B.1-11, IV.B.1-12, IV.B.1-13, IV.B.1-14, IV.B.1-15).

In his first year, the superintendent/president managed a total budget of \$47,414,635 in revenues with approximately \$46,872,042 million in expenditures. In fiscal year 2017 -2018, revenues are projected at \$66,416,932 million and expenditures of \$66,649,221. The implementation of a strategic enrollment strategy with strong student persistence rates has enabled the College to experience unprecedented growth and funding (IV.B.1-16).

All of the initiatives were developed using the College’s governance and consultation process utilizing a data-driven decision-making



Standard IV - Leadership and Governance

process. This process was developed through the creation of the Office of Institutional Effectiveness, Educational Services, and Planning, and an increase in the College's research capacity (IV.B.1-17, IV.B.1-18).

CPC incorporates data-driven decision-making and utilizes research and data to function as the participatory governance body which makes planning, budget, and policy recommendations to the College superintendent/president (IV.B.1-19).

As the College worked to improve integrated planning, it established the College of the Desert Integrated Planning Calendar, which proposed a multi-year planning cycle, and it was included in the Planning and Institutional Effectiveness Handbook (IV.B.1-20). The College Planning Council approved the revised and updated integrated planning calendar, and it was widely distributed and discussed with internal and external constituents (IV.B.1-21).

The College's mission, vision, and values are constructs that establish a framework for decision-making and goal-setting (IV.B.1-22). In addition, these goals served as the baseline of the 2016-2021 Strategic Master Plan development. The goals articulated in the College's 2016 Strategic Master Plan are directly linked to this framework.

- Goal 1: Student Success: Student Success at College of the Desert is defined by the achievement of students' educational goals.
- Goal 2: Planning and Governance: College of the Desert is committed to effective and transparent planning and governance structures by following and improving an integrated and systematic planning and governance model.
- Goal 3: Fiscal Stability and Infrastructure: College of the Desert is committed to the responsible and effective development and management of resources.
- Goal 4: Teamwork, Organizational Development: College of the Desert is committed to cultivating a collaborative culture, which fosters participatory and team development for Faculty, Staff, Students, Community and Leadership.
- Goal 5: Economic, Workforce Development and Community Outreach: College of the Desert's community partnerships provide outstanding enrichment opportunities that contribute to the success and vitality of our community (IV.B.1-3).

Evaluation

COD meets this Standard. As stated in Standard I.B, the superintendent/president provides leadership in assessing institutional effectiveness by ensuring that all College plans are approved through the participatory governance process, and the Integrated Planning Calendar includes specific timelines for plan evaluation prior to the start of the next planning cycle and specific plan revision. At the end of each complete planning cycle, the College reviews the integrated planning cycle itself to determine if the length of the cycle and the included plans are still a valid part of the overall planning process. Following the plan cycle evaluation, the next planning cycle begins with the review and revision, if needed, of the College mission statement. Review of the mission statement at the beginning of a planning cycle ensures that it is central to all College planning and resource allocation (IV.B.1-23). In summary, the superintendent/president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.



Evidence

IV.B.1-1	Board Policy 2430 Delegation of Authority to Superintendent/President
IV.B.1-2	Job Description of Superintendent/President
IV.B.1-3	Strategic Master Plan 2016-2021
IV.B.1-4	CPC Handbook
IV.B.1-5	CPC Minutes
IV.B.1-6	APO Recommendations for the Strategic Master Plan
IV.B.1-7	CPC Minutes March 11, 2016
IV.B.1-8	Improved Faculty Prioritization Process
IV.B.1-9	Improved Staff Prioritization Process
IV.B.1-10	Improved Equipment Prioritization Process
IV.B.1-11	Enrollment Management Portal Webpage
IV.B.1-12	Enrollment Management Plan
IV.B.1-13	Technology Master Plan
IV.B.1-14	Facilities Master Plan Evaluation
IV.B.1-15	Measure CC Bond Website
IV.B.1-16	Adopted Budgets and Multiyear Projections
IV.B.1-17	Institutional Effectiveness and Planning Webpage
IV.B.1-18	Institutional Research Webpage
IV.B.1-19	CPC Committee Descriptions
IV.B.1-20	Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
IV.B.1-21	Revised COD Integrated Planning Calendar-2016
IV.B.1-22	Mission, Vision, and Values Webpage
IV.B.1-23	Review of the Mission

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The superintendent/president oversees the four main divisions of the College, including Student Learning, Student Success, Administrative Services, Human Resources and Employee Relations, as well as the President's Office (IV.B.2-1). Each of these divisions has academic and/or classified managers who are responsible for the day-to-day oversight of academic or student support programs or institutional support services (IV.B.2-2, IV.B.2-3, IV.B.2-4, IV.B.2-5). The superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purpose, size, and complexity. In the last two



Standard IV - Leadership and Governance

years, he has hired a senior staff team that works together in the best interest of the students and has restructured within the institution for improved efficiency and service. He works to ensure the organizational structure of the College meets the needs of the institution and makes adjustments as appropriate. Administrative positions are assigned responsibilities appropriate to the purpose of the College. It is the responsibility of the superintendent/president to oversee and evaluate the efforts, individually and holistically, of this structure (IV.B.2-6). Additionally, the superintendent/president oversees the President's Office which includes the Office of Institutional Advancement and the College of the Desert Foundation (IV.B.2-1). The superintendent/president delegates responsibilities to the vice presidents and administrators within the President's Office and ensures accountability to the College and its mission through regular evaluation of all direct reports (IV.B.2-7).

The superintendent/president meets with the vice presidents weekly in an executive cabinet session and with the entire management team monthly. These meetings serve as a communication forum to discuss relevant issues directly with the superintendent/president and with fellow deans and managers. Board Policy 7110 delegates authority to the superintendent/president, and the superintendent/president is empowered to authorize employment, assign job responsibilities, assign administrative staff, create and abolish administrative positions, and perform other personnel actions (IV.B.2-8). The superintendent/president delegates responsibility and authority to carry out activities and initiatives to achieve the College's goals and improve institutional effectiveness. The superintendent/president meets monthly with the management team to disseminate direct communication regarding the budget of the College, the District, and the state and to discuss institutional practices to ensure that they are applied fairly and consistently with the mission of the College, policies of the governing board, and district wide procedures.

It is the superintendent/president's responsibility to make sure the organizational structure of the College meets the needs of the institution. In working with administrators and other constituencies on campus, the superintendent/president made changes to the managerial and reporting structures of the College to improve service to students. These changes are described above in Standard IV.B.1. The superintendent/president delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions while keeping in mind individuals' strengths and their commitment to student learning and achievement (IV.B.2-6). He assures that administrators are assigned responsibilities within their purview and holds them accountable for their performance.

On an annual basis, the superintendent/president ensures that requests for additional resources to fund initiatives, programs, and services are initiated through the annual program planning process (IV.B.2-9). These resource requests are prioritized through the annual resource-allocation prioritization process and forwarded to the College of the Desert College Planning Council (CPC) for review and approval (IV.B.2-10). CPC then forwards its recommendations to the College superintendent/president for action (IV.B.2-11).

The superintendent/president ensures that the organizational structure promotes student success and learning. There are sufficient personnel to serve the students. Throughout the years of his tenure, the superintendent/president has approved several reorganizations of the major divisions of the College. When he arrived in 2012, the superintendent/president's 2012 strategic goals to move the College forward over a 24-month period were developed and tied to both the mission and vision statements (IV.B.2-12). The superintendent/president worked with constituency groups and external consultants and evaluators to structure and staff the organization appropriately.

The restructuring included an emphasis on research capacity and fostering an environment of data-driven decision-making with appropriate checks and balances. Presentations were made to the Board of Trustees, College Planning Council, Academic Senate, and



Standard IV - Leadership and Governance

in open forums (IV.B.2-13, IV.B.2-14, IV.B.2-15). In addition, a comprehensive video was disseminated electronically to the College community and specified external constituents. During this period the superintendent/president recruited and filled all executive cabinet positions that were vacant or filled through interim appointments. In addition, the vice president of human resources and employee relations position came into being after an evaluation revealed that a directorship over the area was inadequate. The area of business services was reorganized and is now headed by the vice president of administrative services. This reorganization was based on analysis of effective oversight and leadership capacity. Overall from 2014 to 2016, the number of administrative positions has increased (IV.B.2-16).

During the recession from 2011 to 2013, classified staff levels dropped, but with the recent improvement in the economy, the rehiring of vacant staff positions was supported fiscally. The College went from employing 207 classified staff in 2014, to employing 226 classified staff in 2015. In 2016, the College employed 239 classified staff (IV.B.2-16).

Evaluation

COD meets this Standard. The superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's size, purpose, and complexity and delegates authority to administrators and others, consistent with their areas of responsibility. The superintendent/president is provided the authority to oversee the administration of the College to ensure the achievement of the College mission. Changes in administration roles are communicated to the campus community through appropriate mechanisms.

