



Institutional Self-Evaluation Report In Support of an Application for Reaffirmation of Accreditation

Submitted by

College of Desert
43-500 Monterey Ave
Palm Desert, CA 92260

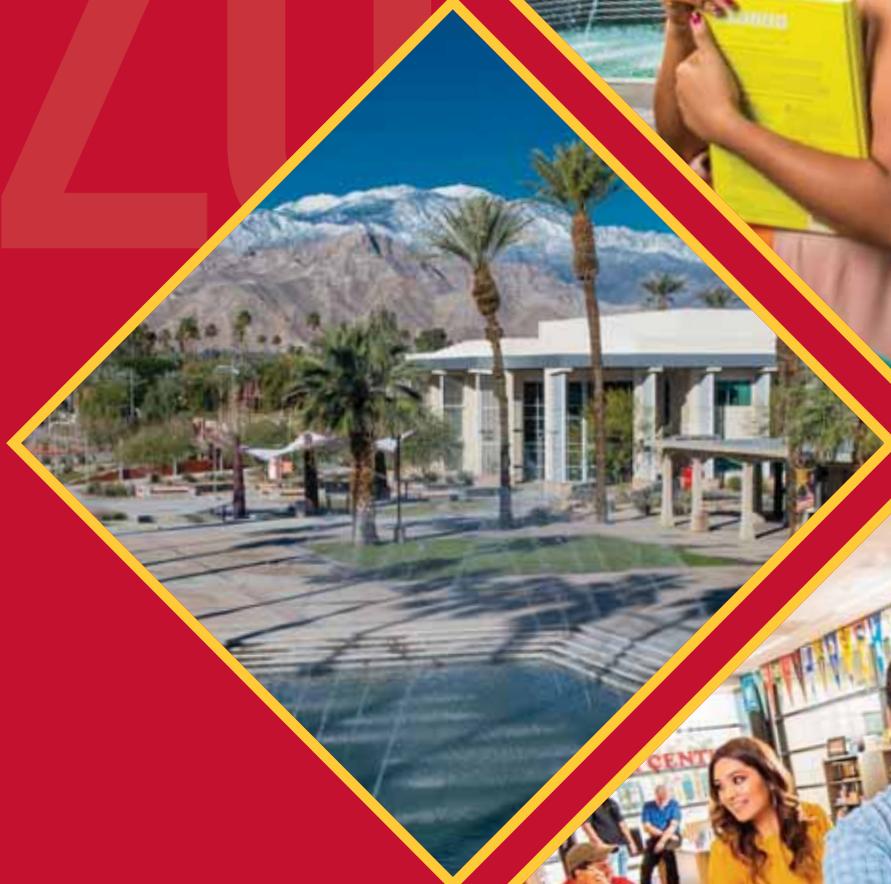
to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 12, 2023

Certification

Certification



2024

Certification

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

From: Laura Hope, Interim Superintendent/President
College of the Desert
43-500 Monterey Avenue
Palm Desert, CA 92260

This Institutional Self-Evaluation Report is submitted to the ACCJC to assist in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



12-6-23

Laura Hope, Interim Superintendent/President

Date



12-7-23

Bonnie Stefan, Board of Trustees Chair

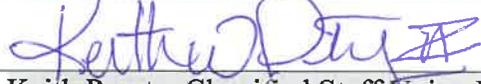
Date



12-7-23

Dr. Corbyn Wild, Academic Senate President

Date



12/6/23

Keith Prouty, Classified Staff Union President

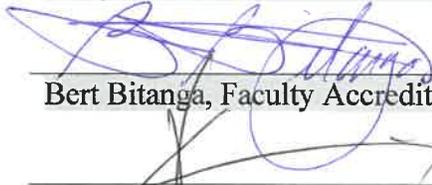
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12/6/23

Kelly Merchant, Associated Student Government President

Date



12/6/23

Bert Bitanga, Faculty Accreditation Liaison

Date

12/6/23

Val Martinez-Garcia, Accreditation Liaison Officer

Date

Table of Contents



2024



TABLE OF CONTENTS

Introduction

Introduction	1 - 17
College History	
Student Enrollment Data	
Labor Market Data	
Demographic Data	
Socio-economic Data	
Sites	

Organizational Overview

Student Achievement Data and Institution-Set Standards	18 - 52
Organization of Self-Evaluation Process	53 - 55
Organizational Information	56 - 62
Compliance with Eligibility Requirements	63 - 65
Compliance with Commission Policies	66 - 80

Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity	81 - 109
---	----------

Standard II - Student Learning Programs and Support Services	110 - 177
--	-----------

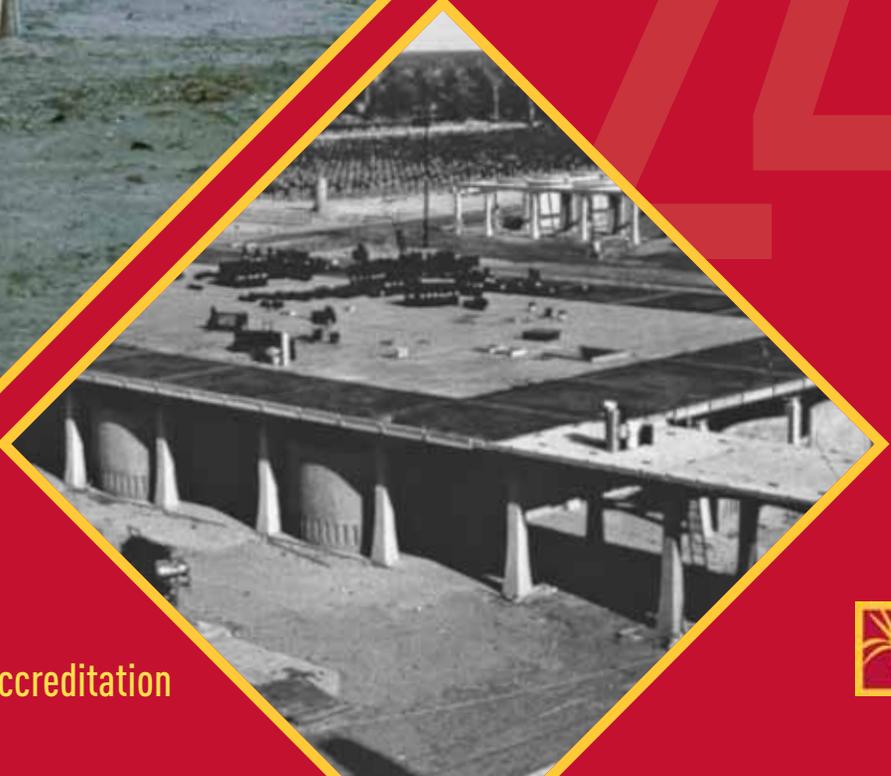
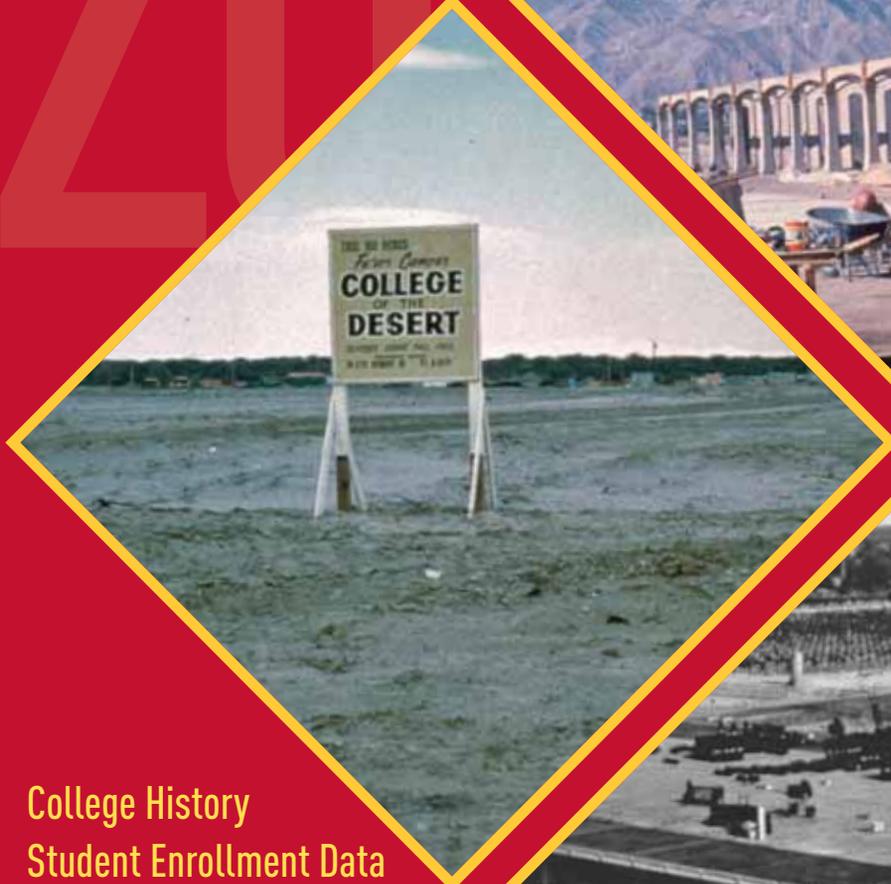
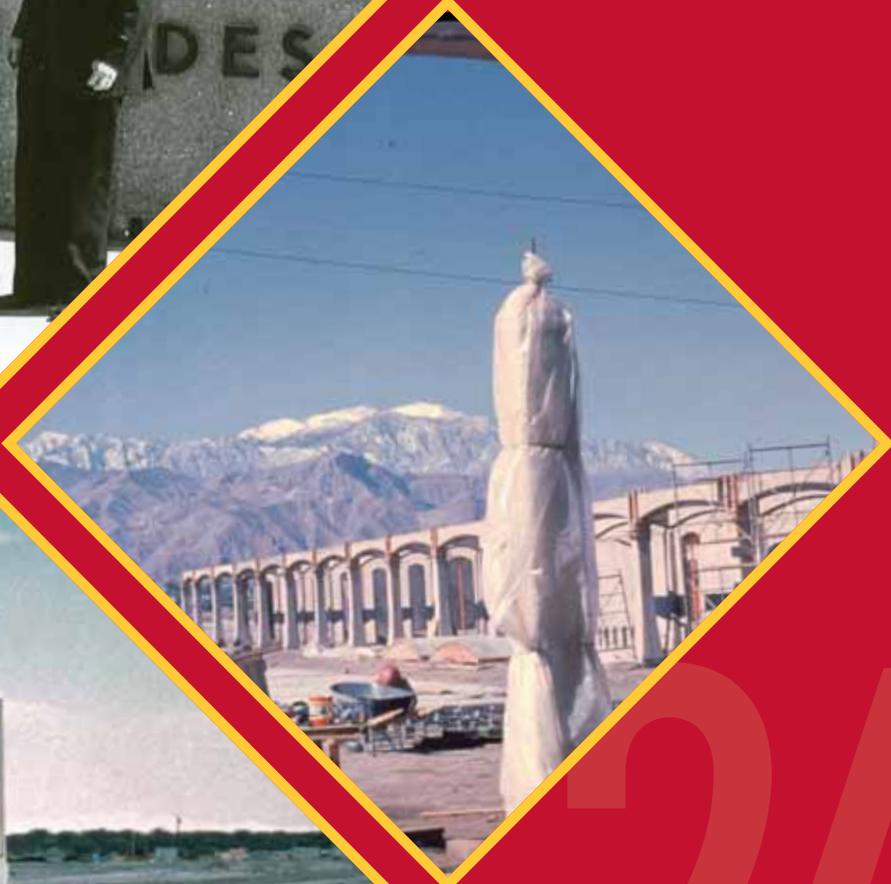
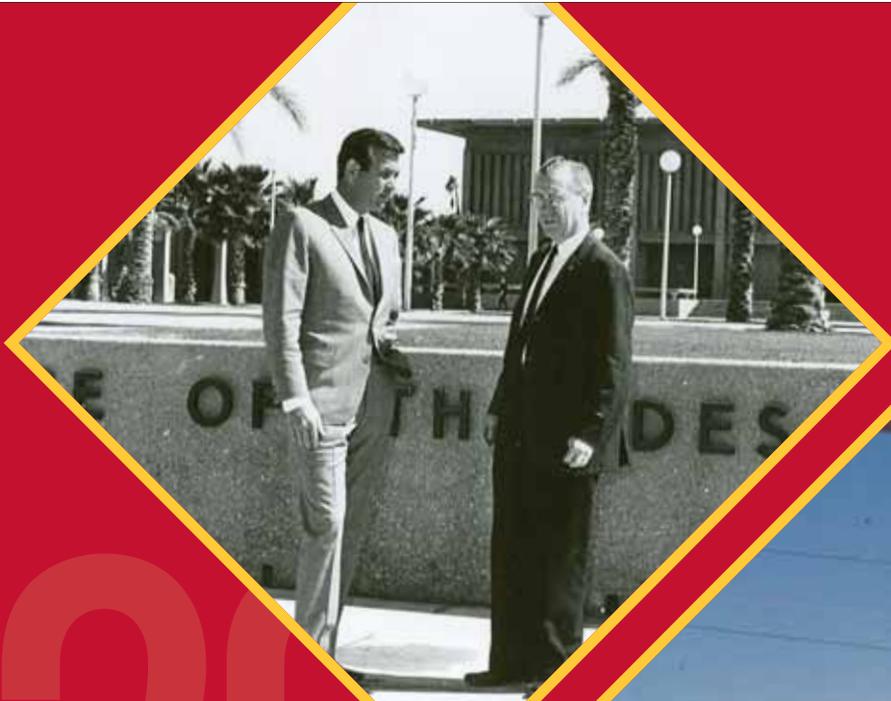
Standard III- Resources	178 - 250
-------------------------	-----------

Standard IV - Leadership and Governance	251 - 276
---	-----------

Quality Focus Essay	277 - 283
---------------------	-----------

Project Action Plan	284 - 291
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Introduction



20

24

- College History
- Student Enrollment Data
- Labor Market Data
- Demographic Data
- Socio-economic Data
- Sites
- Specialized or Programmatic Accreditation



College History

Established in 1958, College of the Desert (COD), located in Palm Desert, is an accredited community college serving eastern Riverside County, California. The College leads the region in providing quality higher education, technical training, and lifelong learning opportunities in response to the dynamic needs of our diverse community. The College serves more than 9,000 students annually and is the number one source of transfer students to California State University, San Bernardino's Palm Desert Campus.

College of the Desert is based in Palm Desert, California, near the center of the vibrant Coachella Valley, with additional locations in Mecca/Thermal, Desert Hot Springs and Palm 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 Delaware.

Since its earliest days, College of the Desert has played a vital 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 Coachella 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 were all 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 following 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. Over the next ten years, ten new buildings rose on the Palm Desert Campus.

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 temporarily since 1988. The campus serves about 4,000 students a year, and construction is underway to double the site's footprint, expand student support services such as childcare, and welcome another 4,000 students in the coming years. The new Indio Campus Child Development Center is scheduled to open in the spring 2024 semester ahead of the comprehensive campus expansion project.



In the Fall of 2016, the College expanded again, adding a western valley campus in Desert Hot Springs at the Edward L. Wenzlaff Education Center. Cathedral City, Desert Hot Springs, Palm Springs and Rancho Mirage high schools also offer classes.

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 have been dedicated to various refurbishment and expansion projects, including building a permanent Palm Springs location.

In the Spring of 2018, College of the Desert launched a temporary Palm Springs satellite campus at 1300 East Baristo Road, with the completion of a new permanent Palm Springs Education Center planned for 2027. The temporary and new permanent sites reduce overcrowding by providing new classrooms and laboratories to expand educational opportunities and access to meet the expanding needs of the local community. The College reassessed the new permanent campus project during the 2021 post-pandemic period and is moving forward with a \$345 million expansion housing its Hospitality and Culinary Arts, Digital Arts and media, Center of Excellence for Healthcare Education, Sustainable Technologies and Architecture program partnership with Cal Poly Pomona, among others.

In 2019, the College purchased land near the Cathedral City Auto Park at Perez Road and Highway 111 to build its Roadrunner Motors automotive education center. The College completed additional site and cost assessments in the spring of 2022 and began excavating and developing the property for construction. When completed, Roadrunner Motors will support the regional automotive industry by offering job skills training programs for new and incumbent workers, responding to regional industry sector needs.

In 2019, the College opened another satellite location in collaboration with the Coachella Library. The satellite campus offers a variety of general education courses, which transfer to the UC and CSU system at the Coachella Library, located at 1500 6th Street.

Additional campus expansion projects are further described in Standard III.B. of this report.

In the 2022-2023 academic year, the College enrolled more than 16,500 students. College of the Desert 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. Additionally, in the 2022-2023 academic year, the College of the Desert awarded over 2,440 associate degrees and certificates of achievement, 23% above the Vision for Success goal.

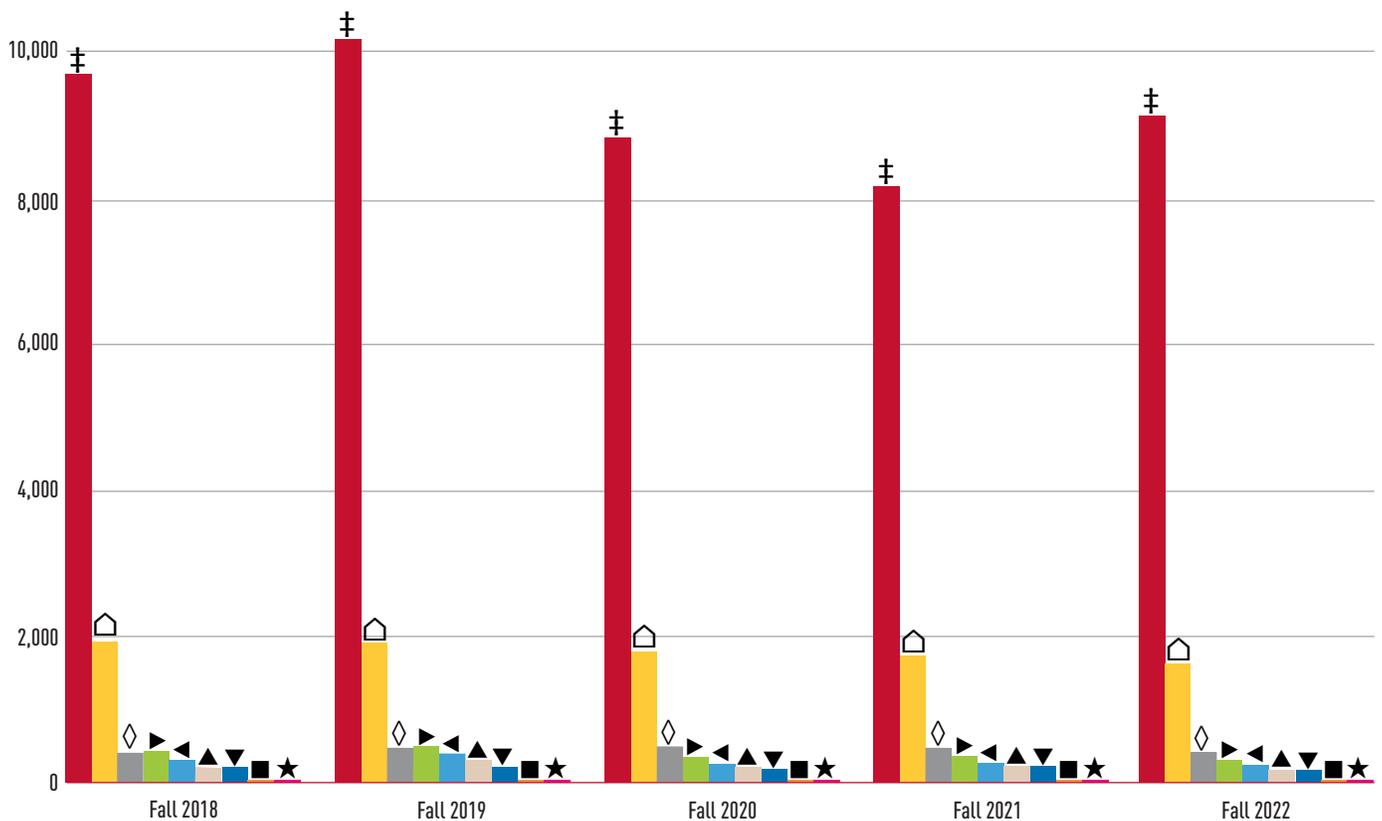
College operations have a \$302 million impact on the local economy each year, and alums contribute more than \$243 million annually to the local economy. Over the years, more than 120,000 alumni have graduated from the College of the Desert. Since 2023, the College has been led by Interim Superintendent/President Laura Hope. It is guided by a five-member, publicly elected board of trustees. With strong administrative leadership, the College of the Desert has continued to enhance students' learning quality and experience.



Student Enrollment Data

The majority of students attending College of the Desert are Hispanic/Latino. In the fall of 2022, Hispanic/Latino students represented 77% of the student headcount. The College has been designated a Hispanic Serving Institution (HSI) since 2016. Post-pandemic, from fall 2021 to fall 2022, the Hispanic/Latino, African American, Asian, American Indian/Alaska Native student groups increased while the Multi-Ethnic and the White Non-Hispanic student groups decreased (see *Figure A1*). The Hispanic/Latino students increased during this timeframe by 10%, representing the most significant percentage increase in the post-pandemic recovery. More detailed student enrollment data is provided in Section B of this report.

Figure A1. COD Student Demographics



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

- ⚡ Hispanic/Latino
- 🏠 White Non-Hispanic
- ◇ Multi-Ethnic
- ▶ African American
- ◀ Asian
- ▲ Filipino
- ▼ Unknown
- American Indian/Alaska Native
- ★ Pacific Islander



Labor Market Data

Largest Industries

The table below shows the largest industries in the DCCD service area cities. The top five industries include 1) educational services, and health care and social assistance; 2) arts, entertainment, and recreation, and accommodation and food services; 3) professional, scientific, and management, and administrative and waste management services; 4) retail trade; and 5) construction. The top five industries represent over 117,000 employed civilians 16 years and older (see *Table A1*).

Table A1. DCCD Service Area Largest Industry Sectors

Industry	DCCD Service Area (Number of Civilian Employed Population 16 years+)
Educational services, health care, and social assistance	32,632
Arts, entertainment, recreation, accommodation and food services	28,587
Professional, scientific, management, administrative, and waste management services	21,597
Retail trade	21,160
Construction	13,764
Other services, except public administration	11,592
Finance and insurance, and real estate and rental and leasing	8,641
Transportation and warehousing, and utilities	8,037
Manufacturing	6,393
Public administration	6,076

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Industry"

High Growth Occupations

The top five occupations in the DCCD service area include 1) management, business, science, and arts occupations; 2) service 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 represent nearly 169,000 civilian employed population of 16 years and older (See *Tables A1 and A2*).

Table A2. DCCD Service Area High-Growth Occupations

Occupations	DCCD Service Area (Number of Civilian Employed Population 16 years+)
Management, business, science, and arts	51,035
Service	45,021
Sales and office	37,230
Natural resources, construction, and maintenance	20,145
Production, transportation, and material moving	15,500

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Occupation"



Table A3. DCCD Service Area High-Growth Occupation by City

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	894	1,241	1,037	554	537
Cathedral City	6,344	7,447	4,777	2,110	2,277
Coachella	2,881	6,743	4,212	4,601	2,505
Desert Center	19	7	7	9	6
Desert Hot Springs	2,330	4,153	2,912	1,960	1,406
Indian Wells	1,102	89	308	45	71
Indio	10,094	10,640	8,819	5,491	4,141
La Quinta	6,101	3,284	3,534	1,478	840
Mecca	63	552	252	944	453
Mountain Center	-	-	20	-	-
Palm Desert	8,714	4,464	5,290	1,135	964
Palm Springs	8,679	4,114	3,829	1,139	1,383
Rancho Mirage	3,157	919	1,314	169	389
Thermal	12	148	81	159	58
Thousand Palms	509	1,154	715	323	384
Whitewater	136	66	123	28	86
Service Area	51,035	45,021	37,230	20,145	15,500

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Occupation"

Demographic Data

The Coachella Valley's population is growing and diversifying but not as quickly as Riverside County as a whole, according to 2020 Census data. The valley's nine cities grew by 23,557 people from 2010 to 2020, an increase of 6.8% in a population of more than 400,000. Riverside County saw its population rise by 10% to 2.4 million over the same decade.

District Demographics by Ethnicity/Race

U.S. Census Bureau (2020) data identifies the Coachella Valley population as predominantly Hispanic (52%) and White Non-Hispanic (39%), with the remaining population identifying as African American (3%), Asian (3%), Native American (1%) and Two or More Races (2%). Tables A4 through A6 below visually represent the regional and county demographics by race and ethnicity.



Table A4. DCCD Service Area Cities Population by Ethnicity

City	American Indian & Alaska Native	Asian	African American	Hispanic	Pacific Islander	Other	Two or More Races	White
Blythe	123	406	2,157	10,400	65	59	530	4,385
Cathedral City	228	3,267	1,034	30,508	72	63	828	15,836
Coachella	49	78	234	40,676	13	50	53	970
Desert Center	-	-	2	20	-	-	10	256
Desert Hot Springs	413	926	2,496	18,895	4	22	800	8,432
Indian Wells	-	132	137	180	14	6	42	4,316
Indio	83	1,614	2,391	58,935	93	159	1,260	24,007
La Quinta	63	1,284	576	14,177	89	119	1,017	20,521
Mecca	-	-	-	4,380	-	-	71	-
Mountain Center	-	-	-	-	-	-	-	35
Palm Desert	157	2,580	1,401	11,103	46	282	1,260	33,892
Palm Springs	343	2,239	2,118	10,938	88	90	1,050	27,933
Rancho Mirage	130	791	278	2,217	9	2	223	13,479
Thermal	-	1	1	1,183	-	-	-	13
Thousand Palms	73	4	20	5,098	-	-	140	2,717
Whitewater	-	29	95	526	-	-	26	406
DCCD Service Area Total	1,662	13,351	12,940	209,236	493	852	7,670	157,198

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"

Table A5. DCCD Service Area Cities and Riverside County Population by Ethnicity

Ethnicity/Race	DCCD Service Area Cities		Riverside County	
African American	12,940	3%	146,145	6%
American Indian/Alaska Native	1,662	0%	8,563	0%
Asian	13,351	3%	158,546	7%
Hispanic/Latino	209,236	52%	1,211,185	50%
Multi-Ethnic	7,670	2%	70,535	3%
Pacific Islander	493	0%	6,302	0%
Unknown	852	0%	7,083	0%
White Non-Hispanic	157,198	39%	800,972	33%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"

Table A6. Riverside County and California State Population by Ethnicity

City	American Indian & Alaska Native	Asian	African American	Hispanic	Pacific Islander	Other	Two or More Races	White
Riverside County	8,563	158,546	146,145	1,211,185	6,302	7,038	70,535	800,792
CA Statewide	124,341	5,802,086	2,128,184	15,593,787	134,692	149,096	1,413,870	14,109,297

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"



District Demographics by Age and Gender

The largest age group in the DCCD area is 55 and older, surpassing the corresponding age group in Riverside County. The second largest age group is the 20 and younger group, representing 20% of the residents under the Riverside County age group. Most of the 55 and older group live in Indio, Palm Desert, and Palm Springs. Most of the 20 and under age group live in Indio, Cathedral City, Desert Hot Springs, and Coachella. (see *Tables A7 through A11*) The DCCD area has a slightly higher male population than Riverside County (See *Tables A10 and A11*).

Table A7. DCCD Service Area and Riverside County Population by Age

Age	DCCD Service Area Cities		Riverside County	
Less than 20	81,825	20%	674,768	28%
20 to 24	21,082	5%	161,765	7%
25 to 34	51,550	13%	333,166	14%
35 to 44	46,146	11%	316,169	13%
45 to 54	49,425	12%	298,690	12%
55 or older	153,374	38%	624,773	26%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

Table A8. DCCD Service Area Cities Population by Age

City	Less than 20	20 to 24	25 to 34	35 to 44	45 to 54	55 or older
Blythe	3,779	1,447	3,641	3,247	2,300	3,711
Cathedral City	12,457	3,077	6,614	6,367	6,367	16,746
Coachella	9,366	2,679	7,803	6,438	6,438	9,302
Desert Center	22	3	6	18	6	233
Desert Hot Springs	9,698	2,234	4,100	4,068	3,722	8,166
Indian Wells	259	70	236	138	239	3,885
Indio	20,508	4,834	12,320	11,674	11,059	28,147
La Quinta	7,809	1,944	3,959	3,041	4,814	16,279
Mecca	486	147	853	453	786	1,726
Mountain Center	-	-	-	-	-	35
Palm Desert	8,303	2,194	5,262	4,432	4,705	26,185
Palm Springs	4,505	1,755	4,318	3,989	6,316	23,916
Rancho Mirage	1,581	169	1,080	855	1,650	11,794
Thermal	221	113	147	93	310	314
Thousand Palms	2,552	348	1,046	863	562	2,681
Whitewater	279	68	165	165	151	254
Service Area Total	81,825	21,082	51,550	46,146	49,425	153,374

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"



Table A9. Riverside County and California State Population by Age

	Less than 20	20 to 24	25 to 34	35 to 44	45 to 54	55 or older
Riverside County	674,768	161,756	333,166	316,169	298,690	624,773
CA Statewide	10,031,434	2,626,849	5,941,622	5,341,049	5,043,403	10,470,996

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

District Demographics by Gender

Table A10. DCCD Service Area and Riverside County by Gender

Gender	DCCD Service Area Cities		Riverside County	
Female	207,624	51%	1,207,397	50%
Male	195,778	49%	1,201,934	50%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

Table A11. DCCD Service Area Cities Population by Gender

City	Male	Female
Blythe	12,374	5,751
Cathedral City	26,561	25,275
Coachella	20,583	21,540
Desert Center	158	130
Desert Hot Springs	15,886	16,102
Indian Wells	2,280	2,547
Indio	43,651	44,891
La Quinta	19,248	18,598
Mecca	2,247	2,204
Mountain Center	15	20
Palm Desert	23,995	27,086
Palm Springs	26,821	17,978
Rancho Mirage	8,782	8,347
Thermal	250	948
Thousand Palms	4,147	3,905
Whitewater	626	456
DCCD Service Area Total	207,624	195,778
Riverside County	1,207,397	1,201,934
CA Statewide	19,714,044	19,741,309

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

**District Demographics by Educational Attainment**

Out of residents who are 25 years of age or older living in the DCCD area, only 26% have a bachelor's degree or higher. At least one out of every two residents of Indian Wells have a bachelor's degree or higher. Eastern Coachella Valley degree attainment levels, particularly in Thermal and Mecca, are in stark contrast to Western Valley levels, with no individuals 25 years or older in the category of a bachelor's degree or higher. Additionally, only 4% of Coachella city residents in the same age category and only 7% in Blythe hold a bachelor's degree or higher (see *Tables A12 and A13*).

Table A12. DCCD Service Area, Riverside County, and Statewide Population Educational Attainment, Adults Age 25 and Older

	DCCD Service Area Cities		Riverside County		CA Statewide	
Population Age 25+	300,495		1,572,798		26,797,070	
Not HS Grad	54,421	18%	267,525	17%	4,236,035	16%
HS Grad	82,136	27%	423,504	27%	5,477,154	20%
Some college, no degree	65,064	22%	378,894	24%	5,496,578	21%
Associate Degree	20,809	7%	132,743	8%	2,135,865	8%
Bachelor's degree or Higher	78,065	26%	370,132	24%	9,451,438	35%

Source: American Community Survey 2021, 5-Year Estimate, Table S1501, Section "Age by Educational Attainment, Population 25 years and over"

Table A13. DCCD Service Area Cities, Riverside County, and Statewide Population Educational Attainment, Adults Age 25 and Older

City	Population Age 25+	Not HS Grad	HS Grad	Associate Degree	Bachelor's Degree Higher
Blythe	12,899	31%	27%	7%	7%
Cathedral City	36,302	21%	27%	7%	24%
Coachella	30,078	40%	44%	2%	4%
Desert Center	263	3%	13%	11%	53%
Desert Hot Springs	20,056	23%	33%	7%	14%
Indian Wells	4,498	2%	16%	10%	55%
Indio	63,200	20%	35%	6%	18%
La Quinta	28,093	8%	22%	10%	35%
Mecca	3,818	68%	28%	0%	0%
Mountain Center	35	0%	14%	0%	14%
Palm Desert	40,584	7%	19%	9%	39%
Palm Springs	38,584	8%	17%	8%	43%
Rancho Mirage	15,379	6%	16%	7%	44%
Thermal	864	79%	16%	1%	0%
Thousand Palms	5,125	17%	32%	8%	20%
Whitewater	735	23%	24%	9%	19%
Riverside County	1,572,798	17%	27%	8%	24%
CA Statewide	26,797,070	16%	20%	8%	35%

Source: American Community Survey 2021, 5-Year Estimate, Table S1501, Section "Age by Educational Attainment, Population 25 years and over"



More than half of the residents that are 25 years of age or older living in Mecca and a staggering 79% in Thermal did not graduate from high school compared to 18% in the DCCD service area, 17% in Riverside County, and 16% statewide. Cities with higher educational attainment (an associate degree or higher) are Indian Wells (65%), Desert Center (64%), Rancho Mirage (51%), and Palm Springs (51%). Cities where educational attainment of an associate degree or higher is lower than Riverside County's average (32%) include Mecca (0%), Thermal (1%), Coachella (6%), Mountain Center (14%), Blythe (15%), Desert Hot Springs (22%), Indio (24%), Thousand Palms (27%), Whitewater (28%), and Cathedral City (31%). *Table A13* provides educational attainment data by DCCD service area cities.

District Demographics by Socio-economic Status

Almost a quarter of the families with related children under 18 years of age live below the poverty level in the DCCD service area, which is a significantly higher rate than in Riverside County and California (see *Table A14*).

Table A14. DCCD Service Area, Riverside County, and Statewide Population Below Poverty Level

Family Type	DCCD Service Area	Riverside County	CA Statewide
All Families	14%	9%	9%
Families with related children under 18 years	24%	13%	13%

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Percentage of Families and People whose Income in the Past 12 Months is Below the Poverty Level"

In the DCCD service area, there are many communities with families and families with related children under 18 years of age who live below the poverty level. The statistic is especially alarming for Thermal, where 75% of families with related children under 18 years of age live below the poverty level (see *Table A14*).



Table A15. DCCD Service Area Cities and Riverside County Population Below Poverty Level

City	All families	Families with related children under 18 years
Blythe	17.6%	27.7%
Cathedral City	12.7%	21.8%
Coachella	12.7%	17.1%
Desert Center	0%	0%
Desert Hot Springs	22.4%	30.6%
Indian Wells	5.5%	0%
Indio	10.2%	20.1%
La Quinta	6.6%	13.8%
Mecca	19.2%	20.2%
Mountain Center	0%	_*
Palm Desert	9.9%	21.5%
Palm Springs	9.0%	21.4%
Rancho Mirage	8.1%	31%
Thermal	44.6%	75.2%
Thousand Palms	11.5%	9.8%
Whitewater	27.4%	48.9%
DCCD Service Area Average	13.6%	24%
Riverside County	9.1%	12.9%
CA Statewide	8.7%	12.9%

*The estimate could not be computed because there was insufficient sample for a ratio of median estimates. One or both median estimates fall in an open-ended distribution's lowest or highest interval. For a 5-year median estimate, the margin of error associated with a median was more significant than the median itself.

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Percentage of Families and People whose Income in the Past 12 Months is Below the Poverty Level"

College-tracked U.S. Census data identifies the median Coachella Valley household income as \$47,612, lower than Riverside County (\$67,005) and the State of California (\$75,235). Following this trend, an average of 19.2% (\$35,995) of Coachella Valley residents live below the national poverty threshold (see *Table A15* and *A16*). The number of area families with children under the age of 18 living below the national poverty level is much higher at 29%. U.S. Census indicators identify the number of Coachella Valley families living below the national poverty threshold as considerably higher than both county (13.7%) and the state (13.4%) levels, ranging from 22% in the City of Indio to 50% in Mecca.



Table A16. DCCD Service Area Median Income by City

City	Median Household Income
Indian Wells	\$ 112,614
Rancho Mirage	\$ 84,891
La Quinta	\$ 75,724
Palm Desert	\$ 64,295
Thousand Palms	\$ 58,814
Palm Springs	\$ 57,916
Indio	\$ 53,434
Cathedral City	\$ 50,350
Whitewater	\$ 46,875
Blythe	\$ 44,563
Desert Hot Springs	\$ 37,818
Coachella	\$ 33,999
Desert Center	\$ 33,750
Mecca	\$ 25,179
Thermal	\$ 17,878

College of the Desert, Institutional Research, Environmental Scan – Median Household Income

In 2017, the U.S. Investing in Opportunities Act was established to encourage business investments into qualified areas, dubbed Opportunity Zones, with poverty rates of at least 20% or median family incomes lower than 80% of the statewide median. Riverside County's Fourth District has 14 Opportunity Zones (see *Table A17*). The largest is in the eastern Coachella Valley, encompassing portions of La Quinta, Coachella, and the unincorporated areas of Thermal, Oasis, Mecca, and North Shore.

Table A17. Economic Opportunity Zones by Census Tract

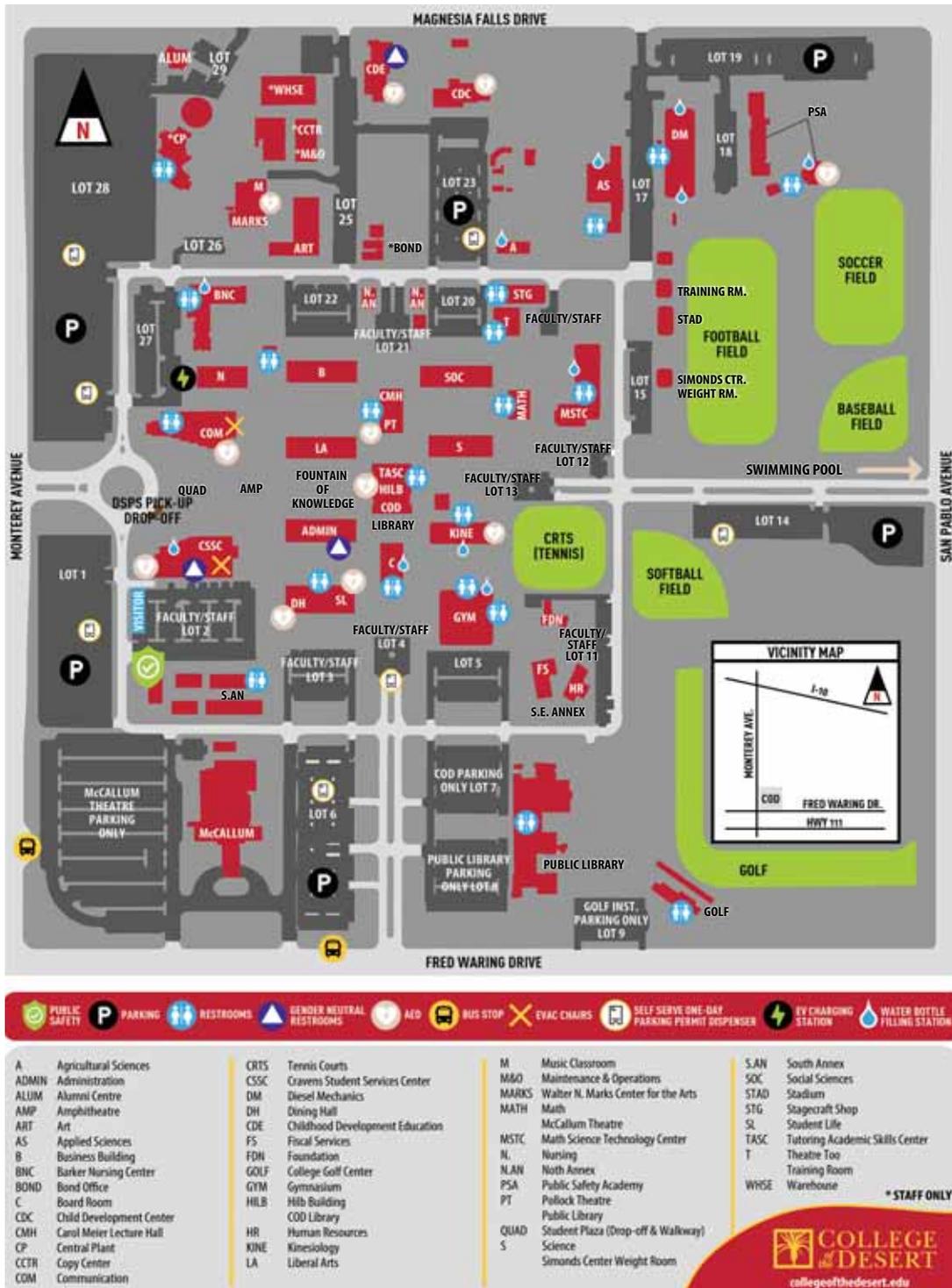
Coachella Valley Economic Opportunity Zones – by Census Tract Number			
06065044507	06065044509	06065044510	06065044702
06065044915	06065045000	06065045303	06065045502
06065045604	06065045605	06065045609	06065045703
06065045705	06065045706		



Sites

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, Desert Hot Springs, and Palm Springs. Established in 1960, 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 Delaware. Since its inception, the main Palm Desert Campus has grown from its original nine to more than 43 buildings today (Image A1).

Image A1.
Palm Desert
Campus Map





In 2009, the College opened its Mecca/Thermal location (see *Image A2*) as a satellite offering higher education in remote sections of the eastern Coachella Valley. The Mecca/Thermal Campus is home to the College's astronomy research observation facility and telescope.