Evidence

- IV.B.2-1 President's Office Organizational Chart
- IV.B.2-2 Student Learning Organizational Chart
- IV.B.2-3 Student Success Organizational Chart
- IV.B.2-4 Administrative Services Organizational Chart
- IV.B.2-5 Human Resources and Employee Relations Organizational Chart
- IV.B.2-6 Job Descriptions of Administrators (VPs, Deans, Directors)
- IV.B.2-7 Leadership Evaluation Schedule
- IV.B.2-8 Board Policy 7110 Delegation of Authority
- IV.B.2-9 Annual Planning Process
- IV.B.2-10 Annual Prioritization Process
- IV.B.2-11 President's Update on Resource Allocation
- IV.B.2-12 Strategic Master Plan
- IV.B.2-13 Board of Trustees Minutes
- IV.B.2-14 CPC Minutes
- IV.B.2-15 Academic Senate Minutes
- IV.B.2-16 Employee Numbers from 2014-2016



IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

Description

Establishing a Collegial Process that Sets Values, Goals, and Priorities

The superintendent/president, working in conjunction with faculty, classified staff, and the administrators of the College has established, through the participatory governance process, a variety of processes that have improvement of the teaching and learning environment as a fundamental goal. Much of this is embedded in the integrated planning and resource allocation processes. At College Planning Council (CPC) and the Board of Trustees (BOT), the superintendent/president proposed the five goals that were later adopted as the Strategic Master Plan (SMP) 2016-2021 goals, which are 1) student success, 2) planning and governance, 3) fiscal stability and infrastructure, 4) teamwork, organizational development, and 5) economic, workforce development and community outreach (IV.B.3-1, IV.B.3-2, IV.3.3). From these strategic master plan goals, the College revised and adopted the mission (IV.B.3-4, IV.B.3-5). The development and adoption of the SMP and the mission statement through the collegial participatory governance process reflect the ongoing effort to continually improve the effectiveness of the institution (IV.B.3-6, IV.B.3-7, IV.B.3-8, IV.B.3-9).

Ensuring the College Sets Institutional Performance Standards for Student Achievement

The superintendent/president ensures the College sets institutional performance standards for student achievement. As chair of CPC, the superintendent/president directed that the subcommittees of CPC work on multiple institutional initiatives, including the institution set standards (ISS) for student achievement, and institutional set standards was assigned to a recently reactivated committee, the End-User Data Subcommittee. The metrics were discussed and approved by the group, a subcommittee of College Planning Council (CPC), in spring 2017 (IV.B.3-10, IV.B.3-11, IV.B.3-12, IV.B.3-13). The End-User Data Subcommittee recommendation for ISS was forwarded to CPC where it was discussed and the superintendent/president accepted the recommendation on April 28, 2017 (IV.B.3-14). Outcomes and Assessment Committee (OAC), an Academic Senate committee, also was having parallel discussions, and OAC discussed and forwarded the End-User Data Subcommittee's recommendation to the Full Academic Senate on April 27, 2017 (IV.B.3-15, IV.B.3-16, IV.B.3-17). For the purpose of integration and to foster parallel and collaborative dialogue between faculty and leadership on these initiatives, the superintendent/president has asked multiple College committees to have both a leadership co-chair and a faculty co-chair appointed by the Senate, and the End-User Data Subcommittee follows that model. This reflects that the superintendent/president and his leadership of the College had already ensured that the College has set its performance standards for student achievement.

Ensuring that Evaluation and Planning Rely on High Quality Research and Analysis of External and Internal Conditions

In May 2013, the superintendent/president created the Office of Institutional Effectiveness, Educational Services, and Planning along with investing in a robust Office of Institutional Research (IV.B.3-18, IV.B.3-19). The Office of Institutional Research went from a department of one classified staff, a research analyst, to a department of four with a director of institutional research and three research analysts. The superintendent/president ensures that evaluation and planning rely on high-quality research and analysis of external and internal conditions (IV.B.3-20). The superintendent/president is well versed in and dedicated to correct and accurate analysis of research and data as demonstrated by the superintendent/president's resources dedicated to the institutional effectiveness and institutional research departments.



Ensuring that Educational Planning is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning

The superintendent/president works to ensure that the faculty and staff of the College understand that educational planning is integrated with resource planning and allocation to support student achievement and learning. The superintendent/president regularly monitors and discusses institutional effectiveness in meeting the mission of the College through the annual planning process, integrated planning calendar, program review, prioritization, and resource allocation processes and College committees including the Assessment of Planning and Outcomes Subcommittee (APO), Budget Subcommittee, prioritization committees, College Planning Council (CPC), Senate committees including OAC, and other committees of the College. COD's planning processes reach throughout the institution supporting its mission and vision (IV.B.3-4, IV.B.3-21, IV.B.3-22). The annual program review updates (PRUs) provide the process for departments to request resources to assist in meeting their goals and objectives to improve student learning and achievement, and instructional programs (student learning), student services (student success), human resources (support services), administrative services (support services), and superintendent/president's office (support services) complete PRUs annually (IV.B.3-23). In summary, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all instructional, student services, and support services at COD (IV.B.3-24, IV.B.3-25). The PRUs are responsive to annual strategic objectives which link to the 2016-2021 Strategic Master Plan which aligns with the College's mission statement (IV.B.3-3).

The superintendent/president oversees the planning process and ensures financial information is continuously reviewed, discussed, updated, and shared on a regular basis (IV.B.3-25). The superintendent/president embraces transparency in the budget process, and with oversight of the superintendent/president's office, administrative services ensures financial information is readily available and is presented at multiple venues including Board of Trustees meetings, College Planning Council (CPC), Budget Subcommittee, Flex, and collective bargaining sessions. (IV.B.3-26, IV.B.3-27, IV.B.3-28, IV.B.3-29, IV.B.3-30, IV.B.3-31).

Ensuring that the Allocation of Resources Supports and Improves Learning and Achievement

The superintendent/president ensures the allocation of resources supports and improves learning and achievement through the resource allocation process. As chair of CPC, the superintendent/president directs and oversees the work of its subcommittees and relies heavily on the work and recommendations from those committees including the Budget Subcommittee. The Budget Subcommittee actively participates and makes recommendations regarding the fiscal health of the District (IV.B.3-32). This includes reviewing PRUs requests and recommending funding levels for consideration as well as recommending reserve percentages (IV.B.3-32). The PRUs contain the opportunity to request additional faculty, staff, equipment, and technology resources in order for programs and services to improve student learning and achievement. During the annual planning and prioritization process, the Budget Subcommittee identifies resources and once the ranked list is forwarded to CPC as a recommendation to the superintendent/president, the superintendent/president announces the funded faculty positions (IV.B.3-24, IV.B.3-25, IV.B.3-33).

Establishing Procedures to Evaluate Overall Institutional Planning and Implementation Efforts to Achieve the Mission of the Institution

As stated in Standard I.B., the superintendent/president provides leadership in assessing institutional effectiveness by ensuring that all College plans are approved through the participatory governance process and that the Integrated Planning Calendar includes specific timelines for plan evaluation prior to the start of the next planning cycle and specific plan revision (IV.B.3-34, IV.B.3-35, IV.B.3-36). At the end of each complete planning cycle, the College reviews the integrated planning cycle itself to determine if the length of the cycle and the included plans are still a valid part of the overall planning process.

To regularly use data to assess achievement of the institutional mission, planning, and College plans, the superintendent/president as the CPC chair directs and relies on APO (IV.B.3-37). APO conducts evaluations regularly, and they are shared with College Planning Council (CPC), the Board of Trustees (BOT), and the campus community (IV.B.3-1).



Evaluation

COD meets this Standard. Through established policies and procedures, the superintendent/president guides institutional improvement of the teaching and learning environment by establishing processes

The increase in expenditures since 2012 was strategically incorporated in the annual prioritization process with an emphasis on student success initiatives and support services. This included significant investments in outreach, counseling, support services, expanded course offerings, and implementation of the EDGE Program. College of the Desert was recognized in 2016 by the California Community Colleges Chancellor's Office as a recipient of its Student Success Award for the EDGE Program that has grown exponentially over the past several years and has positively impacted student learning and success.

Evidence

- IV.B.3-1 CPC Minutes March 11, 2016
- IV.B.3-2 BOT Minutes August 17, 2016
- IV.B.3-3 Strategic Master Plan 2016-2021
- IV.B.3-4 Mission, Vision, and Values Webpage
- IV.B.3-5 BOT Minutes November 16, 2016
- IV.B.3-6 CPC Minutes Item 11 September 30, 2016
- IV.B.3-7 APO Mission Recommendation to CPC September 30, 2016, Handout
- IV.B.3-8 APO Recommendation for the 1st Reading of the Mission Presentation
- IV.B.3-9 CPC Minutes Item 6 October 14, 2016
- IV.B.3-10 End-User Data Subcommittee Description
- IV.B.3-11 End-User Data Subcommittee Minutes February 15, 2017
- IV.B.3-12 End-User Data Subcommittee Minutes March 1, 2017
- IV.B.3-13 End-User Data Subcommittee Minutes March 29, 2017
- IV.B.3-14 College Planning Council Minutes April, 28, 2017
- IV.B.3-15 OAC Agenda March 2, 2017
- IV.B.3-16 OAC Agenda April 6, 2017
- IV.B.3-17 All Faculty Senate Minutes April 27, 2017
- IV.B.3-18 Webpage for Institutional Effectiveness and Planning
- IV.B.3-19 Webpage for Institutional Research
- IV.B.3-20 President's State of the College Presentations
- IV.B.3-21 College Planning Council Webpage
- IV.B.3-22 College Planning Council Handbook
- IV.B.3-23 2016-2017 Program Review Updates
- IV.B.3-24 Prioritization Process
- IV.B.3-25 Annual Planning Process
- IV.B.3-26 Budget Subcommittee's Role in CPC Handbook, Planning and Budget Allocation
- IV.B.3-27 College Planning Council Minutes September 9, 2016-Discussion Item 2



Standard IV - Leadership and Governance

- IV.B.3-28 Portal Webpage for Budget Subcommittee
- IV.B.3-29 Spring 2017 Flex Budget Presentation
- IV.B.3-30 Board of Trustees September 16, 2016, Minutes with Adopted Budget Presentation
- IV.B.3-31 Adopted Budget Presentation September 16, 2016
- IV.B.3-32 Budget Subcommittee 2016-2017 Minutes
- IV.B.3-33 President's Update on Resource Allocation
- IV.B.3-34 College Plans Webpage
- IV.B.3-35 Appendix J Integrated Planning Calendar of 2016-2017 CPC Handbook
- IV.B.3-36 Revised COD Integrated Planning Calendar-2016
- IV.B.3-37 APO Webpage