Image A2. Mecca/Thermal Satellite Map

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 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 FROM 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

LEGEND:
 PUBLIC SAFETY 760-772-0498
 AED
 RESTROOMS
 PARKING
 BUS STOP

CAMPUS BUILDINGS:
 ADMINISTRATION COUNSELING & CONFERENCE
 STUDENT COMMONS C1-C8
 C7 COMPUTER LAB
 OBSERVATION

STREETS:
 HWY 86
 BUCHANAN STREET
 AVE 62

CONTACT:
 COLLEGE OF THE DESERT.EDU
 MAIN NUMBER 760.776.7200



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 temporarily since 1988 (see *Image A3*). Between 2017 and 2019, the Indio Education Center served approximately 4,000 students annually. A current expansion project will double the site's footprint to welcome an additional 4,000 students in the coming years.

Image A3. Indio Education Center Map





In the fall of 2016, the College expanded again, adding a western valley campus in Desert Hot Springs at the Edward L. Wenzlaff Education Center. Cathedral City, Desert Hot Springs, Palm Springs, and Rancho Mirage high school classes are also offered.

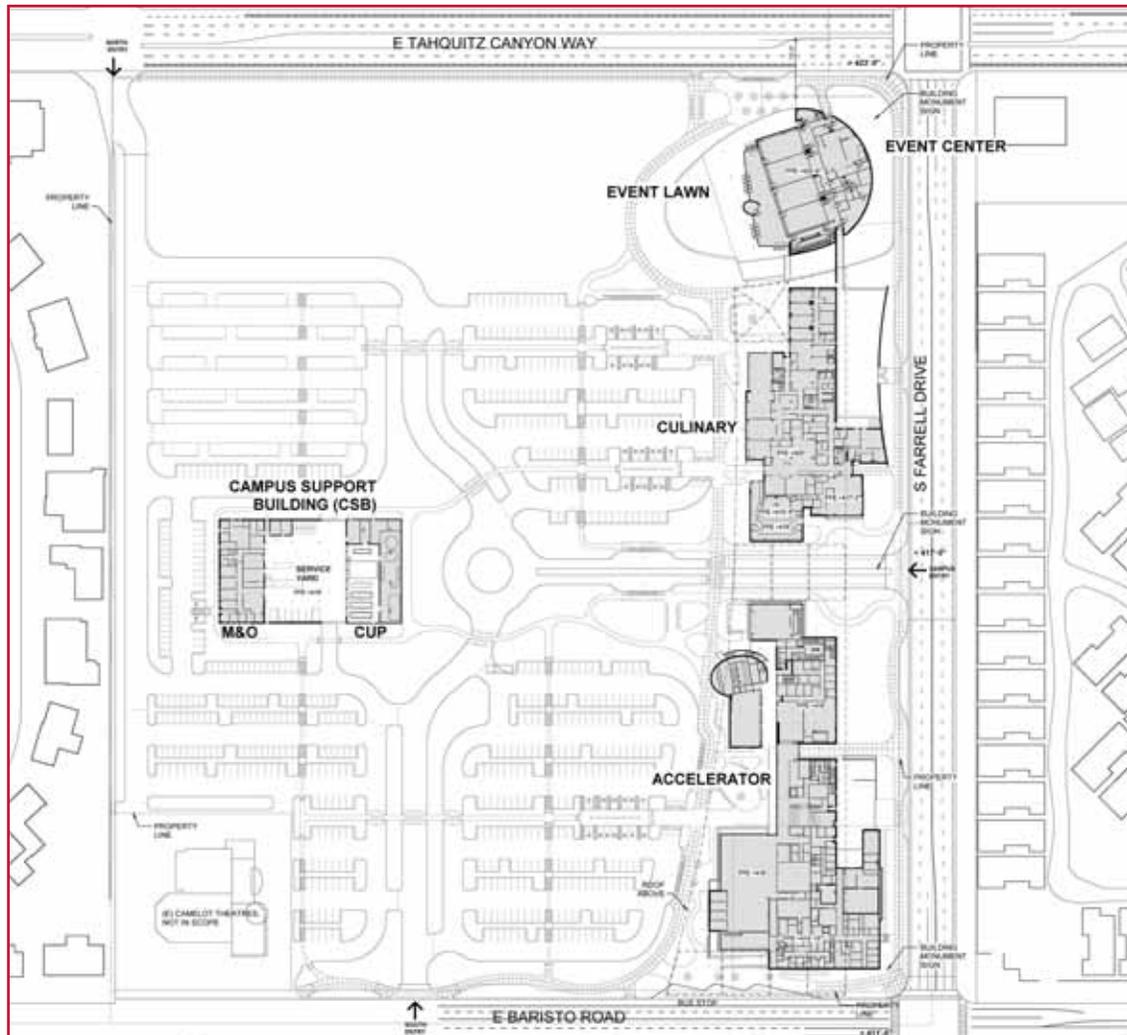
In April 2017, the College Board of Trustees approved the purchase of 29 acres of property at the corner of Farrell Drive and Tahquitz Canyon. This property will be home to the College's newest campus in Palm Springs, providing educational programming supporting existing and emerging industry sector workforce programs (see *Image A5*). A temporary Palm Springs satellite campus was established in 2018 to offer educational programs in the area before the completion of the new permanent campus (see *Image A4*).

Image A4. Palm Springs Temporary Campus





Image A5. Palm Springs Permanent Campus Plan

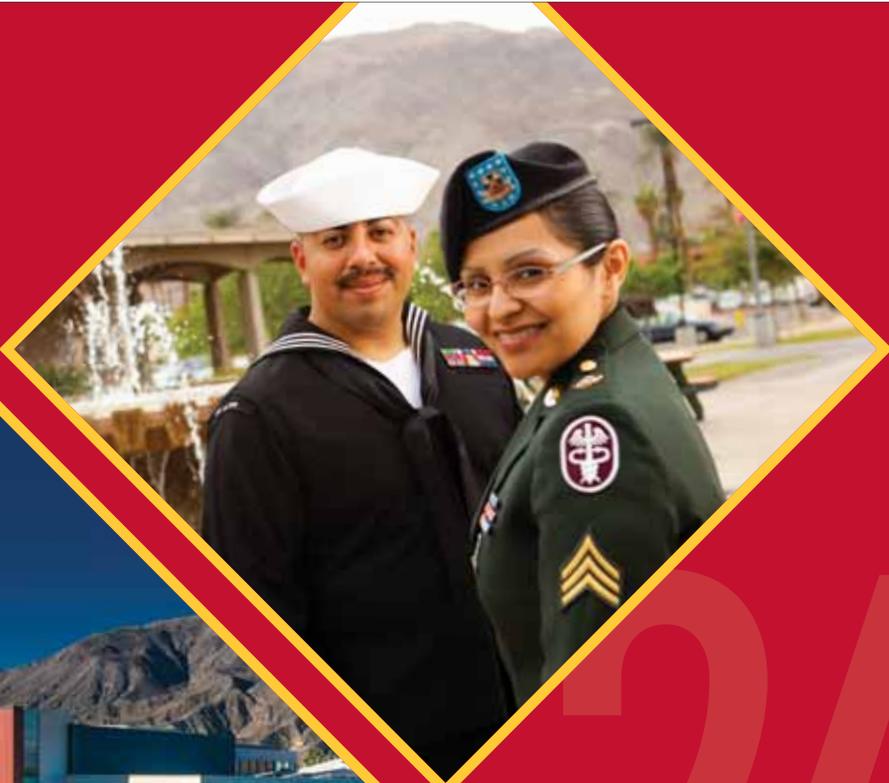


Specialized or Programmatic Accreditation

College of the Desert maintains industry accreditations in required applied sciences, social sciences, public safety, early childhood, and healthcare programs.

- Automotive Youth Education System (AYES)
- Bureau of Automotive Repair (BAR)
- Certified SMOG Training Facility
- California Association of Alcohol/Drug Educators (CAADE)
- California Board of Registered Nursing
- California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)
- California Consortium of Addiction Programs and Professionals (CCAPP)
- California Department of Public Health Licensing and Certification Program (L&C) Aide and Technician Certification Section (ATCS)
- California State Fire Marshal
- Commission on Peace Officer Standards and Training (POST)
- National Association for the Education of Young Children (NAEYC)
- National Automotive Technicians Education Foundation (NATEF)
- State of California Department of Social Services, Community Care Licensing
- The North American Board of Certified Energy Practitioners

Organizational Overview



20

24



Student Achievement Data & Institution-Set Standards



2024





Student Headcount and Enrollments

With the onset of the COVID-19 pandemic, the College experienced a decrease of 16% in student headcount between fall 2018 and fall 2021. The number of students began increasing in fall 2022, representing a 7% increase from the previous fall term. Between fall 2018 and 2022, the College experienced a significant shift in student headcount across all course modalities. Between fall 2018 and 2022, face-to-face students decreased by nearly 69%. The online course delivery method became the primary method of instruction in the fall of 2020, representing 95% of the fall headcount. In fall 2022, online and hybrid remained the primary course delivery methods, representing 74% of the fall student headcount. *Table B1* and *Figure B1* illustrate course delivery method changes between fall 2018 and 2022.

Table B1. Fall Student Headcount by Course Delivery Method

Delivery Method	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Hybrid	2,543	19%	2,977	22%	521	4.5%	2,277	21%	4,067	35%
Online Only	771	6%	885	7%	11,022	95%	7,854	71%	4,618	39%
Face-To-Face Only	9,753	75%	9,638	71%	46	0.5%	867	8%	3,057	26%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information System

Figure B1. Fall Student Headcount by Course Delivery Method



Source: California Community Colleges Chancellor's Office Management Information System



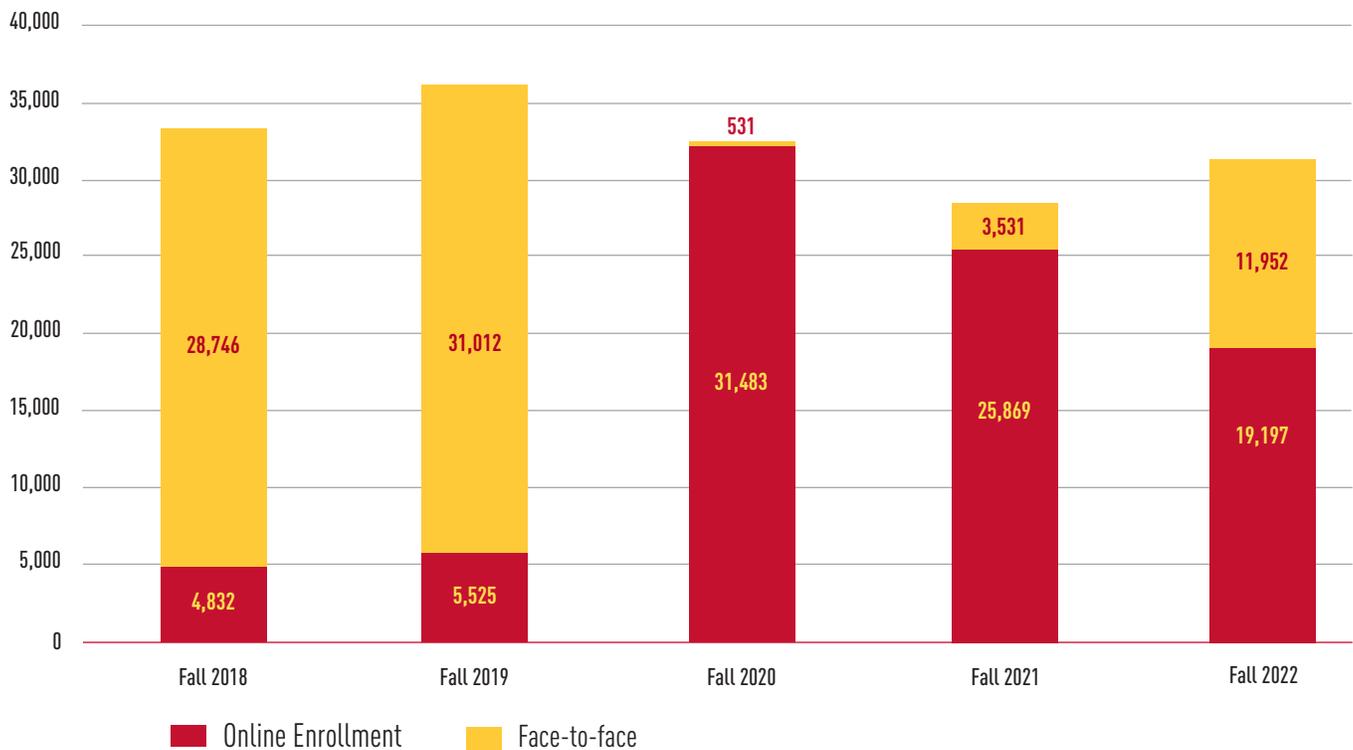
Fall-to-fall enrollments decreased by 12% between 2018 and 2021. In fall 2022, enrollment recovery shows an increase of 6% from the previous fall term. A significant shift from face-to-face to distance education enrollment occurred in the fall of 2020, with the latter representing the majority of enrollments. In fall 2022, distance education remained the primary enrollment area, representing 62% of enrollments. Table B2 and Figure B2 illustrate the fall enrollments by course delivery method.

Table B2. Fall Student Enrollment by Delivery Method

Delivery Method	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Face-To-Face	28,746	86%	31,012	85%	531	2%	3,531	12%	11,952	38%
Online Enrollment	4,832	14%	5,525	15%	31,483	98%	25,869	88%	19,197	62%
Total	33,578	100%	36,537	100%	32,014	100%	29,400	100%	31,149	100%

Source: California Community Colleges Chancellor's Office Management Information System

Figure B2. Fall Student Enrollment by Delivery Method



Source: California Community Colleges Chancellor's Office Management Information System

From fall 2018 to 2022, the fall credit full-time equivalent students (FTES) decreased by 14%. Post-pandemic, the College realized a slight increase (+0.8%) in credit FTES in the fall of 2022 compared to the previous fall term. Non-credit FTES have nearly doubled, with an 84% increase between fall 2018 and 2022. Table B3 and Figure B3 illustrate fall credit and noncredit FTES changes between 2018 and 2022.

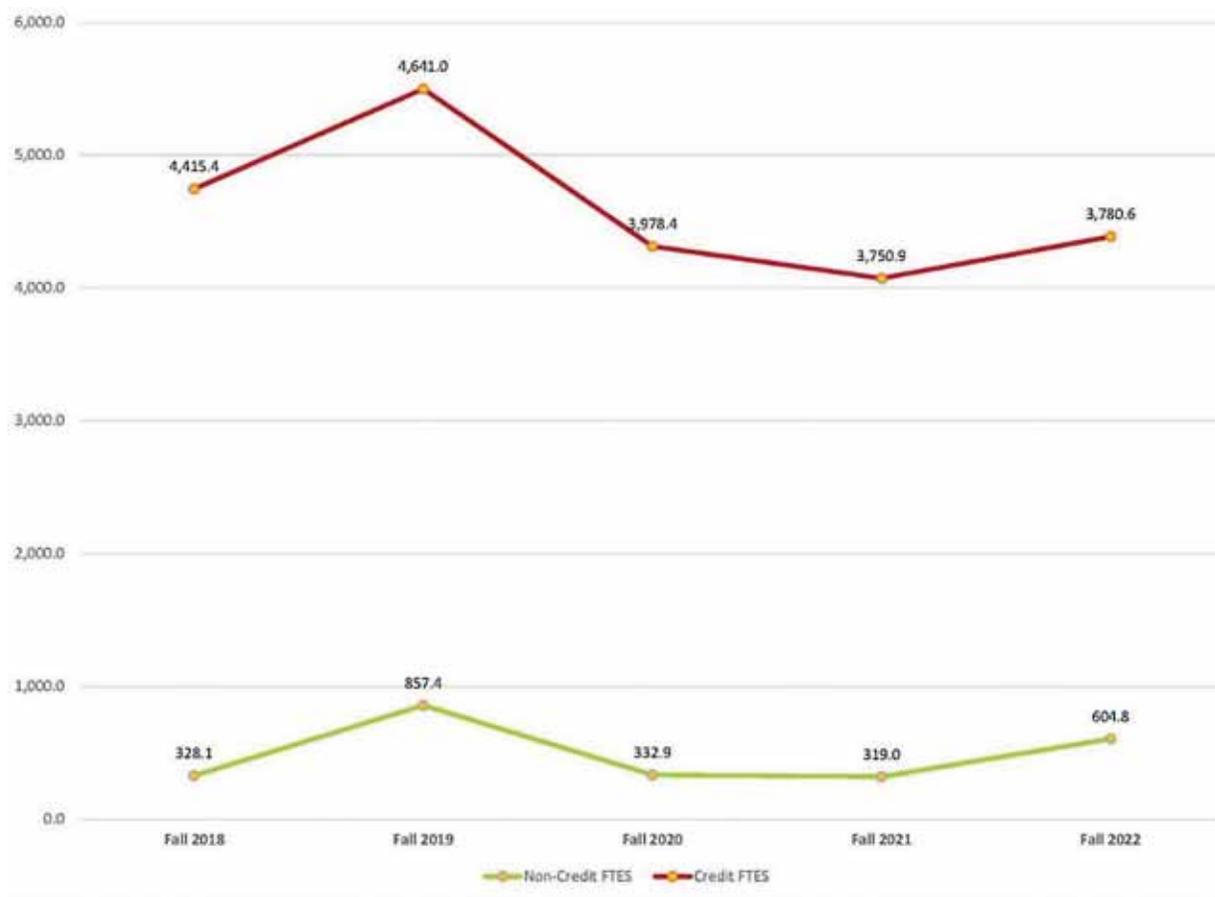


Table B3. Fall Credit and Non-Credit FTES

Delivery Method	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Credit FTES	4,415.4	93%	4,641.0	84%	3,978.4	92%	3,750.9	92%	3,780.6	86%
Non-Credit FTES	328.1	7%	857.4	16%	332.9	8%	319.0	8%	604.8	14%
Total	4,743.5	100%	5,498.4	100%	4,311.3	100%	4,069.9	100%	4,385.4	100%

Source: California Community Colleges Chancellor’s Office Management Information Systems, Students, Data Mart, Full Time Equivalent Students

Figure B3. Fall Credit and Non-Credit FTES



Source: California Community Colleges Chancellor’s Office Management Information Systems, Students, Data Mart, Full Time Equivalent Students

Credit FTES disaggregated by the top five largest ethnic/race groups, illustrated in Table B4 and Figure B4, identify a post-pandemic increase in African American (+19%), Hispanic (+2%), and Asian (+2%) student populations. In contrast, White Non-Hispanic (-5%) and Multi-Ethnic (-3%) student populations decreased in fall 2022 compared to the previous fall term.

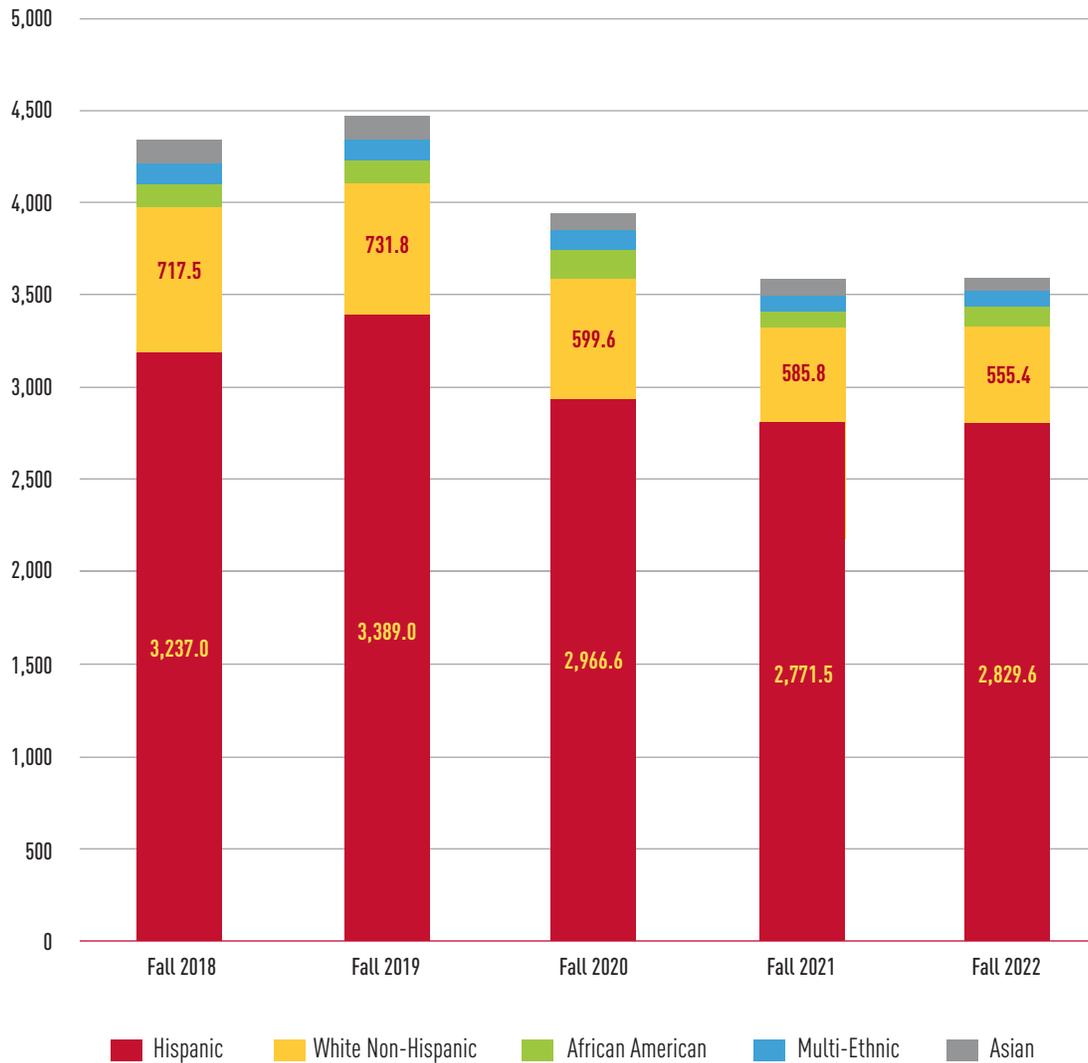


Table B4. Fall Credit FTES by Top Five Ethnic/Race Groups

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Asian	103.1	2%	100.8	2%	85.2	2%	73.9	2%	75.3	2%
Multi-Ethnic	116.1	3%	129.0	3%	116.2	3%	116.0	3%	113.0	3%
African American	125.9	3%	130.4	3%	95.0	2%	88.0	2%	104.5	3%
White Non-Hispanic	717.5	17%	731.8	16%	599.6	16%	585.8	15%	555.4	15%
Hispanic	3,237.0	75%	3,389.0	76%	2,966.6	77%	2,771.5	72%	2,829.6	77%
Total	4,299.6	100%	4,481.0	100%	3,862.6	100%	3,635.2	94%	3,677.8	100%

Source: California Community Colleges Chancellor's Office Management Information Systems, Students, Data Mart, Full Time Equivalent Students

Figure B4. Fall Credit FTES by Top Five Ethnic/Race Groups



Source: California Community Colleges Chancellor's Office Management Information Systems, Students, Data Mart, Full Time Equivalent Students



Student Demographics

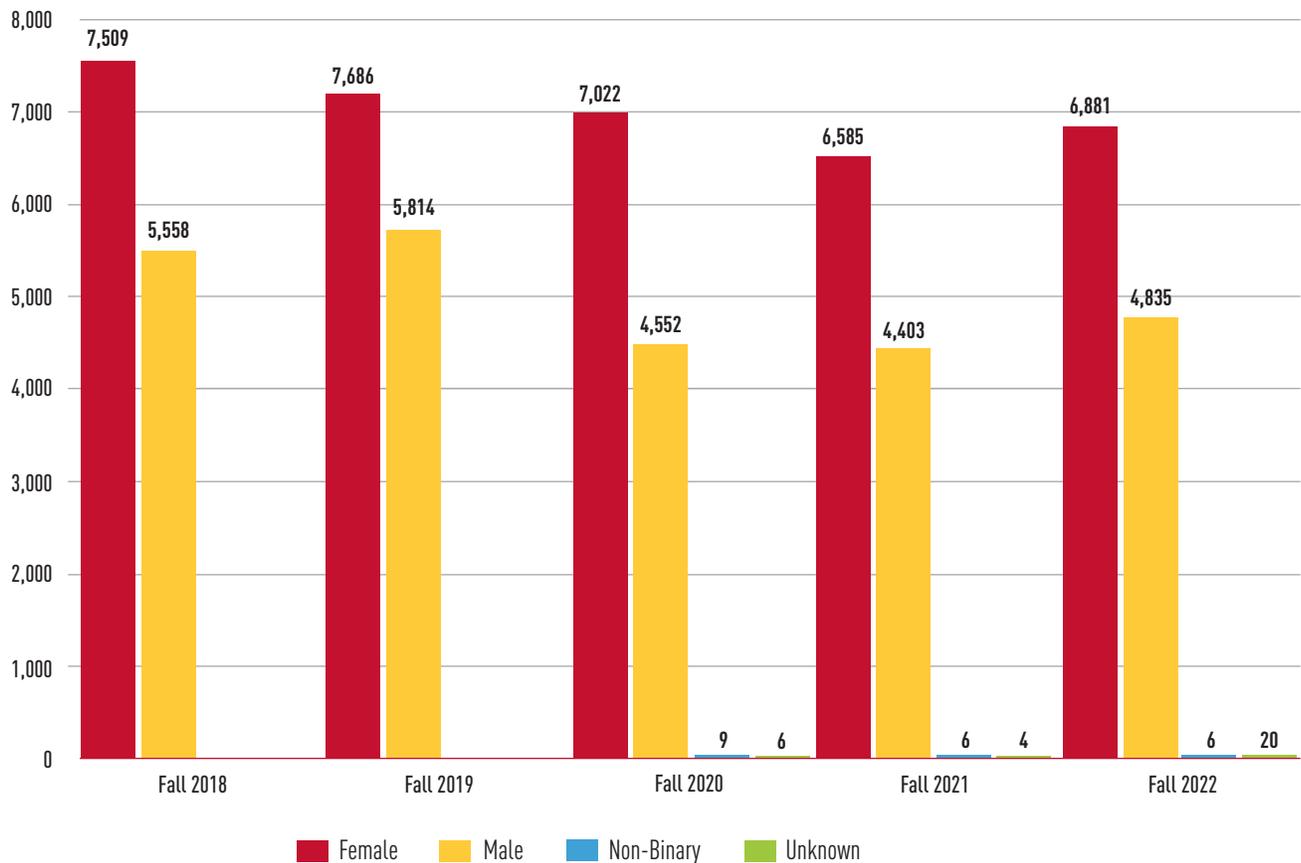
Student Gender

Since the fall of 2018, the College's student population has been predominantly female. As of fall 2022, the headcount of female students represents 59% of the fall student headcount, which is a slight decrease from fall 2021. The College began capturing non-binary student information in the fall of 2020. While some identify as non-binary, other students left the question response blank, as shown in *Table B5* and *Figure B5*.

Table B5. Student Headcount by Gender

Gender	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Female	7,509	57%	7,686	57%	7,022	61%	6,585	60%	6,881	59%
Male	5,558	43%	5,814	43%	4,552	39%	4,403	40%	4,835	41%
Non-Binary		0%		0%	9	0%	6	0%	6	0%
Unknown		0%		0%	6	0%	4	0%	20	0%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Figure B5. Student Headcount by Gender



Source: California Community Colleges Chancellor's Office Management Information Systems, Students, Data Mart, Full Time Equivalent Students



Student Age

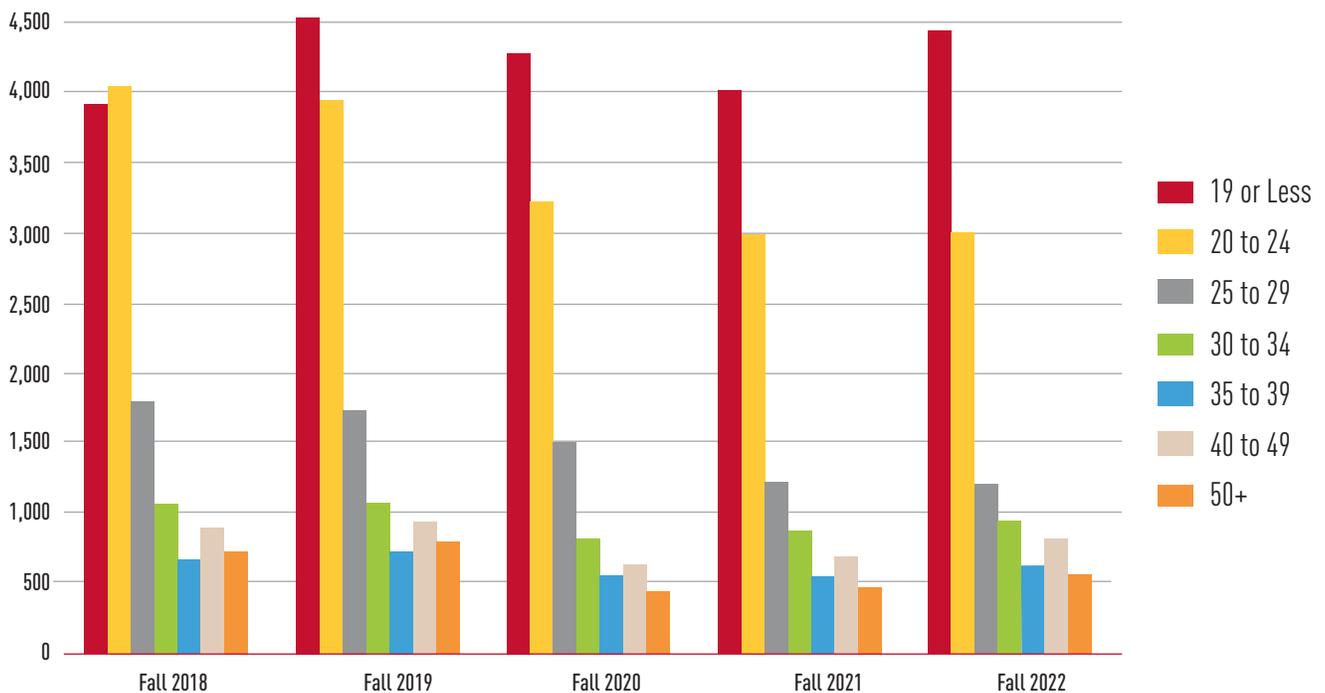
Most of the College's students are traditional students aged 24 or younger, representing more than 60% of the fall 2022 student headcount (*Table B6* and *Figure B6*). Since the fall of 2018, the number of enrolled students aged 19 or younger increased by 13%.

Table B6. Student Headcount by Age

Age	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
19 or Less	3,892	30%	4,528	34%	4,322	37%	4,079	37%	4,471	38%
20 to 24	4,088	31%	3,928	29%	3,293	28%	3,009	27%	3,009	26%
25 to 29	1,757	13%	1,705	13%	1,499	13%	1,323	12%	1,331	11%
30 to 34	1,051	8%	1,034	8%	870	8%	887	8%	956	8%
35 to 39	669	5%	648	5%	541	5%	575	5%	613	5%
40 to 49	904	7%	909	7%	614	5%	659	6%	788	7%
50+	705	5%	712	5%	450	4%	466	4%	574	5%
Total	13,066	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Figure B6. Student Headcount by Age



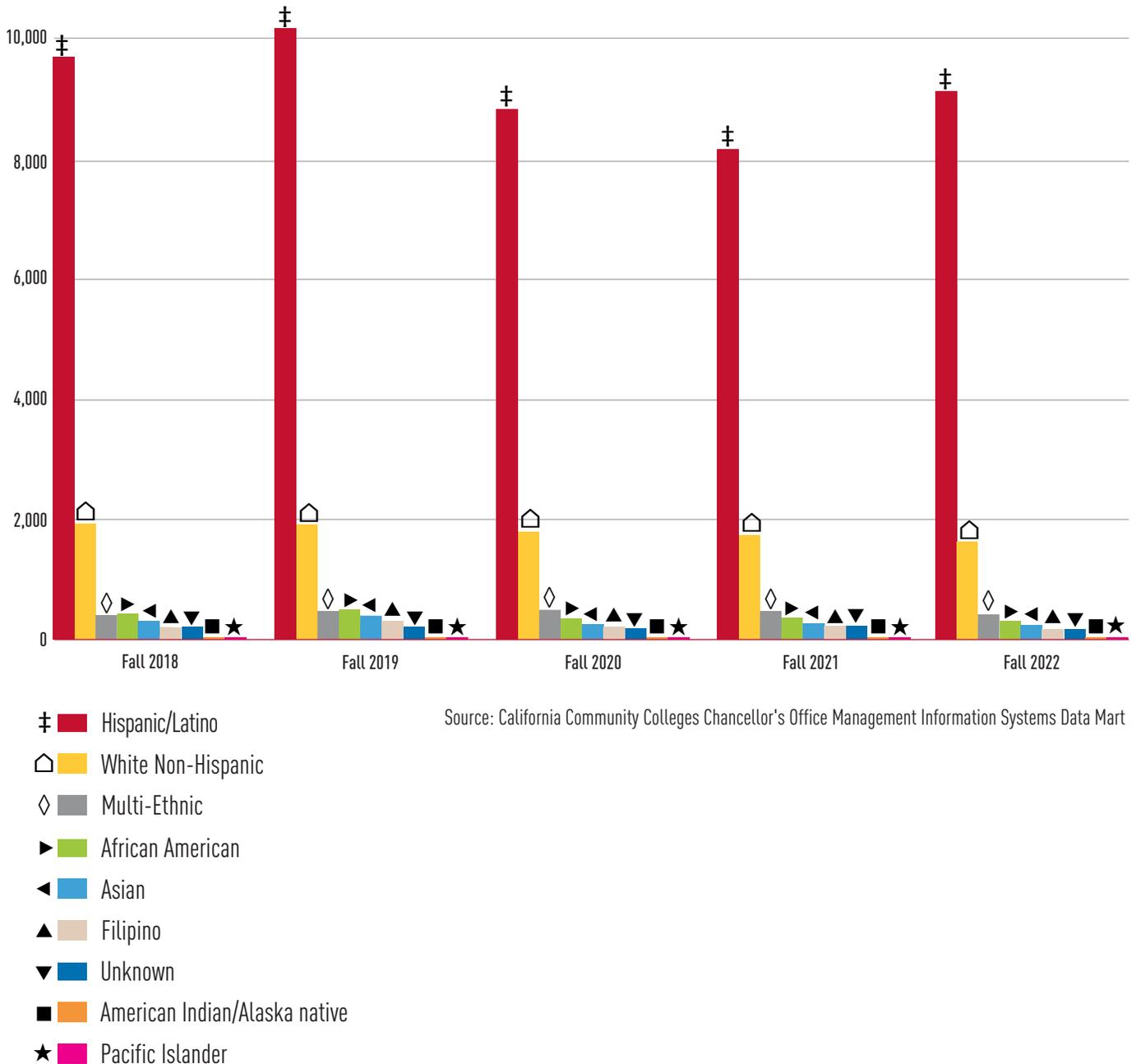
Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart



Student Ethnicity/Race

Most College of the Desert students are Hispanic/Latino (Figure B7). In the fall of 2022, Hispanic/Latino students represented 77% of the student headcount. The College is a federally designated Hispanic Serving Institution (HSI), maintaining this status for over two decades. Fall-to-fall post-pandemic enrollment by Hispanic/Latino, African American, Asian, American Indian/Alaska Native student populations increased. In contrast, the Multi-Ethnic and the White Non-Hispanic student populations decreased. The Hispanic/Latino student population increased by 10% between fall 2021 and fall 2022, representing the most significant percentage increase in the post-pandemic recovery.

Figure B7. Student Headcount by Ethnicity/Race





Student Enrollment Trends

Student Headcount by Enrollment Status

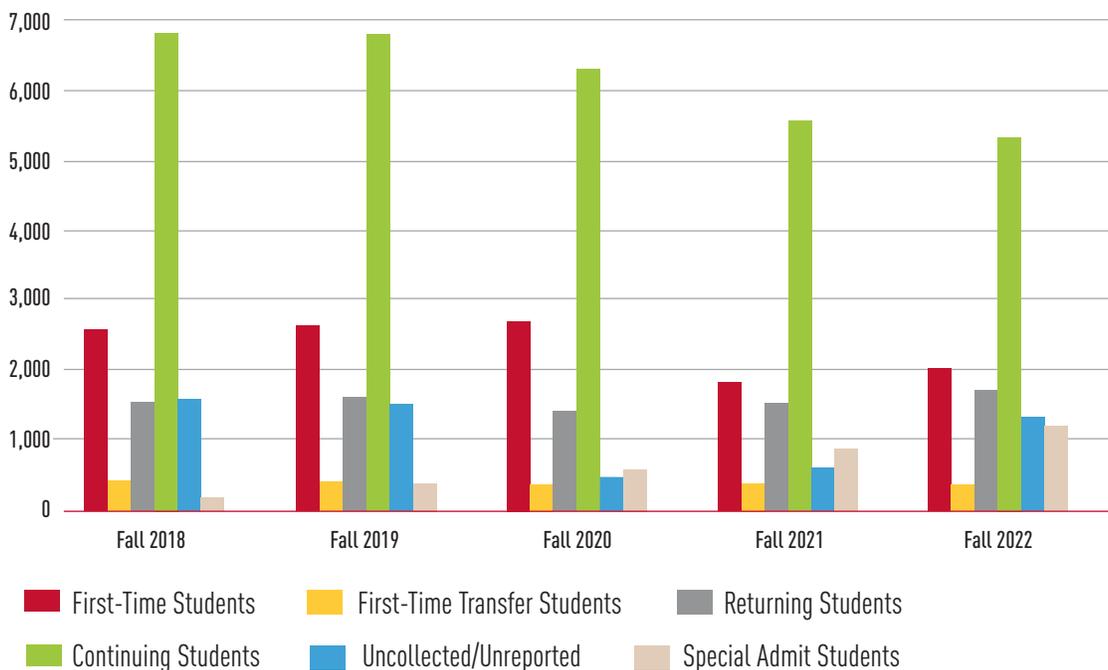
In the fall of 2022, continuing students with no enrollment breaks represented 45% of the total student population. The second largest group was first-time students, representing more than 2,000 (17%) students. Between fall 2018 and fall 2022, enrollments decreased for first time transfer students (-22 %), continuing students (-22 %), and first-time students (-20%). Conversely, the College realized an increase in returning (11%) and special admit students (600%) (e.g., dual enrollment) during the same period. *Table B7* and *Figure B8* provide detailed information regarding student headcounts by enrollment status.

Table B7. Student Headcount by Enrollment Status

Enrollment Status	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
First-Time Students	2,512	19%	2,585	19%	2,162	19%	1,897	17%	2,007	17%
First-Time Transfer Students	420	3%	408	3%	325	3%	332	3%	328	3%
Returning Students	1,537	12%	1,720	13%	1,473	13%	1,572	14%	1,700	14%
Continuing Students	6,852	52%	6,852	51%	6,388	55%	5,571	51%	5,337	45%
Uncollected/Unreported	1,585	12%	1,485	11%	552	5%	670	6%	1,243	11%
Special Admit Students	161	1%	450	3%	689	6%	956	9%	1,127	10%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Figure B8. Student Headcount by Enrollment Status



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart



Student Headcount by Educational Goal

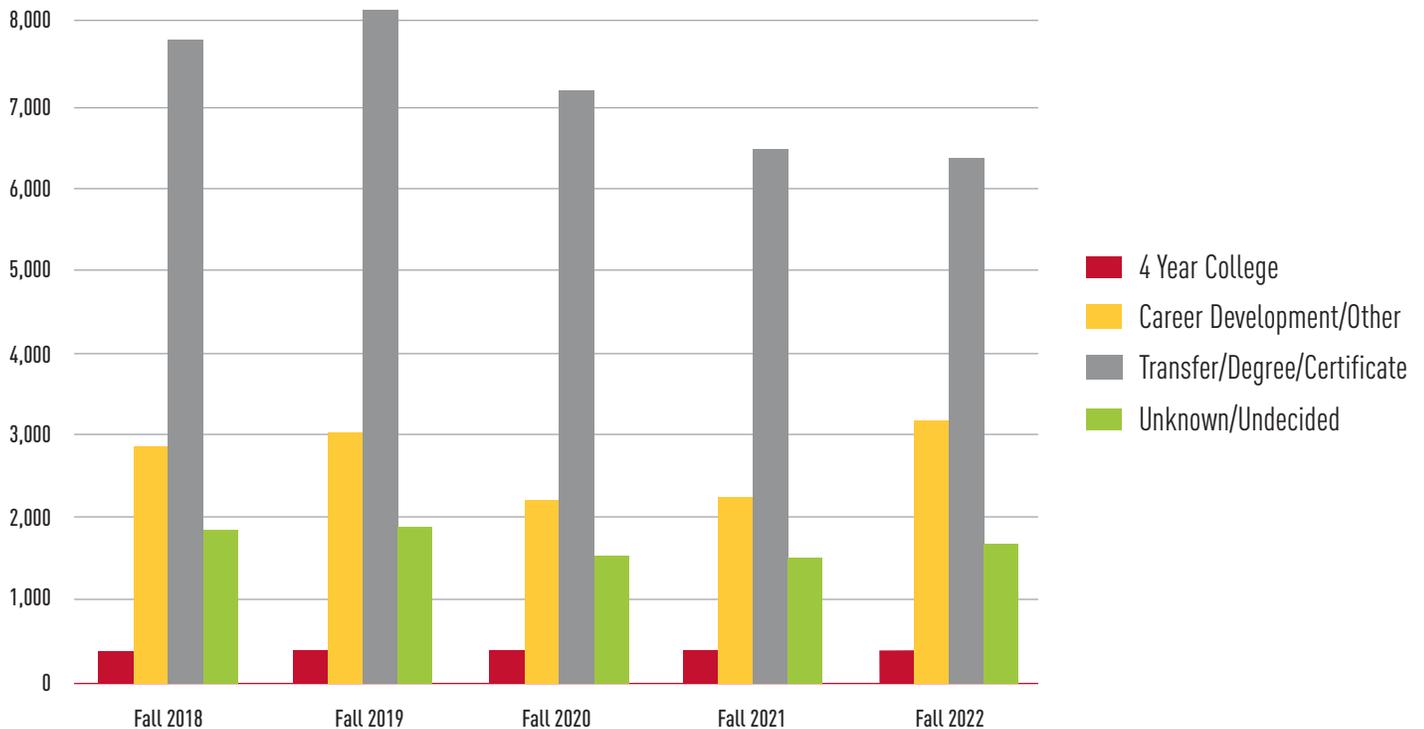
In the fall of 2022, 6,000 students declared transfer, degree, or certificate completion as their educational goal, representing an 18% decrease since fall 2018. Students identify other career development as the second largest declared educational goal, with an increase of 9% from fall 2018 to fall 2022. Students starting a four-year college as their educational goal slightly increased by 0.3% from fall 2018 to fall 2022. *Table B8* and *Figure B9* highlight changes in student educational goals since 2018.