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

The superintendent/president understands and embraces the primary leadership role for accreditation by ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. As stated in Board Policy 3200, the superintendent/president has the primary leadership role for accreditation at College of the Desert (IV.B.4-1). As stated in Administrative Procedure 3200, the superintendent/president appoints the accreditation liaison officer (ALO), ensures that a steering committee is formed to work on the self-evaluation report, ensures that there are chairs for each Standard, and ensures that all faculty on the accreditation steering committee are appointed by the Academic Senate (IV.B.4-2, IV.B.4-3, IV.B.4-4, IV.B.4-5). The superintendent/president assigned ALO responsibilities to the vice president of student success who also oversees the offices of institutional effectiveness and planning and institutional research. The superintendent/president meets regularly with the ALO to stay informed of Eligibility Requirements, Accreditation Standards, and Commission policies. Also, the superintendent/president is a sitting member of the accreditation team and is the leadership co-chair for Standard I along with the faculty co-chair who has traditionally been the current Academic Senate president (IV.B.4-3). During the 2015-2017 self-evaluation process, administrators were assigned to serve on teams for standards closely associated with their respective areas of responsibilities. All constituency groups were involved which includes faculty, leadership, a classified staff representative, and a student representative. Within each Standard, the Standard Co-Chairs work with multiple areas and constituents to gather information and write their respective Standard.

The superintendent/president is experienced as an accreditation chair working on many accreditation teams in California. He has made it a priority that the campus community was well versed in the Accreditation Standards and Eligibility Requirements as well as explaining the ways in which the entire campus community is involved in student success initiatives and data driven decisions. As chair of multiple visiting teams, the superintendent/president participated in multiple in-person accreditation trainings, and in turn, the superintendent/president encouraged all members of the accreditation team to complete the ACCJC online training for visiting



Standard IV - Leadership and Governance

teams. All members of the accreditation team and additional members of the College completed the ACCJC training, and all the certificates of completion are posted online (IV.B.4-6).

The superintendent/president has been an active participant in the self-evaluation process, including participating in the accreditation team, attending training sessions and accreditation meetings provided by the accreditation co-chairs and support staff of accreditation, and facilitating accreditation updates for the Board of Trustees, including a regular report by the accreditation co-chairs at board meetings (IV.B.4-7, IV.B.4-8).

Evaluation

COD meets this Standard. The superintendent/president has been committed to assuring the College is compliant in all areas of accreditation by informing the campus community of the Standards and policies and through involvement in reviewing and commenting on both self-evaluation reports and follow-up reports. The faculty, staff and administrative leaders have active responsibility for assuring compliance with accreditation requirements through the participatory governance process and the process of writing required reports and preparing for the comprehensive evaluation site visits.

Evidence

- IV.B.4-1 Board Policy 3200 Accreditation
- IV.B.4-2 Administrative Procedure 3200 Accreditation
- IV.B.4-3 Accreditation Team
- IV.B.4-4 Accreditation Webpage
- IV.B.4-5 Academic Senate Minutes
- IV.B.4-6 ACCJC Certificates of Completion on Accreditation Webpage
- IV.B.4-7 Accreditation Team Minutes
- IV.B.4-8 Board of Trustees Minutes November 16, 2017
- IV.B.4-9 Accreditation Presentation for Board of Trustees

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The superintendent/president is fully conversant in statutes, regulations, and policies through his work experience and involvement with the Board of Trustees (BOT), College Planning Council (CPC), the Executive Cabinet, and Budget Subcommittee meetings. The superintendent/president has overall responsibility for ensuring that policies are implemented, and he delegates to others the responsibility for compliance appropriate to their areas. According to Board Policy 2410, "The Superintendent/President shall cause to be maintained and observed procedures for the annual policy and procedure review process that will ensure systematic review



Standard IV - Leadership and Governance

of all policies and procedures at least once in any five year cycle” (IV.B.5-1). Administrative Procedure 2410 specifies that the superintendent/president is responsible for ensuring 20 percent of board policies and administrative procedures are reviewed annually and that the respective approval processes (executive cabinet, CPC, and BOT) are followed (IV.B.5-2). The President’s Office provides leadership for updating policies and procedures and works with faculty, staff, and administrators to ensure best practices are implemented. One of the main processes for implementing changes to policies and procedures is to review them at the shared governance College Planning Council prior to board approval, if needed (IV.B.5-3). College constituency leaders are responsible for communicating policy updates and changes to their respective groups. In addition to ensure policies are consistent with changing statutes, the College also is currently reviewing and updating all board policies with a goal of aligning policies with standards established by the Community College League of California.

In order to keep the College mission in the forefront at all times, the mission is widely published including placement on the CPC agenda (IV.B.5-3). In addition, board agenda items and agenda binders for the BOT each have a quick-reference guide with the mission, vision, and values and five Strategic Master Plan goals (IV.B.5-4).

The College has a long history of positive ending balances and maintains appropriate reserves. The budget review includes annual audits and ongoing analysis to ensure effective controls and prioritized expenditures. The CPC prioritization process provides for recommendations to the superintendent/president, and all funded priorities are communicated and distributed throughout the College. Budget updates including expenditures, revenues, and multi-year projections are presented regularly at the Budget Subcommittee, CPC, and BOT (IV.5-5, IV.5-6, IV.5-7).

Evaluation

COD meets this Standard. The superintendent/president has responsibility for assuring the implementation of statutes, regulations, and governing board policies and assuring institutional practices are consistent with the mission and policies. The superintendent/president and executive cabinet are constantly involved with monitoring and assuring that the statutes, regulations, and policies are met and followed.

In addition, the superintendent/president has established procedures to ensure the effective management of College resources. The fiscal management of College resources is primarily delegated to the vice president of administrative services and addressed through the Budget Subcommittee. The budget is monitored through internal controls including Budget Subcommittee review, regular reports, and external audits.

Evidence

- IV.B.5-1 Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- IV.B.5-2 Administrative Procedure 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- IV.B.5-3 CPC Agenda February 24, 2017
- IV.B.5-4 Mission, Vision, and Values and Strategic Master Plan Goals Quick-Reference Guide
- IV.B.5-5 Budget Subcommittee Minutes with Budget Projection Sheets
- IV.B.5-6 College Planning Council Minutes with Budget Update
- IV.B.5-7 Board of Trustees Minutes with Budget Update



IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Description

The superintendent/president works and communicates effectively with the communities served by the College. The superintendent/president communicates regularly with the College on matters related to planning and resource allocation and through the superintendent/president's State of the College address (IV.B.6-1, IV.B.6-2). The superintendent/president also communicates to the College in situations regarding sensitivity and institutional impact (IV.B.6-3).

The superintendent/president communicates regularly with the many constituencies of the Coachella Valley. One way the superintendent/president communicates with external communities is through the Office of Institutional Advancement (OIA). The OIA prepares press releases to inform Coachella Valley residents of campus developments and events. The director of OIA directly reports to the superintendent/president, and they meet regularly (IV.B.6-4). In addition, the superintendent/president is actively engaged with the community and hosts community events on campus. He represents the College on many boards including Coachella Valley Economic Partnership (CVEP), McCallum Theatre for the Performing Arts, Palm Springs Public Library Foundation, College of the Desert Foundation, and Health Assessment and Research for Communities (HARC). The superintendent/president meets regularly with K-12 school districts within the College's service area (IV.B.6-5).

The superintendent/president meets regularly with city councilmembers from all cities within the Coachella Valley, area principals and superintendents, and key leaders. In addition, he hosts a State of the College event to update the community on annual accomplishments and future goals.

Evaluation

COD meets this Standard. The superintendent/president effectively works and communicates with the communities served by the College through a variety of means. This includes participating in community organizations either personally or through appointed College representatives.

Evidence

- IV.B.6-1 President's Update of Resource Allocation
- IV.B.6-2 President's State of the College Address
- IV.B.6-3 President's Statement of Diversity and Inclusivity

Standard IV.C: Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.



Description

The Desert Community College District's governing board was authorized by the California Legislature in 1958 in accordance with Education Code sections 70902 and 72000. The board consists of five members elected by voters in the Coachella Valley that represent five discrete geographic regions within the established area of the district in accordance with Board Policy 2010 (IV.C.1-1, IV.C.1-2).

The board exercises responsibility for monitoring academic quality, integrity, and effectiveness through the approval of new courses and programs. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs (IV.C.1-3, IV.C.1-4). The board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction. The board sets policies and monitors the Colleges' programs, services, and plans for growth and development and ensures the institution's mission is achieved through board policies, administrative procedures, and presidential goals and objectives (IV.C.1-5, IV.C.1-6).

In addition, the board establishes policies and procedures related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation (IV.C.1-7, IV.C.1-8, IV.C.1-9, IV.C.1-10, IV.C.1-11). The board exercises responsibility for monitoring academic quality, integrity, and effectiveness through regular institutional effectiveness reports (IV.C.1-12, IV.C.1-13).

The board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District (IV.C.1-14). Board agendas are structured under specific areas of topic including the following:

- Board of Trustees;
- President;
- Human Resources;
- Administrative Services;
- Student Learning;
- Student Success; and
- Study Session (IV.C.1-15).

Evaluation

College of the Desert meets this Standard. The Board of Trustees has authority and responsibility for all aspects of the institution as established in board policy and is well established and clearly documented as practice. The board exercises appropriate legal authority in accordance with policy and law. Board agendas are detailed and closely monitored by members of the board. This is solidly evidenced in the board meeting minutes, agendas, reports, and all relevant archives.