Table B8. Student Headcount by Educational Goal

Educational Goal	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Four-Year College	371	3%	382	3%	387	3%	387	4%	372	3%
Career Development/Other	2,918	22%	3,071	23%	2,290	20%	2,361	21%	3,173	27%
Transfer/Degree/Certificate	7,871	60%	8,133	60%	7,276	63%	6,563	60%	6,447	55%
Unknown/Undecided	1,907	15%	1,914	14%	1,636	14%	1,687	15%	1,750	15%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B9. Student Headcount by Educational Goal



Source: California Community Colleges Chancellor's Office Management Information Systems



Student Headcount by Unit Load

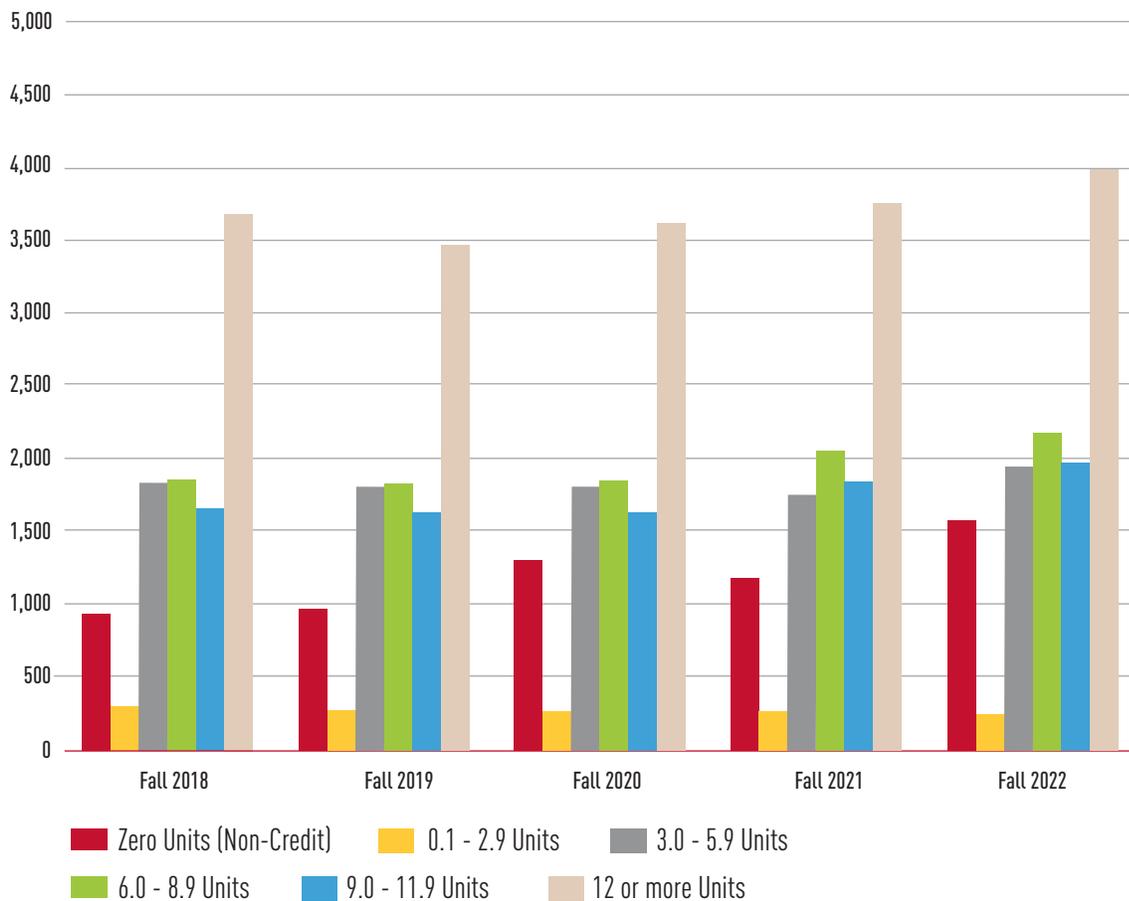
In fall 2022, students taking 12 or more credit course units represented 33% of the student population. When considering students enrolled in six or more units, the number of students taking credit courses increases to more than 60% (see *Table B9* and *Figure B10*). Students with zero units are enrolled exclusively in non-credit courses.

Table B9. Student Headcount by Unit Load

Unit Load	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Zero Units (Non-Credit)	917	9%	945	10%	1,282	12%	1,178	11%	1,564	13%
0.1 - 2.9 Units	275	3%	265	3%	248	2%	246	2%	223	2%
3.0 - 5.9 Units	1,821	18%	1,806	18%	1,784	17%	1,738	16%	1,932	16%
6.0 - 8.9 Units	1,837	18%	1,821	18%	1,840	18%	2,034	19%	2,164	18%
9.0 - 11.9 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%

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

Figure B10. Student Headcount by Unit Load



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



Student Headcount by Day/Evening Status

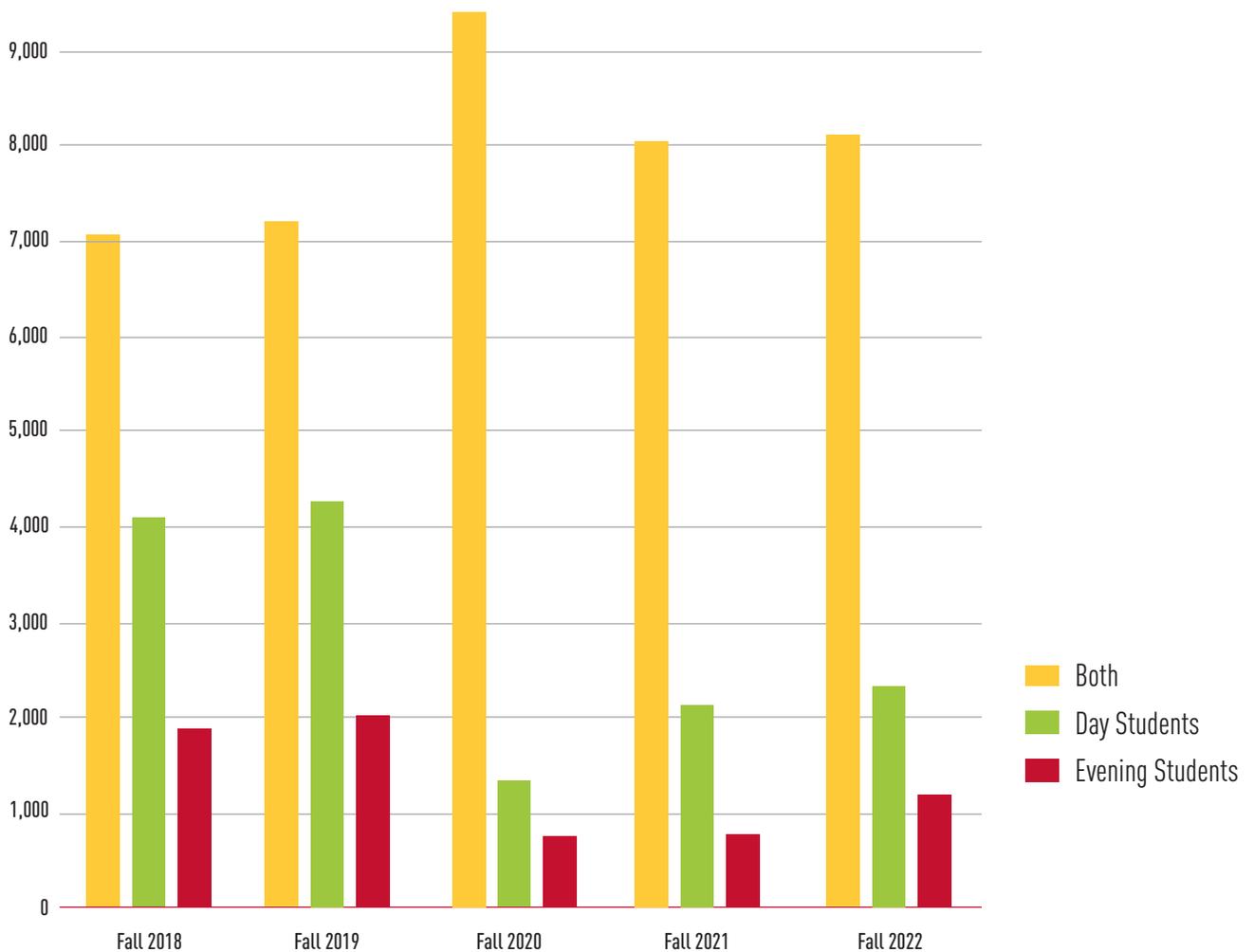
Most College of the Desert students have consistently attended classes in both evenings and days from fall 2018 to fall 2022 (see Table B10 and Figure B11). During this period, there was a 17% increase in the number of students attending both day and evening classes, while the number of students attending day-only sections decreased by 43%, and the number of students attending evening-only sections decreased by 38%.

Table B10. Student Headcount by Day/Evening Classes

Day/Evening	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Both	7,021	54%	7,202	53%	9,361	81%	8,042	73%	8,194	70%
Day Students	4,094	31%	4,267	32%	1,472	13%	2,157	20%	2,332	20%
Evening Students	1,952	15%	2,031	15%	756	7%	799	7%	1,216	10%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B11. Student Headcount by Day/Evening Classes



Source: California Community Colleges Chancellor's Office Management Information Systems



Veteran Students

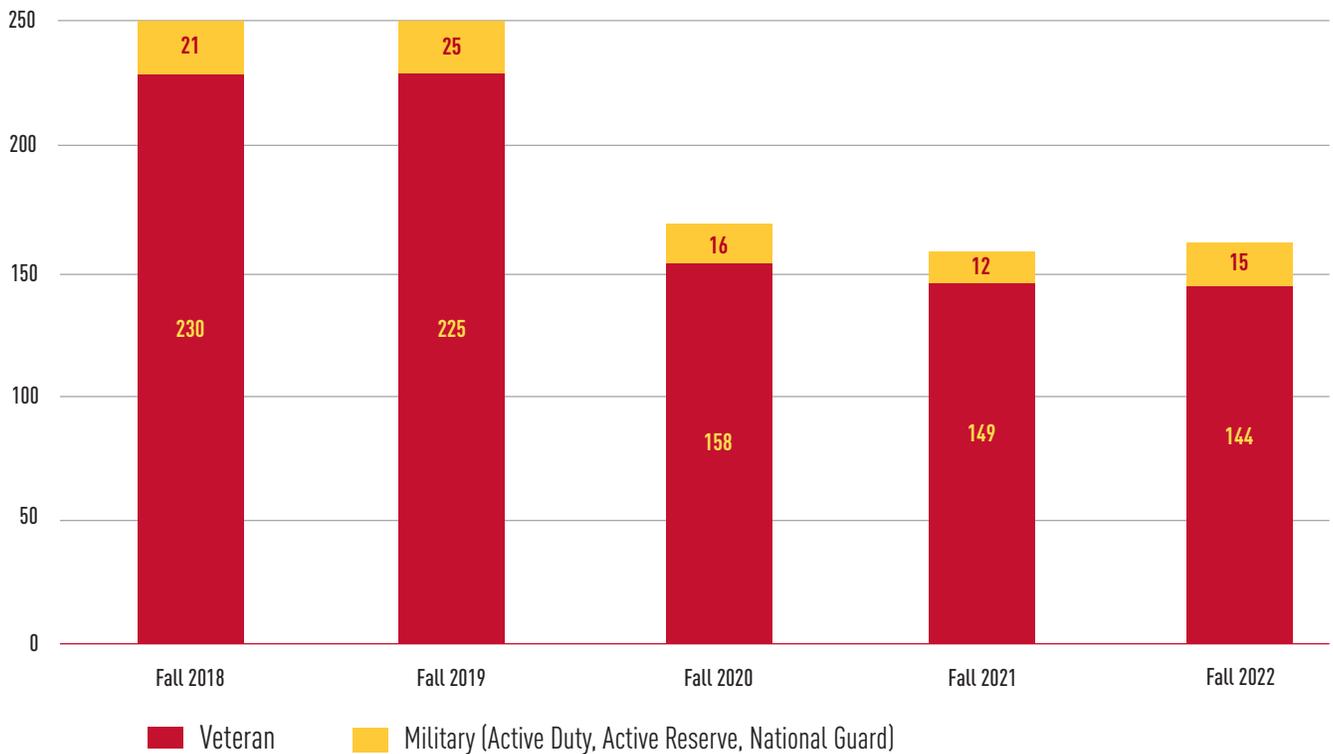
In the fall of 2022, veteran students represented one percent of the total student population, with some still on active duty (see *Table B11* and *Figure B12*). The College prides itself on the services provided to our veteran students and their families, including a dedicated space in partnership with TRIO Veterans Student Support Services and the Big Horn Veterans Resource Center on the first floor of the student services building.

Table B11. Student Headcount by Veteran Status

Veteran Status	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Veteran	230	92%	225	90%	158	91%	149	93%	144	91%
Military (Active Duty, Active Reserve, National Guard)	21	8%	25	10%	16	9%	12	7%	15	9%
Total	251	100%	250	100%	174	100%	161	100%	159	100%

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart, Special Population/Group Student Count

Figure B12. Student Headcount by Veteran Status



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart, Special Population/Group Student Count



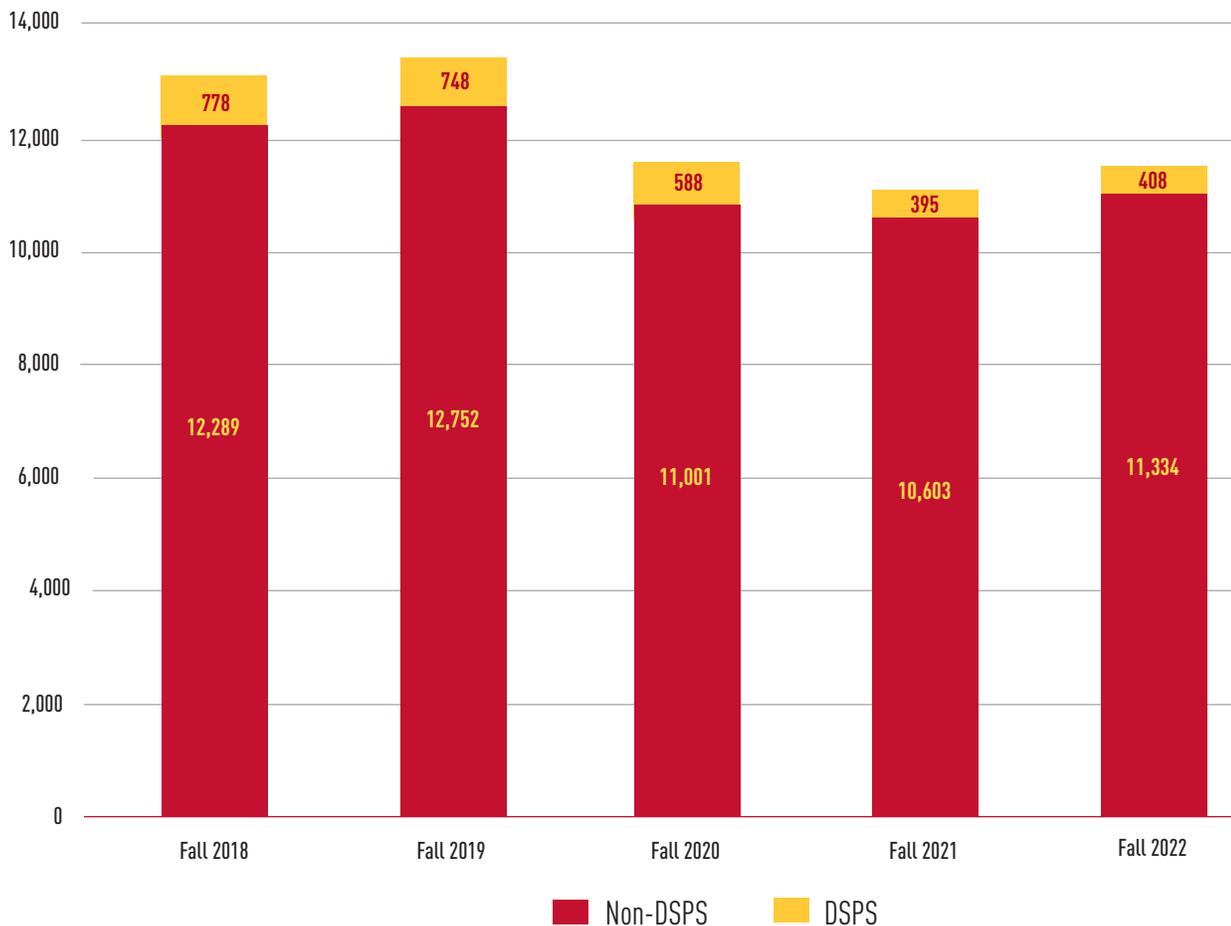
Students with Disabilities

Between the fall of 2018 and 2022, the College experienced consistent declines (48%) in the number of students with disabilities who received services from the Disabled Programs and Services (DPS) office (see *Table B12* and *Figure B13*). There was a slight 3% increase in DPS student service from fall 2021 to 2022. However, the College's access to disabled student services through its DPS, TRIO DPS, and counseling service offices may skew the data.

Table B12. Student Headcount by DPS Status

DSPS Status	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
DSPS	778	6%	748	6%	588	5%	395	4%	408	3%
Non-DSPS	12,289	94%	12,752	94%	11,001	95%	10,603	96%	11,334	97%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Figure B13. Student Headcount by DPS Status



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart, Special Population/Group Student Count



Socio-Economic Status

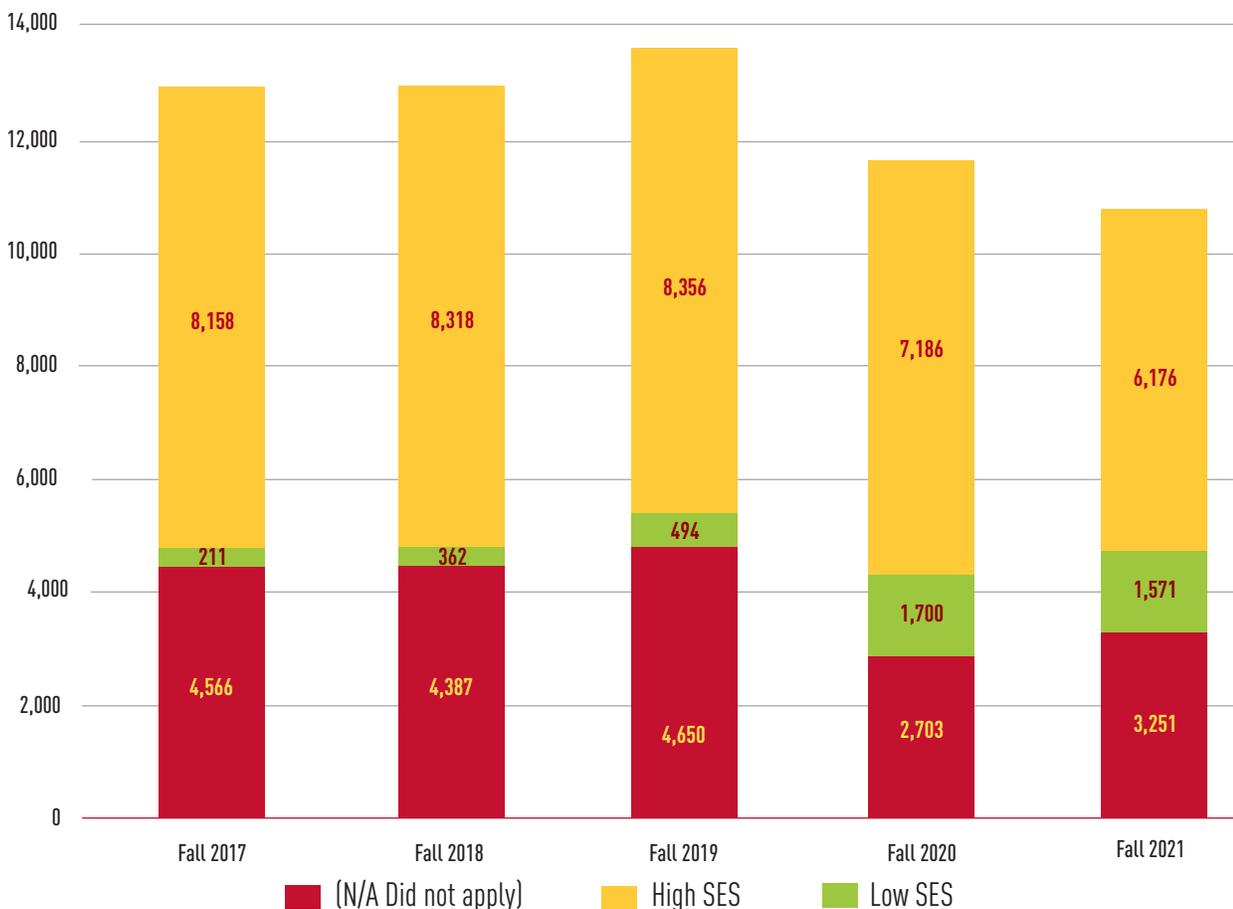
The College defines students with low socio-economic status (SES) as those who applied for financial aid and received a Board of Governors (BOG) Waiver A or B, Supplemental Educational Opportunity Grant (SEOG), and Pell Grant. Students of high socioeconomic status are those who applied for financial aid and did not receive a BOG A or B, SEOG, or Pell Grant. Between fall 2017 and 2021, the number of students of low socio-economic status and those who did not apply for financial aid decreased, while the number of students from high socioeconomic levels increased (see *Table B13* and *Figure B14*). In the fall of 2021, 56% of students attending College of the Desert were from low socio-economic households, while 14% were from high socio-economic households. The remaining 30% did not apply for financial aid in the fall of 2021.

Table B13. Student Headcount by Socio-Economic Status

Socio-Economic Status	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
High SES	211	2%	362	3%	494	4%	1,700	15%	1,571	14%
Low SES	8,158	63%	8,318	64%	8,356	62%	7,186	62%	6,176	56%
N/A (Did not apply)	4,566	35%	4,387	34%	4,650	34%	2,703	23%	3,251	30%
Total	12,935	100%	13,067	100%	13,500	100%	11,589	100%	10,998	100%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B14. Student Headcount by Socio-Economic Status



Source: California Community Colleges Chancellor's Office Management Information Systems



Service Area of Residence

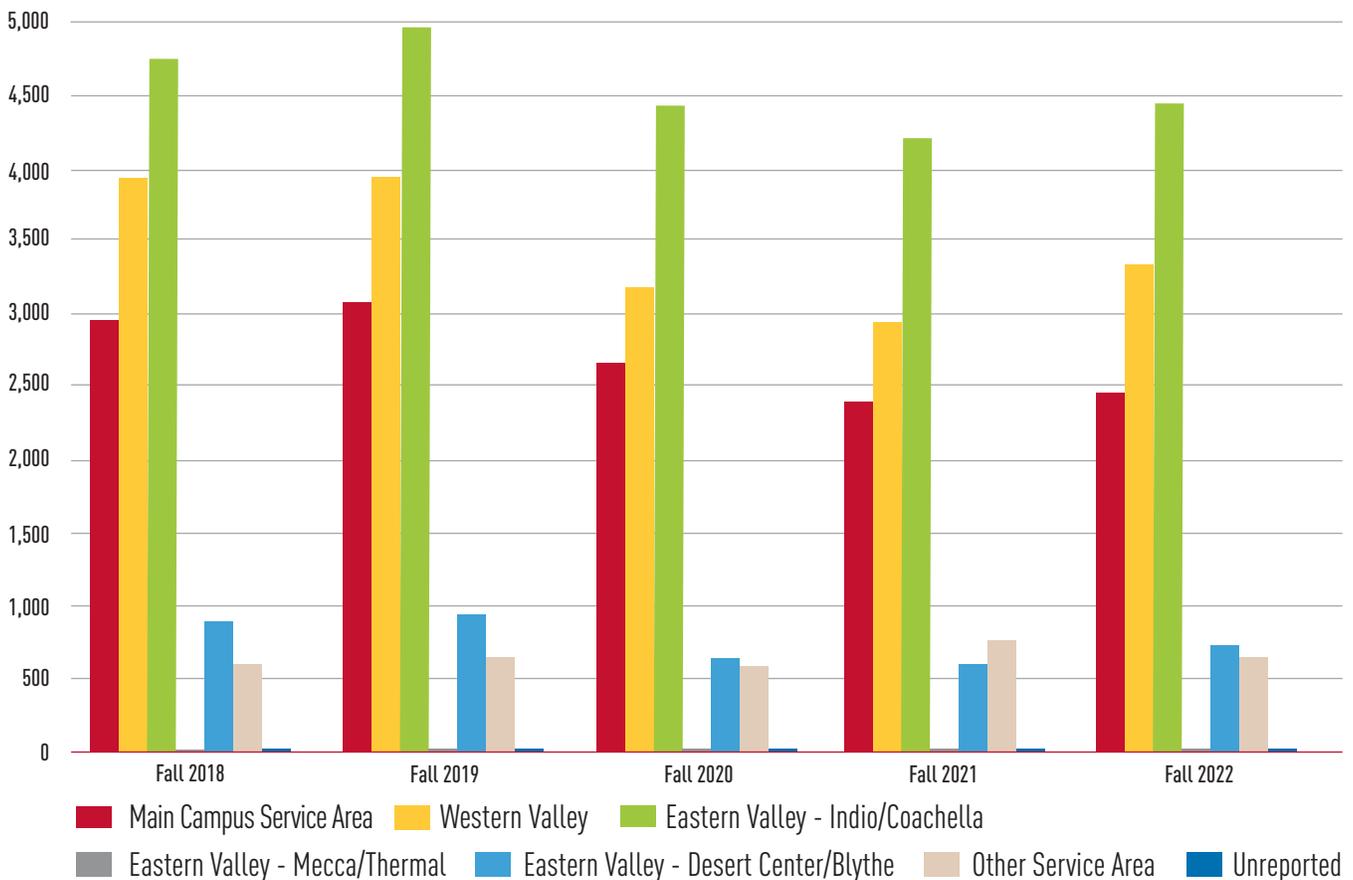
In the fall of 2022, 50% of College of the Desert students resided in the western Coachella Valley, including Cathedral City, Palm Springs, Desert Hot Springs, Mountain Center, Whitewater, and other areas near the main campus. Another 44% resided in the eastern Coachella Valley, including Indio, Coachella, Desert Center, Blythe, Mecca, and Thermal. Approximately 23% of the College's students lived close to the College's main Palm Desert campus (Palm Desert, Indian Wells, Rancho Mirage, Bermuda Dunes, etc.). The remaining 77% commuted to the main campus or took classes at the College's center in Indio or other satellite locations. A detailed breakdown of student headcount by service area residence is provided in *Table B14* and *Figure B15*.

Table B14. Student Headcount by Service Area of Residence

Service Area of Residence	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Main Campus Service Area	2,944	23%	3,029	22%	2,638	23%	2,382	22%	2,460	21%
Western Valley	3,972	30%	3,957	29%	3,182	27%	2,977	27%	3,350	29%
Eastern Valley - Indio/Coachella	4,717	36%	4,985	37%	4,406	38%	4,183	38%	4,458	38%
Eastern Valley Mecca/Thermal	866	7%	901	7%	687	6%	637	6%	716	6%
Eastern Valley - Desert Center/Blythe	16	0%	15	0%	15	0%	20	0%	24	0%
Outside Service Area	550	4%	605	4%	635	5%	742	7%	686	6%
Unknown/Unreported	2	0%	8	0%	26	0%	57	1%	48	0%
Total	13,067	100%	13,500	100%	11,589	100%	10,998	100%	11,742	100%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B15. Student Headcount by Service Area of Residence



Source: California Community Colleges Chancellor's Office Management Information Systems



Course Selection Offerings

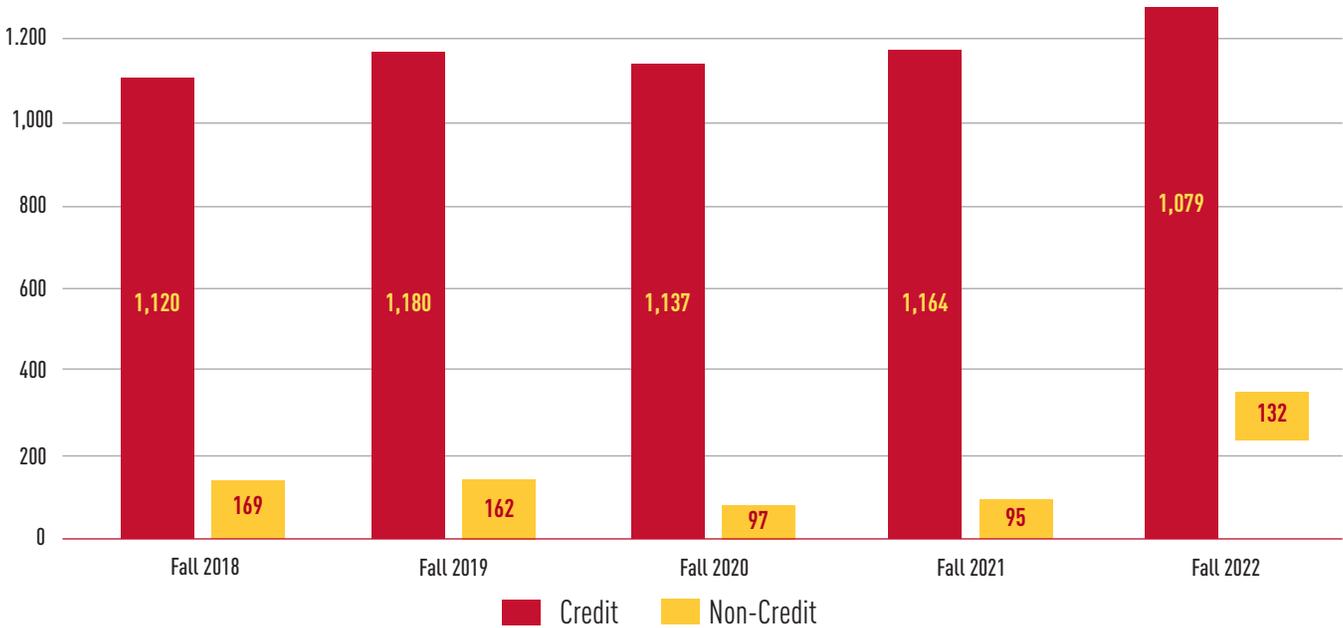
Between fall 2018 and 2022, the College experienced a 6% decrease in overall course section offerings. Non-credit offerings had more significant decreases across the five years but also experienced an increase of 39% post-pandemic (see *Table B15* and *Figure B16*).

Table B15. Credit and Non-Credit Course Offerings by Year

Credit / Non Credit	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Credit	1,120	87%	1,180	88%	1,137	92%	1,164	92%	1,079	89%
Non-Credit	169	13%	162	12%	97	8%	95	8%	132	11%
Total	1,289	100%	1,342	100%	1,234	100%	1,259	100%	1,211	100%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B16. Credit and Non-Credit Course Offerings by Year



Source: California Community Colleges Chancellor's Office Management Information Systems

Course Success and Retention by Course Delivery Method

Between fall 2018 and 2022, the College's course success rate in credit and non-credit courses increased overall (See *Table B16* and *Figure B17*). In-person courses increased the course success rate by 2.5% and distance education by 2%. The courses delivered in person consistently maintained higher success rates than courses delivered through distance education.

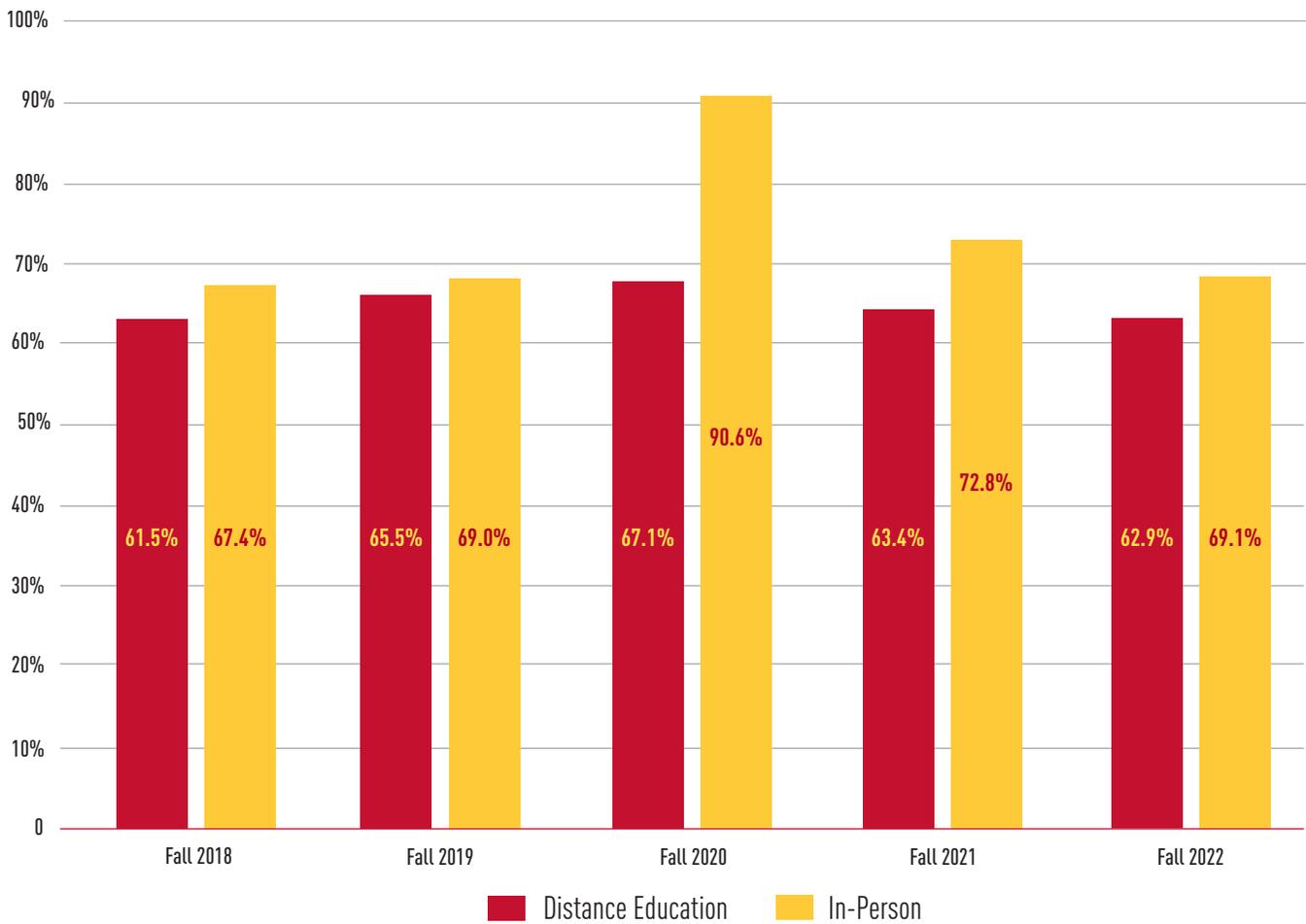


Table B16. Course Success by Delivery Method

Course Delivery Method	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Distance Education	61.5%	65.5%	67.1%	63.4%	62.9%
In-Person	67.4%	69.0%	90.6%	72.8%	69.1%

Source: California Community Colleges Chancellor's Office Management Information Systems

Figure B17. Course Success by Delivery Method

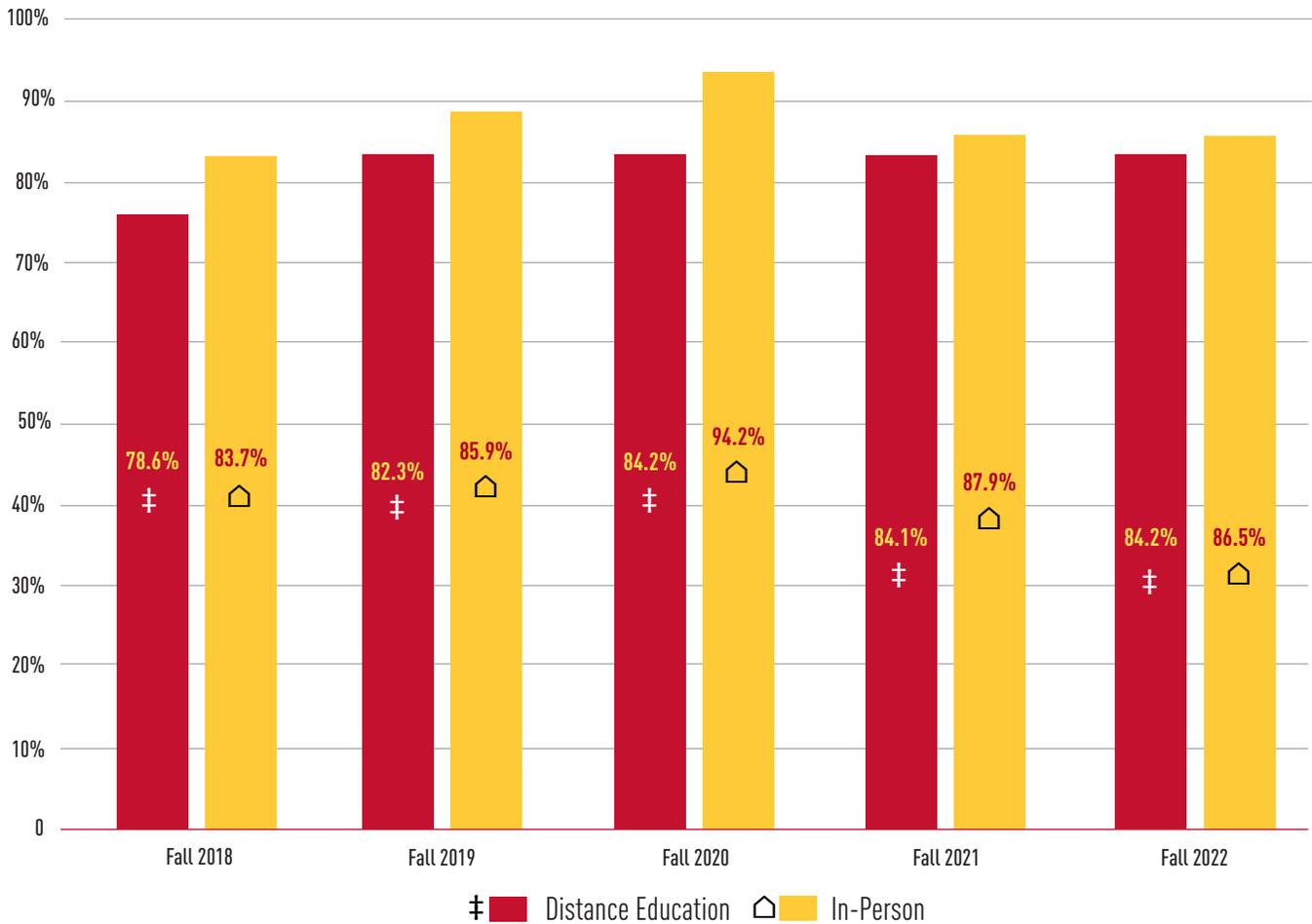


Source: California Community Colleges Chancellor's Office Management Information Systems



Between Fall 2018 and 2022, course success and course retention rates have increased. In-person retention has increased by 3%, while course retention in distance education courses has surged by 7%. It's worth noting that courses delivered in person consistently maintained higher retention rates when compared to those delivered via distance education (see *Figure B18*).