The Board of Trustees routinely reviews the quality and effectiveness of the institution to ensure that it provides the rigor and relevancy appropriate to serve the College's mission. The board routinely reviews reports that are relevant to learning outcomes, fiscal and facility accountability, and other operational matters.

Evidence

- IV.C.1-1 Board Policy 2010 Board Membership
- IV.C.1-2 Board Policy 2100 Board Elections



Standard IV - Leadership and Governance

IV.C.1-3	BOT Agendas (Approval of Curriculum Committee Proposals)
IV.C.1-4	Board Policy 4020 Curriculum and Program Development
IV.C.1-5	Board Policy 2200 Board Duties and Responsibilities
IV.C.1-6	Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
IV.C.1-7	Board Policy 3200 Accreditation
IV.C.1-8	Board Policy 5300 Student Equity
IV.C.1-9	Board Policy 5500 Standards of Student Conduct
IV.C.1-10	Board Policy 6200 Budget Preparation
IV.C.1-11	Board Policy 6250 Budget Management
IV.C.1-12	BOT Minutes December 16, 2016, Item XIV StudySession
IV.C.1-13	BOT Scorecard Presentation
IV.C.1-14	BOT Minutes (Financial Presentations and Updates)
IV.C.1-15	BOT Agendas

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Description

The Board of Trustees is a highly engaged entity acting collectively on all matters. Board members bring differing backgrounds and perspectives to their positions. During meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion (IV.C.2-1, IV.C.2-2).

The board's commitment to act as a unified body is reflected in Board Policy 2715 which delineates appropriate standards for members (IV.C.2-3). Among the many standards, the members adhere to the following key practices:

- Devote time, thought and study to his/her duties as a Desert Community College District board member so that effective and creditable service may be rendered.
- Work with fellow board members in a spirit of civility and cooperation in spite of differences of opinion that may arise during vigorous debates of points of view.
- Base personal decisions upon all available facts in each situation, vote by honest independent conviction in every case unswayed by partisan bias, and abide by and uphold the final majority decision of the board.

Board of Trustees members have a number of policies that guide their behavior and protocols at board meetings as well as at times when they are not meeting officially as a board (IV.C.2-4a, IV.C.2-4b, IV.C.2-4c, IV.C.2-4d, IV.C.2-4e, IV.C.2-4f, IV.C.2-4g, IV.C.2-4h, IV.C.2-4i, IV.C.2-4j, IV.C.2-4k, IV.C.2-4l, IV.C.2-4m, IV.C.2-4n, IV.C.2-4o, IV.C.2-4p, IV.C.2-4q, IV.C.2-4r).

In addition to action items, consent agenda items are frequently singled out for separate discussion or vote at the request of



individual board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion (IV.C.2-5).

Evaluation

College of the Desert meets this Standard. Board policies and administrative procedures provide a framework for members' collective action and guide board discussion, voting, and behavior during and outside of board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from board actions from recent years substantiate this behavior.

Evidence

- IV.C.2-1 Board Policy 2720 Communications Among Board Members
- IV.C.2-2 Board Policy 2330 Quorum and Voting
- IV.C.2-3 Board Policy 2715 Code of Ethics Standards of Practice-Trustees
- IV.C.2-4a Board Policy 2010 Board Membership
- IV.C.2-4b Board Policy 2015 Student Member
- IV.C.2-4c Board Policy 2100 Board Elections
- IV.C.2-4d Board Policy 2105 Election of Student Board Members
- IV.C.2-4e Board Policy 2110 Vacancies on the Board
- IV.C.2-4f Board Policy 2200 Board Duties and Responsibilities
- IV.C.2-4g Board Policy 2210 Officers of the Board
- IV.C.2-4h Board Policy 2220 Committees of the Board
- IV.C.2-4i Board Policy 2305 Annual Organizational Meeting
- IV.C.2-4j Board Policy 2310 Regular Meetings of the Board
- IV.C.2-4k Board Policy 2311 Reports at Board Meetings
- IV.C.2-4l Board Policy 2315 Closed Sessions
- IV.C.2-4m Board Policy 2320 Special and Emergency Meetings
- IV.C.2-4n Board Policy 2330 Quorum and Voting
- IV.C.2-4o Board Policy 2340 Agendas
- IV.C.2-4p Board Policy 2345 Public Participation at Board Meetings
- IV.C.2-4q Board Policy 2350 Speakers
- IV.C.2-4r Board Policy 2355 Decorum
- IV.C.2-5 BOT Minutes

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.



Standard IV - Leadership and Governance

The Board of Trustees has clearly defined policies for selecting and evaluating the superintendent/president of the College and adheres to these policies (IV.C.3-1). The board follows California Education Code and Board Policies 2431 and 2435 in the selection and evaluation of the superintendent/president (IV.C.3-2, IV.C.3-3).

The hiring of superintendent/president starts with board action authorizing the Office of Human Resources and Employee Relations to launch a search. The board then hires an executive search firm and oversees the selection process. The most recent search illustrates the process. The board hired an executive search firm which then convened focus groups and town hall meetings (IV.C.3-4). During these meetings, employee and student input was solicited to develop a profile describing the desired qualities and characteristics for a new leader. The profile was used to develop a job description and timeline for selection and hiring of the new superintendent/president (IV.C.3-5). The board's search committee began meeting in spring 2012 by interviewing candidates. The board held closed sessions related to the selection of the superintendent/president from among four finalists. In summer 2012, the board announced its selection of Dr. Joel L. Kinnamon who began his tenure in July 2012 (IV.C.3-6).

Evaluation of Superintendent/President

An annual evaluation of the superintendent/president is conducted by the Board of Trustees. An annual presidential self-assessment and update of goals for the following year is conducted as part of the evaluation process. Once the assessment is complete, the board meets with the superintendent/president, and the superintendent/president is provided final feedback (IV.C.3-7).

Evaluation

College of the Desert meets this Standard. The board takes its responsibility for selecting and evaluating the superintendent/president very seriously, following a set selection and evaluation process. In turn, the superintendent/president is responsible for selecting and evaluating those who directly report to him/her.

Evidence

- IV.C.3-1 Board Policy 2200 Board Duties and Responsibilities
- IV.C.3-2 Board Policy 2431 CEO Selection
- IV.C.3-3 Board Policy 2435 Evaluation of Superintendent/President
- IV.C.3-4 BOT Minutes-Approving Search Firm
- IV.C.3-5 Superintendent/President Job Announcement
- IV.C.3-6 BOT Minutes-Selection of Dr. Joel L. Kinnamon
- IV.C.3-7 BOT Minutes-Superintendent/President's Evaluation

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)



Description

The Board of Trustees consists of five members elected for four-year terms by qualified voters (IV.C.4-1, IV.C.4-2, IV.C.4-3). The board includes a student trustee who is elected by students for a one-year term (IV.C.4-4, IV.C.4-5). The student trustee has an advisory vote on actions other than personnel-related and collective bargaining items.

Board policies mandate that the board act as an independent policy-making body reflecting the public interest (IV.C.4-6). Board policy states that the board, acting through the superintendent/president or designee, monitors and supports or opposes local, state, and national legislation to protect and to promote the interests of the Desert Community College District (IV.C.4-7). The board independently carries out its policy-making role. The board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues (IV.C.4-8).

The board maintains its independence as a policy-making body by studying all materials in advance of meetings and asking questions and requesting additional information as needed (IV.C.4-9). Before each board or committee meeting, members receive information detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters.

Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups. This practice helps broaden board members' perspectives on College's diversity and educational quality issues. Members of the public have the opportunity to express their perspectives during the public comments section of each board meeting, when individual agenda items are under consideration, and through direct correspondence with the board (IV.C.4-10). Such input contributes to the board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

The board's role in protecting and promoting the interests of the Desert Community College District is clearly articulated in board policies (IV.C.4-11). The board has historically defended and protected the institution from undue influence or political pressure. The board follows board policies in considering these issues, then makes independent decisions based on the best interest of the institution, its students, and educational quality.

The board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and Washington, DC. The board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the district and its students.

Evaluation

College of the Desert meets this Standard. Board members work together collaboratively to advocate for and defend the interests of the district. Public input on the quality of education and College operations is facilitated through open session comments at board meetings and through the board's consistent adherence to open meeting laws and principles. In summary, the board is an independent policy-making body that reflects the public interest in the institution's educational quality.

Evidence

- IV.C.4-1 Trustee Area Maps
- IV.C.4-2 Board Policy 2010 Board Membership



Standard IV - Leadership and Governance

IV.C.4-3	Board Policy 2100 Board Elections
IV.C.4-4	Board Policy 2015 Student Member
IV.C.4-5	Board Policy 2105 Election of Student Members
IV.C.4-6	Board Policy 2200 Board Duties and Responsibilities
IV.C.4-7	Board Policy 2430 Delegation of Authority to Superintendent/President
IV.C.4-8	Board Policy 2220 Committees of the Board
IV.C.4-9	BOT Minutes
IV.C.4-10	Board Policy 2345 Public Participation at Board Meetings
IV.C.4-11	Board Policy 2715 Code of Ethics Standards of Practice-Trustees

IV.C.5 The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Description

The board sets and updates policies consistent with the District's mission and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. In accordance with Board Policy 2200, the board establishes policies consistent with the College mission (IV.C.5-1). Administrative procedures associated with board policies ensure the quality, integrity, and improvement of student learning programs and services. College of the Desert (COD) subscribes to the Community College League of California's (CCLC's) Policy and Procedure Service which provides sample board policies and administrative procedures that are compliant with state regulations and align with educational quality, academic integrity, and student program and service standards in California. Board Policy 2200 outlines the authority of the Board and its ultimate responsibility for all aspects of College operations and decision-making including educational quality, legal matters, and financial integrity and stability (IV.C.-1).

Evaluation

COD meets this Standard. Policies adopted by the board are developed with input from appropriate local constituent groups, model policy from CCLC, and College staff to ensure alignment with the College mission (IV.C.5-2). Multiple board policies and corresponding administrative procedures are in place to ensure the quality of student learning programs and student services (IV.C.5-3) including policies regarding the District's mission, vision, and values, grants, program and curriculum development, library and other instructional support services, standards of scholarship, community services program, counseling, and intercollegiate athletics.

The Board of Trustees ensures financial integrity and stability by approving the annual budget and the expenditure of all funds thereby allocating resources to support all the programs and services of the College (IV.C.5-1). Each board agenda includes financial



Standard IV - Leadership and Governance

statements to allow the board to provide ongoing oversight of expenditures and budget integrity (IV.C.5-4). The board rotates firms that prepare the annual audit and approves the audit report before it is sent to the Chancellor's Office (IV.C.5-5).

A major responsibility of the Board of Trustees is to set "prudent, ethical and legal standards for College operations" (IV.C.5-1). The board assumes responsibility for all legal matters pertaining to the College including employee discipline and contractual disputes. While these matters may be handled in closed session or special board meetings, the Board of Trustees reports on legal actions to the extent it can without violating confidentiality laws.

Evidence

- IV.C.5-1 Board Policy 2200 Board Duties and Responsibilities
- IV.C.5-2 Application of Board Policy Review Process
- IV.C.5-3 Board Policy and Administrative Procedures Webpage
- IV.C.5-4 Board Minutes (Budget Approval and Financial Statements)
- IV.C.5-5 Board Minutes (Audit Reports)

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

All policies governing the composition, duties, structure, and operating procedures of the Board of Trustees are available publicly on the College's Board Policies and Procedures webpage (IV.C.6-1). Hard copies are available on request through the President's Office. Board bylaws and policies related to this Standard include board membership (IV.C.6-2), board duties and responsibilities (IV.C.6-3), officers of the board (IV.C.6-4), regular meetings of the board (IV.C.6-5), and quorum and voting (IV.C.6-6).

Evaluation

College of the Desert meets this Standard.

Evidence

- IV.C.6-1 Board Policies and Administrative Procedures Webpage
- IV.C.6-2 Board Policy 2010 Board Membership
- IV.C.6-3 Board Policy 2200 Board Duties and Responsibilities
- IV.C.6-4 Board Policy 2210 Officers of the Board
- IV.C.6-5 Board Policy 2310 Regular Meetings of the Board
- IV.C.6-6 Board Policy 2330 Quorum and Voting



IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Description

Board policies provide a clear framework for all activity of the Board of Trustees (BOT). The board consistently acts in accordance with its policies. Board policy review has historically been on a five-year cycle or conducted as needed in response to changes in legislation, accreditation, or to meet emerging issues (IV.C.7-1, IV.C.7-2). The board engages in a self-evaluation annually and sets priorities for itself to improve (IV.C.7-3, IV.C.7-4, IV.C.7-5).

College of the Desert subscribes to the Community College League of California’s Policy and Procedures Service which provides sample board policies and administrative procedures that are compliant with state regulations and align with all expected educational quality, academic integrity, and student program and service standards.

Evaluation

College of the Desert meets this Standard. Meeting minutes and agendas provide clear evidence of the board acting in a manner consistent with its policies and bylaws (IV.C.7-5),.

Evidence

- IV.C.7-1 Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- IV.C.7-2 BOT Agendas (Regular Board Policy Review)
- IV.C.7-3 Board Policy 2745 Board Self-Evaluation
- IV.C.7-4 Administrative Procedure 2745 Board Self-Evaluation
- IV.C.7-5 BOT Minutes April 21, 2017

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Description

The Board of Trustees (BOT) receives regular reports on student learning and achievement at the regular board meetings. Reports include the Student Success Scorecard and updates on the Educational Master Plan in which student learning and achievement are discussed (IV.C.8-1, IV.C.8-2, IV.C.8-3). All institutional plans are presented to the board for approval before they are adopted (IV.C.8-4). The BOT regularly reviews key indicators of student learning and achievement as part of updating institutional plans (IV.C.8-3, IV.C.8-6). In addition, the board is responsible for reviewing and approving monthly curriculum proposals and academic program development and revisions submitted by the Office of Student Learning on behalf of the Academic Senate (IV.C.8-7).



Evaluation

College of the Desert meets this Standard. The board is regularly and effectively informed on key indicators of student learning and achievement. Board agendas and minutes provide evidence of the board's regular review of student success and academic quality improvement.

Evidence

- IV.C.8-1 BOT Minutes December 16, 2016, Item XIV Study Session
- IV.C.8-2 BOT Student Success Scorecard Presentation
- IV.C.8-3 BOT Agenda April 21, 2016, Item XIII.2 Study Session
- IV.C.8-4 BOT Minutes January 16, 2015, Consent Agenda C.1 (Student Equity Plan)
- IV.C.8-5 BOT Minutes January 16, 2015, Item XIV.B Study Session
- IV.C.8-6 BOT Presentation on Academic Programs and Job Projections
- IV.C.8-7 BOT Agendas (Monthly Curriculum Committee Proposals)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The Board of Trustees engages in regular, ongoing trainings for board development that include:

- Board retreats (IV.C.9-1);
- Monthly meetings where the board chair, representing the board, reviews the board meeting agenda in advance of publication (IV.C.9-2); and
- Study sessions at board meetings where staff present selected topics for in-depth presentation to ensure that the board maintains current understanding of important aspects of College programs and services, system funding and revenue, accreditation, and other items (IV.C.9-3).

Other training opportunities are available to board members through conferences provide by the Community College League of California and the Association of Community College Trustees. Board members regularly participate in ongoing trustee training and development opportunities (IV.C.9-4).

By state law, the Desert Community College District is under the control of a Board of Trustees composed of five elected community members serving four-year terms. Continuity of board membership is ensured through staggered election cycles (IV.C.9-5). A student trustee is selected annually as part of the Associated Students of COD (ASCOD) elections (IV.C.9-6). In the event of a vacancy of a nonstudent governing board seat, the board follows Board Policy 2110 and California Education Code which provides the board with the option of either appointing a trustee or holding a special election (IV.C.9-7).



Evaluation

College of the Desert meets this Standard. The Board of Trustees participates in regular, ongoing trainings provided locally and by state organizations. The culture and philosophy of the institution encourages and supports board member participation in training opportunities.

Evidence

- IV.C.9-1 BOT Agenda (Board Retreat)
- IV.C.9-2 BOT Agendas (Pre-Meeting)
- IV.C.9-3 BOT Agendas with Study Sessions
- IV.C.9-4 Timeline of Board Member Conferences
- IV.C.9-5 Board Policy 2100 Board Elections
- IV.C.9-6 Board Policy 2105 Elections of Student Member
- IV.C.9-7 Board Policy 2110 Vacancies on the Board

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Description

The process for evaluating the Board of Trustees is clearly stated in Board Policy 2745(IV.C.10-1). The board conducts the self-evaluation process annually, rating their performance individually then discussing the results as a group before finalizing their results (IV.C.10-2).

The board has regular and annual self-evaluations, and the self-evaluation instrument is part of Administrative Procedure 2745 (IV.C.10-2). In April 2015, the board completed its self-evaluation, and after discussion, the board agreed to remove a question to improve the instrument and to use the evaluation results to plan a retreat to work on the items with low scores (IV.C.10-3). As a result, the self-evaluation instrument was updated, and the board reviewed items from the evaluation at its retreat (IV.C.10-4). In March 2016, the board completed its next cycle of evaluation. After discussion, the board agreed that improvements on strategic planning are needed and that a new board member orientation would ensure new members are trained adequately (IV.C.10-5). As a result, the board had a study session on the most recent revision of the Strategic Master Plan and long-term integrated planning, and the board could provide input through multiple ways that were available on the Strategic Master Plan webpage (IV.C.10-6, IV.C.10-7). The board has completed another self-evaluation at its April 21, 2017, meeting and discussed the opportunity for another retreat (IV.C.10-8).



Evaluation

College of the Desert meets this Standard. The Board of Trustees has well established policies covering board evaluations that have been reviewed and updated on a regular basis.

Evidence

- IV.C.10-1 Board Policy 2745 Board Self-Evaluation
- IV.C.10-2 Administrative Procedure 2745 Board Self-Evaluation
- IV.C.10-3 BOT Minutes April 17, 2015, Item XV.1
- IV.C.10-4 Board Retreat Agenda
- IV.C.10-5 BOT Minutes March 18, 2016, Item XV.1
- IV.C.10-6 Strategic Master Plan Webpage
- IV.C.10-7 BOT Minutes August 17, 2016, Item XII.F
- IV.C.10-8 BOT Agenda April 21, 2017, Item XIII.3

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Description

Board Policy 2715 provides clear standards for board ethics and for dealing with behavior that violates this code (IV.C.11-1). Board Policy 2710 provides policy for handling conflicts of interest (IV.C.11-2). A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board members recuse themselves when a conflict of interest arises related to the discussion of or vote on College business (IV.C.11-3). Board members' interests are disclosed and do not interfere with the impartiality of board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evaluation

College of the Desert meets this Standard. To date, there have been no violations of the code of ethics or conflict of interest policies.

Evidence

- IV.C.11-1 Board Policy 2715 Code of Ethics Standards of Practice-Trustees
- IV.C.11-2 Board Policy 2710 Conflict of Interest-Trustees
- IV.C.11-3 Example of Trustee Recusal



IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Description

Full executive responsibility and authority for District operations at College of the Desert is delegated to the superintendent/president through Board Policy 2430 (IV.C.12-1). This board policy specifically allows the superintendent/president to delegate administrative duties further, but it also clearly states that he or she “will be specifically responsible to the board for the execution of such delegated powers and duties.”