Figure B18. Course Retention by Delivery Method



Source: California Community Colleges Chancellor's Office Management Information Systems



Employee Demographics

Employee Category

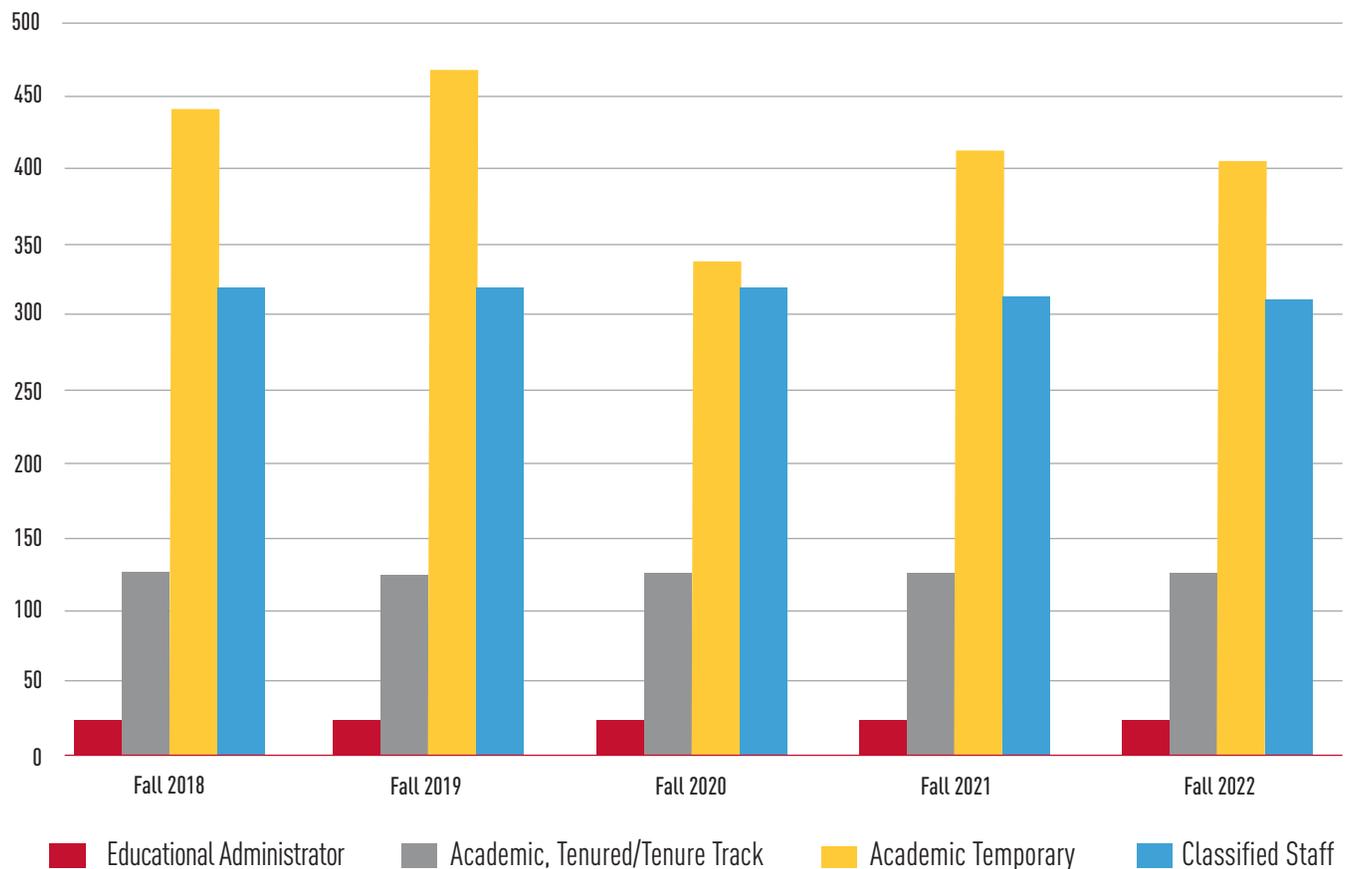
In the fall of 2022, the most extensive employee group of the College was adjunct faculty (academic temporary), representing 46% of employees. The next largest employee group was the classified staff (classified support), representing 35% of employees. Academic Tenured/Tenure-Track faculty represented 16% of employees, and educational administrators represented 3% (see *Table B17* and *Figure B19*).

Table B17. Employee Headcount by Category

Employee Category	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Educational Administrator	23	2%	23	2%	25	3%	23	3%	25	3%
Academic, Tenured/Tenure Track	131	14%	138	15%	138	16%	140	16%	137	16%
Academic Temporary	449	49%	465	49%	343	41%	418	47%	401	46%
Classified Staff	322	35%	324	34%	332	40%	314	35%	303	35%
Total	925	100%	950	100%	838	100%	895	100%	866	100%

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

Figure B19. Employee Headcount by Category



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



Employee Gender

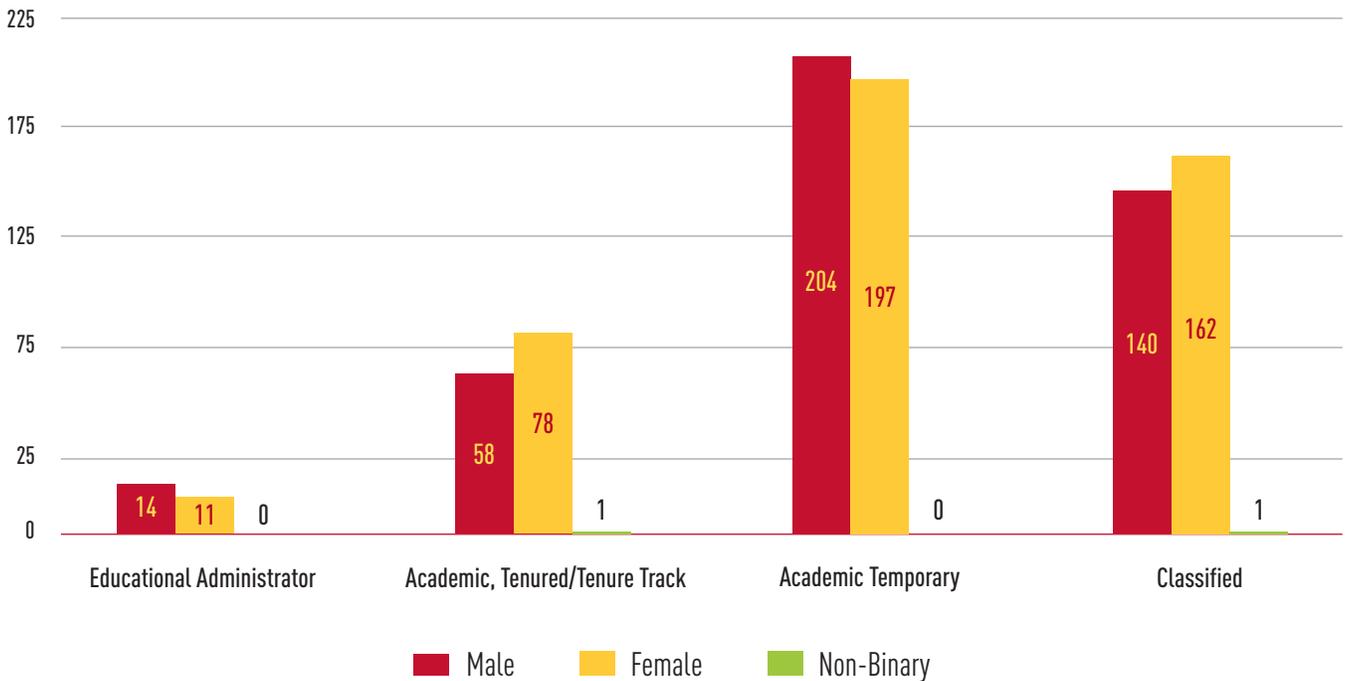
The College employs more male than female adjunct faculty (Academic Temporary) and educational administrators. For the tenured/tenure-track faculty and classified, there are more females than males, which mirrors the student population demographics (see *Table B18* and *Figure B20*).

Table B18. Employee Headcount by Category by Gender, Fall 2022

Employee Gender	Educational Administrator	Academic, Tenured/Tenure Track	Academic Temporary	Classified
Male	14	58	204	140
Female	11	78	197	162
Non-Binary	0	1	0	1
Total	25	137	401	303

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

Figure B20. Employee Headcount by Category by Gender, Fall 2022



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



Employee Ethnicity

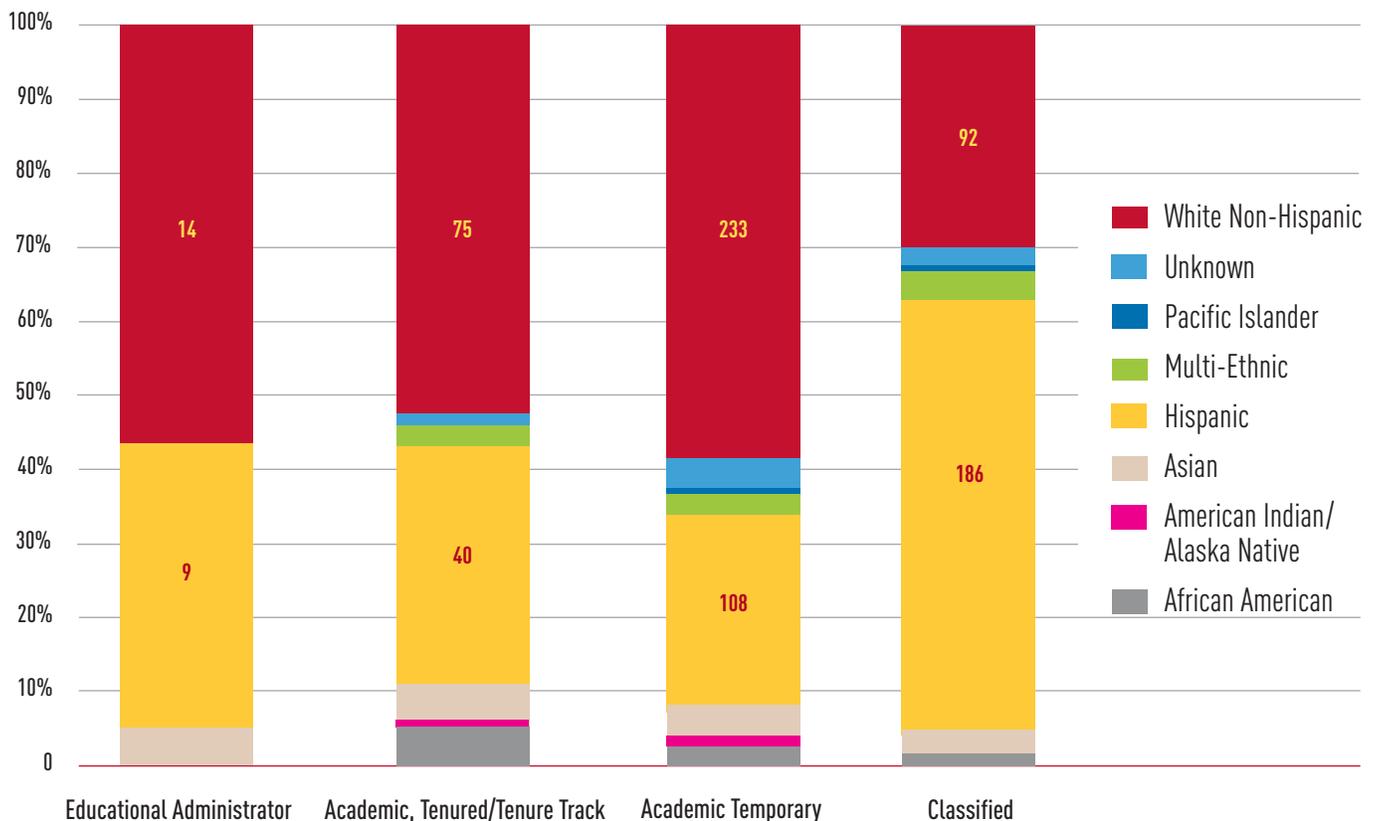
For all adjunct faculty, tenured/tenure track faculty, and educational administrators, the majority ethnic group is white. For classified employees, the majority ethnic group is Hispanic, mirroring the student population, where the majority ethnic group is Hispanic and White Non- Hispanic (see *Table B19* and *Figure B21*).

Table B19. Employee Headcount by Category by Ethnicity/Race, Fall 2022

Employee Gender	Educational Administrator	Academic, Tenured/Tenure Track	Academic Temporary	Classified
African American	0	8	14	5
American Indian/ Alaska Native	0	1	2	0
Asian	2	5	17	7
Hispanic	9	40	108	186
Multi-Ethnicity	0	5	9	8
Pacific Islander	0	0	2	1
Unknown	0	3	16	4
White Non-Hispanic	14	75	233	92

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

Figure B21. Employee Headcount by Category by Ethnicity/Race, Fall 2022



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



Desert Community College District (DCCD) Service Area

District Demographics by Ethnicity/Race

In the DCCD area, the predominant demographic comprises Hispanic/Latino residents, constituting a slightly higher percentage than the broader Riverside County. Following are White residents, representing 39% of the service area, surpassing that of Riverside County. Hispanic/Latino and White residents collectively represent 91% of the DCCD's area population (see *Tables B20 through B22*). Smaller yet notable segments of the community include residents of Asian, Black/African American, Two or more races, and American Indian and Alaska Native backgrounds. Indio, Coachella, and Cathedral City populations are predominantly Hispanic/Latinx.

Table B20. DCCD Service Area Cities and Riverside County Population by Ethnicity

Ethnicity/Race	DCCD Service Area Cities		Riverside County	
African American	12,940	3%	146,145	6%
American Indian/Alaska Native	1,662	0%	8,563	0%
Asian	13,351	3%	158,546	7%
Hispanic/Latino	209,236	52%	1,211,185	50%
Multi-Ethnicity	7,670	2%	70,535	3%
Pacific Islander	493	0%	6,302	0%
Unknown	852	0%	7,083	0%
White Non-Hispanic	157,198	39%	800,972	33%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"

Table B21. DCCD Service Area Cities Population by Ethnicity

City	American Indian & Alaska Native	Asian	African American	Hispanic	Pacific Islander	Other	Two or More Races	White
Blythe	123	406	2,157	10,400	65	59	530	4,385
Cathedral City	228	3,267	1,034	30,508	72	63	828	15,836
Coachella	49	78	234	40,676	13	50	53	970
Desert Center	-	-	2	20	-	-	10	256
Desert Hot Springs	413	926	2,496	18,895	4	22	800	8,432
Indian Wells	-	132	137	180	14	6	42	4,316
Indio	83	1,614	2,391	58,935	93	159	1,260	24,007
La Quinta	63	1,284	576	14,177	89	119	1,017	20,521
Mecca	-	-	-	4,380	-	-	71	-
Mountain Center	-	-	-	-	-	-	-	35
Palm Desert	157	2,580	1,401	11,103	46	282	1,260	33,892
Palm Springs	343	2,239	2,118	10,938	88	90	1,050	27,933
Rancho Mirage	130	791	278	2,217	9	2	223	13,479
Thermal	-	1	1	1,183	-	-	-	13
Thousand Palms	73	4	20	5,098	-	-	140	2,717
Whitewater	-	29	95	526	-	-	26	406
DCCD Service Area Total	1,662	13,351	12,940	209,236	493	852	7,670	157,198

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"



Table B22. Riverside County and California State Population by Ethnicity

City	American Indian & Alaska Native	Asian	African American	Hispanic	Pacific Islander	Other	Two or More Races	White
Riverside County	8,563	158,546	146,145	1,211,185	6,302	7,038	70,535	800,792
CA Statewide	124,341	5,802,086	2,128,184	15,593,787	134,692	149,096	1,413,870	14,109,297

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Hispanic or Latino and Race"

District Demographics by Age

Desert Community College District (DCCD) Service Area

In the DCCD area, most residents are Hispanic/Latino, slightly higher than in Riverside County. This is followed by White residents representing 39% of the service area, 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. Many Hispanic/Latino residents live in Cathedral City, Coachella, and Indio (see *Table B23*). The largest age group in the DCCD area is 55 and older, which is higher than in Riverside County. The second largest age group is the 20 and younger group, representing 26% of the residents under the Riverside County age group. Most of the 55 and older group live in Indio, Palm Desert, and Palm Springs. Most of the 20 and under age group live in Cathedral City, Coachella, and Indio. There is a slightly higher male population than in Riverside County in the DCCD service area. (see *Tables B27* and *B28*).

Table B23. DCCD Service Area Cities and Riverside County Population by Ethnicity Source

Ethnicity/Race	DCCD Service Area Cities		Riverside County	
African American	12,940	3%	146,145	6%
American Indian/Alaska Native	1,662	0%	8,563	0%
Asian	13,351	3%	158,546	7%
Hispanic/Latino	209,236	52%	1,211,185	50%
Multi-Ethnicity	7,670	2%	70,535	3%
Pacific Islander	493	0%	6,302	0%
Unknown	852	0%	7,083	0%
White Non-Hispanic	157,198	39%	800,972	33%
Total	403,402	100%	2,409,331	100%

American Community Survey, 2015 - Table DP05



Table B24. DCCD Service Area and Riverside County Population by Age

Age	DCCD Service Area Cities		Riverside County	
Less than 20	81,825	20%	674,768	28%
20 to 24	21,082	5%	161,765	7%
25 to 34	51,550	13%	333,166	14%
35 to 44	46,146	11%	316,169	13%
45 to 54	49,425	12%	298,690	12%
55 or older	153,374	38%	624,773	26%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

Table B25. DCCD Service Area Cities Population by Age

City/Area	Less than 20	20 to 24	25 to 34	35 to 44	45 to 54	55 or older
Blythe	3,779	1,447	3,641	3,247	2,300	3,711
Cathedral City	12,457	3,077	6,614	6,367	6,367	16,746
Coachella	9,366	2,679	7,803	6,438	6,438	9,302
Desert Center	22	3	6	18	6	233
Desert Hot Springs	9,698	2,234	4,100	4,068	3,722	8,166
Indian Wells	259	70	236	138	239	3,885
Indio	20,508	4,834	12,320	11,674	11,059	28,147
La Quinta	7,809	1,944	3,959	3,041	4,814	16,279
Mecca	486	147	853	453	786	1,726
Mountain Center	-	-	-	-	-	35
Palm Desert	8,303	2,194	5,262	4,432	4,705	26,185
Palm Springs	4,505	1,755	4,318	3,989	6,316	23,916
Rancho Mirage	1,581	169	1,080	855	1,650	11,794
Thermal	221	113	147	93	310	314
Thousand Palms	2,552	348	1,046	863	562	2,681
Whitewater	279	68	165	165	151	254
DCCD Service Area Total	81,825	21,082	51,550	46,146	49,425	153,374

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

Table B26. Riverside County and California State Population by Age

	Less than 20	20 to 24	25 to 34	35 to 44	45 to 54	55 or older
Riverside County	674,768	161,756	333,166	316,169	298,690	624,773
CA Statewide	10,031,434	2,626,849	5,941,622	5,341,049	5,043,403	10,470,996

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"



District Demographics by Gender

Table B27. DCCD Service Area and Riverside County Population by Gender

Gender	DCCD Service Area Cities		Riverside County	
Female	207,624	51%	1,207,397	50%
Male	195,778	49%	1,201,934	50%
Total	403,402	100%	2,409,331	100%

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

Table B28. DCCD Service Area Cities Population by Gender

City	Male	Female
Blythe	12,374	5,751
Cathedral City	26,561	25,275
Coachella	20,583	21,540
Desert Center	158	130
Desert Hot Springs	15,886	16,102
Indian Wells	2,280	2,547
Indio	43,651	44,891
La Quinta	19,248	18,598
Mecca	2,247	2,204
Mountain Center	15	20
Palm Desert	23,995	27,086
Palm Springs	26,821	17,978
Rancho Mirage	8,782	8,347
Thermal	250	948
Thousand Palms	4,147	3,905
Whitewater	626	456
DCCD Service Area Total	207,624	195,778
Riverside County	1,207,397	1,201,934
CA Statewide	19,714,044	19,741,309

Source: American Community Survey 2021, 5-Year Estimate, Table DP05, Section "Sex and Age"

District Demographics by Educational Attainment

Out of residents who are 25 years of age or older living in the DCCD area, only 26% have a bachelor's degree or higher. At least one out of every two residents of Indian Wells have a bachelor's degree or higher. Eastern Coachella Valley degree attainment levels, particularly in Thermal and Mecca, are in stark contrast to Western Valley levels, with no individuals 25 years or older in the category of a bachelor's degree or higher. Additionally, only 4% of Coachella city residents in the same age category and only 7% in Blythe hold a bachelor's degree or higher (see *Table B29*).



Table B29. DCCD Service Area, Riverside County, and Statewide Population Educational Attainment, Adults Aged 25 and Older

	DCCD Service Area Cities		Riverside County		CA Statewide	
Population Age 25+	300,495		1,572,798		26,797,070	
Not HS Grad	54,421	18%	267,525	17%	4,236,035	16%
HS Grad	82,136	27%	423,504	27%	5,477,154	20%
Some college, no degree	65,064	22%	378,894	24%	5,496,578	21%
Associate Degree	20,809	7%	132,743	8%	2,135,865	8%
Bachelor's degree or Higher	78,065	26%	370,132	24%	9,451,438	35%

Source: American Community Survey 2021, 5-Year Estimate, Table S1501, Section "Age by Educational Attainment, Population 25 years and over"

More than half of the residents that are 25 years of age or older living in Mecca and a staggering 79% in Thermal did not graduate from high school compared to 18% in the DCCD service area, 17% in Riverside County, and 16% statewide. Cities with higher educational attainment (an associate degree or higher) are Indian Wells (65%), Desert Center (64%), Rancho Mirage (51%), and Palm Springs (51%). Cities where educational attainment of an associate degree or higher is lower than Riverside County's average (32%) include Mecca (0%), Thermal (1%), Coachella (6%), Mountain Center (14%), Blythe (15%), Desert Hot Springs (22%), Indio (24%), Thousand Palms (27%), Whitewater (28%), and Cathedral City (31%). Table B30 provides educational attainment data by DCCD service area cities.

Table B30. DCCD Service Area Cities, Riverside County, and Statewide Population Educational Attainment, Adults Age 25 and Older

City	Population Age 25+	Not HS Grad	HS Grad	Associate Degree	Bachelor's Degree Higher
Blythe	12,899	31%	27%	7%	7%
Cathedral City	36,302	21%	27%	7%	24%
Coachella	30,078	40%	44%	2%	4%
Desert Center	263	3%	13%	11%	53%
Desert Hot Springs	20,056	23%	33%	7%	14%
Indian Wells	4,498	2%	16%	10%	55%
Indio	63,200	20%	35%	6%	18%
La Quinta	28,093	8%	22%	10%	35%
Mecca	3,818	68%	28%	0%	0%
Mountain Center	35	0%	14%	0%	14%
Palm Desert	40,584	7%	19%	9%	39%
Palm Springs	38,584	8%	17%	8%	43%
Rancho Mirage	15,379	6%	16%	7%	44%
Thermal	864	79%	16%	1%	0%
Thousand Palms	5,125	17%	32%	8%	20%
Whitewater	735	23%	24%	9%	19%
Riverside County	1,572,798	17%	27%	8%	24%
CA Statewide	26,797,070	16%	20%	8%	35%

Source: American Community Survey 2021, 5-Year Estimate, Table S1501, Section "Age by Educational Attainment, Population 25 years and over"



DCCD Demographics, Socio-Economic

Almost a quarter of the families with related children under 18 years of age live below the poverty level in the DCCD service area, which is a significantly higher rate than in Riverside County and California (see *Table B31*).

Table B31. DCCD Service Area, Riverside County, and Statewide Population Below Poverty Level

Family Type	DCCD Service Area	Riverside County	CA Statewide
All Families	14%	9%	9%
Families with related children under 18 years	24%	13%	13%

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Percentage of Families and People whose Income in the Past 12 Months is Below the Poverty Level"

In the DCCD service area, there are many communities with families and families with related children under 18 years of age who live below the poverty level. The statistic is especially alarming for Thermal, where 75% of families with related children under 18 years of age live below the poverty level (see *Table B32*).

Table B32. DCCD Service Area Cities and Riverside County Populations Below Poverty Level

City	All families	Families with related children under 18 years
Blythe	17.6%	27.7%
Cathedral City	12.7%	21.8%
Coachella	12.7%	17.1%
Desert Center	0%	0%
Desert Hot Springs	22.4%	30.6%
Indian Wells	5.5%	0%
Indio	10.2%	20.1%
La Quinta	6.6%	13.8%
Mecca	19.2%	20.2%
Mountain Center	0%	-*
Palm Desert	9.9%	21.5%
Palm Springs	9.0%	21.4%
Rancho Mirage	8.1%	31%
Thermal	44.6%	75.2%
Thousand Palms	11.5%	9.8%
Whitewater	27.4%	48.9%
DCCD Service Area Average	13.6%	24%
Riverside County	9.1%	12.9%
CA Statewide	8.7%	12.9%

*The estimate could not be computed because there was insufficient sample for a ratio of median estimates. One or both median estimates fall in an open-ended distribution's lowest or highest interval. For a 5-year median estimate, the margin of error associated with a median was more significant than the median itself.

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Percentage of Families and People whose Income in the Past 12 Months is Below the Poverty Level"



DCCD Labor Market Data

Largest Industries

The table below shows the largest industries in the DCCD service area cities. The top five industries include 1) educational services, and health care and social assistance; 2) arts, entertainment, and recreation, and accommodation and food services; 3) professional, scientific, and management, and administrative and waste management services; 4) retail trade, and 5) construction. The top five industries represent over 117,000 employed civilians 16 years and older (see *Table B33*).

Table B33. DCCD Service Area Largest Industry Sectors

Industry	DCCD Service Area (Number of Civilian Employed Population 16 years+)
Educational services, health care, and social assistance	32,632
Arts, entertainment, recreation, accommodation and food services	28,587
Professional, scientific, management, administrative, and waste management services	21,597
Retail trade	21,160
Construction	13,764
Other services, except public administration	11,592
Finance and insurance, and real estate and rental and leasing	8,641
Transportation and warehousing, and utilities	8,037
Manufacturing	6,393
Public administration	6,076

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Industry"

High Growth Occupations

The top five occupations in the DCCD service area include 1) management, business, science, and arts occupations, 2) service 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 represent nearly 169,000 civilian employed population of 16 years and older (See *Tables B34* and *B35*).

Table B34. DCCD Service Area High-Growth Occupations

Occupation	DCCD Service Area (Number of Civilian Employed Population 16 years+)
Management, business, science, and arts	51,035
Service	45,021
Sales and office	37,230
Natural resources, construction, and maintenance	20,145
Production, transportation, and material moving	15,500

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Occupation"



Table B35. DCCD Service Area Cities High-Growth Occupation

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	894	1,241	1,037	554	537
Cathedral City	6,344	7,447	4,777	2,110	2,277
Coachella	2,881	6,743	4,212	4,601	2,505
Desert Center	19	7	7	9	6
Desert Hot Springs	2,330	4,153	2,912	1,960	1,406
Indian Wells	1,102	89	308	45	71
Indio	10,094	10,640	8,819	5,491	4,141
La Quinta	6,101	3,284	3,534	1,478	840
Mecca	63	552	252	944	453
Mountain Center	-	-	20	-	-
Palm Desert	8,714	4,464	5,290	1,135	964
Palm Springs	8,679	4,114	3,829	1,139	1,383
Rancho Mirage	3,157	919	1,314	169	389
Thermal	12	148	81	159	58
Thousand Palms	509	1,154	715	323	384
Whitewater	136	66	123	28	86
Service Area	51,035	45,021	37,230	20,145	15,500

Source: American Community Survey 2021, 5-Year Estimate, Table DP03, Section "Occupation"

Institutional Set Standards

At College of the Desert, the Data Evaluation Subcommittee monitors the Institution-Set Standards (ISS) and reports results to the College Planning Council. The College establishes ISS for successful course completion (course success) rate, number of degrees, number of certificates, and transfer to four-year universities as the average of five years of data plus two standard deviations as the aspirational goal and the average of five years of data minus two standard deviations as the floor goal (See *Table B36*). If either goal for the current year is lower than the previous year, the College considers the goal from the previous year. The benchmarking process compares institutional performance in the most recent year to five-year moving averages. In addition, the College reports its ISS annually to the Accrediting Commission in the College's Annual Report.

Table B36. Institutional Set Standards

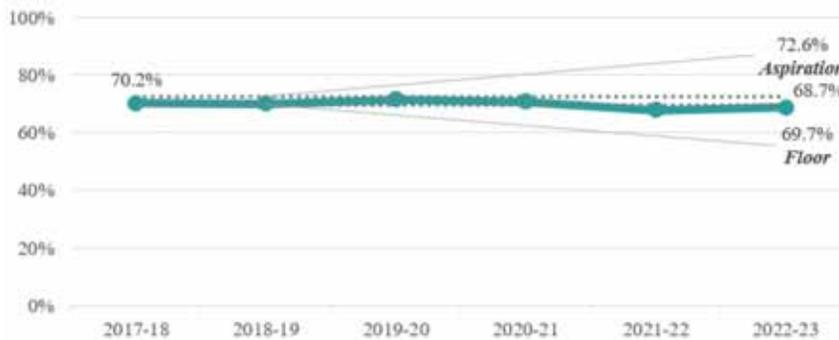
	2017-18	2018-19	2019-20	2020-21	2021-22
Success Rate	70.2%	70.1%	71.4%	70.7%	67.7%
Degrees	946	1,020	1,299	1,324	1,301
Certificates	212	201	215	180	781
Transfers	665	739	837	777	670

Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



The 2022-2023 benchmarks established for course success rate ISS was 69.7% as floor and 72.6% as aspiration. The goal monitoring shows a 68.7% success rate below the set floor. Post-COVID pandemic, the success rates are showing modest improvement, with 68.7% in 2022-23 compared to 67.7% in the prior year. With the onset of COVID-19, approximately half of the College courses were shifted to distance education. While the California Community Colleges Chancellor's Office's definition of Course Success Rate only includes credit courses, the College also reviews its Course Success Rate by including non-credit courses and disaggregating data by course delivery method (see *Table B16* and *Figure B17*). As a part of the program review, program faculty leads evaluate course success rates disaggregated by various modalities. Similarly, the Data Evaluation Subcommittee assesses disaggregated course success data by the course teaching modality, course length, and student demographic characteristics as applicable. The Data Evaluation Subcommittee submits formal reports of ISS goals to the College Planning Council (CPC). The College submitted the most recent report to CPC on ISS goals and the status and benchmarks of Vision for Success goals on February 25, 2022, and included data from 2016-2017 through 2020-2021. The Data Evaluation Subcommittee scheduled the review of the 2021-2022 and 2022-2023 data for the October 2023 meeting, where the subcommittee will forward their recommendations to the CPC (See *Figure B22*).

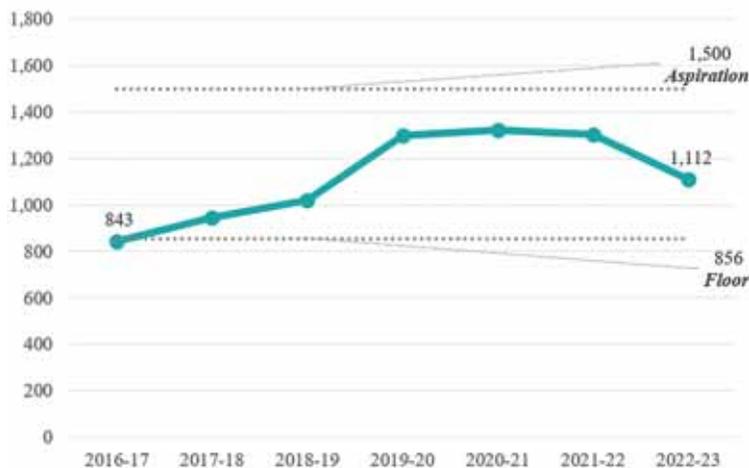
Figure B22. Institutional Set Standard - Success Rate



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

The 2022-2023 benchmarks established for the number of students who earned degrees, including associate degrees of arts, associate degrees of sciences, and associate degrees for transfer, are 856 students as the floor and 1,500 as the aspiration goal. *Figure B23* details the College's degrees awarded 1,112 in 2022-2023.

Figure B23. Institutional Set Standard – Number of Students who earned AA/AS Degrees Awarded, including ADTs



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart



Presentation of Student Achievement Data and Institution-Set Standards

The 2022-2023 benchmarks established for students who earned certificates include a floor goal of 137 students and an aspiration goal of 249 students. College of the Desert awarded 979 students with certificates in 2022-2023, above its aspiration goal. Guidance from the state required the College to notate general education completions on student transcripts, impacting the number of students who earned certificates total in 2021-2022 (See *Figure B24*).

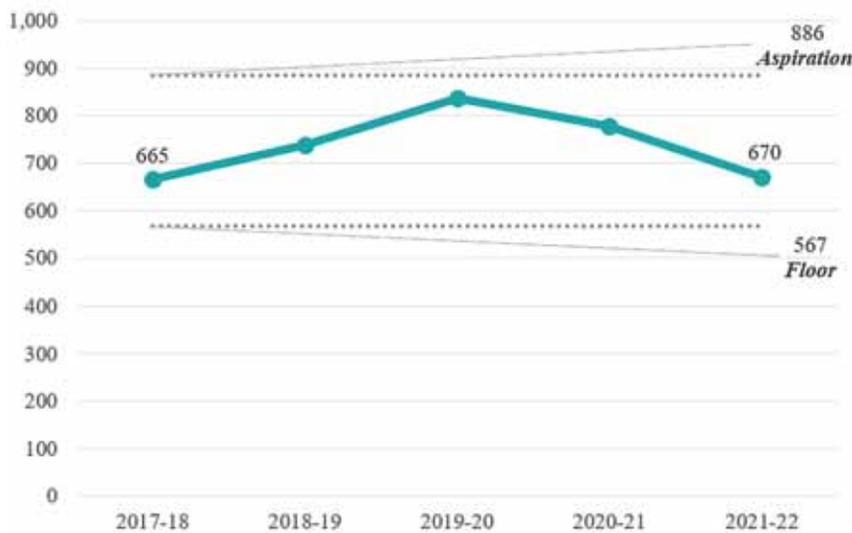
Figure B24. Institutional Set Standard – Number of Students Who Earned Certificates



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart

The 2021-2022 benchmarks established for the transfer ISS include a floor goal of 567 transfers and an aspiration goal of 886 transfers. In 2021-2022, there were 670 transfers, which was above the floor goal (See *Figure B25*).

Figure B25. Institutional Set Standard – Transfer



Source: California Community Colleges Chancellor's Office Management Information Systems, Data Mart, Transfer Volume to In-State Private and Out of State Baccalaureate Granting Institutions; University of California Transfers; California State University Transfers.

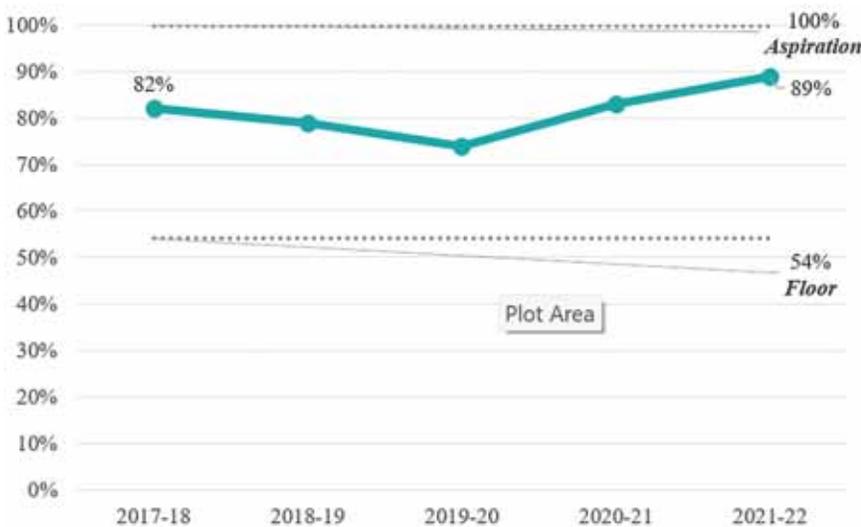


In the 2022-2023 academic year, the Data Evaluation Subcommittee plans to reevaluate the institutional set standards in alignment with the new ACCJC standards. In addition, the committee will continue to regularly review disaggregated ISS data for a meaningful analysis of the College’s progress toward its aspirational goals.

Licensure Pass Rates

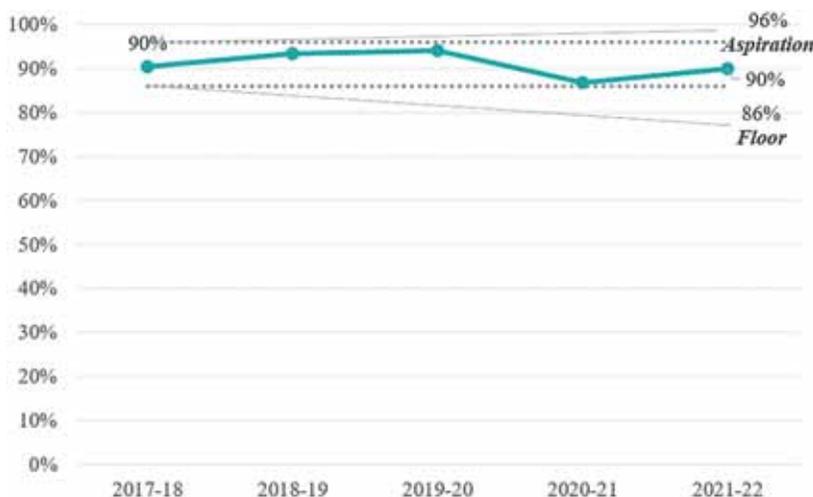
In addition to the core ISS, the College annually reviews and submits the licensing pass rates via the ACCJC annual reports. Similar to the ISS, the LVN, and the RN exam pass rates include floor and aspiration benchmarks. The LVN pass rate floor is 54%, and the aspiration is 100%. Over the past five years, the LVN pass rate averaged 81%. From 2017-18 to 2021-22, the LVN pass rate increased by 8.5%. The RN exam sets the pass rate floor at 86% and the aspiration at 96%. The RN pass rates fluctuated over five years, with an average pass rate of 91%—Figures B26 and B27 below detail the LVN and RN licensure exam pass rates.

Figure B26. LVN Pass Rates



Source: Dept of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians, VN Program Pass Rates

Figure B27. RN Pass Rates



Source: CA Board of Registered Nursing, NCLEX-RN Pass Rates



Job Placements in Career Technical Education

College of the Desert reports the employment rates for Career and Technical Education students in programs where the number of students who complete the program is at least 10. Between 2016-2017 and 2020-2021, in programs with at least ten completers, programs that experienced increases in job placement rates include accounting (25%), licensed vocational nursing (18%), business administration (13%), child development and early care and education (5%), and culinary arts (4%). The College noted decreases in turfgrass technology (-19%), environmental control technology (-18%), automotive technology (-10%), and a slight decrease in alcohol and controlled substance programs (-1%) (See *Table B37*).

Table B37. Job Placement in Career Technical Education

TOP Code	TOP Title	2016-17	2017-18	2018-19	2019-20	2020-21
010900	Horticulture	90%	78%	88%	74%	73%
010940	Turfgrass Technology				90%	92%
020100	Architecture and Architecture Technology	70%	67%	75%		
050100	Business and Commerce, Gen.				70%	
050200	Accounting	74%	73%	77%	84%	92%
050500	Business Administration	78%	88%	78%	73%	88%
051400	Office Tech./Computer App.					83%
060200	Journalism			55%	64%	
061460	Computer Graphics	76%	79%	75%	69%	
070200	Computer Information Systems	67%		62%	80%	
094600	Environmental Control Technology	75%	73%	85%	88%	62%
094800	Automotive Technology	79%	89%	86%	68%	71%
123010	Registered Nursing	81%	97%	96%	97%	90%
123020	Licensed Vocational Nursing	81%	86%	93%	100%	96%
123030	Certified Nurse Assistant				83%	
130500	Child Development/Early Care and Education	74%	83%	91%	77%	78%
130630	Culinary Arts	72%	88%	84%	95%	75%
210440	Alcohol and Controlled Substance	78%	88%	63%	69%	77%
210500	Administration of Justice	86%	89%	77%	87%	92%
210550	Police Academy	85%	92%	100%	93%	
213300	Fire Technology	80%		92%		
213350	Fire Academy	100%	89%			

Source: Perkins Data



Vision for Success Goals

The Data Evaluation Subcommittee monitors the College’s Vision for Success goals and forwards the monitored goals to the College Planning Council. Vision for Success goals included achieving the set goals within five years. For the goal of completion, the College aimed to increase the number of students completing by 20% from the baseline year 2016-2017. The completion metrics include increasing the number of students earning degrees, credit certificates approved by CCCCCO, and overall awards (vision goal). For the second transfer goal, the College aimed for a 35% increase from the baseline of 2016-2017 for associate degrees for transfer and the baseline year of 2015-2016 for the number of transfers. The transfer metrics include increasing the number of students earning associate degrees for transfer and the number of transfers to UC/CSU. For the third goal, the College aimed to decrease the average units accumulated by associate degree earners to 79 from the baseline year 2016-2017. For the fourth workforce goal, the College aimed to increase the percentage of students working in their field of study by 76% from the baseline year 2015-16. Data for the number of transfers and the percentage of students working in their field of study is unavailable for 2021-2022. the College decreased the average number of units students earned from 90 during the baseline year to 82 in the most recent academic years, which is close to the goal of 79. The College surpassed its goals in the remainder of metrics where data is available (See *Table B38*).

Table B38. Vision for Success

Vision for Success Goals	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	GOAL
# of students - earned degrees (1a)	797	875	936	1,221	1,259	1,212	956
# of students - earned CR certificates (1b)	125	189	183	193	156	740	150
# of credit students - earned awards (1c)	896	1,021	1,077	1,363	1,356	1,306	1,075
# of students - earned ADTs (2a)	446	523	603	769	818	788	602
# of transfers (UC/CSU) (2b)	646	534	596	677	720		566
Average units earned for AA/AS (3)	90	90	89	84	82	82	79
% of students working in field of study (4)	60%	70%	69%	62%			76%

Source: California Community Colleges Chancellor’s Office, LaunchBoard, Student Success Metrics

The Vision for Success metrics are defined by the CCCCCO as follows:

Goal 1a Degrees: The number who earned an associate degree and had an enrollment in the selected year in the district.

Goal 1b Certificates: The number who earned a CCCCCO-approved credit certificate and had an enrollment in the selected year in the district.

Goal 1c Awards: The number of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, or CCC baccalaureate degree and had an enrollment in the selected year in the district.

Goal 2a ADTs: The number who earned an associate degree for transfer and had an enrollment in the selected year in the district.

Goal 2b Transfers: The number of students who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a CSU or UC in the subsequent year.



Goal 3 Units: Among students who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year.