The board works with the superintendent/president responsible, and the board used the job description and Strategic Master Plan goals as a guide (IV.C.12-2). The superintendent/president is evaluated annually by the board and held accountable through an evaluation process mutually developed with the board (IV.C.12-3, IV.C.12-4, IV.C.12-5, IV.C.12-6).

Evaluation

College of the Desert meets this Standard. The board follows established policy in delegating authority to the superintendent/president and holding the superintendent/president accountable for the operation of the District, as demonstrated in the job description and evaluations. These practices have effectively empowered the superintendent/president to manage the operations of the College and have provided an effective structure for the board to hold the superintendent/president accountable for operations. Specific examples and evidence of delegation of authority to the superintendent/president are provided within Standards IV.B.1 and IV.B.5.

Evidence

- IV.C.12-1 Board Policy 2430 Delegation of Authority to Superintendent/President
- IV.C.12-2 Superintendent/President Job Description
- IV.C.12-3 Board Policy 2435 Evaluation of Superintendent/President
- IV.C.12-4 Administrative Procedure 2435 Evaluation of Superintendent/President
- IV.C.12-5 Superintendent/President Self-Evaluation Instrument
- IV.C.12-6 BOT Minutes (President Self-Evaluation)

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.



Description

The Board of Trustees is regularly updated on all accreditation issues, including Eligibility Requirements, Accreditation Standards, Commission Policies, accreditation processes, and the College's accredited status (IV.C.13-1, IV.C.13-2, IV.C.13-3, IV.C.13-4). As part of the seven-year accreditation cycle, the Board of Trustees appoints a representative to Standard IV of the accreditation team and reviews the written responses to the Eligibility Requirements and Accreditation Standards (IV.C.1-3-5). In addition, the board chair signs the certification page of the self-evaluation report. Recommendations and improvement plans arising from the self-evaluation process are folded into annual and long-range plans reviewed and approved by the board.

Evaluation

College of the Desert meets this Standard. The Board of Trustees effectively participates in the accreditation process and in the evaluation of governing board roles and functions.

Evidence

- IV.C.13-1 BOT Minutes November 16, 2016, Item XIV.3
- IV.C.13-2 BOT Accreditation Presentation
- IV.C.13-3 BOT Approval of Mid-Term Report
- IV.C.13-4 BOT Approval of Follow-Up Report
- IV.C.13-5 Accreditation Team



Overview and Background

Since the last Accreditation site visit, College of the Desert has engaged in collaborative discussion and comprehensive self-evaluation reflective of the commitment for continual improvement in our institutional effectiveness, student learning, and student achievement. Similar to other campuses across California, College of the Desert has experienced a myriad of internal organizational restructuring and state mandated initiatives in the last few years that have greatly influenced our service and pedagogical delivery. The accreditation process has allowed us the opportunity to examine our strengths and gaps within our learning community.

After a follow-up report and site visit in April 2014, an Accreditation Team, which included representation from key constituent groups on the College of the Desert campus was assembled by the Superintendent/President, Dr. Joel Kinnamon, and the Accreditation Liaison Officer in concert with the Academic Senate. The analysis and report for each Accreditation standard including the sub-sections presided under the responsibility of administrative and faculty representatives (QFE.1-1). An Accreditation Master Schedule was planned and developed to ensure sufficient time was allocated to meet important deadlines (QFE.1-2). Information, updates, and progress reports were shared during open meetings of the Accreditation Team (QFE.1-3).

Identification of the Action Projects

The topic of Action Projects as subjects for the Quality Focus Essay was discussed at every Accreditation meeting (QFE.1-4, QFE.1-5, QFE.1-6, QFE.1-7, QFE.1-8, QFE.1-9). The co-chairs of each Standard were asked to identify areas of needed change throughout their draft report and used the criteria below to determine viability.

Action Projects should be:

- Related to Accreditation Standards;
- Identified as areas of needed change, development, and improvement;
- Vital to the long-term improvement of student learning and achievement over a multi-year period;
- Realistic and culminate in a set of observable and measurable outcomes;
- Based on institution's analysis of data collected;
- An area of needed change that emerges from an institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement;
- An area of needed change to stimulate discussion throughout the institution.

Through careful and robust discussions in the Accreditation meetings, two Action Projects were identified and agreed upon unanimously (QFE.1-9). The two areas include:

Action Project 1:

Systemic integration of learning outcomes, assessment, and program review in the Prioritization and Planning Process.



Action Project 2:

The role of human resources in the professional development process for all College of the Desert all employees.

Action Project One: Systemic integration of Learning Outcomes, Assessment, and Program Review in the Prioritization and Planning Process.

Part I – Background and Identification of Action Project One

In a collaborative effort, College of the Desert has invested a great amount of time and resources to constantly evaluate and improve our learning outcomes, assessment, and program review process. We are aware of the important role they contribute to student learning and in our institutional prioritization and planning process (QFE.1-10, QFE.1-11). Our institution has evolved significantly in this area, but we recognize there are more improvements that need to be implemented in order to achieve the most efficient and effective process.

Based on a historical timeline, College of the Desert's formal involvement with learning outcomes was initiated by one of the Recommendations from an ACCJC visiting team review in June 2005. In response to the Recommendation, College of the Desert formed the Learning and Assessment Committee in October 2006 and immediately provided support for all the members to attend Outcomes and Assessment conferences and training. Upon their return, members of the Learning and Assessment Committee were charged to train faculty on campus in defining student learning outcomes for instruction. The task of training faculty to write student learning outcomes was initially slow but then gained momentum. By December 2008, College of the Desert had completed and published 100% of all outcomes for both Academic and Student Affairs. In addition to course level outcomes being completed, program and institutional level outcomes were also defined and the assessment cycle process was slowly beginning to be utilized. By the spring of 2009, the original Learning and Assessment Committee was restructured and renamed to the Outcomes and Assessment Committee (OAC). This new committee functioned as a taskforce under the auspices of the Curriculum Committee and together along with the newly formed College Planning Council (CPC), collaborated to develop and draft a condensed program review process called Program Review Update (PRU) in order to track achievement and assessment data annually to ensure program review integrated with the planning process. Since that time, the Academic Senate has continued to support and improve the learning outcome, assessment, and program review process. In late 2011, the Outcomes and Assessment Committee became a standing committee of the Academic Senate and tasked with the responsibility of coordinating and improving learning outcomes, assessments, and the program review process. Currently, the committee utilizes SharePoint to incorporate student learning outcomes into course assessments, which can map to program and institutional outcomes, but there is an automation or systemic disconnect between assessment, disaggregation of data, and program review in the instructional areas.

Parallel to the work being accomplished in the Outcomes and Assessment Committee, the prioritization process on the College of the Desert campus has evolved tremendously. In the early stages of prioritization, the College Planning Council (more than 30 members) accepted responsibility in prioritizing requests generated from the Program Review Updates. In the past, this long process was very disorganized and nontransparent. Over the past few years, a subcommittee of the College Planning Council called the Assessment of Planning and Outcomes (APO) has been functioning effectively to evaluate and streamline the process for prioritizing faculty, classified staff, and equipment. The APO administers surveys to receive college-wide input, which are then analyzed. When required, taskforce groups are assembled to evaluate and improve the existing process. Any modifications are recommended to the College



Planning Council for review and if approved, implementation of the modified process is set in place for the next round of prioritization. The group is scheduled to focus on professional or organizational development, technology, facilities, student support services, library needs, learning support center services, and other needs in the near future. As written under Standard II.A.2, there are several actions items under the action plan:

- Build consistency in SLO assessment, analysis, and modification as necessary across all disciplines and courses;
- Continue to pilot disaggregation of data;
- Continue to train faculty to develop easy tools for assessment and a consistent process of analysis and modification;
- Continue the ongoing effort at COD to build the capacity for disaggregation of SLO assessment data to further inform faculty on course objectives, course design and teaching methods to strive to meet the learning needs of all students all of the time; and
- Implement the new APR and PRU formats that will demonstrate with greater ease the manner in which SLO assessment drives program design and modification.

In addition under Standard I.A.3, there is a related action plan:

- In spring 2016, APO made recommendations to CPC regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of APRs and consolidate the information to common themes to inform the Strategic Master Plan workgroup and then later to inform the Educational Master Plan workgroup (I.A.3-31, I.A.3-32). Just recently, OAC completed a faculty survey to discuss and improve the instructional program review updates, process and how to integrate it with planning (I.A.3-33). Once the improvements are made, there is a placeholder in the CPC handbook to document the updated process. OAC has already begun to discuss the mission, and how the current PRU and APR documents can improve evidence of linkages (I.A.3-34).

Desired goals and outcomes

College of the Desert is committed to achieve a level of sustainable continuous quality improvement with regards to outcomes, assessment and program review. In order to arrive at our desired outcome, the institution will implement the following goals:

- ***Goal 1. 100% evaluation and revision of Student Learning Outcomes.***

The addition of many new faculty hires in the last few years, review of current curriculum, and understanding that the review and evaluation of outcomes is an ongoing and continuous process has prompted our institution to implement a plan to evaluate 100% of our current student learning outcomes and proceed with revisions as necessary.

- ***Goal 2. 100% revision of Program Learning Outcomes and assessment of PLOs.***

Many years ago, the initial attempt to define the meaning of "Program" left our institution divided. We eventually elected to identify General Education, Basic Skills, Career and Technical Education, and Student Support Services as the four major programs on campus and proceeded to write program learning outcomes in each of the categories. We have recently determined that our understanding of "Program" was ineffective and inaccurate, and College of the Desert has now established a clear definition and a plan to revise all the program learning outcomes and also begin the program assessment process.