Goal 4 Field of Study: Among CTE students in selected student journeys who responded to the CTE Outcomes Survey and who did not transfer to any post secondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

The California Community Colleges Chancellor’s Office also encouraged its colleges to monitor and set goals for graduates’ employment and earnings, such as wage gains or the percentage of graduates attaining a living wage. Over the past five years, the median annual earnings of all students increased by 20%, and the proportion of students who attained a living wage increased by 30%. The College monitored the additional workforce goals and presented the outcomes to the Board of Trustees in December 2019, the Assessment of Planning and Outcomes, and the Enrollment Management Subcommittees in February 2020 (See *Table B39*).

Table B39. Workforce Monitoring

Workforce Metrics	2016-17	2017-18	2018-19	2019-20	2020-21
Median annual earnings of all students	\$26,963	\$27,373	\$27,152	\$29,278	\$32,468
Students who attain the living wage	44%	45%	45%	50%	57%

Source: California Community Colleges Chancellor’s Office, LaunchBoard, Student Success Metrics

The workforce-related Vision for Success metrics are defined by the CCCC as follows: Median Earnings: Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit. Living Wage: Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit.



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24



Organization of Self-Evaluation Process

Organization of
Self-Evaluation
Process

Organization of Self-Evaluation Process

Following the previous accreditation affirmation in 2018, leadership members of the administration and Academic Senate began a collaborative effort to assemble the Accreditation Workgroup in anticipation of the following accreditation site visit in the fall of 2024. The Senate ratified the accreditation structure and faculty appointments by the end of spring 2019. Similarly, the classified staff representative was appointed by the Classified Bargaining Unit (CSEA), the student representative was appointed by the Associated Students of College of the Desert (ASCOD), and the executive leadership appointed the leadership representatives.

In the spring of 2022, the self-evaluation process for College of the Desert (COD) began with the newly formed Accreditation Workgroup under the leadership of the Administrative Co-Chair/Accreditation Liaison Officer, Dr. Sara Butler, and the Academic Senate-appointed Faculty Co-Chair, Dr. Chris Jones-Cage. Currently, the Accreditation Workgroup is led by the Administrative Co-Chair/Accreditation Liaison Officer, Val Martinez Garcia, and the recently appointed Faculty Co-Chair, Bert Bitanga.

The chairs reviewed the current accreditation standards and identified standard teams to write the Institutional Self-Evaluation Report (ISER). Each Standard Team comprises an administrator and faculty Co-Chairs with team members from administration, faculty, classified staff, and student representatives.

Team members were appointed based on expertise with 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 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 the coordination of the self-evaluation process, providing training and support to the Standard Teams, reviewing drafts, providing 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) (See *Table C1*).

Drafts were initially sent to the ALO for tracking, review, and some initial editing before being sent 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.



Table C1. Accreditation Workgroup

Accreditation Workgroup		
	Val Martinez Garcia; VP, Instruction	Accreditation Liaison Officer/ Administrative Co-Chair
	Bert Bitanga, Associate Professor, Architecture	Faculty Co-Chair
	Michael Gayle; Computer Support Specialist	Classified Staff Representative
	Kelly Merchant; President, Associated Students of COD	Student Representative
	Reid Sagara; Professor, English	Editor
	Caroline Maloney; Director, Institutional Grants	Contributor
	Dr. Jessica Enders; Director, Education Centers – East Valley	Contributor
Standard I.	Dean Papas; Dean, Communication and Humanities	Administrative Co-Chair
	Dr. Alejandro Jazan; Interim Dean, Social Sciences and Arts	Administrative Co-Chair
	Whitney Shaw; Professor, Communication Studies	Faculty Representative
	Andrea Calderon; Art Gallery Assistant	Classified Staff
Standard II.A.	Jeff Baker; VP, Student Services	Administrative Co-Chair
	Dr. Corbyn Wild; Assoc. Professor, English	Faculty Co-Chair
	Kristie Camacho; Asst. Professor, English	Faculty Representative
	Roxanne Brazell; Curriculum and Catalog Specialist	Classified Staff
Standard II.B.	Gary Plunkett; Dean, Health Sciences and Education	Administrative Co-Chair
	Donna Greene; Distance Ed. and Instructional Design Coord.	Faculty Co-Chair
	Jin-An Dunning; Asst. Professor, Library and Information Studies	Faculty Representative
	Dr. Daniel Aucutt; Director, Tutoring and Academic Skills Center	Administrative Representative
	Dr. Jessica Enders; Director, Education Centers - East Valley	Administrative Representative
Standard II.C.	Amanda Phillips; Dean, Counseling Services	Administrative Co-Chair
	Dr. Kim Dozier; Professor, English	Faculty Co-Chair
	Michael Gayle; Interim Director, Network and Technical Svcs.	Administrative Representative
Standard III.A.	Diana Galindo; VP, Human Resources and Employee Relations	Administrative Co-Chair
	Dr. Michael Silveira; Interim Dean, Math and Sciences	Faculty Co-Chair
	Terri Wilson; Director, Human Resources	Administrative Representative
Standard III.B.	Rod Garcia; VP, Administrative Services	Administrative Co-Chair
	Felix Marhuenda-Donate; Professor, Computer Info Systems	Faculty Co-Chair
	Christina Dodough; Adjunct Faculty, ESL (Non-Credit)	Faculty Representative
	Stuart Davis; Exec. Director, Information Technology	Administrative Representative
	John White; Exec. Director, Bond Program & Facilities Planning	Administrative Representative
Standard III.C.	Stuart Davis; Exec. Director, Information Tech	Administrative Co-Chair
	Dr. Kim Dozier; Professor, English	Faculty Co-Chair
	Michael Gayle; Interim Director, Network and Technical Svcs.	Administrative Representative
Standard III.D.	Caroline Maloney; Director, Institutional Grants	Administrative Co-Chair
	Crystal Louden; Adjunct Faculty, ESL (Credit)	Faculty Co-Chair
	Diana Guijarro; Interim Director, Fiscal Services	Administrative Representative
Standard IV	Dr. Oxana Aghaei; Director, Institutional Research	Administrative Co-Chair
	Dr. Jermaine Cathcart; Professor, Sociology	Faculty Co-Chair
	Jacob Banda; Adjunct Faculty, History	Faculty Representative
	Dr. Michael Silveira; Interim Dean, Mathematics and Sciences	Faculty Representative
	Armando Robles; Exec. Admin. Asst., President & Board of Trustees	Confidential Representative
Support Staff	Jeff Larson; Exec. Admin. Asst.	
	Ashley Granados; Admin. Asst.	



Table C2. Accreditation Timeline

Accreditation Timeline	
February 11, 2022	Institutional Self-Evaluation Report Launch and Training with Dr. Gohar Momjian
April 19, 2022	Accreditation Workgroup Meeting
June 21, 2022	Accreditation Workgroup Meeting
September 30, 2022	Accreditation Work Group Meeting and Advanced Institutional Self-Evaluation Report Training with Dr. Gohar Momjian
November 18, 2022	Accreditation Update Newsletter, Volume 1, Edition I
April 18, 2023	Accreditation Update Newsletter, Volume 1, Edition II
April 27, 2023	Accreditation Update Presentation to All Faculty Senate
May 8, 2023	Accreditation Standard Co-Chairs Informal Check-In
June 27, 2023	Accreditation Standard Co-Chairs Informal Check-In
September 11, 2023	Accreditation Standard Co-Chairs Informal Check-In
September 28, 2023	Accreditation Update Presentation to All Faculty Senate
October 19, 2023	Accreditation Update Presentation to Student Success Support Staff (4S)
November 9, 2023	Institutional Self-Evaluation Report – Presented to All Faculty Senate
November 9, 2023	Institutional Self-Evaluation Report – First Reading by Board of Trustees
December 8, 2023	Institutional Self-Evaluation Report – Presented to College Planning Council
December 15, 2023	Institutional Self-Evaluation Report – Second Reading by Board of Trustees
December 15, 2023	Institutional Self-Evaluation Report Submitted to Accrediting Commission for Community and Junior Colleges
March 20, 2024	Peer Review Team Review of Institutional Self-Evaluation Report
Fall 2024	Focused Site Visit

Organization of the Institutional Self-Evaluation Report Evidence List

- C.1 Institutional Self-Evaluation Report Launch and Training February 11, 2022
- C.2 Accreditation Work Group Minutes April 19, 2022
- C.3 Accreditation Work Group Minutes June 21, 2022
- C.4 Accreditation Work Group Meeting and Advanced Institutional Self -Evaluation Report Training Minutes September 30, 2022
- C.5 Accreditation Update Newsletter, Volume 1, Edition I November 18, 2022
- C.6 Accreditation Update Newsletter, Volume 1, Edition II April 18, 2023
- C.7 Accreditation Update Presentation to All Faculty Senate April 27, 2023
- C.8 Accreditation Update Presentation to All Faculty Senate September 28, 2023
- C.9 Accreditation Update Presentation to Student Success Support Staff (4S) October 19, 2023
- C.10 Peer Review Team Review of Institutional Self-Evaluation Report March 20, 2024
- C.11 Focused Site Visit Fall 2024

Organizational Information

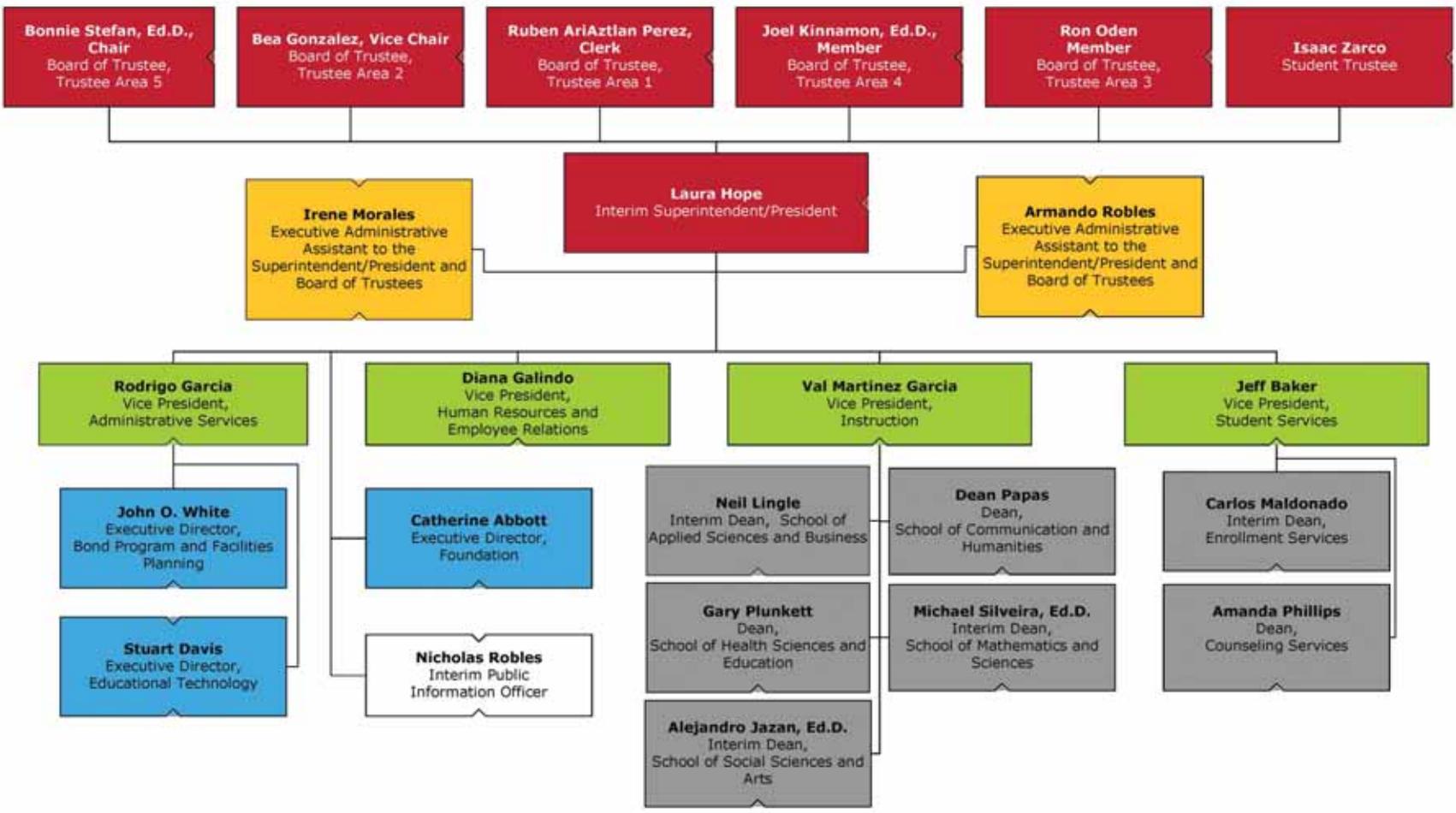


Organizational Information



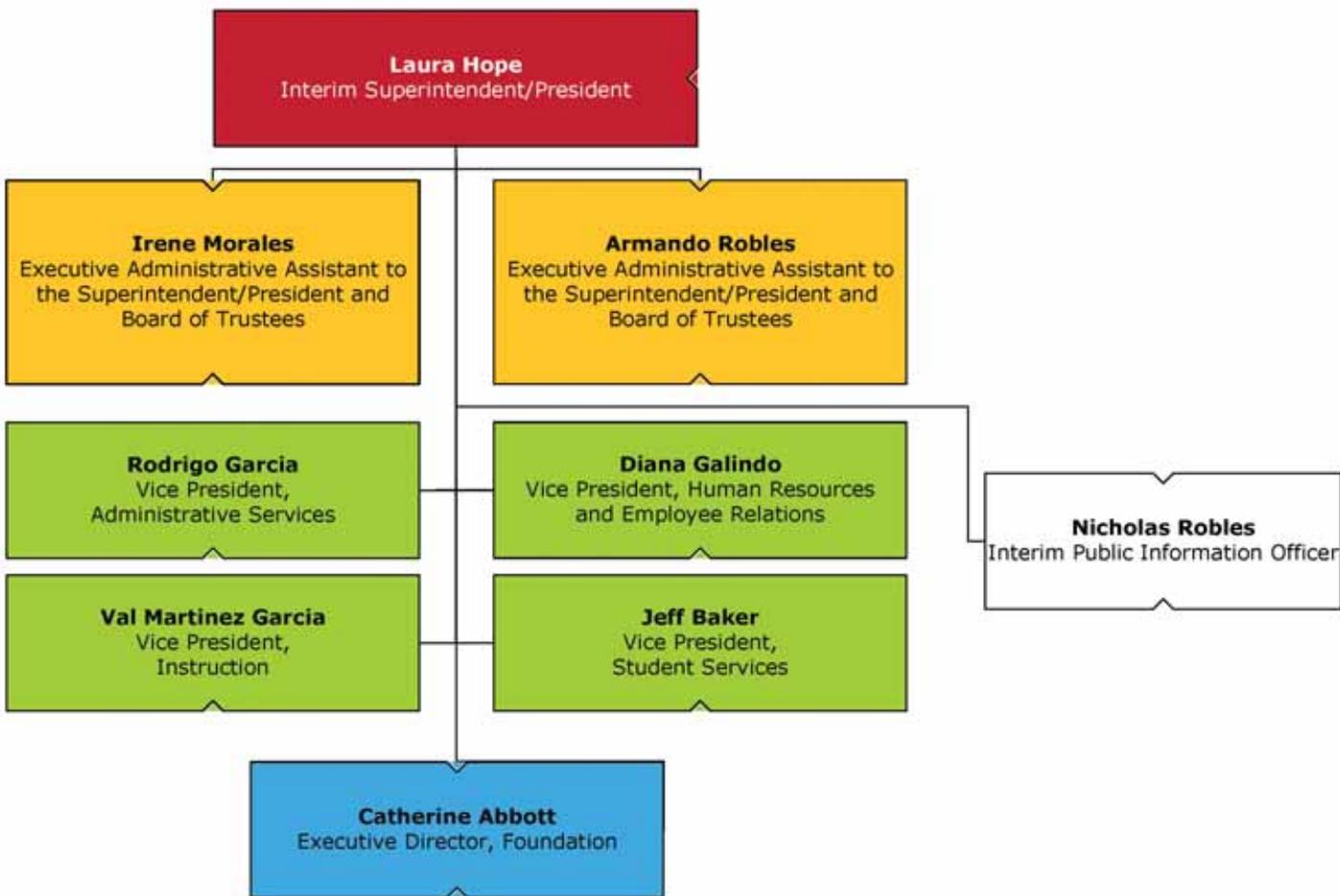


1. Institutional
Overview



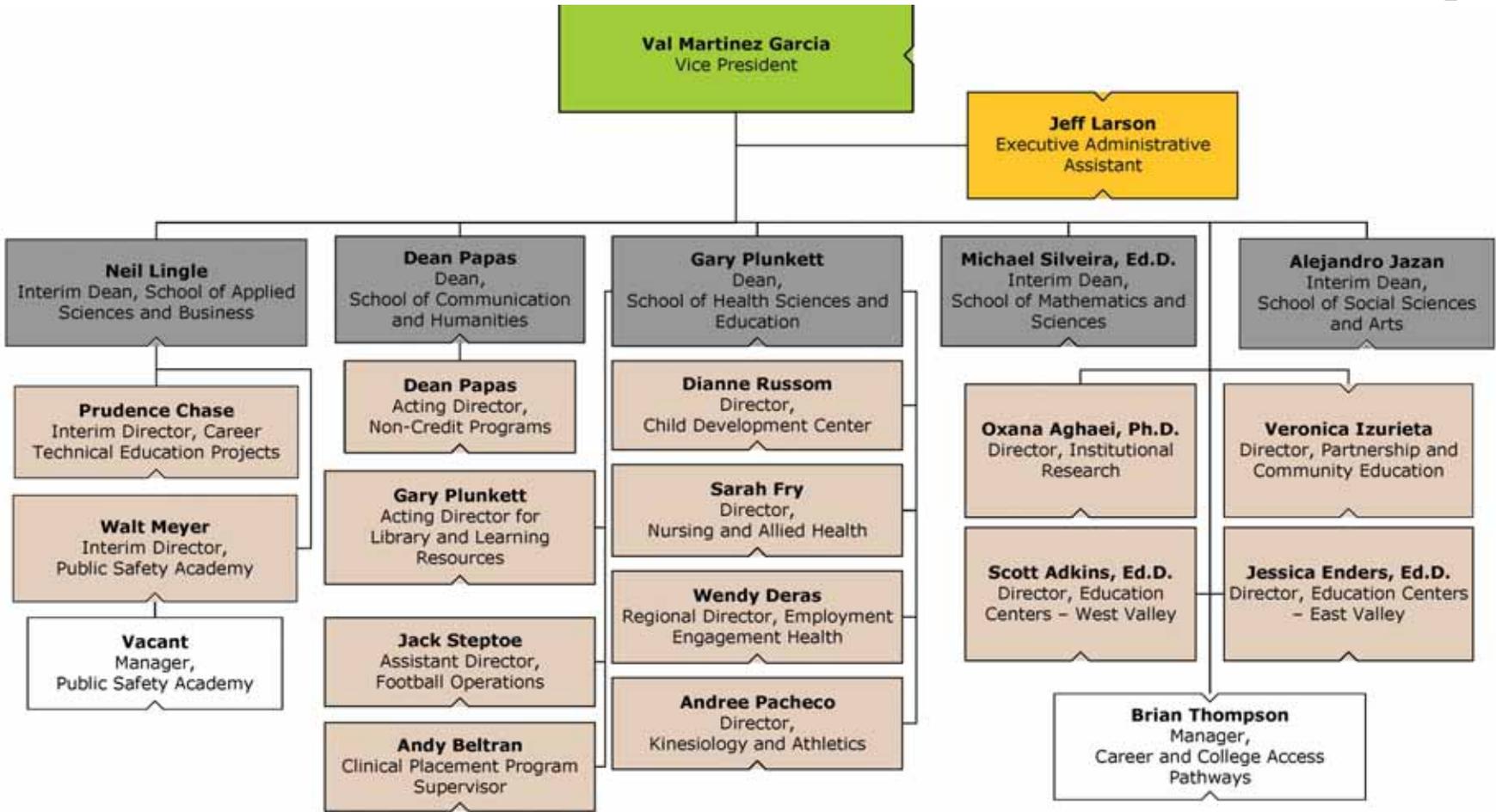


2. Superintendent/President's Office



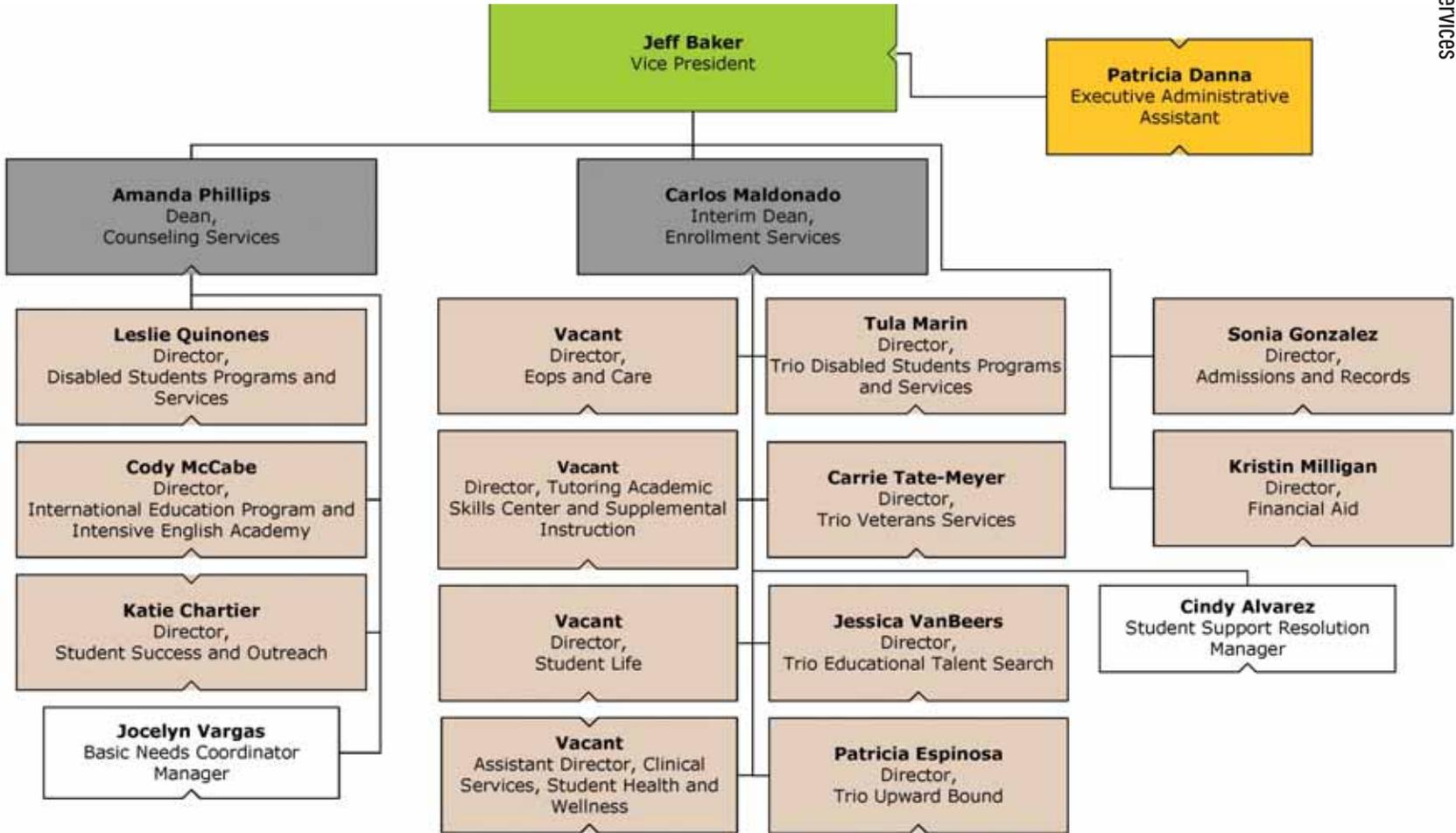


3. Instruction



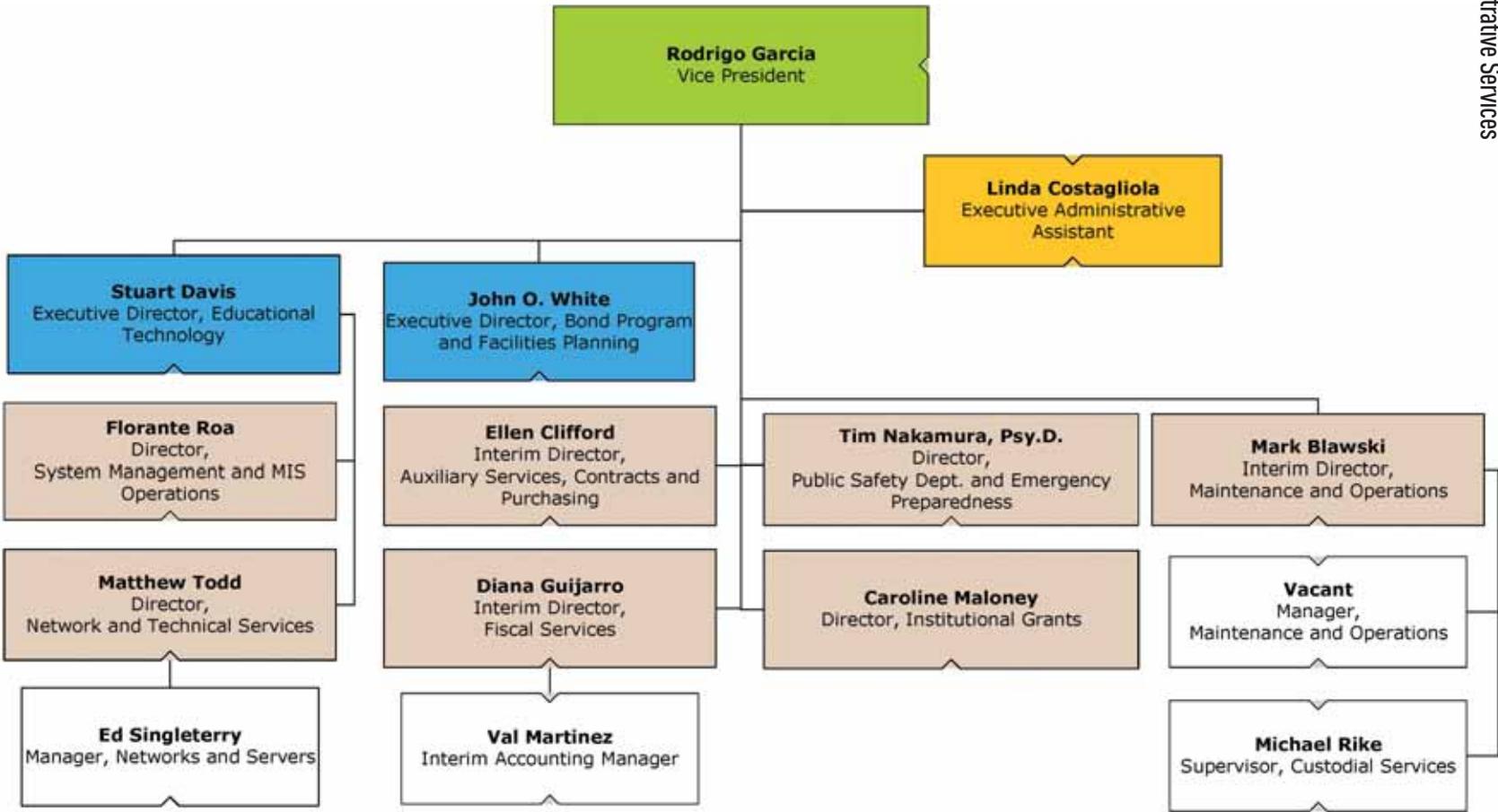


4. Student Services



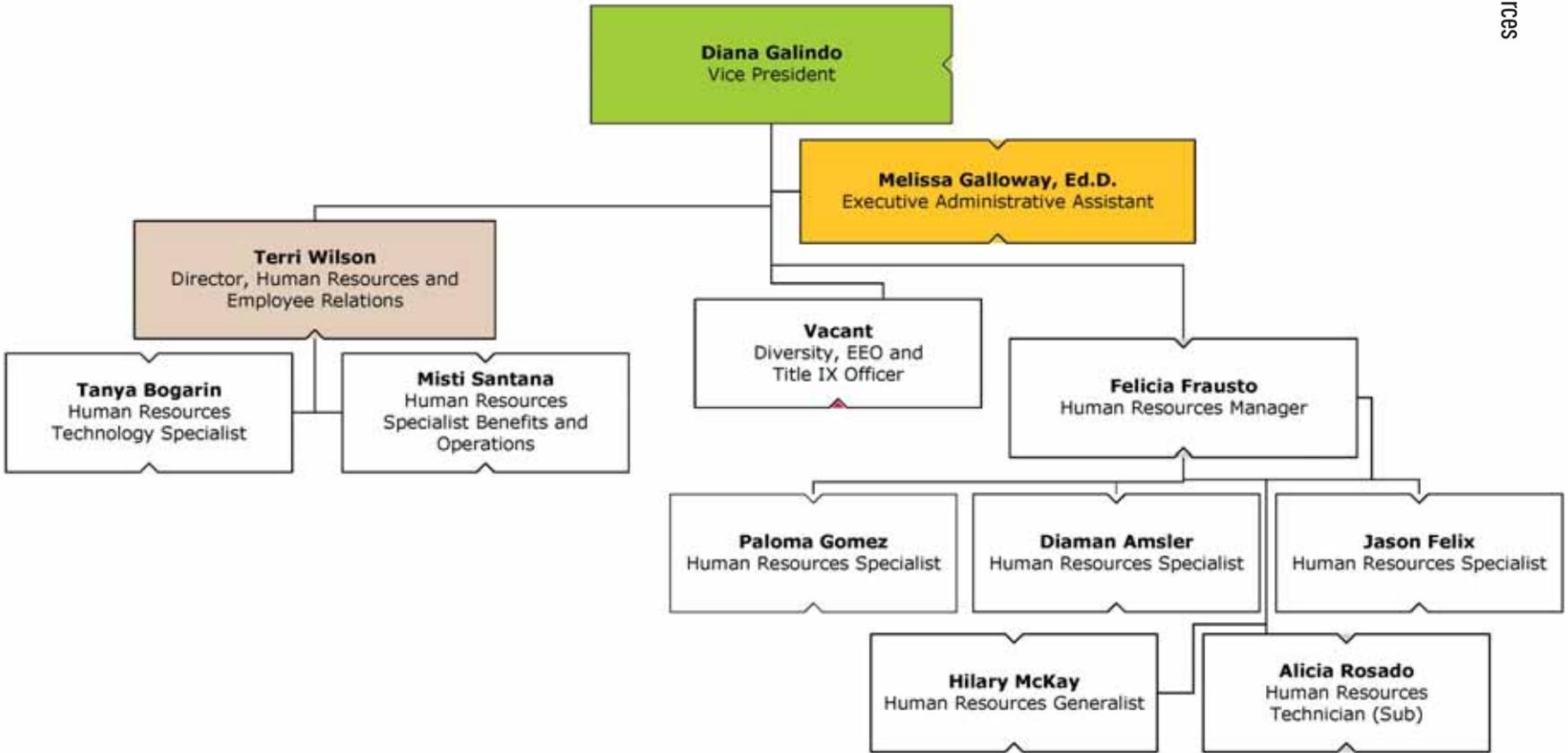


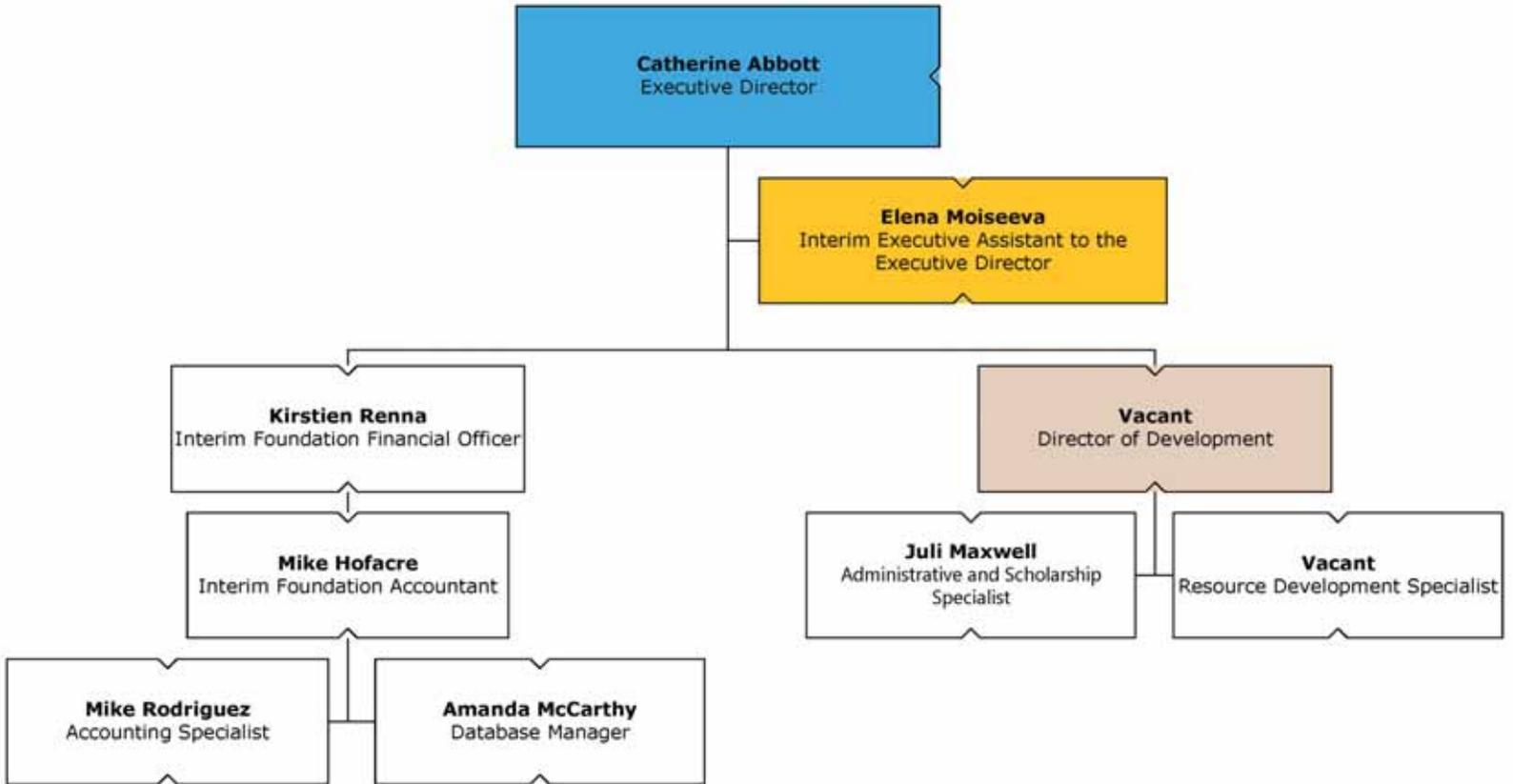
5. Administrative Services





6. Human Resources







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Compliance with Eligibility Requirements



Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a postsecondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each jurisdiction or region 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 (E.1-1). The ACCJC is a regional accrediting body recognized by the US Department of Education and granted authority through the Higher Education Opportunity Act 2008. The authority is published on the first page of the College Catalog and several places on the College website (E.1-2, 1-3).

Evidence of Compliance

- E. 1-1 ACCJC Letter Reaffirmation Accreditation (January 26, 2018)
- E. 1-2 2022-23 College Catalog
- E. 1-3 Accreditation Website

Eligibility Requirement 2: Operational Status

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

College of the Desert has continuously operated 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 Temporary Campus in Palm Springs, the Satellite Campus in Desert Hot Springs, courses offered at Palm Springs High School and Cathedral City High School, and through distance education classes offered over the Internet. The early construction phase of a new permanent Palm Springs Campus is underway.

In 2021-22, approximately 11,000 students (E.2-1) pursued over 135 programs of study for associate degrees, transfer degrees to four-year colleges and universities, certificates, basic skills courses, and career and technical programs (E.2-2, 2-3). The College awarded 2,313 degrees and certificates during the 2022-23 academic year (E.2-4). The current Catalog and Schedule of Classes are available online (E.2-3).

Evidence of Compliance

- E. 2-1 Fall Headcount from 2015-2021
- E. 2-2 Education Goal from 2018-2022
- E. 2-3 Catalogs & Schedules Webpage



E. 2-4 Degrees and Certificates Awarded 2023

Eligibility Requirement 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 194 certificate programs (including locally approved and noncredit) and 75 associate degree programs: 18 associate of arts, 33 associate of science, 20 associate of arts-transfer, and 15 associate of science-transfer (E.3-1). In the fall of 2022, 85% of courses offered lead to a degree and transfer. The College Catalog lists the requirements for all degrees, including the general education courses (E.3-1). In 2022-2023, 700 associate of arts, 708 associate of science, and 957 certificates were awarded (E.3-2).

In 2022-2023, COD offered 2,435 sections affiliated with credit instructional programs, of which 2,397 (98.4%) were identified as "degree-applicable" (E.3-3). The overwhelming majority of COD students enroll in degree-applicable courses: in 2022-2023, 12,993 (97.6%) enrolled in at least one degree-applicable course (E.3-4).

Evidence of Compliance

E. 3-1 2022-23 College Catalog Programs of Study, Page 99-404

E. 3-2 Degrees and Certificates Awarded 2023

E. 3-3 Section Offerings-Degree-Applicable

E. 3-4 Headcount in Degree-Applicable Courses

Eligibility Requirement 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 executive officer nor the institutional chief executive officer 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 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 is the Chief Executive Officer responsible for the institution and for administering board policies (ER.4-1). Ms. Laura Hope was appointed interim Superintendent/President by the Desert Community College District Board of Trustees on June 15, 2023, effective July 1, 2023 (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 the governing board appointed Laura Hope as Chief Executive Officer in July 2023.

Evidence of Compliance

- E. 4-1 Board Policy 2430: Delegation of Authority to Superintendent-President
- E. 4-2 Board of Trustees Meeting Agenda June 15, 2023
- E. 4-3 COD Names Laura Hope Interim Superintendent-President (2023)
- E. 4-4 Board Policy 2210: Officers of the Board

Eligibility Requirement 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.

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 posted on the College's Fiscal Services public webpage. (ER.5-1, ER.5-3).

Evidence of Compliance

- E. 5-1 Board Policy 6400 Audits
- E. 5-2 Administrative Procedure 6400 Financial Audits
- E. 5-3 Fiscal Services Budgets and Audits Webpage

Compliance with Commission Policies





The Accrediting Commission for Community and Junior Colleges (ACCJC) provided a Checklist (Appendix C of the Guidelines) 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 each area’s checklist into a table and used the College of the Desert’s (COD’s) status column to evaluate performance related to each component. Most of COD’s statuses comply with ACCJC and Federal standards, with current COD practices addressing all the stated requirements. Other statuses include “to be determined during the visit” because they are associated with items referred to the College by the External Evaluation Visiting Team.