- **Goal 3. Consolidate to a unified, comprehensive program review process with annual evaluation and update.**

Currently, College of the Desert utilizes a comprehensive 5-year Program Review report as a long-term planning tool required by Title V. In addition, a separate Program Review Update document is utilized to help facilitate the annual prioritization process and resource allocation. The goal is to continue utilizing a comprehensive 5-year Program Review, but include an integrated annual plan that can help with our prioritization and planning process.

- **Goal 4. Plan and implement a systemic and efficient Assessment Process that will include disaggregation of data in the Program Review process.**

Once campus-wide learning outcomes and program outcomes have been revised, it is imperative to identify an automation tool that will systematically connect the assessment process including disaggregation of data into the program review document.

- **Goal 5. Evaluation of our goals**

Please see the Assessment section of this report.

Actions/Steps to be implemented and Timeline

The following actions/steps and timeline are tentative guidelines our institution will utilize over the next few years to reach our desired outcome. Inevitably, we anticipate modifications to our actions and fluctuation in the timeline to complete our goals.

2016-2017 Academic Year			
	Action/Step to be Implemented	Associated Goal	Progress
Spring			
	Members of the Outcomes and Assessment Committee (OAC) attend the Academic Senate for California Community Colleges (ASCCC) Student Learning Outcomes Symposium to receive training on PLO writing and PLO Assessment.	G1 G2	In progress
	Members of OAC plan to conduct campus-wide workshops to help with the writing of program learning outcomes and introduce the concept of program assessment.	G2	In progress
	Collaborative Brain Trust (CBT) is a consultation group helping the Outcomes and Assessment Committee to reorganize and restructure the program review process.	G3	In progress
	(CBT) is collaborating with the Office of Institutional Research and OAC to begin considering advanced SharePoint software and other alternatives to integrate SLO, Assessment, and Program Review process.	G4	In progress
	Establish (2) Outcomes Coordinator positions to provide support to faculty with the development of learning outcomes at the department, school, and college level.	G1-G4	In progress



2017-2018 Academic Year			
	Action/Step to be Implemented	Associated Goal	Progress
Fall			
	Accreditation Visiting Team arrives on College of the Desert Campus		
	Outcomes Coordinators continue meeting with the various constituent groups on campus	G1-G4	50%
	Writing of Program Learning Outcomes and Program Assessment continues	G2	50%
	OAC begins work on restructuring the program review process	G3	50%
	Advanced SharePoint or alternative software is continued to be researched	G4	50%
Spring			
	Course student learning outcomes are complete	G1	100%
	Evaluation	G5	75%
	Program learning outcomes in progress	G2	50%
	Program assessments are in progress	G2	100%
	New program review report is launched and utilized for the first time	G3	75%
	Systemic process for outcomes, assessment, and program review in progress	G4	50%

2018-2019 Academic Year			
	Action/Step to be Implemented	Associated Goal	Progress
Fall			
	Program Learning Outcomes are complete	G2	100%
	Program Assessments are complete	G2	100%
	New program review report is utilized to update prioritization process	G3	100%
	Systemic process for outcomes, assessment, and program review complete	G4	100%
	Evaluation	G5	Continuous
Spring			
	Course and Program Assessments	G2	Continuous
	Program Review Process	G3	Continuous



2019-2020 Academic Year			
	Action/Step to be Implemented	Associated Goal	Progress
Fall			
	Prepare for ACCJC Midterm Report with Quality Focus Essay update		
Spring			
	Prepare for ACCJC Midterm Report with Quality Focus Essay update		

Responsible parties

Although the goals and timeline described in the previous section will require collaborative planning and cooperative efforts from the entire college community, the role of certain groups and/or individuals will be vital to ensure the success of the overall process.

1. Outcomes and Assessment Committee

On the College of the Desert Campus, the responsibility and vast majority of learning outcomes and assessment fall under the purview of the Outcomes and Assessment Committee (OAC) of the Academic Senate. In addition, this group oversees the process for program review predominantly for new faculty, classified staff, equipment, and other requests.

2. SLO Coordinators

For Action Project #1, with the help and support of the Academic Senate, Faculty Association, and Administration, the Outcomes and Assessment Committee will receive assistance from two SLO Coordinators for the 2017-2018 academic year. Some of the duties of the SLO Coordinators include:

• **College-wide and program-specific planning and support:**

Develop a process and timeline for writing, revising, and assessing SLOs & PLOs, subject to approval by the Academic Senate.

Work with faculty, deans, and administration to support the incorporation of SLOs & PLOs and their assessments into the planning and program review process.

Work with program faculty and chairs to review and revise if needed course and program-level SLOs, assessments, and improvement to offerings if needed.

• **Professional Development:**

Facilitate professional development opportunities to help faculty in writing, revising, and assessing Student Learning Outcomes and Program Learning Outcomes.

Serve as a resource for faculty, individually and collectively, as they develop written Learning Outcomes, assessment tools, evaluation process, and data analysis for feedback to improve each course and program, while ensuring the institutional LOs are addressed.

Provide training opportunities for the Curriculum committee so that Curriculum members have the knowledge to assess course and program student learning outcomes as part of the curriculum approval process.

Create training resources.



- *College-wide communication:*

Maintain link on OAC Portal with schedule of professional development workshops and resources.

Provide monthly updates to Outcomes and Assessments Committee.

Provide end-of-the-year report to All Faculty Senate on progress in Learning Outcomes writing, revising, and assessment efforts.

- *Provide current expertise:*

Stay current in SLO scholarship, including appropriately attending conferences, and ensure that SLO information is disseminated effectively through the campus community.

3. Office of Student Learning

For the Educational Master Plan, the Office of Student Learning is leading this effort along with improvements in the program review updates. The vice president of student learning is leading this effort and will provide resources (i.e. consultants, staff support), to help develop the College of the Desert 2017-2022 Educational Master Plan, to work with the Outcomes and Assessment Committee with the goal to help in the revision to make the program review process less burdensome and repetitive for faculty, and to improve the usefulness of data for the dual purpose of (a) examining program viability, and (b) engaging in short and long-term program planning. In addition, the Office of Student Learning will be working in partnership with the Office of Institutional Research and OAC to begin considering advanced SharePoint software or other alternatives to systematically integrate learning outcomes, assessment, and program review process.

4. Office of Institutional Effectiveness, Planning, Institutional Research

In order to achieve a level of sustainable continuous quality improvement with regards to learning outcomes and assessment, the role of the institutional research department will be increased to conduct disaggregation of data for use in the assessment cycle and the program review process.

Resources

The recent completion of the College of the Desert Strategic Master Plan, the preparation to complete the Institutional Self-Evaluation Report (ISER) for reaffirmation of accreditation with ACCJC, and the efforts currently in progress to update the Educational Master Plan will provide direction for our institution over the next several years as it continues to serve students and the communities of the growing Coachella Valley. Using the two planning documents and the ISER will serve as the overarching guides to achieve a Systemic integration of Learning Outcomes, Assessment, and Program Review in the Prioritization and Planning Process. In detail, the participation and support from the Outcomes and Assessment Committee, faculty, classified staff, and administration will serve as the major resources to complete each of the desired goals listed for Action Project #1 in this document.

Assessment

The Outcomes and Assessment Committee (OAC) will be instrumental to conduct evaluations throughout the process of achieving each desired goal and determining the steps to make necessary modifications for improvement. The OAC have several options which include completing an evaluation within the committee, creating an evaluation taskforce, or in collaboration with the Office of Institutional Effectiveness, Planning, and Institutional Research, the OAC could provide and request the completion of surveys to gain input from specific college constituents. Either of the methods or combinations thereof would require a review of the current process, identifying the gaps, determining a modified plan if necessary, and then implementation.



Evidence

QFE.1-1	Accreditation Team-Co-chairs Identified
QFE.1-2	Accreditation Timeline
QFE.1-3	Accreditation Website
QFE.1-4	Accreditation Minutes October 30, 2015
QFE.1-5	Accreditation Minutes December 4, 2015
QFE.1-6	Accreditation Minutes March 14, 2016
QFE.1-7	Accreditation Minutes May 13, 2016
QFE.1-8	Accreditation Minutes December 9, 2016
QFE.1-9	Accreditation Minutes March 10, 2016
QFE.1-10	Annual Planning Process
QFE.1-11	Prioritization Process

Action Project Two: Professional Development

Part I: Background and Identification of Action Project Two

Professional development for faculty, staff, and administrators is supported and facilitated in a variety of ways both locally and district wide through participatory governance, collective bargaining agreements, and events, such as FLEX. These efforts are actively in place but they are not coordinated by a single office or responsible person. On March 10, 2017, the Accreditation Team voted to include an Action Project on professional development for all employees of the College as part of the QFE (QFE.2-1). The timing of this Action Project derives both from the analysis of the evidence in support of Standard III.A.14, and the recent review of evaluations based on recommendations and the review of college plans by the Assessment of Planning and Outcomes Committee (APO). In 2014-2015, APO, subcommittee of the College Planning Council (CPC) committed to evaluating the CPC Handbook. Evaluation is part of APO's role to evaluate the planning and institutional effectiveness including related documents and plans. In the 2014-2015 APO agendas and minutes, there was agreement that the committee would also have to evaluate the Planning and Institutional Effectiveness (PIE) Handbook. The work of evaluating the PIE Handbook began at the February 4, 2016 meeting and continued to an APO two hour working meeting on February 11, 2016 to review and complete a qualitative evaluation of the PIE Handbook. APO completed its evaluation and forwarded its recommendations to CPC to improve the PIE handbook, which was accepted by CPC on March 11, 2016 (QFE.2-2, QFE.2-3). Recommendation #5 from APO's recommendation to the CPC for the PIE Handbook was the following:

- Recommendation #5: Recommend that CPC create a workgroup to comply with SB-590 and Title 5 requirements and expansive definition of Professional Development
- Background on Recommendation #5— Currently professional development requests are made in the PRUs but the college needs a body or process to send the consolidated requests. Currently the only resource is that if recommended, we could send faculty development requests to the Faculty Development Committee, standing committee of the Academic Senate.