COD’s checklist component status is reported in the first column of each table 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 Team 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 comments before a comprehensive peer review visit.
COD Complies.	<p>COD posted the following information on the accreditation home page of the College website on February 11, 2022:</p> <p>The accreditation review process includes the opportunities for submission of third-party comments. Such comments must be submitted in writing and include the correspondent’s contact information (name, address, phone number, email address). The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments about 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 comments is available on the ACCJC website at accjc.org/complaint-process.</p> <p>[See E. 1-3 and Standard I.C.5 and I.C.12]</p>



<p>To be determined during visit</p>	<p>The institution cooperates with the review 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 the pending submission of any third-party comments..</p>
<p>COD Complies.</p>	<p>The institution complies with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions regarding third-party comments.</p> <p>COD posted the following information on the accreditation home page of the College website on February 11, 2022:</p> <p>The accreditation review process includes opportunities for submission of third-party comments. Such comments must be submitted in writing and include the correspondent's contact information (name, address, phone number, email address). The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments about 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 comments is available on the ACCJC website at accjc.org/complaint-process.</p> <p>[See E. 1-3 and Standard I.C.5 and I.C.12]</p>

2: Standards and Performance Concerning Student Achievement

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

<p>COD's Status</p>	<p>The institution has defined elements of student achievement performance across the institution and has identified the expected performance measure within each 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 Complies.</p>	<p>The institution has defined elements of student achievement performance across the institution and has identified the expected performance measure within each 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. COD monitored institution-set standards of performance defining academic quality established initially in spring 2017, during a vetting process with the End User Group (Subcommittee of College Planning Council), Outcomes and Assessment Committee</p>



	<p>(Committee of the Academic Senate), Academic Senate, and College Planning Council. These measures were submitted as part of the 2023 ACCJC Annual Report for the most recently available data from the 2021-2022 academic year. Those measures include successful course completion rate (67.7%), number of degrees completed (1,301), number of certificates completed (781), and transfer volume (670). COD has the Institution- Set Standards of the the College available on the institutional research website to track 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 Section B and Standard I.B.3]</p>
<p>COD Complies.</p>	<p>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.</p> <p>The institution has defined elements of student achievement performance within each instructional program and identified the expected measure of performance within each 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.</p> <p>COD identified institution-set performance standards defining academic quality in spring 2023 during a vetting process with the 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 and licensure examination passage rates for programs requiring licensure.</p> <p>The following are the Institution-Set Standards (ISS) for the instructional programs with ten or more completers:</p> <p>Job Placement Rates</p> <ul style="list-style-type: none"> • Horticulture-73% • Computer Graphics and Digital Imagery-69% • Culinary Arts-75% • Environmental Control Technology-62% • Child Development/Early Care and Education-78% • Administration of Justice-92% • Automotive Technology-71% • Alcohol and Controlled Substances-77% • Registered Nursing-90%



	<ul style="list-style-type: none"> • Business Administration-88% • Accounting-92% <p>Licensure Pass Rates</p> <ul style="list-style-type: none"> • Registered Nursing-90% • Licensed Vocational Nursing-89% <p>COD has the Institution-Set Standards of The College available on the institutional research website to keep track of the annual performance, including the ISS for the programs mentioned above. These ISS were also included as part of the 2023 Annual ACCJC report.</p> <p>[See Section B and Standard I.B.3]</p>
<p>COD Complies.</p>	<p>The institution-set standards for programs and 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 allocating resources, and to make improvements.</p> <p>The Program Enhancement Plan Updates (PEP-UPs) and annual planning process incorporate analysis of data tracking program-level performance on retention and successful course completion. The Program Enhancement Plans (PEPs), which are comprehensive program reviews, include data on student learning and achievement in their programs over five years. 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 offered. The documents provide student enrollment, student achievement, student success data, and faculty staffing information. The disciplines provide information on the program, SLOs, accomplishments, and an interpretation of the data provided.</p> <p>In summary, the PEP-UPs, PEPs, and planning process combines self study, evaluation, planning, and budgeting for all COD instructional, student, and support services. 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.</p> <p>[See Standard I.B.5 and I.B.7]</p>



<p>COD Complies.</p>	<p>The institution verifies the assignment of credit hours and degree program lengths. It is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and courses that involve clinical practice.</p> <p>The Curriculum Committee verifies credit hours and degree program lengths as part of the review process for courses and programs. As the Curriculum Committee Handbook outlines, 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>
<p>COD Complies.</p>	<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> <p>[See Standard I.C.2]</p>
<p>COD Complies.</p>	<p>Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula in policy, procedure, and practice.</p> <p>COD does not offer any clock-hour programs.</p> <p>[See Standard II.A.9.]</p>
<p>COD Complies.</p>	<p>The institution demonstrates compliance with the Commission Policy on Credit Hour, Clock Hour, and Academic Year.</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 higher education standards. 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 E.3 and Standard II.A.9.]</p>
<p>Evidence</p>	<p>F. 3-1 Curriculum Handbook F. 3-2 CCCC0 Hours and Unit Calculations F. 3-3 College Catalog 2022-23 F. 3-4 BP 4020 Program and Curriculum Development</p>



4: Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

<p>COD's Status</p> <p>COD Complies.</p>	<p>Transfer policies are appropriately disclosed to students and the public.</p> <p>These publications describe the process for submitting transcripts, 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 the public on the website and College Catalog.</p> <p>[See Standard II.A.10]</p>
<p>COD Complies.</p>	<p>Policies contain information about the criteria the institution uses to accept credits for transfer and any types of institutions or sources from which the institution will not accept credits.</p> <p>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 evaluating the originating institution's course description and syllabus. There is no limit on the number of units that can be transferred to COD for credit and no recency requirement. Students from other countries must have their transcripts evaluated by an outside agency. Veterans can receive military service credit, and the criteria for awarding military service credits is outlined in the "Evaluation of Transcripts" process.</p> <p>[See Standard II.A.10]</p>
<p>COD Complies.</p>	<p>Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.</p> <p>College of the Desert has established policies and procedures for articulation that ensure appropriate transfer of credit to baccalaureate granting institutions. Articulation is the responsibility of faculty and is facilitated by the Articulation Officer. Established articulation agreements are published on the College website. The College also complies with policies on transferring of credit into the institution. The catalog identifies the requirements for receiving transfer credit from other institutions and directs students to the correct procedure.</p>
<p>COD Complies.</p>	<p>Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.</p> <p>College of the Desert has established policies and procedures that detail criteria used to evaluate and award credit for prior learning. Credit can be awarded for: achievement of a qualified score on an Advanced Placement (AP) examination administered by the College Entrance Examination Board (see Administrative Procedure 4236 Advanced Placement Credit), achievement of a satisfactory score that qualifies for credit on a</p>



	<p>2. 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>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 et. seq.</p>
<p>COD Complies.</p>	<p>The institution ensures, through the methods outlined in the Commission Policy on Distance Education and Correspondence Education, regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.</p> <p>AP 4105 describes policies and procedures for offering a course through distance education modalities and includes Regular Effective Contact requirements. AP 4105 describes the following:</p> <p>Course Quality Standards: The same traditional classroom quality standards are applied to distance education courses.</p> <p>Course Quality Determinations: Determinations and judgments about the quality of the distance education course are made with the full involvement of the Distance Education Subcommittee approval procedures.</p> <p>Instructor Contact: Each course section delivered through distance education will include regular effective contact between instructor and students.</p> <p>COD Regular Effective Contact Policy:</p>



	<p>3. All DE courses at COD, including hybrid courses, will include regular effective contact as per the following:</p> <ul style="list-style-type: none">• 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 regularly aware of the degree to which students participate in the course – similar to how a face-to-face instructor is constantly aware of how many students attend class. Although appropriate, providing students with an open-ended question forum 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 available to face-to-face students will also be available to DE students in asynchronous and/or synchronous mode. Given the nature and variety of DE contact, primarily 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, a student can expect contact comparable in frequency and duration over the week to that experienced in an “equivalent” face-to-face course.• Establishing expectations and managing unexpected instructor absence: An instructor and/or department may establish a policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback, which will be posted in the syllabus and/or other course documents made available for students when the course officially opens each semester. Suppose the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline). In that case, notification to students will be made in the announcements area of the course, which 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 who can assist students while the instructor is unavailable should be sought.
<p>COD Complies.</p>	<p>The institution demonstrates comparable learning support services and student support services for distance education students.</p> <p>College of the Desert’s Administrative Procedure 4105 Distance Education requires comparable support for distance education students, including but not limited to a distance education readiness course, counseling, library resources and library reference services, and tutoring. The College hosts readiness tutorials on its website to help students determine whether or not online classes will suit their needs. The library’s webpage and virtual library provide services that are comparable to the physical library for distance education students.</p> <p>These services include access to library databases and a 24/7 Ask a Librarian Chat Service. The Tutoring and Academic Skills Center offers services both in-person and online. Tutoring for distance education students is available from College employed peer tutors, and from the online tutoring service, NetTutor. Academic skills resources are available on the website. The Language Lab maintains an online library of resources to support learning all of the languages taught at College of the Desert.</p> <p>[Standards II.B.1, II.C.1]</p>



<p>COD Complies.</p>	<p>The institution demonstrates comparable learning support services and student support services for distance education students.</p> <p>College of the Desert’s Administrative Procedure 4105 Distance Education requires comparable support for distance education students, including but not limited to a distance education readiness course, counseling, library resources and library reference services, and tutoring. The College hosts readiness tutorials on its website to help students determine whether or not online classes will suit their needs. The library’s webpage and virtual library provide services that are comparable to the physical library for distance education students.</p> <p>These services include access to library databases and a 24/7 Ask a Librarian Chat Service. The Tutoring and Academic Skills Center offers services both in-person and online. Tutoring for distance education students is available from College employed peer tutors, and from the online tutoring service, NetTutor. Academic skills resources are available on the website. The Language Lab maintains an online library of resources to support learning all of the languages taught at College of the Desert.</p> <p>[Standards II.B.1, II.C.1]</p>
	<p>The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.</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 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 distance education and online courses. AP 4105 also states, "The District will provide a statement of the process in place to protect student privacy to each student at the time of registration."</p> <p>COD does not offer courses through Correspondence Education.</p>
<p>Evidence</p>	<p>F. 5-1 Administrative Procedure 4105 F. 5-2 Substantive Change Proposal for Online Instruction F. 5-3 Curriculum Handbook F. 5-4 IT Support and Resource Reference Guide for Faculty/Staff F. 5-5 Distance Education Website F. 5-6 Berger Faculty Innovation Center Website F. 5-7 Online Classes Website F. 5-8 COD Library Website F. 5-9 COD Tutoring Website</p>



6. Student Complaints Regulation citations: 602.16(a)(1)(ix); 668.43.	
COD's Status COD Complies.	<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 Student Services. A summary of the policy and procedures is provided in the College catalog (beginning on page 45).</p>
COD Complies.	<p>The student complaint files for the previous seven years (since the last comprehensive peer review) 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, referred to the dean and 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, discipline, and unjust treatment for the last seven years are on file in the Office of Student Life. All complaint processes follow 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 Complies.	<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, a reference to the complaint process, and a link to the ACCJC website. Instructional programs with programmatic accreditation include similar statements on their respective websites – including the name of the accrediting agency, contact information, reference to the complaint process, and a link to the website of the accrediting body.</p> <p>[Standard I.C.1]</p>
COD Complies.	<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>Following 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 opportunities 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 about 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 comments is available on the ACCJC website at accjc.org/complaint-process. COD complies with the Commission Policy on Student and Public Complaints Against Institutions, as procedures for student grievances and public complaints 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>
Evidence	<p>C.2-1 2023 ACCJC Annual Report C.2-2 Institution-Set Standards on Institutional Research Website C.2-3 Spring 2023 Institution-Set Standards/IEPI Goals C.2-4 PEP-UP Template for Instructional Programs C.2-5 Sample-Completed PEP 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	<p>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure) The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2).</p>
COD Complies.	<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 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 is posted on the website and can be updated to reflect 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>



<p>COD Complies.</p>	<p>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, and Policy on 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 2022-23 Catalog refers students and the public to individual Programs of Study pages for programmatic accreditation. The accrediting agency specific to the program is identified for each program that undergoes external evaluation, 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 to recruit students. Scholarships are awarded based on specified criteria to support students in pursuing 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 Complies.</p>	<p>The institution provides required information concerning its accredited status.</p> <p>COD’s accreditation status with the ACCJC is posted on the website. The statement includes contact information, a reference to the complaint process, and a link to the ACCJC website.</p> <p>[Standard I.C.12]</p>
<p>Evidence</p>	<p>C.2-1 2023 ACCJC Annual Report C.2-2 Institution-Set Standards on Institutional Research Website C.2-3 Spring 2023 Institution-Set Standards/IEPI Goals C.2-4 PEP-UP Template for Instructional Programs C.2-5 Sample-Completed PEP C.2-6 Annual Planning Process C.2-7 College Planning Council Handbook</p>

8: Title IV Compliance

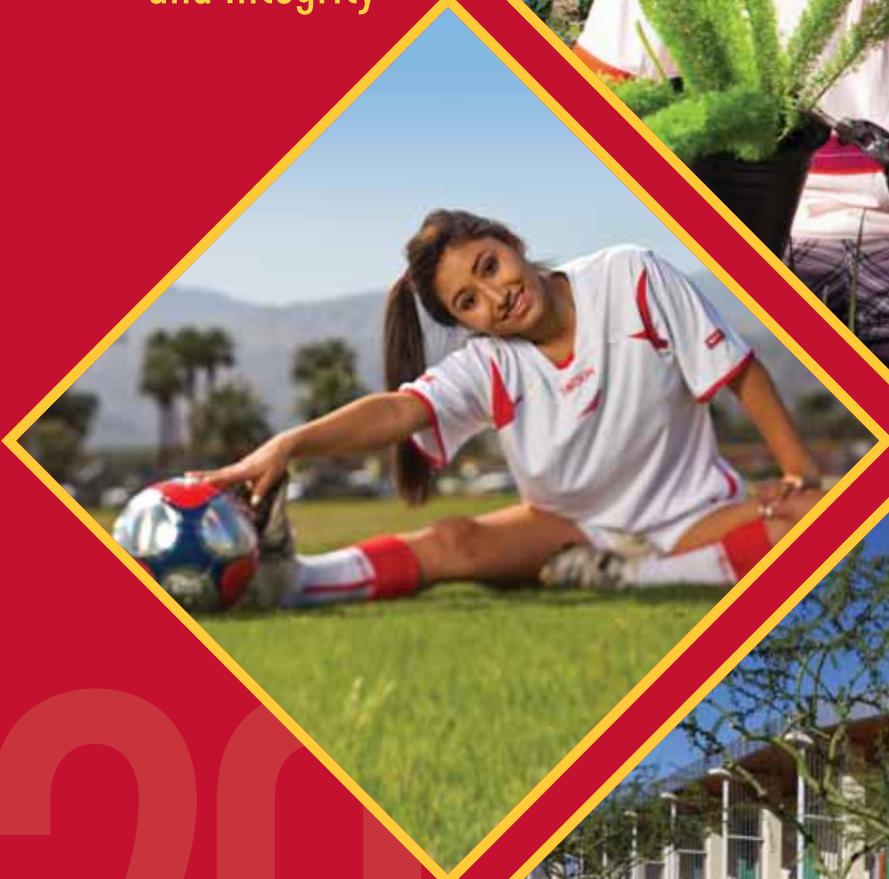
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

<p>COD’s Status</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 U.S. Department of Education (ED).</p>
<p>COD Complies.</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 unrelated to fiscal practices. The College has received positive unqualified audits for several years. Financial documents have credibility and accuracy and reflect appropriate resource allocation supporting student learning programs and services.</p> <p>In each of those years, COD was identified as a low-risk auditee.</p> <p>[See Section E. 5 and Standards III.D.5,6,7, and 15]</p>



<p>COD Complies.</p>	<p>If applicable, the institution has addressed any issues raised by ED 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>In recent years, the USDE has not identified any issues with COD's financial responsibility – including student financial aid responsibility.</p> <p>[See Standards III.D.7, 10, 14, and 15.]</p>
<p>COD Complies.</p>	<p>If applicable, 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, COD has made 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 clinical training. COD provides students access to expanded library resources through participation in the Online Computer Library Center, Inc. (OCLC) and annual subscription to research databases. COD does not have agreements with third-party providers to offer student service programs. 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 Complies.</p>	<p>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-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 needs to pursue such a contract in the future, the institution has designated personnel with signing authority for contracts. Such contracts include details regarding the work to be performed or the services to be provided, the agreement period, and delineate responsibilities for the institution and the contracted organization.</p> <p>[See E.5]</p>
<p>Evidence</p>	<p>F. 8-1 Audit Reports F. 8-2 Student Financial Aid Default Rate F. 8-3 List of Contracts with Third-Party Providers</p>

**Standard I:
Mission, Academic Quality
and Institutional
Effectiveness,
and Integrity**



I.A: Mission

**I.B: Assuring Academic
Quality and Institutional
Effectiveness**

I.C: Institutional Integrity

**Standard I: Mission, Academic Quality
and Institutional Effectiveness, and Integrity**





The institution demonstrates a solid commitment to a mission emphasizing student learning and achievement. Using quantitative and qualitative data analysis, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly and ethically in performing their duties.

A. Mission

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)

Evidence of Meeting the Standard

- I.A. 1-1 2023 COD Mission, Vision, Values Statement
- I.A. 1-2 2023-2028 COD Strategic Educational Master Plan
- I.A. 1-3 Rubric for Staff Prioritization, Spring 2023
- I.A. 1-4 2030 DCCD Facilities Master Plan
- I.A. 1-5 Rubric for Faculty Prioritization, Spring 2023
- I.A. 1-6 2025 DCCD Enrollment Management Plan

Analysis and Evaluation

Analysis

College of the Desert's (COD) mission speaks to the broad educational purpose of "providing excellent educational programs and services." It delineates programs in basic skills, career and technical education, transfer preparation, non-credit, 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" (I.A.1-1). These various education pathways and success priorities are appropriate for 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 its students' educational needs and a highly skilled workforce to meet the needs of the Coachella Valley. Educational programs range from transfer programs that allow students to continue their Standard I - Institutional Mission and Effectiveness 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.1-1, I.A.1-2, I.A.1-3, I.A.1-4). College of the Desert is an important institution for the economic vitality of the Coachella Valley.

The mission focuses on serving the District's students and its surrounding areas. External scans and other data analysis provide information on the population the College serves. The COD Fact Book on the College website provides detailed demographic information about the student population.



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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." (I.A.1-1, I.A.1-2) The diversity of the student body is as varied as the desert communities the College serves. The Coachella Valley is home to cities with a median income of \$40,688.

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

To meet the needs of the diverse student population and contribute to the vitality of the Desert Community College District, the College offers 105 degrees and certificates. 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. (I.A.1-4, I.A.1-5, I.A.1-6)

The College's 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." (I.A.1-1) The mission discusses the College's commitment to student learning and achievement by establishing programs and services that "contribute to the success, learning, and achievement of our diverse students." The emphasis on student achievement and learning is new to the 2014 Accreditation Standards. In significant publications, including the College catalog, College website, and posters displayed across the campus, Vision and Value statements accompany the College's mission (I.A.1-1)

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.1-2)

Evaluation

College of the Desert meets Standard 1.A.1 by articulating its breadth and depth of educational attainment, its inherent student population throughout the community, and the robust degrees offered. College of the Desert is firmly committed to fulfilling the aspirations of all students through its mission, vision, and values.

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.

Evidence of Meeting the Standard

I.A. 2-1 2022-2027 Educational Master Plan Webpage

I.A. 2-2 Mission, Vision, and Values Webpage

I.A. 2-3 College Planning Council Webpage

I.A. 2-4 College Planning Council Handbook

I.A. 2-5 Prioritization Process Email

I.A. 2-6 Student Success Scorecard Webpage



Analysis and Evaluation

Analysis

COD's mission statement is the starting point for developing the College's planning process. The College regularly reviews its mission statement to assess the direction of its planning efforts and evaluate opportunities for corrections. Current assessment and evaluation activities seek to address pandemic impacts and community/institutional needs in the post-pandemic environment. The College uses data throughout the planning process and invaluable resource allocation to observe the successful implementation of its mission, which is developed through its educational Master plan (I.A.2-1, I.A.2-3). The College's mission, vision, and values framework offer a valuable lens for developing the Educational Master Plan (I.A.2-1).

COD's planning processes throughout the institution support its mission and vision (I.A.2-2). The annual program review update (PRU) provides the process for departments to request resources to meet their goals and objectives and support the College mission (I.A.2-2). This process begins in the fall for faculty and other staff prioritization and continues in the spring for staff and equipment prioritization (I.A.2-4, I.A.2-5).

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.2-6). The Student Success Scorecard tracks cohorts of students over up to six years to determine whether they achieved certain educational milestones in 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.

Evaluation

College of the Desert meets this Standard (I.A.2). COD reviews data to determine whether it accomplishes 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.

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 student learning and achievement goals.

Evidence of Meeting the Standard

I.A. 3-1 Facilities Master Plan Summary

I.A. 3-2 Educational Master Plan Integrated Planning

I.A. 3-3 Strategic Master Plan Project Communication Bulletin, June 21, 2022

I.A. 3-4 College of the Desert Strategic Visioning Sessions, September 2022

I.A. 3-5 College of the Desert College Planning Council minutes, September 14, 2018

Analysis and Evaluation

Analysis

College of the Desert's programs and services are aligned with its mission. COD's planning processes reach throughout the



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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). Three PRU templates are student learning, student success, and support services. PRUs are completed for all programs annually 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, Standard I - Institutional Mission and Effectiveness 74, the PRU and planning process combines self-study, evaluation, planning, and budgeting for all COD instructional, student, and support services (I.A.3-1, I.A.3-2, I.A.3-3). The PRUs are responsive to annual strategic objectives linked to the 2016-2021 Strategic Master Plan, which aligns with the College's mission statement (I.A.3-3).

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). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the area (I.A.3-5). 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 prioritization process survey (I.A.3-2). 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.

Evaluation

College of the Desert meets Standard I.A.3 by calibrating its instructional programs and aligning all service areas 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 from annual planning and budgeting processes are well documented.

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)

Evidence of Meeting the Standard

- I.A. 4-1 2022-2027 Educational Master Plan Webpage
- I.A. 4-2 2022-2027 Strategic Master Plan
- I.A. 4-3 2022-2023 College of the Desert Catalog
- I.A. 4-4 College of the Desert Class Schedule, Fall 2022

Analysis and Evaluation

Analysis

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.



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 developing the College's planning process. It is regularly reviewed to evaluate the direction of the College's planning efforts and determine whether it should be revised in light of current circumstances (I.A.4-1, I.A.4-2). In the fall of 2022, COD started preparing for the accreditation visit, which included getting familiar with the new Accreditation Standards.

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.4-1). APO reviewed mission statements from other colleges for comparison and developed a draft mission statement that could be vetted in CPC (I.A.4-3). The College Planning Council approved the new mission statement in the fall of 2022 (I.A.4-3). The new mission was approved at the November 2022 Board of Trustees meeting (I.A.4-4). As a result of this work, the current mission statement reads:

"College of the Desert is an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community. By preparing workforce professionals and leaders, the College enhances the local economy, closes persistent equity gaps, and improves the quality of life in the Coachella Valley and surrounding communities."

Evaluation

COD meets Standard I.A.4. The governing board-approved mission statement is widely published through the College catalog, College website, quick-reference guides, and posters across the campus.

Conclusions on Standard I.A: Mission

College of the Desert is committed to providing high-quality educational programs to all students through upholding the mission, vision, and values set forth by the College. College of the Desert continually uses sound data to assess the accomplishment of the campus vision.

Improvement Plan(s)

N/A

Evidence List

- I.A. 1-1 Mission, Vision, and Values Webpage
- I.A. 1-2 2022-2027 Strategic Master Plan
- I.A. 1-3 2017-2022 President's Message
- I.A. 1-4 Facilities Master Plan
- I.A. 1-5 2022-2023 Planning and Prioritization Webpage
- I.A. 1-6 2020-2025 COD Enrollment Management Plan

- I.A. 2-1 2022-2027 Educational Master Plan Webpage
- I.A. 2-2 Mission, Vision, and Values Webpage
- I.A. 2-3 College Planning Council Webpage
- I.A. 2-4 College Planning Council Handbook
- I.A. 2-5 Prioritization Process Email



I.A. 2-6 Student Success Scorecard

I.A. 3-1 Facilities Master Plan Summary

I.A. 3-2 Educational Master Plan Integrated Planning

I.A. 3-3 Strategic Master Plan Project Communication Bulletin, June 21, 2022

I.A. 3-4 College of the Desert Strategic Visioning Sessions, September 2022

I.A. 3-5 College of the Desert College Planning Council minutes, September 14, 2018

I.A. 4-1 2022-2027 Educational Master Plan Webpage

I.A. 4-2 2022-2027 Strategic Master Plan

I.A. 4-3 2022- 2023 College of the Desert Catalog

I.A. 4-4 College of the Desert Class Schedule, Fall 2022

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

1.B. 1-1 Assessment Schedule for All Areas

1.B. 1-2 OAC Minutes, September 2, 2021

1.B. 1-3 OAC Minutes, October 7, 2021

1.B. 1-4 DEI Action Council Minutes, February 7, 2022

1.B. 1-5 Student Equity Plan

1.B. 1-6 All Faculty Senate Minutes, April 28, 2022

1.B. 1-7 Assessment of Planning & Outcomes Subcommittee Minutes, March 10, 2022

1.B. 1-8 Program Enhancement Plan, November 5, 2019

1.B. 1-9 Sample Instructions PEP- Biology 2019

1.B. 1-10 Assessment of Planning & Outcomes Subcommittee Minutes, May 12, 2022

1.B. 1-11 Budget Subcommittee Minutes, March 14, 2022

1.B. 1-12 Results of Instructional Equipment-Technology Prioritization, May 27, 2022

1.B. 1-13 CPC Minutes, October 8, 2021

1.B. 1-14 OAC Minutes, October 6, 2022

Analysis and Evaluation

Analysis

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



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Student Learning Outcomes (SLOs): Every course has identified SLOs and measures them regularly (1.B.1-1). Course, program, and service outcomes are analyzed and discussed by faculty and staff through Senate committees, departments, and the program review process. The Outcomes and Assessment Committee (OAC), an Academic Senate subcommittee, coordinates SLOs and assessments, program reviews, and program review updates for faculty courses and programs. OAC continuously demonstrates sustained, substantive, and collegial dialogue about student and program learning outcomes (1.B.1-2, 1.B.1-3).

Student Equity: COD engages in ongoing dialogue about student equity at all institutional levels. The college maintains the Diversity and Equity Council as an operational committee of the College Planning Council with representative constituent groups whose role and purpose is to ensure the College has a substantive and collegial dialogue about student equity (1.B.1-4). The college also created a committee to develop the Student Equity plan, which included faculty (both full-time and adjunct), classified staff, a student representative, administrators, and representatives from student services and special programs and services. The Student Equity Plan was the basis for institutional discussions on student equity (1.B.1-5). Furthermore, evidence of these campus-wide discussions about student equity can be seen within the All Faculty Senate meetings and Assessment of Planning & Outcomes Subcommittee (1.B.1-6, 1.B.1-7).

Academic Quality: Conversations about academic quality form the foundation of the program review process, intended to improve academic quality while improving student learning and achievement. Program Enhancement Plans (PEPs), which are comprehensive program reviews, are required for each academic program on a five-year cycle, 20 percent of which engage each year. According to California Education Code 78016 (1.B.1-8), career and technical education programs are reviewed every two years. In these PEPs, the disciplines provide information on the program, student learning outcomes, accomplishments, and interpretation of the data provided. These program reviews allow the disciplines to list needs for new or replacement faculty, staff, leadership, equipment, technology, and facilities (1.B.1-9).

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 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 (1.B.1-10, 1.B.1-11, 1.B.1-12, 1.B.1-13, 1.B.1-14).

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.

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

Evidence of Meeting the Standard

1.B. 2-1 2022-2023 College Catalog Institutional Outcomes

1.B. 2-2 2022-2023 College Catalog Program Outcomes

1.B. 2-3 2022-2023 College Catalog Statement on Student Learning Outcomes and Assessment



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- 1.B. 2-4 Assessment Schedules for All Areas
- 1.B. 2-5 General Education Assessment Report COMM-001 Introduction to Public Speaking
- 1.B. 2-6 Sample Program Enhancement Plan for Communication Studies, 2019
- 1.B. 2-7 Sample Program Enhancement Plan for Library Learning Resources, 2018

Analysis and Evaluation

Analysis

The institution defines and assesses student learning outcomes (SLOs) for all instructional, 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 assessments (1.B.2-1, 1.B.2-2, 1.B.2-3). Every course has identified SLOs and measures them regularly (1.B.2-4). 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 regularly. For instructional programs, SLOs are defined at the course, program, and institutional level (1.B.2-5, 1.B.2-6). When the outcomes of an SLO are collected and analyzed, the results are discussed at the discipline level during regularly scheduled meetings. Student services also evaluate its SLOs and map its PLOs and IOs regularly and continuously (1.B.2-7).

Evaluation

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

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

Evidence of Meeting the Standard

- 1.B. 3-1 Institution Set Standards
- 1.B. 3-2 Data Evaluation Subcommittee Description
- 1.B. 3-3 Data Evaluation Subcommittee Minutes, September 9, 2020
- 1.B. 3-4 Institutional Research Webpage

Analysis and Evaluation

Analysis

College of the Desert (COD) has established institution-set Standards (ISS) for all required student achievement metrics (1.B.3-1). The metrics were evaluated and discussed by the Data Evaluation Subcommittee, a subcommittee of the College Planning Council (CPC) (1.B.3-2, 1.B.3-3). The data for the institutional set Standards is provided on the Institutional Research Webpage (1.B.3-04).

Evaluation

College of the Desert meets this Standard by engaging in dialogue and establishing institutional set Standards (ISS) required by the Accrediting Commission. The College's Institutional Research website contains published ISS data and annual performance updates.



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

Evidence of Meeting the Standard

- 1.B. 4-1 Mission, Vision, and Values Webpage
- 1.B. 4-2 2016-2022 Strategic Master Plan
- 1.B. 4-3 2022-2027 Strategic Master Plan Progress
- 1.B. 4-4 College Planning Council Description
- 1.B. 4-5 2021-2022 College Planning Council Handbook

Analysis and Evaluation

Analysis

College of the Desert (COD) uses assessment data to improve and support student learning and achievement. The college demonstrates this through its mission and Strategic Master Plan (1.B.4-1, 1.B.4-2). The College recently updated its Strategic Master Plan, which used assessment data and institutional processes to focus on student learning and achievement (1.B.4-3). Additionally, college committees regularly review and analyze achievement data that form the basis for future improvement plans (1.B.4-4, 1.B.4-5).

Evaluation

The College uses assessment data to improve and support student learning and achievement. Data is collected and analyzed from the college mission and Strategic Master Plan to program review and student learning outcomes. Annual program planning processes create platforms for reporting and assessing departmental outcome results and trends in student achievement data to inform future improvement plans.

5. The institution assesses the 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.

Evidence of Meeting the Standard

- I.B. 5-1 Assessments
- I.B. 5-2 PEPs, PEP-UPS, and PRUs
- I.B. 5-3 Program Enhancement Plan Schedule
- I.B. 5-4 Program Review and Prioritization Process
- I.B. 5-5 Planning and Prioritization Process



Analysis and Evaluation

Analysis

College of the Desert regularly assesses course, program, and institutional outcomes.

Faculty are responsible for assessing course and program outcomes on a regular schedule. Every three years, each course-level student learning outcome (SLO) must be assessed based on a schedule developed by the faculty in each program. Assessment of program learning outcomes is often completed as part of the PEP and PEP-UP process.

Assessment allows faculty to analyze student learning systematically to guide needed curricular updates or program changes. Assessment is a deliberate and faculty-driven process. (I.B.5-1)

COD's Program Enhancement Plan (PEP) and Program Enhancement Plan Update (PEP-UP) are regular, formal reviews of our programs and services. Every five years, programs complete the PEP, annually updated in the PEP-UP. This process allows for a critical reflection of our work and allows us to assess future needs. Student services programs complete a Program Review/Update (PRU). (I.B.5-2)

COD maintains a Program Enhancement Plan Schedule for all of its instructional programs. (I.B.5-3)

The college's annual planning process is intended to respond to the college mission, goals in existing college plans (Strategic Master Plan, Educational Master Plan, Enrollment Management Plan, etc.), program review goals, and the goals and objectives announced by the Interim Superintendent/President for the respective year. Programs and departments consider these goals when completing their annual program reviews: Program Enhancement Plan Updates (PEP-Ups)/Program Enhancement Plans (PEPs) for academic programs and Program Review Updates (PRUs) for student services and support services programs. (I.B.5-4)

Requests submitted through the planning and program review process are included in the resource-allocation prioritizations each year: Faculty Prioritization, Staff Prioritization, and Equipment Prioritization. (I.B.5-5)

Evaluation

COD meets the Standard. Goals and objectives are evaluated through annual planning, program review updates, academic program reviews, 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 discussed at the course, program, and institutional level.

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 evaluate the efficacy of those strategies.

Evidence of Meeting the Standard

I.B. 6-1 2022-2025 Student Equity Plan

I.B. 6-2 2022-2025 Student Equity Plan, Executive Summary



- I.B. 6-3 Research Department Webpage
- I.B. 6-4 COD Fact Book Webpage
- I.B. 6-5 COD Student Outcomes Webpage

Analysis and Evaluation

Analysis

College of the Desert (COD) disaggregates and analyzes student achievement data for subpopulations of students.

The College of the Desert's 2022-25 Student Equity Plan was created by a representative group of faculty, staff, and leadership who sought out and received input from students through the Associated Students of College of the Desert. (I.B.6-1)

The workgroup participated in the Student Equity Planning Institute (SEPI) provided by the CCHALES Research Collective at San Diego State University. The workgroup critically reviewed the 2019-22 Student Equity Plan. (I.B.6-2) One strength of the plan was that activities were closely aligned with the goals. One weakness of the plan was that it did not address several racial inequities in the disproportionate impact (DI) data. Participation in the SEPI helped the workgroup to address racial inequity more directly in the 2022-25 plan. Several equity-focused programs began due to previous equity plans and will be sustained. Those include the Black Student Success Center and A2MEND, Foster Youth Services, Gender, and Sexual Diversity Pride Center, Engage Develop Grow and Empower (EDGE), Transfer Center and Counseling, DSPS Counseling and Tutoring, Veterans Counseling and Tutoring.

Disproportionate Impact Data: The Disproportionate Impact Study for College of the Desert indicated DI for several student groups, including Black or African American, Hispanic or Latino, Males, LGBT, and Disabled students. Previous studies show that the DI for Black or African American, Hispanic or Latino, Males, and Disabled students has been persistent. The data for LGBT students was new. However, the DI may have been persistent because previous studies had not successfully identified LGBT students.

Target Outcomes for 2022-2025:

- Successful Enrollment Black or African American: The percentage of Black or African American students who successfully enroll in their first year will increase by 10%.
- Completed Transfer-Level Math & English Disabled: The number of students in the category of Disabled who complete transfer-level math and English in their first year will increase by 10%.
- Persistence: First Primary Term to Secondary Term.
- LGBT: LGBT students will persist at a rate 10% higher than baseline.
- Male: Male students will persist at a rate of 10% above baseline.
- Transfer Male: Male students will transfer at rates 10% above the baseline.
- Completion of Hispanic or Latino: Completion of certificates and degrees among Hispanic or Latino students will increase by 10%.
- Black or African American: Completion of certificates and degrees by Black or African American students will increase by 10%.

In addition to student achievement data, the College can analyze disaggregated learning outcomes data through the Office of Institutional Research. (I.B.6-3) The Office of Institutional Research (OIR) at COD provides data to the College through its webpage and specialized reports. 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. (I.B.6-4) All student data, such as headcount



and student outcomes, are available in a disaggregated form, including race/ethnicity, age, gender, and socioeconomic status. The data provided disaggregates data on several 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.

Evaluation

COD meets this Standard. The College can disaggregate outcomes data by subpopulations at the institutional, program, and course levels.

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 ensure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

I.B. 7-1 Educational Policies and Practices

I.B. 7-2 Data Evaluation Subcommittee Webpage

Analysis and Evaluation

Analysis

The Educational Policies and Practices Committee (EPP) Serves as the primary recommending body on educational policies & practices relating to faculty and students, including academic Standards, grading, matriculation, academic calendar, equivalency, and enrollment management.

The Goals and Objectives of the Educational Policies and Practices Committee are to “adopt and revise educational policies and practices to fulfill the needs of our students, faculty, and staff and to “evaluate and establish Standards or policies regarding student preparation and success.” (I.B.7-1)

The College Planning Council (CPC) is an advisory committee to the Interim Superintendent/President on college-wide issues. It serves as the primary policy and planning recommendation group for the college, thereby establishing the charges to other units and committees in accomplishing specific tasks including but not limited to the following areas: classified staff development, enterprise resource planning management, diversity, health and welfare, safety, non-instructional programs, student equity, accreditation, bookstore, food service, strategic planning, and facilities. CPC is responsible for reviewing the units' and committees' progress and accomplishments. CPC serves as the umbrella collegial consultation committee for the college and is a significant participant in providing recommendations and planning for the college.

One of the subcommittees of the CPC is the Data Evaluation Subcommittee (DEC). The DEC is tasked with evaluating and providing feedback regarding the usefulness, clarity, and consistency of data it produces regarding the extent to which it meets the planning and decision-making needs of the college. The DEC also monitors goals the college establishes annually and reports to the College Planning Council. The DEC also educates constituents on data sources, collection, availability, and related processes. (I.B.7-2)

Evaluation

College of the Desert (COD) meets the Standard with a robust tradition of regularly evaluating its practices across all areas. Through regular self-evaluation processes such as annual program plans, program reviews, 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.

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

Evidence of Meeting the Standard

- I.B. 8-1 Outreach and Training Subcommittee Webpage
- I.B. 8-2 Research Department Webpage
- I.B. 8-3 College Planning Council Webpage
- I.B. 8-4 Assessment of Planning & Outcomes (APO) Subcommittee Webpage
- I.B. 8-5 2017-2022 Educational Master Plan
- I.B. 8-6 COD+WESTED Educational Master Plan

Analysis and Evaluation

Analysis

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 weaknesses 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 training provided by the Outreach and Training Subcommittee (I.B.8-1); and email updates provided by the Office of Institutional Effectiveness and Planning. (I.B.8-2) College Planning Council (CPC) and the Assessment of Planning and Outcomes (APO) Subcommittee have publicly accessible web pages with current Standardized agendas, minutes, and handouts. (I.B.8-3, I.B.8-4)

A great example of how the college communicates and utilizes the results of its assessment and evaluation activities for an institutional understanding of its strengths and weaknesses to set appropriate priorities is the creation of its Educational Master Plan Work Group, a Web Portal that captured the activity of the Work Group and its review of all the relevant data, and the development of the 2024-2029 Educational Master Plan. (I.B.8-5, I.B.8-6)

Evaluation

COD meets the Standard. Broad communication and active participation in assessment and evaluation activities promote a shared institutional understanding (including strengths and weaknesses) from which the institution plans and sets goals and priorities.

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 accomplishes its mission and improves institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and human, physical, technological, and financial resources. (ER 19)



Evidence of Meeting the Standard

- 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 Prioritization Process
- I.B. 9-5 Annual Planning Process
- I.B. 9-6 2023-2028 Strategic Master Plan
- I.B. 9-7 Vision 2030 Facilities Master Plan
- I.B. 9-8 Vision 2030 Facilities Master Plan, Executive Summary
- I.B. 9-9 Planning Process
- I.B. 9-10 Budget Subcommittee Webpage
- I.B. 9-11 Budget Presentation, October 2023

Analysis and Evaluation

Analysis

Standards I.B.1, I.B.5, I.B.6, and I.B.7 describe the College of the Desert's (COD) robust integrated planning cycle. Systematic evaluation and planning occur annually at the department and unit levels and at the comprehensive program review level every five years, fed into a revised Strategic Master Plan and 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 2023-2028 Strategic Master Plan (SMP) is designed to fully support the College's mission and will be monitored regularly to ensure institutional effectiveness. Departments, units, and College-wide committees establish short-term goals. In contrast, long-term goals are established during a comprehensive program review, which informs 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: The College of the Desert's programs and services are aligned with its mission. COD's planning processes throughout the institution support its mission and vision (I.B.9-1, I.B.9-2, I.B.9-3). PRUs are completed for all programs annually 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.9-4). The PRU and planning process combines self-study, evaluation, planning, and budgeting for all COD instructional, student, and support services (I.B.9-2, I.B.9-3, I.B.9-4, I.B.9-5). The PRUs are responsive to annual strategic objectives that link to the 2023-2028 Strategic Master Plan, which aligns with the College's mission statement (I.B.9-6).



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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). The Faculty Prioritization Committee identifies the faculty needs across the institution, the Staffing Prioritization Committee identifies the staffing needs, and the Budget Subcommittee identifies and recommends available resources. All recommendations are forwarded to CPC as a recommendation to the Interim Superintendent/President, who makes the final decision all aligned with its mission and in support of the institution's programs and services (I.B.9-4, I.B.9-5).

Physical Resources: The Facilities Master Plan (FMP) will provide a roadmap for facilities development to support the goals and strategies of the College's Educational Master Plan (EMP), the goals of which include instructional design and delivery, instructional program content, student and support services, community partnerships, information and communication, and integrated planning; professional development; and alignment of staffing, facilities, and technology plans with the EMP. The Facilities Master Plan guides the decision-making process and prioritization of new construction and renovation of existing facilities to provide essential upgrades and improvements for college facilities to meet the needs of students. (I.B.9-7, I.B.9-8, I.B.9-9)

Equipment needs are addressed through the annual PRU prioritization process. COD relies on input from the 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).

Technology Resources: The updated 2020-2025 Technology Master Plan supports the college's Strategic Master Plan and maps technology goals and objectives to the Strategic Plan goals. It also provides a framework for technology direction, strategy, acquisition, replacement, and deployment on a district-wide basis.

The Technology Master Plan (TMP) defines the district's technology mission and identifies technology goals and objectives. These goals and objectives are mapped back into the District's strategic goals. The TMP defines technology Standards criteria for acquiring new technology and establishes refresh cycles for equipment.

The Information Systems and Technology Committee monitors progress toward fulfilling the goals of the Plan and develops initiatives to meet the goals annually. The annual updates will be accomplished using input from the existing Educational Technology and Distance Education committee and the Distance Education sub-committee. (I.B.9-10, I.B.9-11)

Financial Resources: The Budget Subcommittee actively participates and makes recommendations regarding the District's fiscal health. This participation includes reviewing PRU requests, recommending funding levels for consideration, and recommending reserve percentages. The PRUs can request additional faculty, staff, equipment, and technology resources. During the program review, prioritization, and planning process, the Budget Subcommittee identifies resources. Once the ranked list is forwarded to the College Planning Council as a recommendation to the Interim Superintendent/President, the Interim Superintendent/President announces the funded faculty, staff positions, and equipment. (I.B.9-11, I.B.9-12)

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 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 human, physical, technological, and financial resources.



Evidence List

- 1.B. 1-1 Assessment Schedule for All Areas
- 1.B. 1-2 OAC Minutes, September 2, 2021
- 1.B. 1-3 OAC Minutes, October 7, 2021
- 1.B. 1-4 DEI Action Council Minutes, February 7, 2022
- 1.B. 1-5 Student Equity Plan
- 1.B. 1-6 All Faculty Senate Minutes, April 28, 2022
- 1.B. 1-7 Assessment of Planning & Outcomes Subcommittee Minutes, March 10, 2022
- 1.B. 1-8 Program Enhancement Plan, November 5, 2019
- 1.B. 1-9 Sample Instructions PEP- Biology 2019
- 1.B. 1-10 Assessment of Planning & Outcomes Subcommittee Minutes, May 12, 2022
- 1.B. 1-11 Budget Subcommittee Minutes, March 14, 2022
- 1.B. 1-12 Results of Instructional Equipment-Technology Prioritization, May 27, 2022
- 1.B. 1-13 CPC Minutes, October 8, 2021
- 1.B. 1-14 OAC Minutes, October 6, 2022

- 1.B. 2-1 2022-2023 College Catalog Institutional Outcomes
- 1.B. 2-2 2022-2023 College Catalog Program Outcomes
- 1.B. 2-3 2022-2023 College Catalog Statement on Student Learning Outcomes and Assessment
- 1.B. 2-4 Assessment Schedules for All Areas
- 1.B. 2-5 General Education Assessment Report COMM-001 Introduction to Public Speaking
- 1.B. 2-6 Sample Program Enhancement Plan for Communication Studies 2019
- 1.B. 2-7 Sample Program Enhancement Plan for Library Learning Resources 2018

- 1.B. 3-1 Institution Set Standards
- 1.B. 3-2 Data Evaluation Subcommittee Description
- 1.B. 3-3 Data Evaluation Subcommittee Minutes, September 9, 2020
- 1.B. 3-4 Institutional Research Webpage

- 1.B. 4-1 Mission, Vision, and Values Webpage
- 1.B. 4-2 2016-2022 Strategic Master Plan
- 1.B. 4-3 2022-2027 Strategic Master Plan Progress
- 1.B. 4-4 College Planning Council Description
- 1.B. 4-5 2021-2022 College Planning Council Handbook

- 1.B. 5-1 Assessments
- 1.B. 5-2 PEPs, PEP-UPS, and PRUs
- 1.B. 5-3 Program Enhancement Plan Schedule
- 1.B. 5-4 Program Review and Prioritization
- 1.B. 5-5 Planning and Prioritization



- I.B. 6-1 2022-2025 Student Equity Plan
- I.B. 6-2 2022-2025 Student Equity Plan, Executive Summary
- I.B. 6-3 Research Department Webpage
- I.B. 6-4 COD Fact Book Webpage
- I.B. 6-5 COD Student Outcomes Webpage

- I.B. 7-1 Educational Policies and Practices
- I.B. 7-2 Data Evaluation Subcommittee Webpage

- I.B. 8-1 Outreach and Training Subcommittee Webpage
- I.B. 8-2 Research Department Webpage
- I.B. 8-3 College Planning Council Webpage
- I.B. 8-4 Assessment of Planning & Outcomes (APO) Subcommittee Webpage
- I.B. 8-5 2017-2022 Educational Master Plan
- I.B. 8-6 COD+WESTED Educational Master Plan

- 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 Prioritization Process
- I.B. 9-5 Annual Planning Process
- I.B. 9-6 2023-2028 Strategic Master Plan
- I.B. 9-7 Vision 2030 Facilities Master Plan
- I.B. 9-8 Vision 2030 Facilities Master Plan, Executive Summary
- I.B. 9-9 Planning Process
- I.B. 9-10 Budget Subcommittee Webpage
- I.B. 9-11 Budget Presentation, October 2023

C. Institutional Integrity

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

Evidence of Meeting the Standard

- I.C. 1-1 College of the Desert Website Homepage
- I.C. 1-2 College of the Desert Catalog, 2021-2022
- I.C. 1-3 College of the Desert Mission Statement
- I.C. 1-4 College of the Desert Course Outline on Record Website
- I.C. 1-5 College of the Desert Student Handbook



Analysis and Evaluation

Analysis

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 primary 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). These sources are regularly reviewed and updated for accuracy. Individual departments and units review the website as needed (I.C.1-1). The general catalog is reviewed annually at the end of the spring semester in preparation for publishing a complete catalog or a supplement to the current catalog, depending on the most recent revision.

The mission statement is available in various locations around campus, on the College website (I.C.1-3), and in the general catalog (I.C.1-2). Information about educational programs, program-level learning outcomes, and institutional outcomes (I.C.1-2) is included in the college catalog. The catalog is available in print at the bookstore and electronically on the College website (I.C.1-1, I.C.1-2).

Course-level student learning outcomes (SLOs) are included in the course outline of record (COR) (I.C.1-4). 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.1-1), in the College catalog (I.C.1-2), and the Student Handbook (I.C.1-5). The statement regarding the College's accredited status is displayed on the Accreditation webpage, accessible directly from the College homepage (I.C.1-1). 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.1-2). In addition, the College catalog and website include information for specific programmatic accreditation from other state and national organizations (I.C.1-1, I.C.1-2)

College of the Desert meets Standard I.C.1. College of the Desert strives to disseminate information such as its mission statement categorical and educational programs that are appropriate and current. This information can be found through various front-facing interfaces such as the college website, catalog, and schedule of classes.

Evaluation

College of the Desert meets this Standard by communicating its mission, vision, and values on various platforms and media.

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)

Evidence of Meeting the Standard

I.C. 2-1 College of the Desert catalog, 2021-2022

I.C. 2-2 College of the Desert catalog, 2022-2023

I.C. 2-3 College of the Desert catalog advisory committee 2021-2022



Analysis and Evaluation

Analysis

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.2-2). 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 thoroughly reviewed following an established production timeline approved by the Catalog Advisory Committee (I.C.2-3). 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.

College of the Desert meets Standard I.C.2. The college provides all stakeholders with an annual course catalog that contains precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the catalog requirements.

Evaluation

College of the Desert meets this Standard.

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

Evidence of Meeting the Standard

- I.C. 3-1 College of the Desert Website Homepage
- I.C. 3-2 College of the Desert institutional research webpage
- I.C. 3-3 State Chancellor's office website
- I.C. 3-4 College of the Desert Portal

Analysis and Evaluation

Analysis

College of the Desert (COD) compiles and publishes student achievement data and communicates this data to the campus constituencies and the public. The Office of Institutional Research (OIR) is primarily responsible 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 College 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). 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, updated annually, and posted on the public website (I.C.3-1). Student learning and achievement data are used in annual planning and program enhancement plans (PEP). The PEP template prompts departments to reflect and



discuss student learning and achievement data in the context of the College's mission and strategic plan. Department and program PEPs are posted on the College website and portal (I.C.3-4).

College of the Desert meets Standard I.C.3. Student learning outcome assessment information is available on the College of the Desert website. Faculty have access to particular learning outcomes for their specific programs and courses.

Evaluation

College of the Desert meets this Standard.

4. The institution describes the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees.

Evidence of Meeting the Standard

I.C. 4-1 College of the Desert Website Homepage

I.C. 4-2 College of the Desert catalog, 2021-2022

I.C. 4-3 College of the Desert catalog-curriculum and requirements

Analysis and Evaluation

Analysis

The College catalog and the website are the primary sources of information regarding degrees and certificates (I.C.4-1, I.C.4-2). 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.4-3).

Evaluation

College of the Desert meets Standard I.C.4. Through its webpage. The college describes the different certificate and degree programs, including their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to ensure integrity in all mission, programs, and service representations.

Evidence of Meeting the Standard

I.C. 5-1 College of the Desert mission and vision statement

I.C. 5-2 College Planning Council website

I.C. 5-3 Assessment of Planning and Outcome Subcommittee Website

I.C. 5-4 Catalog advisory committee website

I.C. 5-5 Public Information Office website

Analysis and Evaluation

Analysis

College of the Desert (COD) has systems 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



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

initiates with the Assessment of Planning and Outcomes Subcommittee, includes review and comment from the College Planning Council and the campus community, and culminates in approval by the Board of Trustees 4I.C.5-3). COD's mission statement is the starting point for developing the College's planning process. It is reviewed every three years to evaluate the direction of the College's planning efforts and 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 thoroughly reviewed following an established production timeline approved by the Catalog Advisory Committee (I.C.5-4).

College publications are reviewed regularly by the Public Relations Office (PRO). The PRO reviews all publications to ensure 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.5-5). PRO also provides branding Standards and templates for brochures, flyers, and other documents representing the College (I.C.5-5).

College of the Desert meets Standard I.C.5. The Desert Community College District Board of Trustees regularly reviews institutional practices, policies, procedures, and publications to meet and exceed the educational integrity and found educational experience in all representations of its mission, programs, and services.

Evaluation

College of the Desert meets this Standard.

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.

Evidence of Meeting the Standard

- I.C. 6-1 College of the Desert Website Homepage
- I.C. 6-2 College of the Desert bookstore website
- I.C. 6-3 College of the Desert bursar website
- I.C. 6-4 College of the Desert schedule of classes fall 2023
- I.C. 6-5 College of the Desert financial website

Analysis and Evaluation

Analysis

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 on the College Website (I.C.6-1). The same information is also on the bookstore website (I.C.6-2). Complete information on tuition and fees is available on the bursar website and the Schedule of Classes (I.C.6-3, I.C.6-4). Additional student expenses and financial support information are available on the Office of Financial Aid webpage (I.C.6-5). Instructional materials fees are in the Schedule of Classes for every applicable course (I.C.6-4).



Evaluation

College of the Desert meets Standard I.C.6. College of the Desert publishes the information within its catalog and schedules classes about the cost of education, including tuition, fees, textbooks, and other expenses. This information is published on the College of the Desert website.

7. 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. (ER 13)

Evidence of Meeting the Standard

- I.C. 7-1 Board policy and administrative procedure website
- I.C. 7-2 College of the Desert Website Homepage
- I.C. 7-3 College of the Desert catalog, 2021-2022
- I.C. 7-4 College of the Desert faculty handbook
- I.C. 7-5 Educational Policies and Procedures website

Analysis and Evaluation

Analysis

Board Policy (BP) and Administrative Procedure (AP) 4030 delineate the rights and responsibilities of members of the College community to contribute to and protect academic freedom and responsibility (I.C.7-1). BP 4030 clarifies that COD is committed to academic freedom and intellectual pursuits by "recognizing the importance of academic freedom in the pursuit of academic excellence for the College." The policy recognizes that faculty should be free from institutional censorship. Additionally, faculty should promote conditions of free inquiry and further public understanding of academic freedom. The policy guides faculty, students, administrators, and staff on their roles in contributing to academic freedom. BP and AP 4030 are published on the public website (I.C.7-2). Statements on academic freedom are published in various locations, including the College catalog (I.C.7-3). 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 academic freedom and responsibility (I.C.7-4, I.C.7-5).

Evaluation

College of the Desert meets and exceeds Standard I.C.7. The board policies and administrative procedures on academic freedom appear on the College of the Desert's Board Policies and Administrative Procedures webpage. The College of the Desert is committed to the utmost pursuits and dissemination of knowledge and academic integrity, as stated in the college values statement.

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 of dishonesty.



Evidence of Meeting the Standard

- 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
- I.C. 8-4 Administrative Procedure 5550 Academic Integrity
- I.C. 8-5 Student Conduct Standards and Disciplinary Actions 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 Code of Professional Ethics in College Catalogue

Analysis and Evaluation

Analysis

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 provide notice of the type of conduct that is expected of each student (I.C.8-1, I.C.8-2).

Through the work of its Educational Policies and Practices Committee, an Academic Senate committee, the College formed BP and AP 5550, which requires that students' academic work be of their own making and that students remain accountable for their work (I.C.8-3, I.C.8-4). These policies received the input and approval of the All Faculty Senate, Associated Students of COD, College Planning Council, and the Board of Trustees. This policy defines specific types of academic dishonesty and states the 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 state that all employees of the College are expected to maintain the highest ethical Standards following all applicable laws, regulations, and professional Standards (I.C.8-6, I.C.8-7). In addition, the Faculty Code of Professional Ethics is listed in the College Catalogue (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 Board Policy on Academic Freedom is published in the College catalog and website.

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

Evidence of Meeting the Standard

- I.C. 9-1 Board Policy 4030 Academic Freedom
- I.C. 9-2 Administrative Procedure 4030 Academic Freedom
- I.C. 9-3 College Catalogue—The Faculty Code of Professional 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

Analysis and Evaluation

Analysis

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 pursue learning where questions may be asked freely, 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 faculty evaluation component reviews 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.

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 Standards following 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 and are held accountable.

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 appropriate faculty and student handbooks.

Evidence of Meeting the Standard

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 does not apply to COD.

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

Evidence of Meeting the Standard

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



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 period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

- 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 2025-2032 Upcoming Accreditation Cycle
- I.C. 12-7 COD Homepage with Accreditation Link

Analysis and Evaluation

Analysis

According to the Standards and ER21, accreditation 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 period. Accreditation information 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). The College retains two complete accreditation cycles 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 accurately discloses its accredited status and accreditation-related information to the public on the Accreditation webpage, accessible from the homepage (I.C.12-7).

Evaluation

COD meets the Standard. The College complies with eligibility requirements. The College meets accreditation requirements by the ACCJC.

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

Evidence of Meeting the Standard

- I.C. 13-1 Accreditation Webpage
- I.C. 13-2 College Catalogue Accreditation Status Page



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- I.C. 13-3 College Catalogue Accreditation Status Page (External Accrediting Agencies and Certifications)
- 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

Analysis and Evaluation

Analysis

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 regularly to comply with federal Title IV regulations affecting the administration of financial aid programs. Practice compliance 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 (32CA) and complies with its rules and regulations affecting the College's athletic program (I.C.13-6).

Evaluation

COD meets the Standard. COD consistently describes itself to all 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 maintained in appropriate campus locations.

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.

Evidence of Meeting the Standard

- I.C. 14-1 Mission, Vision, and Values Webpage
- I.C. 14-2 2023-2028 Strategic Master Plan

Analysis and Evaluation

Analysis

College of the Desert (COD) is a publicly funded, open-access, not-for-profit institution. The College's mission statement affirms the institution's commitment to "providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community" (I.C.14-1). The College's commitment to its educational mission is further reinforced in the goals and objectives of the 2023-2028 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



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

non-profit, 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 at the College. COD's mission statement reflects the importance of and its commitment to high-quality instruction that is student-centered and focused on the needs of students and their success above all else.

Conclusions on Standard IC: Institutional Integrity

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 non-profit, 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 at the College. COD's mission statement reflects the importance of and its commitment to high-quality instruction that is student-centered and focused on the needs of students and their success above all else.

Improvement Plans

Not Applicable

Standard 1.C. Evidence List

- I.C. 1-1 College of the Desert Website Homepage
- I.C. 1-2 College of the Desert catalog, 2021-2022
- I.C. 1-3 College of the Desert mission statement
- I.C. 1-4 College of the Desert course outline on record website
- I.C. 1-5 College of the Desert student handbook

- I.C. 2-1 College of the Desert catalog, 2021-2022
- I.C. 2-2 College of the Desert catalog calendar, 2022-2023
- I.C. 2-3 College of the Desert catalog advisory committee 2021-2022

- I.C. 3-1 College of the Desert Website Homepage
- I.C. 3-2 College of the Desert institutional research webpage
- I.C. 3-3 State Chancellor's office website
- I.C. 3-4 College of the Desert Portal

- I.C. 4-1 College of the Desert Website Homepage
- I.C. 4-2 College of the Desert catalog, 2021-2022
- I.C. 4-3 College of the Desert catalog -curriculum and requirements

- I.C. 5-1 College of the Desert mission and vision statement
- I.C. 5-2 College Planning Council website
- I.C. 5-3 Assessment of Planning and Outcome Subcommittee Website



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- I.C. 5-4 Catalog advisory committee website
- I.C. 5-5 Public Information Office website

- I.C. 6-1 College of the Desert Website Homepage
- I.C. 6-2 College of the Desert bookstore website
- I.C. 6-3 College of the Desert bursar website
- I.C. 6-4 College of the Desert schedule of classes fall 2023
- I.C. 6-5 College of the Desert financial aid website

- I.C. 7-1 Board policy and administrative procedure website
- I.C. 7-2 College of the Desert Website Homepage
- I.C. 7-3 College of the Desert catalog, 2021-2022
- I.C. 7-4 College of the Desert faculty handbook
- I.C. 7-5 Educational Policies and Procedures website

- 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
- I.C. 8-4 Administrative Procedure 5550 Academic Integrity
- I.C. 8-5 Student Conduct Standards and Disciplinary Actions 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 Code of Professional Ethics in College Catalogue

- I.C. 9-1 Board Policy 4030 Academic Freedom
- I.C. 9-2 Administrative Procedure 4030 Academic Freedom
- I.C. 9-3 College Catalogue—The Faculty Code of Professional 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. 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 2025-2032 Upcoming Accreditation Cycle
- I.C. 12-7 COD Homepage with Accreditation Link

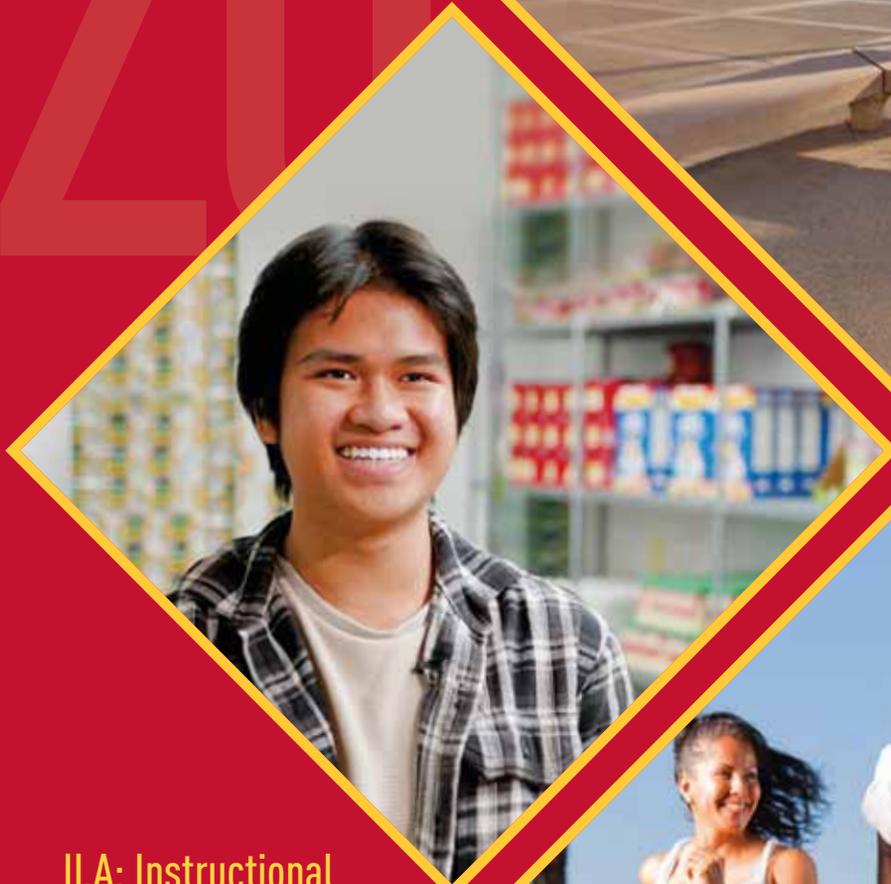
- I.C. 13-1 Accreditation Webpage
- I.C. 13-2 College Catalogue Accreditation Status Page



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- I.C. 13-3 College Catalogue Accreditation Status Page (External Accrediting Agencies and Certifications)
- 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. 14-1 Mission, Vision, and Values Webpage
- I.C. 14-2 2023-2028 Strategic Master Plan

Standard II: Student Learning Programs and Support Services



II.A: Instructional Programs

II.B: Library and Learning Support Services

II.C: Student Support Services





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 them to improve educational quality and institutional effectiveness. The institution defines and incorporates into all degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The provisions of this Standard are broadly applicable to all instructional programs and student and learning support services offered in the institution's name.

A. Instructional Programs

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)

Evidence of Meeting the Standard

- II.A. 1-1 Board Policy 2510 Participating in Local Decision Making
- II.A. 1-2 Board Policy 4020 Program and Curriculum Development
- II.A. 1-3 Administrative Procedure 4260 Prerequisites and Co-requisites
- II.A. 1-4 Administrative Procedure 4105 Distance Education
- II.A. 1-5 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A. 1-6 College Catalog 2023-24
- II.A. 1-7 Electronic College Catalog 2023-24
- II.A. 1-8 Associate Degrees for Transfer 2023-2024 College Catalog
- II.A. 1-9 Criminal Justice Transfer Degree
- II.A. 1-10 AA-T in History
- II.A. 1-11 Samples of CTE Advisory Committees
- II.A. 1-12 Kinesiology Advisory Committee Minutes
- II.A. 1-13 Nursing Advisory Committee Minutes
- II.A. 1-14 HS 074 Course Outline of Record
- II.A. 1-15 Transfer Center Articulation-College and Universities
- II.A. 1-16 ASSIST Website
- II.A. 1-17 Master List High School Articulation
- II.A. 1-18 OIR Webpage
- II.A. 1-19 COD Scorecard
- II.A. 1-20 High School Articulation Webpage



- II.A. 1-21 Information Warehouse on OIR Webpage
- II.A. 1-22 Student Outcomes in Fact Book on OIR Webpage
- II.A. 1-23 Scorecard Button on Homepage
- II.A. 1-24 Scorecard Link on OIR Webpage
- II.A. 1-25 CCSSE Results on OIR Webpage
- II.A. 1-26 Academic Senate CCSSE Presentation
- II.A. 1-27 Scorecard Credit and Noncredit Offerings
- II.A. 1-28 Inland Empire Skills-BUILDER Guide
- II.A. 1-29 Gainful Employment Disclosure Statements
- II.A. 1-30 Sample Gainful Employment Disclosure Statement for Accounting
- II.A. 1-31 Inland Empire Strong Workforce Regional Plan

Analysis and Evaluation

Analysis

College of the Desert (COD) ensures that 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.

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

Fields of study are developed based on 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.1-1).

These guidelines also show the significant role of faculty and students in planning and developing degrees and curricula. Board Policy 4020 defines the involvement of faculty and the process for curricular development based on evaluation, student opportunities, and labor market data (II.A.1-2). Administrative Procedure 4260 describes the process of faculty involvement through the Curriculum Committee (II.A.1-3).

The Curriculum Committee of the Academic Senate, including representatives of all areas of the College, reviews new program proposals and course outlines of record (CORs) to ensure they align with the college's mission (II.A. 1-1). Additionally, the curriculum committee implements board policies and administrative procedures through its role as the primary recommending body on matters relating to curriculum. The committee conducts 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 chooses fields of study in distance education (DE) through stakeholders' recommendations, including those of students, faculty, and career and technical education (CTE) advisory committees, which are presented to the Education Technologies Committee of the Academic Senate through a formal process. Administrative Procedure 4105 defines the analysis and steps for selecting fields of study that offer DE programs (II.A.1-4).



Standard II: Student Learning Programs and Support Services

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 2015. Since then, AP4105 has been updated where it was approved at the Senate in March 2016, the College Planning Council reviewed it in 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. Reviewing and approving 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 various 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. COD is committed to aligning all course and program offerings with the College mission, which states:

“College of the Desert is an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community. By preparing workforce professionals and leaders, the College enhances the local economy, closes persistent equity gaps, and improves the quality of life in the Coachella Valley and surrounding communities.”

Additionally, COD ensures all course and program offerings meet the mission of the California Community Colleges Chancellor’s Office (CCCCO) (transfer, degree, certificate/career and technical education, and basic skills) through board policies, administrative procedures, and the work conducted in the Curriculum Committee of the Academic Senate.

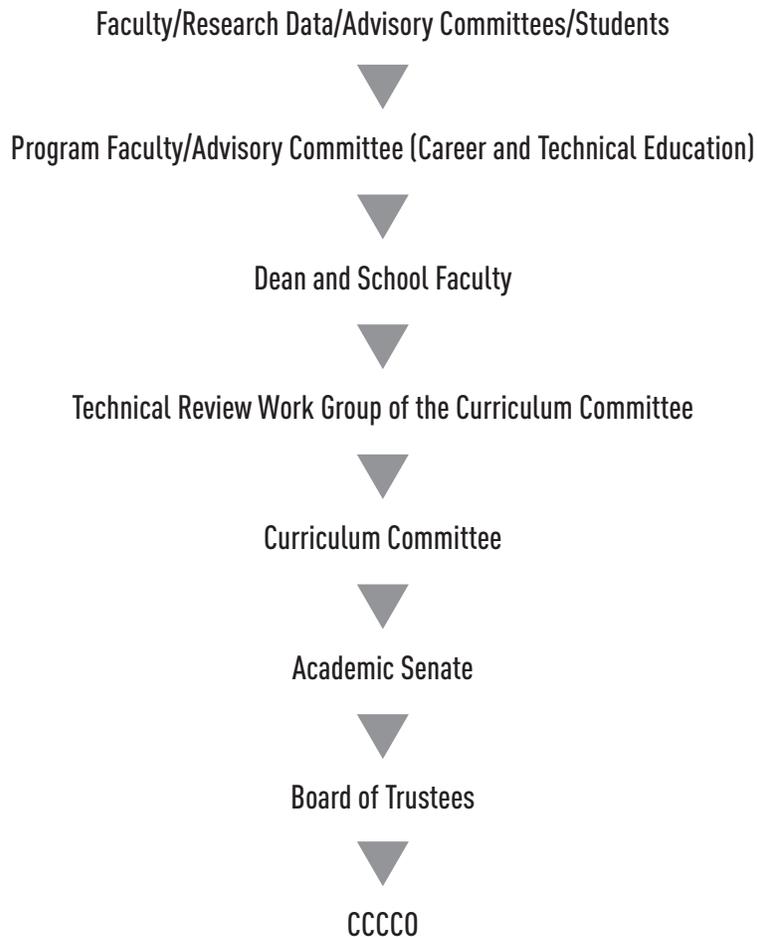
The College of the Desert Board of Trustees defines curriculum development in Board Policy 4020: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” (II.A.1-2).

Additionally, Board Policy 4025 states, “The awarding of an associate’s degree is intended to represent more than an accumulation of units. It symbolizes 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.1-5).

Administrative Procedure 4025 reads: “The programs of the District are consistent with the institutional mission, purposes, demographics, and economics of its community” through the process explained in the statement that 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.”



Course and program design at College of the Desert is an inclusive process displayed in the following pathway:



More specifically, associate degrees are submitted through the following procedure:

- The department proposing the degree shall complete all forms required in the approval process;
- If the degree is career/technical, 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 CCCCCO for approval, and
- If approved, the degree will be offered to students and published in the catalog.

COD offers a broad range of programs approved by the CCCCCO, including 156 programs, 78 degrees, 103 certificates of achievement, and 85 noncredit certificates of accomplishment (II.A.1-6, II.A.1-7).

College of the Desert (COD) also ensures all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, 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.



Transfer programs and courses highlight the role of associate's degrees for transfer (ADT) in influencing courses. ADT results from 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 unique benefits/guarantees upon transfer to CSU (II.A.1-8).

By design, ADTs and C-ID alignment illustrate program appropriateness within the CSU higher education system. Currently, COD offers 29 ADTs and 208 C-ID-aligned courses. The C-ID infrastructure continues to develop and vet the transfer model curriculum in the most common transfer majors. Further, C-ID is being used to develop descriptors for all courses in the transfer model curriculums, assuring 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 Criminal Justice Program revised its courses and degree program to meet the C-ID and Associate in Science Transfer (AST) (II.A.1-9). COD's History Program added Western Civilization I and II, which meet the core course requirements and the elective for the Associate in Arts Transfer (AAT) degree in history (II.A.1-10). 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 adjusting courses to align with C-ID. It 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 are integral in developing new career programs and assessing existing programs for currency (II.A.1-11). The College depends upon the committee members to share their best thinking about the skills and knowledge students need to succeed in today's job market. CTE faculty and administrators provide students with high-quality, high-performance workforce training and education by working closely with the business and labor communities. The Kinesiology Advisory Committee recommended developing a course, KINE 009, Essentials for Fitness Professionals (II.A.1-12). The Nursing Advisory Committee recommended increasing the simulation lab time in all RN program courses in response to the Board of Registered Nursing allowance for 25 percent of the content to be in simulation (II.A.1-13). Due to changing healthcare Standards, electronic health record instruction was incorporated into HS 074, Informatics for Health Sciences (II.A.1-14).

University articulation agreements also validate the appropriateness of COD programs, courses, and degrees to higher education (II.A.1-15). Students can utilize the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) to find the articulation of a particular course or degree to the California Community College, California State University, and University of California systems (II.A.1-16). 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 COD's relevant and rigorous programs. COD created a two-year articulation agreement between the College and Palm Springs Unified School District for the HS-062 Your Living Body course 2013. 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;
- La Familia High School;
- Palm Springs High School; and
- Palo Verde High School (II.A.1-17).

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 College and California Community Colleges Chancellor's Office (CCCCO) Scorecard (II.A.1-18, II.A.1-19) research webpage. 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.1-11, II.A.1-20).

The Office of Institutional Research (OIR) maintains the research pages of the COD website. It creates the repository for SLO assessment data and student success rates on completion, persistence, transfer, and graduation/certificate awards (II.A.1-18, II.A.1-21, II.A.1-22). OIR also makes data accessible from the labor market, supply/demand, and CCCC Scorecard and Skills-Builder, as well as other data to faculty, staff, administrators, and the community (II.A.1-23, II.A.1-24, II.A.1-25).

Assessment of SLOs drives the data component of the five-year PEP and the annual PEP-Up 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 (II.A.1-18). 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 (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 a focused needs analysis. CCCSE was conducted in the spring of 2016, and results were posted on the OIR webpage. OIR presented the results to the faculty in the spring of 2017 at the Academic Senate and the College Planning Council at the end of the spring semester of 2017 (II.A.1-25, II.A.1-26).



Standard II: Student Learning Programs and Support Services

The Student Success Scorecard and Skills-BUILDER data also provide evidence for student success and analysis at COD (II.A.1-27). Skills-BUILDER data particularly informs CTE programs on gains made by students in the regional (Inland Empire) programs (II.A.1-28). The United States Department of Education requires colleges to disclose various 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.1-29). 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 are also analyzed to provide insight into students’ professional and academic needs and are publicly available (II.A.1-30).

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.1-31).

Evaluation

COD meets this Standard. Through this rigorous process of board, administration, and Academic Senate activity, the College ensures all courses meet the College's mission and the community's and students' local needs. COD meets this Standard in utilizing existing and emerging data sources to help further address the unique needs of students to enable them to meet SLOs successfully. Programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and SLOs through the Program Enhancement Plan (PEP), annual Program Enhancement Plan Update (PEP-Up), 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 program changes are recorded in PEPs every five years, PEP-ups annually, and assessment reports every semester. Additionally, all courses are aligned with program and institutional outcomes.

The Office of Institutional Research collects student achievement data based on various success indicators. The research office provides data on course success, retention, persistence, and degree/certificate and transfer attainment. Faculty may then use these data in conjunction with academic assessments to implement quality improvement at all levels of instruction more fully.

2. Faculty, including full-time, part-time, and adjunct faculty, regularly ensure that the content and methods of instruction meet generally accepted academic and professional Standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program reviews, using student achievement data to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

- II.A. 2-1 Board Policy 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
- 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 eLumen 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 Resolution SLO Assessment Cycle
- II.A. 2-13 Program Enhancement Plan (PEP)
- II.A. 2-14 Equity Assessment Conversations Invite
- II.A. 2-15 Curriculum Committee
- II.A. 2-16 Program Enhancement Plan Update PEP-Up
- II.A. 2-17 Program Showcase Resolution
- II.A. 2-18 Program Showcase Instructions
- II.A. 2-19 Program Showcase 2023 Packet

Analysis and Evaluation

Analysis

College of the Desert engages faculty, including full-time, part-time, and adjunct faculty, to regularly ensure that the content and methods of instruction meet generally accepted academic and professional Standards and expectations. 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 the faculty addresses 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; 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 faculty expertise for scholarship Standards. The Curriculum Committee of the 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 a review of student learning outcomes, how learning is assessed, and the credit awarded. Grading practices are consistent with Title 5 regulations. These



Standard II: Student Learning Programs and Support Services

practices are to be adhered to by faculty who administer grades. All of these procedures are described in the College catalog and 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 avoid exploitation of students for private advantage and hold before them high scholarly Standards for their discipline and appreciation and respect for others.

- 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, honor the confidential relationship between instructor and student, avoid exploitation of students for private advantage, and hold 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 the 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 the use of California Community Colleges Chancellor’s Office (CCCCO) tools, the course outline of record (COR) developed through a 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 their course and are based on the approved COR. The CORs are always accessible to all full- and part-time faculty, and department chairs encourage and assist faculty when requested, including content and instruction methods. 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).

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, accessed via the eLumen software, allowing institutions to define, capture, and analyze assessment data and conduct trend analysis over time. The software facilitates systematic assessment across sections of a course and provides a mechanism to track planned improvements on the results of each assessment. 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).”



Standard II: Student Learning Programs and Support Services

Within that framework, the College also respects the 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 ensure the curriculum reflects current industry Standards and laws. The process begins at the faculty level and is approved by faculty within the department, the school, the relevant CTE advisory committee, and the dean. The preceding steps are documented with eLumen, 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 the 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 a final faculty review, and the course is then sent to the Board of Trustees for final acceptance.

Faculty formally and informally discuss the relationship between teaching methodologies and student performance due to SLO assessment, opportunities presented by the technology tools, and student surveys. Faculty deliberation occurs in developing new courses and reviewing existing courses or programs. For existing courses, faculty utilize SLO assessments as a starting point for discussing 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 ensure that the COR content and teaching methods, including textbooks, reflect current research, theory, and best teaching practices.

College of the Desert faculty, including full-time, part-time, and adjunct faculty, ensures faculty conduct systematic and inclusive program reviews using student achievement data to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

COD Program Enhancement Plan (PEP) and Program Enhancement Plan Update (PEP-Up) process, program showcase, regular assessment of student learning outcomes, adherence to faculty-developed assessment cycles, and closing the loop discussions as the program review process (II.A.2-12).

College of the Desert's PEP and PEP-Up process ensures faculty continuously improve instructional courses and programs. The PEP process includes developing and implementing action plans that address identified program needs and objectives. Every five years, faculty complete a full PEP that requires them to engage deeply with program data reflecting student learning resources and set goals for the program's future. The PEP-Up process involves the annual review of the PEP and ensuring goals are still relevant based on assessment data and other information (II.A.2-13). Furthermore, the PEP and PEP-Up process requires faculty to deliberately engage in discussions of equity and learning, work that is supported by training resources across campus (II.A.2-14).

The PEP-Up also provides an annual review of courses that can trigger course creation and revision (II.A.2-15). The PEP-Up provides faculty with a core of data on:

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



Standard II: Student Learning Programs and Support Services

Faculty reports describe the programs and students served, the SLOs of courses and programs, accomplishments, challenges, requirements from outside agencies, resources, facilities, equipment, and program objectives for the coming year (II.A.2-16).

COD's Program Showcase is a regular event that allows faculty to showcase their programs and share best practices with colleagues (II.A.2-17, II.A.2-18, II.A.2-19). The showcase highlights faculty work to improve teaching and learning strategies and promote student success. It also serves as a public discussion forum to address common concerns in teaching and learning that may be solved with a single solution.

Faculty at COD regularly assess student learning outcomes (SLOs) using faculty-developed assessment cycles (II.A.2-12). The assessment process includes collecting and analyzing data on SLOs and developing action plans to address areas for improvement (II.A.2-12). Each area creates an assessment cycle appropriate to their discipline in which all faculty in the area assess the same SLO. Following this are the departmental "closing the loop" discussions involving reviewing and assessing the action plans to ensure they achieve the intended outcomes. These discussions are referenced in the PEP and may result in curricular changes (II.A.2-15).

Evaluation

COD meets this Standard. COD faculty ensure the curriculum meets academic and professional Standards through the curriculum review process. Administrative Procedure 4220 articulates the responsibility to ensure all courses, including content and teaching methods, meet accepted academic and professional Standards and expectations. CTE programs must also ensure the curriculum reflects current industry Standards and laws. Course syllabi are developed by each faculty member for their course and are based on the approved COR. Faculty formally and informally discuss the relationship between teaching methodologies and student performance due to SLO assessment, opportunities presented by the technology tools, and student surveys. COD Program Enhancement Plan (PEP) and Program Enhancement Plan Update (PEP-Up) process, program showcase, regular assessment of student learning outcomes, adherence to faculty-developed assessment cycles, and closing the loop discussions as the program review process.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved 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.

Evidence of Meeting the Standard

- II.A. 3-1 2023-2024 College Catalog Institutional Outcomes
- II.A. 3-2 2023-2024 College Catalog Program Outcomes
- II.A. 3-3 2023-2024 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 CJ-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
- II.A. 3-15 Curriculum Committee Minutes
- II.A. 3-16 Resolution SLOs on Syllabus
- II.A. 3-17 Checklist for Writing and Revising SLOs
- II.A. 3-18 SLOs and the COR
- II.A. 3-19 COD's Assessment Plan
- II.A. 3-20 Math Assessment Results
- II.A. 3-21 BI Assessment Schedule
- II.A. 3-22 OAC Student Learning Outcomes Training
- II.A. 3-23 Syllabus Template from Faculty Handbook
- II.A. 3-24 OEI Rubric

Analysis and Evaluation

Analysis

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 assesses all courses and programs' student learning outcomes (SLO). 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 that are measured regularly (II.A.3-4, II.A.3-5, II.A.3-6). All instructional programs at COD have identified SLOs, 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 regularly. 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 an 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, coordinates 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 alignment with program or service outcomes. The repository of SLOs on each COR is maintained in eLumen. 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 vital venue for dialogue about SLOs across programs and services (II.A.3-15).

The institution has officially approved current course outlines that include SLOs. College of the Desert implements an academic senate resolution requiring current student learning outcomes (SLOs) on all syllabi and a curriculum process that evaluates the SLOs as part of the complete Course Outline of Record (COR) (II.A.3-16). Guidance is provided in writing and assessing SLOs through two SLO Coordinators, the Outcomes and Assessment Committee and the Curriculum Committee (II.A.3-17, II.A.3-18).



Standard II: Student Learning Programs and Support Services

COD's curriculum process evaluates the SLOs as part of the complete COR. The COR includes the officially approved course outline with SLOs (II.A.3-19). The curriculum process ensures that courses, programs, certificates, and degrees align with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified SLOs.

Using established institutional procedures, COD identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. This assessment process includes evaluating student achievement data, analyzing the effectiveness of teaching and learning strategies, and developing action plans to improve student learning outcomes (II.A.3-19, II.A.3-20, II.A.3-21).

Every class section at COD provides a course syllabus that includes learning outcomes from the institution's officially approved course outline (II.A.3-19). The syllabus ensures students know the SLOs for the course and how the course aligns with the institution's overall mission and objectives.

Additionally, flex sessions are presented on the SLO assessment process every semester. New faculty are trained in SLO assessment, and the discussions about assessment are evidenced on faculty department meeting agendas (E II.A.3-22).

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 "Course SLOs: SLOs are found on the COR, accessed via eLumen. 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.3-23).

Another tool is evident for distance learning courses. The COD online course shells are peer-evaluated using the Online Education Initiative's rubric, which includes an assessment of the presentation of learning outcomes (II.A.3-24).

Furthermore, 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. COD is working to improve the number of courses 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 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.

- 1. Suppose the institution offers a pre-collegiate level curriculum. In that case, it distinguishes it from the college-level curriculum. It directly supports students in learning the knowledge and skills necessary to advance to and succeed in the college-level curriculum.**

Evidence of Meeting the Standard

II.A. 4-1 Resolution NonCredit Assessment

II.A. 4-2 EDGE and pLEDGE

II.A. 4-3 Guided Self Placement

II.A. 4-4 Noncredit Courses and Certificates



- II.A. 4-5 Other Noncredit Certificate Programs
- II.A. 4-6 EDGE Webpage
- II.A. 4-7 TASC Webpage
- II.A. 4-8 TASC Tutoring Schedule
- II.A. 4-9 TASC Online Tutoring Services with Smarthinking

Analysis and Evaluation

Analysis

College of the Desert (COD) offers a pre-collegiate curriculum, distinguishes that curriculum from the 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 the catalog. Precollegiate level curricula are offered with directed self-placement materials in math and English and a distinguished non-credit curriculum that supports students in learning the knowledge and skills necessary to advance to and succeed in the college-level curriculum (II.A.4-1, II.A.4-2, II.A.4-3). COD offers a distinguished non-credit curriculum that supports students in learning the knowledge and skills necessary to advance and succeed in college-level coursework (II.A.4-4, II.A.4-5). The non-credit curriculum is distinguished from the college-level curriculum and provides students with the foundational skills they need to succeed in credit-bearing courses. Although nontransferable, noncredit courses at COD are held to the same high-quality Standards through the rigorous and regular assessment of SLOs (II.A.4-1).

COD provides directed self-placement materials to students to help them determine their readiness for college-level math and English courses. The materials include assessments and resources that allow students to assess their skills and choose the appropriate courses, including non-credit coursework (II.A.4-3). These materials specifically delineate the differences between credit and non credit courses for students.

Additionally, COD 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 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.4-6). Due to its success and impact, the EDGE program was one of two recipients of the Chancellor’s Office Student Success Award in 2016 and the recipient of the 2018 Bellwether Award. COD’s EDGE program supports students needing additional academic preparation to succeed in college-level coursework (II.A.4-2). The program includes noncredit instruction in math and English, as well as study skills and college readiness workshops (II.A.4-2).

Furthermore, COD provides support services to students enrolled in precollegiate-level courses. The Tutoring and Academic Skills Center (TASC) empowers students to succeed academically. Students can get assistance in many subjects, mainly English, ESL, and math (II.A.4-7, II.A.4-8). TASC, in collaboration with Smarthinking, offers reading, writing, and math assistance online, including assistance through the online writing center (II.A.4-9).

Evaluation

COD meets this Standard. There are many 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



Standard II: Student Learning Programs and Support Services

abilities and prepare them for college-level coursework. TASC offers support services to help students succeed and various institutional initiatives such as EDGE, a first-year experience program helping students reach college-level coursework.

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

Evidence of Meeting the Standard

- II.A. 5-1 2023-2024 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 Program and Curriculum Development
- II.A. 5-11 BP1100 Graduation Requirements
- II.A. 5-12 BP4220 Standards of Scholarship
- II.A. 5-13 BP1100 Philosophy for Degree
- II.A. 5-14 BP4050 Articulation
- II.A. 5-15 AP4050 Articulation
- II.A. 5-16 Film Production Sequencing Map
- II.A. 5-17 Degree and Certificate Programs 2016-2017 Electronic College Catalog
- II.A. 5-18 Repository on Faculty Feedback

Analysis and Evaluation

Analysis

College of the Desert's (COD) degrees and programs follow practices Standard to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and learning synthesis. COD ensures that the minimum degree requirements are 60 semester credits as stated in the 2023-2024 College catalog (II.A.5-1). Many board policies and administrative procedures are in place to ensure faculty directs the academic relevance of courses and degrees. COD's Board of Trustees defines curriculum development 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.5-2). 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



Standard II: Student Learning Programs and Support Services

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 policy sets the bar for the courses at the College to follow higher education practices in America.