In the review of STDIII A, it was clear that there were gaps identified in professional development opportunities for classified staff and leadership. Overwhelmingly, the professional development examples were primarily for faculty. With an existing Faculty Development Committee and the recent establishment of the Faculty Innovation Center, both opened more professional development opportunities for faculty. Also the review of STDIII A emphasized the role that Human Resources could play in organizing and centralizing professional development opportunities for all college constituents. In spring 2017, APO recognized that the above recommendation five has not made any progress, and supports the central role and lead that Human Resources could and should play in leading the effort to address QFE 2 (QFE.2-4).



Part II – Desired Goal/Outcomes

The evaluation of the evidence related to III.A.8, III.A.12, III.A.14, and III.C.4 concluded that the greatest share of professional development goes to the faculty as part of their flexible calendar obligation. Additionally, the Standard includes evidence that the College is moving forward with dedicating resources to extend comparable professional development opportunities for classified staff and administrators. The establishment of a Professional Development taskforce led by the vice president of human resources and employee relations will be the first step in the integration of professional development into the program review, planning, and strategic planning cycle of the College. Although not centralized, there are professional development opportunities as noted in Standard III.C.4 where the department of information technology/information systems offers training opportunities for all staff throughout the year.

Goal: To provide comprehensive and coordinated professional development opportunities for all college employees.

Outcome: To increase staff, faculty, and leadership participation in relevant professional development opportunities.

Part III – Timeline

Phase	Phase	Actions/Steps to be implemented	Responsible Parties
Spring 2017 and Fall 2017	Identify	Establish a representative workgroup chaired by the vice president of human resources and employee relations	Human resources, College Planning Council, Faculty Development (committee of the Academic Senate)
Fall 2017 and Spring 2018	Identify and Implement	Update to CPC regarding a Professional Development Process or Plan that serves all groups of the college, including staff and leadership	Professional development workgroup, College Planning Council, and Faculty Development Committee
Spring 2018	Phase one of implementation	Create a comprehensive 2018-2019 professional calendar that meets the needs of faculty, staff and leadership	Group will be identified as part of the professional development workgroups recommendation
Fall 2018 and Spring 2019	Phase two of implementation	Implement planned professional development activities for the year	Group will be identified as part of the professional development workgroups recommendation
Summer 2019 and Fall 2019	Evaluation	Evaluate the professional development activities for the	Office of Institutional Research, Office of Institutional Effectiveness and Planning, Human Resources, and group will be identified as part of the professional development workgroups recommendation

Evidence

- QFE.2-1 Accreditation Minutes March 10, 2017
- QFE.2-2 CPC Minutes March 11, 2016 Item 10
- QFE.2-3 APO Recommendations to CPC for PIE Handbook
- QFE.2-4 APO Minutes April 6, 2017



College of the Desert (COD) is committed to continuous improvement to address students' needs. This commitment is conveyed through the COD mission: "College of the Desert provides excellent educational programs . . . which is continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students." As indicated throughout this Institutional Self-Evaluation Report (ISER), COD is engaged in ongoing efforts to increase effectiveness and academic quality. This section of the ISER provides a summary of COD's improvement activities over the last two years. As indicated below, many changes that were implemented in 2015-2017 were identified through review processes that were already underway when the self-evaluation process began.

Examples of ongoing efforts that were initiated prior to the 2015-2017 self-evaluation process are listed below, along with specific activities associated with each effort (noted in parentheses). Descriptions and references to these activities appear throughout other sections of the ISER.

- Fiscally responsible, sound, and regular review of financial processes, internal control at the College, and related entities (external audits, sound fiscal practices)
- Reviewing Board Policies and clarifying College review processes (Board Policies and Administrative Procedures Review)
- Strengthening integration of planning and resource allocation (annual planning process, prioritization improvements including faculty prioritization rubric and staff prioritization criteria, improvements in the planning processes including clarifying the roll of the Budget Subcommittee in resource allocation)
- Increasing availability of data and summary reports, and incorporating evaluation mechanisms into institutional assessments and evaluations (Office of Institutional Research, Office of Institutional Effectiveness and Planning, improvements to the Program Review Updates)
- Regular review, evaluation, and update of institutional plans and developing materials to describe COD's practices, processes, and structures (Strategic Master Plan, Educational Master Plan, Enrollment Management Plan, Evaluations of Strategic Educational Master Plan, Facilities Master Plan, and Enrollment Management Plan, Long Term Integrated Calendars, Annual Planning Process, Prioritization Processes, and College Planning Council Handbook)
- Factoring long-term maintenance and replacement/refresh into resource allocation plans (Technology Master Plan and Refresh Policy, Budget Subcommittee's role in allocating resources to the refresh cycle)

COD monitors developments in accreditation and adjusts practices accordingly. An example of such an adjustment intended for improvement and in anticipation of newly published accreditation requirement relates to the new sections of Standard IA that applied to the mission. Following the changes of the Standard IVA and in line with the Long Term Integrated Calendar where the next review of the mission was to occur in fall 2016, the College and its respective committees and constituent body completed a gaps analysis then made recommendations to improve the College mission so that it meets the requirements of the updated Standard.

The narrative responses to some Standards include action plans for improvement. The Action Plan sections highlight areas for improvement that were identified during the self-evaluation process (see Action Plans throughout the Institutional Analysis portion of the ISER). The Actions Plans listed throughout the ISER are listed below:

- In spring 2016, APO made recommendations to CPC regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of APRs and consolidate the information to create common themes to



inform the Strategic Master Plan workgroup and then later to inform the Educational Master Plan workgroup (I.A.3-31, I.A.3-32). Recently, OAC completed a faculty survey to discuss and improve the instructional program review update process and how to integrate it with planning (I.A.3-33). Once the improvements are made, there is a placeholder in the CPC Handbook to document the updated processes. OAC has already begun to discuss the mission, and how the current PRU and APR documents can improve evidence of linkages (I.A.3-34).

- Beginning fall 2017, the the End-User Data Subcommittee will assess how well the College is achieving the ISS, and OAC and End-User Data Subcommittee will work with Academic Senate and CPC to improve and make progress towards the ISS. Also Chairs Council, chairs of the major plans and initiatives of the College, recently voted to include the chairs of the End-User Data Subcommittee and the Strong Workforce Steering Committee. Chairs Council recently mapped all major initiatives and plans to the five Strategic Master Plan goals and the objectives including the Student Equity Plan, Basic Skills Plan, Student Success and Support Program plans (Credit and Non-Credit), Enrollment Management Plan, College Planning Council, Accreditation, and Strong Workforce Regional Plan (I.B.3-12). The role of Chairs Council is to complete a gaps analysis, identify synergistic opportunities, and identify duplicative efforts (I.B.3-13). By adding the End-User Data Subcommittee chairs to Chairs Council, the ISS will be integrated into the Strategic Master Plan, Educational Master Plan, and the annual planning process.
- Action Plans for Standard II.A.3:
Build consistency in SLO assessment, analysis, and modification as necessary across all disciplines and courses;
Continue to pilot disaggregation of data;
Continue to train faculty to develop easy tools for assessment and a consistent process of analysis and modification;
Continue the ongoing effort at COD to build the capacity for disaggregation of SLO assessment data to further inform faculty on course objectives, course design and teaching methods to strive to meet the learning needs of all students all of the time; and
Implement the new APR and PRU formats that will demonstrate with greater ease the manner in which SLO assessment drives program design and modification.
- Action Plans for Standard III.A.5:
The College will assess the feasibility of using an electronic tool to assist in tracking evaluations and notifying respective departments and supervisors regarding upcoming or past due evaluations.

The College will provide training opportunities for supervisors related to effective performance evaluation, including providing timely feedback to employees outside of the formal evaluation process.

More comprehensive, long-term plans for improvement that emerged from the self-evaluation process are conveyed in the Quality Focus Essay (QFE). COD's QFE identifies two Action Projects (APs) designed to increase institutional effectiveness and assure academic quality. The two APs continue and expand COD's ongoing work in the areas of:

- Action Project 1: Systemic integration of learning outcomes, assessment, and program review in the Prioritization and Planning Process.
- Action Project 2: The role of human resources in the professional development process for all College of the Desert all employees. COD will be implementing improvements in these areas in the upcoming years.



Changes and Plans Arising out of the Self Evaluation Process

Concrete examples of changes that were implemented in 2016-2017 and will continue into the following years in order to strengthen institutional effectiveness and that emerged directly from the self-evaluation process include:

In 2016-2017

- Continue to pilot disaggregation of data;
- Continue to train faculty to develop easy tools for assessment and a consistent process of analysis and modification;
- Continue the ongoing effort at COD to build the capacity for disaggregation of SLO assessment data to further inform faculty on course objectives, course design and teaching methods to strive to meet the learning needs of all students all of the time; and
- Human Resources has already begun providing training opportunities for leadership related to effective performance evaluation, including providing timely feedback to employees outside of the formal evaluation process.

In 2017-2018

- Implement the new APR and PRU formats that will demonstrate with greater ease the manner in which SLO assessment drives program design and modification.
- Build consistency in SLO assessment, analysis, and modification as necessary across all disciplines and courses; and
- The College will assess the feasibility of using an electronic tool to assist in tracking evaluations and notifying respective departments and supervisors regarding upcoming or past due evaluations.