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).

The institution has a structured and systematic program and curriculum development process aligned with its mission, goals, and objectives (II.A.5-10). College of the Desert has a PEP/PEP-Up process that includes the analysis of program outcomes and data and the deliberate review of courses. This process requires faculty to actively engage with courses and program requirements yearly. The college also has a curriculum committee that reviews proposed changes to the curriculum and makes recommendations to the faculty (II.A.5-10).

The institution has clear and consistent graduation requirements that are communicated to students. College of the Desert has established graduation requirements outlined in Board Policy 1100 (II.A.5-11). These requirements include completing a minimum number of units, taking specific courses, and having a minimum GPA.

The institution has established Standards of scholarship that are applied consistently to all students (II.A.5-12). College of the Desert has a policy on scholarship Standards that outlines students' academic standing requirements. These requirements include a minimum GPA and completion of a certain percentage of units attempted. Additionally, the College has established a philosophy for its degree programs that emphasizes the importance of general education and the integration of knowledge across disciplines (II.A.5-13).

The institution has established articulation agreements with other colleges and universities to facilitate the transfer of credits (II.A.5-14) and to ensure that students can transfer credits and complete their degrees efficiently (II.A.5-15).

College of the Desert's Film discipline offers an example of a Film Production Sequencing Map that outlines the recommended course sequence for students pursuing a degree in film production. This map ensures that students complete the necessary courses in the appropriate sequence to develop the skills and knowledge needed for success in the field (II.A.5-16). Every discipline on campus provides students with this illustrative map to aid their course choices.

Evaluation

COD meets this Standard. All degrees and programs listed in the COD catalog follow Standard practices for higher education (II.A.5-17). 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.5-18).



3. The institution schedules courses to allow students to complete certificate and degree programs within a period consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

- II.A. 6-1 2023-2024 College Catalog
- II.A. 6-2 Sample-Completed Accounting PEP
- II.A. 6-3 Sample-Completed CIS PEP 2023 Report
- II.A. 6-4 Sample-Completed CIS PEP Report 2023 Appendices
- II.A. 6-5 Enrollment Management Plan 2020-2025
- 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 Portal Webpage for Enrollment Management Committee
- II.A. 6-11 Enrollment Management Committee Minutes
- II.A. 6-12 Enrollment Management Committee Minutes
- II.A. 6-13 Enrollment Management Committee Minutes
- II.A. 6-14 Earning a Degree or Certificate
- II.A. 6-15 Student Education Plan/Timeline
- II.A. 6-16 Email Notification of Information on the Student Education Plans
- II.A. 6-17 pLEDGE Webpage
- II.A. 6-18 Student Equity Plan Activity E.3 Activity Implementation Plan

Analysis and Evaluation

Analysis

College of the Desert (COD) schedules courses to allow students to complete certificate and degree programs within a period consistent with established expectations in higher education.

COD's enrollment management plan acknowledges that the College should continue to assess the educational needs of students regularly and systematically 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). The frequency of course offerings is reviewed during the program enhancement process update (PEPU) and program enhancement process (PEP) cycles and in yearly catalog reviews (II.A.6-3, II.A.6-4).

COD schedules courses to allow students to complete certificate and degree programs within a reasonable time frame. The institution offers courses in various formats, including day, evening, and weekend classes and online courses (II.A.6-1). Multiple modalities allow students to fit coursework into their schedules and progress through the program promptly. Furthermore, COD has created creative and dynamic scheduling solutions that meet students' needs as they arise during the semester. These strategies include short-term courses, midterm start courses, and others (II.A.6-5).



Standard II: Student Learning Programs and Support Services

Programs in career and technical education (CTE) areas are required by state law to conduct program reviews, 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 on existing degree, certificate, or transfer patterns. COD regularly analyzes student time-to-completion data and periodically analyzes general scheduling data to ensure that students can attain their educational goals in a reasonable time frame, defined as roughly two years for a 60-unit degree program (II.A.6-6).

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.6-7, II.A.6-8, II.A.6-9). 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.6-10, II.A.6-11, II.A.6-12, II.A.6-13). With the annual PEP-Up data, faculty have a look at course enrollments, student completion, and graduation rates at least every year.

COD provides advising and support services to help students promptly plan their course schedules and progress through their programs (II.A.6-14). Students can meet with academic advisors, career counselors, and faculty members to develop a course plan that meets their needs and goals.

Counselors assist students in developing education plans online through an electronic student education plan (SEP) (II.A.6-15). 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's educational plans. 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.6-16).

Several efforts have been institutionalized at COD to help students move successfully and promptly through their programs, including pLEDGE. College of the Desert implemented the pledging program in the spring of 2017. Since then, the program has allowed every current-year high school graduate within the Coachella Valley to enroll in COD tuition-free (II.A.6-17). One purpose of the pLEDGE program is 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 or more, leading to a smoother path towards graduation.

As an activity of student equity, instructional faculty continually collaborate with counseling faculty to prepare major-specific marketing materials that communicate clear pathways for transfer students in the most declared transfer majors. This project includes students transferring to California State University, San Bernardino (CSUSB) in business, criminal justice, and psychology (II.A.6-18). The SEP includes a project assisting 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.

Evaluation

COD meets this Standard. The institution schedules courses to allow 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.



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

Evidence of Meeting the Standard

- II.A. 7-1 DE PEP and Data
- II.A. 7-2 Mission, Vision, and Values Webpage
- II.A. 7-3 2023-2028 Strategic Master Plan
- II.A. 7-4 Class Schedules Webpage
- II.A. 7-5 Distance Education-Fully Online and Hybrid Sections Schedule of Classes Spring 2023
- II.A. 7-6 Sample COR-Accounting for Government and Nonprofit
- II.A. 7-7 Fall 2022 Schedule for New Faculty Orientation
- II.A. 7-8 BFIC Webpage
- II.A. 7-9 BFIC Training Calendar
- II.A. 7-10 BFIC Support and Training for Accessibility
- II.A. 7-11 BFIC Online Teaching Success Including Accessibility
- II.A. 7-12 Equity in Assessment Book Club Minutes
- II.A. 7-13 Equitizing Course Syllabus
- II.A. 7-14 Diversity and Equity Council Minutes
- 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 2023 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

Analysis and Evaluation

Analysis

COD thrives as a diverse community of students, staff, and faculty that 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.

The institution offers culturally responsive curriculum courses that reflect its students' diverse backgrounds and experiences (II.A.7-1). These courses are designed to engage students and help them better understand themselves and the world around them.

The institution offers an array of innovative strategies to reflect students' diverse and changing needs in support of their success. In line with the mission, "College of the Desert is an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community," which is supported by the goal and objectives of the Strategic Master Plan (II.A.7-2). Goal one of the Strategic Master Plan is to achieve equitable student outcomes by providing clear curricular pathways and equity-based student support to ensure student learning and the timely completion of educational goals (II.A.7-3).



Standard II: Student Learning Programs and Support Services

Courses are provided for students in a variety of formats (face-to-face, hybrid, online, HyFlex, fast track, entire semester, day, evenings, and weekend) and at alternate locations in the east, west, and central Coachella Valley regions (II.A.7-4, II.A.7-5). These locations offer courses across general education, basic skills, career and technical education, tutoring, library, bookstore, and student services. Class scheduling involves faculty, deans, staff, counselors, and administration input.

COD faculty determine methodologies best to meet student needs and list these in the course outline of record (COR) (II.A.7-6). 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 engage different student learning styles. Furthermore, these methods are listed on the course syllabus.



Faculty are regularly provided training in new pedagogical strategies and modalities through FLEX activities. They are encouraged to develop diverse teaching methods through faculty orientation, a new faculty innovation center, in-service training, and the Seeking Educational Equity and Diversity (SEED) Program. Orientation for new faculty is an institutional practice inviting new faculty to meet weekly to learn about COD policies and practices and to share opportunities for new methodologies for teaching (II.A.7-7).

The Berger Faculty Innovation Center (BFIC), established in 2015–16, 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.7-8, II.A.7-9). In the BFIC, Disabled Students Programs and Services (DSPS) assists any faculty seeking ways to most effectively meet the needs of all students (II.A.7-10, II.A.7-11).

COD's Equity in Assessment Book Club is a faculty-led initiative exploring equity and diversity issues in assessment practices (II.A.7-12). The club provides opportunities for faculty to engage in discussions and professional development activities that promote equitable assessment practices. COD emphasizes authentic assessment in its student learning outcome assessment practices, which measures students' ability to apply their knowledge and skills in real-world contexts rather than just their ability to recall information (II.A.7-13). This approach supports equity in success for all students by ensuring that assessment practices are fair, relevant, and meaningful.

Another training is flipping the classroom, as exemplified by a political science professor who requires students to complete traditional lectures and discussions 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.7-9). Faculty at COD engaged in SEED share examples of ways they have sought to maintain an anti-bias curriculum (II.A.7-14).

Online instruction is developed, reviewed, accepted, and evaluated in methods similar to face-to-face courses to provide consistency and assure accountability in courses no matter the 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 diverse 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 its students' diverse and changing needs in support of equity for all students, and these modes are reviewed against the student learning outcome assessment.

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



Evidence of Meeting the Standard

II.A. 8-1 Credit for Prior Learning Application

II.A. 8-2 Math Analysis on Common Final

II.A. 8-3 ESLN Program Faculty Handbook

Analysis and Evaluation

Analysis

College of the Desert (COD) has a Credit for Prior Learning Coordinator responsible for overseeing prior learning assessment and ensuring processes are in place to reduce test bias and enhance reliability. The coordinator provides training to faculty on best practices for assessing prior learning, ensuring that assessments are fair and reliable (II.A.8-1). COD conducts normed departmental Student Learning Outcome (SLO) assessments to ensure that the assessments are valid and reliable. Norming ensures that all faculty consistently assess student learning outcomes, which helps reduce test bias and enhance reliability.

COD maps Program Learning Outcomes (PLOs) to course assessments, ensuring that courses are aligned with program goals and that assessments accurately measure student learning outcomes. This approach helps reduce test bias and enhance reliability by ensuring assessments are directly tied to program goals and objectives.

Two departments offer departmental course examinations: mathematics and English as a second language noncredit (ESLN). Exemplary is the Mathematics 054, Beginning Algebra, a common final exam administered over a decade 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 Standardized rubric for open-ended questions during a common grading session. The intended purpose of the exam is as an outcomes assessment tool. The test is given to all students. After the exam, the department collects and analyzes data for each question. The average score on each question and the Standard deviation are computed (II.A.8-2). Each current instructor grades the answers to two questions for all students in all the sections, and a cumulative and individual report is prepared. This practice 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.8-3).

Evaluation

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



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)

Evidence of Meeting the Standard

- II.A. 9-1 Board Policy 4100 Graduation Requirements for Degrees and Certificates
- II.A. 9-2 POs in 2023-2024 College Catalog
- II.A. 9-3 Degrees and Certificates in 2023-2024 College Catalog
- II.A. 9-4 Institutional Outcomes in 2023-2024 College Catalog
- II.A. 9-5 Assessment Reports on eLumen
- II.A. 9-6 AIS mapping and assessment results
- II.A. 9-7 CCCC Hours and Unit Calculations
- II.A. 9-8 Portal Webpage for Curriculum Committee
- II.A. 9-9 The Course Outline of Record: A Curriculum Reference Guide
- II.A. 9-10 CCC Academic Senate: Good Process for Course Approval Processes
- II.A. 9-11 CCC Curriculum Inventory
- II.A. 9-12 Program and Course Approval Handbook

Analysis and Evaluation

Analysis

College of the Desert (COD) awards college credits, degrees, and certificates consistent with Standard practices in higher education and compliance with state and federal laws. The College awards degrees following 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) 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). Every course, degree, and certificate has assigned SLOs appropriate to the program's discipline and academic level. Course-level SLOs are recorded on the course outline of record (COR) and held in the assessment function in eLumen (II.A.9-5). The College does not award credit based on the clock-to-credit hour conversion formula.

COD uses established institutional procedures to identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. Course outlines of record (COR) and syllabi include student learning outcomes and faculty continuously conduct systematic and inclusive program reviews using student achievement data to improve instructional courses and programs (II.A.9-6). Units of credit awarded by COD are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education (II.A.9-6). For example, a course at COD is worth three units of credit, representing the amount of time a student is expected to spend on the course per week. COD follows federal Standards for clock-to-credit-hour conversions if it offers courses based on clock hours (II.A.9-6).

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 California Title 5 (II.A.9-7). 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 ensure courses meet the required quality Standards outlined in Title 5 and the Academic Senate for California Community College’s recommendations (II.A.9-8, II.A.9-9). 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. They are maintained by the Inventory of Approved and Projected Programs of the CCCCCO (II.A.9-10, II.A.9-11). 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.9-12).

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 credit-hours formula.

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

Evidence of Meeting the Standard

- II.A. 10-1 College Catalog 2023-2024
- II.A. 10-2 Evaluation of Credits 2023-2024 College Catalog
- II.A. 10-3 Board Policy 5120 Transfer Center
- II.A. 10-4 Transfer Center Webpage
- II.A. 10-5 Administrative Procedure 4050 Articulation
- II.A. 10-6 College and University Articulation Webpage
- II.A. 10-7 High School Articulation Webpage
- II.A. 10-8 Career and Workforce Solutions Center Webpage
- II.A. 10-9 Transfer Course Equivalencies Webpage
- II.A. 10-10 Transcripts from Other Schools
- II.A. 10-11 Foreign Transcript Evaluation
- II.A. 10-12 Board Policy 4235 Credit by Examination



II.A. 10-13 Transfer Prep Catalog

Analysis and Evaluation

Analysis

College of the Desert (COD) makes clearly stated transfer-of-credit policies available to its students to facilitate students' mobility without penalty as 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 those of its courses. COD's commitment to quality education is evident through its student transfer-of-credit and articulation policies. The catalog provides specific guidelines for evaluating 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 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 pages 26-27 of the College catalog (II.A.10-1).

COD awards elective college credit for particular 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 apply to some occupational degrees available at COD. Veterans must have completed 12 units at COD (unless they are presently receiving Veterans Affairs benefits) before requesting the military credit evaluation. Students must request official copies of their Joint Services Transcripts for Coast Guard, Marine Corps, Navy, or Air Force transcripts. If these are unavailable, their DD Form 214, Certificate of Release or Discharge from Active Duty, will be used for credit evaluations (II.A.10-1). The institution engages a robust Transfer Center and Counseling Department services that ensure the transferability of courses.

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 several available resources and information for students and the public (II.A.10-3, II.A.10-4). Administrative Procedure 4050 designates the scope of articulation agreements and the role of the articulation officer in supporting student transfer. 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.10-5, II.A.10-6). 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.

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



Standard II: Student Learning Programs and Support Services

outcomes, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. 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
- I will advocate for the other articulating institution and be 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.10-7). A newly developed CTE career center, the Career and Workforce Solutions Center, will provide information for CTE students about job openings in the community and transfer and articulation options (II.A.10-8).

Associate Degrees for Transfer (ADT) have offered students an even more comprehensive array of fully transferable degrees. COD has submitted 29 degrees for ADTs and 208 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.

Students can be directed to the COD transfer course equivalency database and referred to a counselor for educational planning with the transfer of credits (II.A.10-9). 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.10-10).

Transcript evaluation information is available for students who come to COD with foreign transcripts. Counselors and the offices of Human Resources, International Education Programs, and Admissions and Records provide information regarding the transfer of those credits, all of which help refer students to several credible academic credential degree-authentication services (II.A.10-11).

Board Policy 4235 states that students may earn credit by examination and advanced placement following Title 5, section 55050 (II.A.10-12). 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 outlined in the course outline of record (COR). The faculty may accept an examination conducted at a location other than the community college for this purpose. Credit is granted if an examination shows that the student possesses adequate equivalency and mastery of the subject. A student seeking credit by examination will receive a letter grade and grade points like if enrolled in a regular course. A student may challenge a course only once. Details regarding credit by examination can be found in the catalog (II.A.10-1).

When accepting transfer credits to fulfill degree requirements, COD certifies that the expected course objectives for transferred courses are comparable to the course objectives of its courses (II.A.10-13). This process ensures that students who transfer credits from other institutions receive an equivalent education and that their credits count toward graduation requirements.



Evaluation

COD meets this Standard. The College has adequate 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 is presented in the COD catalog for students and supported by board policies and administrative procedures.

11. The institution includes student learning outcomes appropriate to the program level: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, engaging diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

II.A. 11-1 2023-24 College Catalog Institutional Outcomes

II.A. 11-2 2023-24 College Catalog Program Outcomes

II.A. 11-3 PEP interface in eLumen

II.A. 11-4 eLumen Webpage

Analysis and Evaluation

Analysis

College of the Desert (COD) includes in all 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. The SLOs are appropriate to the program level and cover various areas, including:

- communication competency;
- information competency;
- quantitative competency;
- analytic inquiry skills;
- ethical reasoning; and
- the ability to engage diverse perspectives (II.A.11-1, II.A.11-2).

These SLOs are developed through a collaborative eLumen process involving faculty, academic administrators, and other stakeholders. The SLOs ensure students have the necessary skills and knowledge to succeed in their chosen fields. They are included in the course outlines of record, which are official documents that provide detailed information about each course, including its objectives, content, and evaluation methods. The SLOs are also incorporated into the program review process, which is conducted regularly to assess the effectiveness of each program in achieving its goals and objectives (II.A.11-3).

College of the Desert utilizes the Community College Survey of Student Engagement (CCSSE) as the long-term tool to measure institutional outcomes. Since the previous accreditation cycle, the College transitioned from a paper process for collecting SLO assessments into an electronic form utilizing the eLumen software (II.A.11-4). The process makes data reporting much more accessible, especially for POs and IOs. With the improvements made by OAC to make the electronic assessment reports, COD measured program and institutional Outcomes using CCSSE and course SLOs in support of program and institutional outcomes (II.A.11-4). Students earning more credits with the College have increased proficiency in the respective IOs.



Standard II: Student Learning Programs and Support Services

Additionally, COD 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.

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.

12. The institution requires, of all of its degree programs, a general education component based on a carefully considered philosophy for both associate and baccalaureate degrees, which 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 on 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)

Evidence of Meeting the Standard

- 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 2023-2024 College Catalog
- II.A. 12-6 CSU GE Breadth 2023-2024 College Catalog
- II.A. 12-7 IGETC GE Requirements 2023-2024 College Catalog
- II.A. 12-8 General Education Philosophy in 2023-2024 College Catalog
- II.A. 12-9 Curriculum Committee Handbook
- II.A. 12-10 Transfer Prep Catalog

Analysis and Evaluation

Analysis

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 provides the underlying philosophy and criteria for associate degrees and GE (II.A.12-1, II.A.12-2). Many 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, curriculum chair, and their respective departments 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, available on the Curriculum Committee webpage under forms (II.A.12-3, II.A.12-4). The learning



Standard II: Student Learning Programs and Support Services

outcomes and competencies are reflected in the GE worksheets that faculty must complete before 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 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).

College of the Desert requires all its degree programs to have a general education component based on a carefully considered philosophy (II.A.12-8). The institution has a clearly stated philosophy for associate and baccalaureate degrees in its catalog. The faculty at the institution determines the appropriateness of each course for inclusion in the general education curriculum based on 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. The institution's general education curriculum is designed to provide students with a well-rounded education and prepare them for responsible social participation. It includes courses in communication, information literacy, quantitative reasoning, analytical inquiry skills, ethical reasoning, and diversity (II.A.12-10). The curriculum is regularly reviewed and updated to ensure it meets the evolving needs of the students and society.

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.

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

Evidence of Meeting the Standard

II.A. 13-1 Associate Degrees

II.A. 13-2 Sample COD Degree Page from College Catalog-Accounting AS Degree for Employment Preparation

II.A. 13-3 Sample AA-T from College Catalog

II.A. 13-4 2023-24 College Catalog Program Outcomes

II.A. 13-5 CTE Assessment Report CJ-001 Introduction to Criminal Justice

Analysis and Evaluation

Analysis

College of the Desert ensures all degree programs include focused study in at least one area of inquiry or an established interdisciplinary core, and the identification of specialized courses in an area of inquiry or interdisciplinary core is based on student learning outcomes and competencies appropriate to the degree level (II.A.13-1). This is achieved through a curriculum process that involves faculty expertise and careful consideration of the philosophy of each degree program.



Standard II: Student Learning Programs and Support Services

Faculty members with expertise in their respective fields determine the appropriateness of each course for inclusion in the curriculum based on student learning outcomes and competencies. This ensures that the courses included in the curriculum are relevant and provide students with mastery, at the appropriate degree level, of critical theories and practices within the field of study (II.A.13-1). The institution regularly assesses the effectiveness of the curriculum in providing students with focused study in an area of inquiry or interdisciplinary core (II.A.13-1). This assessment is used to make necessary improvements and adjustments to the curriculum to ensure that it meets the needs of students and prepares them for success in their chosen fields.

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 knowledge base, 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 science, technology, engineering, or mathematics fields. The AA degree is earned for all other academic areas. The major component of each degree is based on current discipline Standards and accepted norms for each discipline in higher education (II.A.13-2).

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. Completing these associate degrees allows students to transfer directly to CSU to complete the baccalaureate degree. The specialized area of inquiry in these degrees is determined through an extensive state-level review that ensures rigor and currency in all ADTs (II.A.13-3).

COD has program outcomes (POs), and all courses that make up these degrees have student learning outcomes (SLO). The linkage of SLOs to POs is illustrated through assessment reports determining which courses have content that meets each POs (II.A.13-4, II.A.13-5). Each set of courses—for a significant field or inquiry or an interdisciplinary course—identifies 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 enhancement plan update (PEP-Up) or five-year program enhancement plan (PEP).

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 critical theories and practices within the field. COD has program outcomes (POs), and all courses that make up these degrees have student learning outcomes (SLOs). All courses included in the degree are appropriate to the discipline, degree level, and common Standards in higher education.

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.



Evidence of Meeting the Standard

- II.A. 14-1 Automotive Program PEP
- II.A. 14-2 Completed PRUs including CTE
- II.A. 14-3 Sample CTE PEP-Police Science (Basic Police Officer Training)
- II.A. 14-4 Complete PEPs for 20122-2023, Including CTE Programs
- II.A. 14-5 CTE Assessment Reports
- II.A. 14-6 Accounting Advisory Committee Minutes April 4, 2017
- II.A. 14-7 Emergency Medical Services Advisory Committee Minutes October 26, 2016
- II.A. 14-8 Law Enforcement Advisory Committee Minutes May 4, 2016
- II.A. 14-9 Fire Advisory Committee Minutes April 4, 2017
- II.A. 14-10 Natural Resources Advisory Committee and Minutes
- II.A. 14-11 Business Hospitality Advisory Committee
- II.A. 14-12 Computer Information Systems Advisory Committee
- II.A. 14-13 HVAC Advisory Committee
- II.A. 14-14 TAACCT Net Energy Advisory Committee
- II.A. 14-15 Automotive Advisory Committee
- II.A. 14-16 Energy Systems Advisory Committee
- II.A. 14-17 Kinesiology Advisory Committee
- II.A. 14-18 Salton Sea Advisory Committee

Analysis and Evaluation

Analysis

College of the Desert (COD) ensures that career-technical certificate and degree programs are designed to provide students with the technical and professional competencies employers require in various industries. The college regularly consults with industry professionals to determine the knowledge, skills, and abilities students need to succeed in the workforce (II.A.14-1). The college also requires that students complete internships, practicums, or other forms of experiential learning that provide hands-on experience in their chosen fields.

Additionally, the college ensures that its career-technical certificate and degree programs prepare students for external licensure and certification, where applicable (II.A.14-1). The college works closely with relevant licensing and certifying agencies to ensure its programs meet the requirements. The college also provides students with information on obtaining the appropriate licensure or certification upon graduation.

COD's career and technical education (CTE) programs follow a competency-based curriculum. The institution offers a wide range of CTE degrees and certificates. The ability to demonstrate the technical and professional competency required by a business and industry or a licensing or certifying agency is stated in all course outlines of record (CORs) as objectives and 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 enhancement plan update (PEP-Up),



Standard II: Student Learning Programs and Support Services

five-year program enhancement plan (PEP), and assessment of student learning outcomes processes (II.A.14-2, II.A.14-3, II.A.14-4, II.A.14-5). CTE faculty develop and review courses every two years. This begins with faculty deliberations 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 regularly meeting with their advisory committee. 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.14-6, II.A.14-7, II.A.14-8, II.A.14-9, II.A.14-10, II.A.14-5-11, II.A.14-12, II.A.14-13, II.A.14-14, II.A.14-15, II.A.14-16, II.A.14-17, II.A.14-18). Career and technical degree and certificate programs undergo program review every two years to ensure the quality and currency of courses and outcomes.

Finally, the college regularly assesses the effectiveness of its career-technical certificate and degree programs in preparing students for employment and external licensure and certification. This assessment includes tracking graduates' employment outcomes and the collection of feedback from employers on the quality of the college's graduates (II.A.14-1).

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 provide adequate preparation for students to meet employment Standards and licensure or certification requirements.

15. When programs are eliminated, or program requirements are significantly changed, the institution makes appropriate arrangements so enrolled students can complete their education on time with minimal disruption.

Evidence of Meeting the Standard

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

II.A. 15-2 CC Agenda September 152022

Analysis and Evaluation

Analysis

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 promptly with a minimum of disruptions (II.A.15-1). Administrative Procedure 4021 was developed in 2011 and



Standard II: Student Learning Programs and Support Services

defines the criteria and process for eliminating a proposed program. Sufficient data, 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 discontinuance. College of the Desert experienced this process through the discontinuation of the reading program. The institution made appropriate arrangements to ensure that enrolled students completed their education promptly with minimal disruption (II.A.15-2). The institution provided support and resources to assist students in transitioning out of the program and into alternative options that met their needs. Additionally, the institution ensured that students who had already completed coursework within the reading program could apply those credits toward their degree or certificate requirements. It was decided to discontinue the program after carefully analyzing its effectiveness and alignment with the institution's mission and goals (II.A.15-2).

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the institution's name, 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 student learning outcomes and achievement.

Evidence of Meeting the Standard

- II.A. 16-1 2022-2023 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 PEP Program Review Showcase Flyer
- II.A. 16-7 Webpage for Outcomes and Assessment Committee
- II.A. 16-8 Sample Instruction PEP-Up -2021-2022 Biology PRU
- II.A. 16-9 2022-2023 CIS PEP (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



Analysis and Evaluation

Analysis

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

- Program Enhancement Plan (PEP), which is conducted every five years;
- Program Enhancement Plan update (PEP-Up), which is 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) following the established approval process. Course SLOs for credit and noncredit courses are assessed on a three-semester cycle.

The annual PEP-Ups provide the process for departments to request resources to assist in meeting their goals and objectives (II.A.16-1, II.A.16-2). PEP-Ups are completed for all programs annually and 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 PEP-Ups and planning process combines self-study, evaluation, planning, and budgeting for all instructional areas of the institution (II.A.16-1, II.A.16-2, II.A.16-3, II.A.16-4). The PEP-Ups are responsive to annual strategic objectives which link to the 2023-2028 Strategic Master Plan and align with the College's mission statement (II.A.16-5)

The 5-year Program Enhancement Plans (PEPs), which are comprehensive program reviews, are showcased annually to provide faculty the opportunity to present the student learning and achievement in their programs over five years. Still, they also create a forum for faculty and leadership to dialogue on addressing and improving academic quality in their programs (II.A.16-6). The PEPs and instructional PEP-Ups are developed and modified by the Outcomes and Assessment Committee (OAC), a committee of the 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 offered. The documents provide student enrollment, student achievement, student success data, and 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).

Overall, the College of the Desert's commitment to regular program review and continuous improvement ensures that its programs are of high quality and provide students with the knowledge and skills they need to succeed in their chosen careers.

Evaluation

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



Conclusions on Standard II.A: Instructional Programs

College of the Desert meets this Standard through the rigorous process of board, administration, and Academic Senate activity. The College ensures all courses meet the College's mission and the community's and students' local needs. COD faculty ensure the curriculum meets academic and professional Standards through the curriculum review process and Administrative Procedures articulating the responsibility to ensure all courses, including content and teaching methods, meet accepted academic and professional Standards and expectations. CTE programs must also ensure the curriculum reflects current industry Standards and laws. 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.

All programs and courses at COD have SLOs included in the COR. COD is working to improve the number of courses assessed, analyzed, and reported for maintenance or modification of course design, assessment tools, or teaching practice. 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. The College has aligned individual course SLOs with program outcomes and, in turn, with institutional outcomes.

COD effectively uses delivery modes, teaching methodologies, and learning support services that reflect its students' diverse and changing needs in support of equity for all students, and these modes are reviewed against the student learning outcome assessment.

COD assists students in pre-collegiate courses to improve their skills and abilities and prepare them for college-level coursework. With services such as TASC, which offers support services to help students succeed, and various institutional initiatives such as EDGE, a first-year experience program helping students reach college-level coursework.

The institution schedules courses to allow students to complete certificate and degree programs within a reasonable time. The institution implements a variety 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.

The College has adequate procedures for transfer-of-credit and articulation agreements with accredited institutions, and these agreements are updated regularly.

Improvement Plan(s)

Not Applicable

Evidence List

- II.A. 1-1 Board Policy 2510 Participating in Local Decision Making
- II.A. 1-2 Board Policy 4020 Program and Curriculum Development
- II.A. 1-3 Administrative Procedure 4260 Prerequisites and Co-requisites
- II.A. 1-4 Administrative Procedure 4105 Distance Education
- II.A. 1-5 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A. 1-6 College Catalog 2023-24
- II.A. 1-7 Electronic College Catalog 2023-24



Standard II: Student Learning Programs and Support Services

- II.A. 1-8 Associate Degrees for Transfer 2023-2024 College Catalog
- II.A. 1-9 Criminal Justice Transfer Degree
- II.A. 1-10 AA-T in History
- II.A. 1-11 Samples of CTE Advisory Committees
- II.A. 1-12 Kinesiology Advisory Committee Minutes
- II.A. 1-13 Nursing Advisory Committee Minutes
- II.A. 1-14 HS 074 Course Outline of Record
- II.A. 1-15 Transfer Center Articulation-College and Universities
- II.A. 1-16 ASSIST Website
- II.A. 1-17 Master List High School Articulation
- II.A. 1-18 OIR Webpage
- II.A. 1-19 COD Scorecard
- II.A. 1-20 High School Articulation Webpage
- II.A. 1-21 Information Warehouse on OIR Webpage
- II.A. 1-22 Student Outcomes in Fact Book on OIR Webpage
- II.A. 1-23 Scorecard Button on Homepage
- II.A. 1-24 Scorecard Link on OIR Webpage
- II.A. 1-25 CCSSE Results on OIR Webpage
- II.A. 1-26 Academic Senate CCSSE Presentation
- II.A. 1-27 Scorecard Credit and Noncredit Offerings
- II.A. 1-28 Inland Empire Skills-BUILDER Guide
- II.A. 1-29 Gainful Employment Disclosure Statements
- II.A. 1-30 Sample Gainful Employment Disclosure Statement for Accounting
- II.A. 1-31 Inland Empire Strong Workforce Regional Plan

- II.A. 2-1 Board Policy 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
- 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 eLumen 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 Resolution SLO Assessment Cycle
- II.A. 2-13 Program Enhancement Plan (PEP)
- II.A. 2-14 Equity Assessment Conversations Invite
- II.A. 2-15 Curriculum Committee



Standard II: Student Learning Programs and Support Services

- II.A. 2-16 Program Enhancement Plan Update PEP-Up
- II.A. 2-17 Program Showcase Resolution
- II.A. 2-18 Program Showcase Instructions
- II.A. 2-19 Program Showcase 2023 Packet

- II.A. 3-1 2023-2024 College Catalog Institutional Outcomes
- II.A. 3-2 2023-2024 College Catalog Program Outcomes
- II.A. 3-3 2023-2024 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 CJ-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
- II.A. 3-15 Curriculum Committee Minutes
- II.A. 3-16 Resolution SLOs on Syllabus
- II.A. 3-17 Checklist for Writing and Revising SLOs
- II.A. 3-18 SLOs and the COR
- II.A. 3-19 COD's Assessment Plan
- II.A. 3-20 Math Assessment Results
- II.A. 3-21 BI Assessment Schedule
- II.A. 3-22 OAC Student Learning Outcomes Training
- II.A. 3-23 Syllabus Template from Faculty Handbook
- II.A. 3-24 OEI Rubric

- II.A. 4-1 Resolution NonCredit Assessment
- II.A. 4-2 EDGE and pEDGE
- II.A. 4-3 Guided Self Placement
- II.A. 4-4 Noncredit Courses and Certificates
- II.A. 4-5 Other Noncredit Certificate Programs
- II.A. 4-6 EDGE Webpage
- II.A. 4-7 TASC Webpage
- II.A. 4-8 TASC Tutoring Schedule
- II.A. 4-9 TASC Online Tutoring Services with Smarthinking

- II.A. 5-1 2023-2024 College Catalog-Degree Requirements



Standard II: Student Learning Programs and Support Services

- 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 Program and Curriculum Development
- II.A. 5-11 BP1100 Graduation Requirements
- II.A. 5-12 BP4220 Standards of Scholarship
- II.A. 5-13 BP1100 Philosophy for Degree
- II.A. 5-14 BP4050 Articulation
- II.A. 5-15 AP4050 Articulation
- II.A. 5-16 Film Production Sequencing Map
- II.A. 5-17 Degree and Certificate Programs 2016-2017 Electronic College Catalog
- II.A. 5-18 Repository on Faculty Feedback

- II.A. 6-1 2023-2024 College Catalog
- II.A. 6-2 Sample-Completed Accounting PEP
- II.A. 6-3 Sample-Completed CIS PEP 2023 Report
- II.A. 6-4 Sample-Completed CIS PEP Report 2023 Appendices
- II.A. 6-5 Enrollment Management Plan 2020-2025
- 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 Portal Webpage for Enrollment Management Committee
- II.A. 6-11 Enrollment Management Committee Minutes
- II.A. 6-12 Enrollment Management Committee Minutes
- II.A. 6-13 Enrollment Management Committee Minutes
- II.A. 6-14 Earning a Degree or Certificate
- II.A. 6-15 Student Education Plan/Timeline
- II.A. 6-16 Email Notification of Information on the Student Education Plans
- II.A. 6-17 pEDGE Webpage
- II.A. 6-18 Student Equity Plan Activity E.3 Activity Implementation Plan

- II.A. 7-1 DE PEP and Data
- II.A. 7-2 Mission, Vision, and Values Webpage
- II.A. 7-3 2023-2028 Strategic Master Plan
- II.A. 7-4 Class Schedules Webpage



Standard II: Student Learning Programs and Support Services

- II.A. 7-5 Distance Education-Fully Online and Hybrid Sections Schedule of Classes Spring 2023
- II.A. 7-6 Sample COR-Accounting for Government and Nonprofit
- II.A. 7-7 Fall 2022 Schedule for New Faculty Orientation
- II.A. 7-8 BFIC Webpage
- II.A. 7-9 BFIC Training Calendar
- II.A. 7-10 BFIC Support and Training for Accessibility
- II.A. 7-11 BFIC Online Teaching Success Including Accessibility
- II.A. 7-12 Equity in Assessment Book Club Minutes
- II.A. 7-13 Equitizing Course Syllabus
- II.A. 7-14 Diversity and Equity Council Minutes
- 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 2023 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. 8-1 Credit for Prior Learning Application
- II.A. 8-2 Math Analysis on Common Final
- II.A. 8-3 ESLN Program Faculty Handbook

- II.A. 9-1 Board Policy 4100 Graduation Requirements for Degrees and Certificates
- II.A. 9-2 POs in 2023-2024 College Catalog
- II.A. 9-3 Degrees and Certificates in 2023-2024 College Catalog
- II.A. 9-4 Institutional Outcomes in 2023-2024 College Catalog
- II.A. 9-5 Assessment Reports on eLumen
- II.A. 9-6 AIS mapping and assessment results
- II.A. 9-7 CCCCCO Hours and Unit Calculations
- II.A. 9-8 Portal Webpage for Curriculum Committee
- II.A. 9-9 The Course Outline of Record: A Curriculum Reference Guide
- II.A. 9-10 CCC Academic Senate: Good Process for Course Approval Processes
- II.A. 9-11 CCC Curriculum Inventory
- II.A. 9-12 Program and Course Approval Handbook

- II.A. 10-1 College Catalog 2023-2024
- II.A. 10-2 Evaluation of Credits 2023-2024 College Catalog
- II.A. 10-3 Board Policy 5120 Transfer Center
- II.A. 10-4 Transfer Center Webpage
- II.A. 10-5 Administrative Procedure 4050 Articulation



- II.A. 10-6 College and University Articulation Webpage
- II.A. 10-7 High School Articulation Webpage
- II.A. 10-8 Career and Workforce Solutions Center Webpage
- II.A. 10-9 Transfer Course Equivalencies Webpage
- II.A. 10-10 Transcripts from Other Schools
- II.A. 10-11 Foreign Transcript Evaluation
- II.A. 10-12 Board Policy 4235 Credit by Examination
- II.A. 10-13 Transfer Prep Catalog

- II.A. 11-1 2023-24 College Catalog Institutional Outcomes
- II.A. 11-2 2023-24 College Catalog Program Outcomes
- II.A. 11-3 PEP interface in eLumen
- II.A. 11-4 eLumen Webpage

- 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 2023-2024 College Catalog
- II.A. 12-6 CSU GE Breadth 2023-2024 College Catalog
- II.A. 12-7 IGETC GE Requirements 2023-2024 College Catalog
- II.A. 12-8 General Education Philosophy in 2023-2024 College Catalog
- II.A. 12-9 Curriculum Committee Handbook
- II.A. 12-10 Transfer Prep Catalog

- II.A. 13-1 Associate Degrees
- II.A. 13-2 Sample COD Degree Page from College Catalog-Accounting AS Degree for Employment Preparation
- II.A. 13-3 Sample AA-T from College Catalog
- II.A. 13-4 2023-24 College Catalog Program Outcomes
- II.A. 13-5 CTE Assessment Report CJ-001 Introduction to Criminal Justice

- II.A. 14-1 Automotive Program PEP
- II.A. 14-2 Completed PRUs including CTE
- II.A. 14-3 Sample CTE PEP-Police Science (Basic Police Officer Training)
- II.A. 14-4 Complete PEPs for 20122-2023, Including CTE Programs
- II.A. 14-5 CTE Assessment Reports
- II.A. 14-6 Accounting Advisory Committee Minutes April 4, 2017
- II.A. 14-7 Emergency Medical Services Advisory Committee Minutes October 26, 2016
- II.A. 14-8 Law Enforcement Advisory Committee Minutes May 4, 2016
- II.A. 14-9 Fire Advisory Committee Minutes April 4, 2017
- II.A. 14-10 Natural Resources Advisory Committee and Minutes



- II.A. 14-11 Business Hospitality Advisory Committee
- II.A. 14-12 Computer Information Systems Advisory Committee
- II.A. 14-13 HVAC Advisory Committee
- II.A. 14-14 TAACCT Net Energy Advisory Committee
- II.A. 14-15 Automotive Advisory Committee
- II.A. 14-16 Energy Systems Advisory Committee
- II.A. 14-17 Kinesiology Advisory Committee
- II.A. 14-18 Salton Sea Advisory Committee

- II.A. 15-1 Administrative Procedure 4021 Program Discontinuance
- II.A. 15-2 CC Agenda September 152022

- II.A. 16-1 2022-2023 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 PEP Program Review Showcase Flyer
- II.A. 16-7 Webpage for Outcomes and Assessment Committee
- II.A. 16-8 Sample Instruction PEP-Up -2021-2022 Biology PRU
- II.A. 16-9 2022-2023 CIS PEP (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

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library and other learning support services to students and 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 library users and other learning support services. (ER 17)

Evidence of Meeting the Standard

- 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
- II.B. 1-4 2022-2023 PRU Submitted October 15, 2023-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 2022-2023PRU Submitted October 15, 2023-TASC
- II.B. 1-13 TASC Spring 2022 and Spring 2023 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. 1-17 2023 Rock and Enroll Event Website
- II.B. 1-18 In-Person Reference Support Website
- II.B. 1-19 Library Social Media Presence, Facebook and Instagram

Analysis and Evaluation

Analysis

The library and TASC provide library and learning support services 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 (II.B.1-16).

Driven by the College's Mission and Vision to be an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community, the College of the Desert Library and Learning Support Services provides a wide variety of resources that are responsive to and accessible by all students, faculty, and staff regardless of location or means of delivery. The entire campus community, faculty, students, staff, and administration can access library and learning support services.

Board Policy 4040 ensures the library meets 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, which is consistent with the College's mission (II.B.1-2). Administrative Procedure 4040 further clarifies how those services and collections should be reviewed for the library to meet the broad objectives in the 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 that 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 Palm Desert Campus Library recently underwent a significant renovation and revitalization of its historic Hilb Library. The three-level Hilb, named in honor of its benefactors, Jeane and Justin Hilb, has been rebuilt to environmentally sustainable Standards



Standard II: Student Learning Programs and Support Services

while maintaining its iconic, mid-century modern style. The remodel brings the College library back to its original home, where it resided from 1964 to 1995. The updated building more than doubles the size of the current campus library and improves functionality by adding more natural light and creating a modern study space. This building is at the heart and center of the Palm Desert Campus, which aligns with the college's core values of access, innovation, and student success; it showcases its position as a learning institution.

The COD Library currently contains Mac and PC workstations, which are accessible in both dedicated computer rooms and stations throughout the library for student use. Among those workstations are also adaptive stations for Disabled Students Programs and Services students (II.B.1-4). There are several group study rooms, quiet study spaces, and instructional spaces for extensive group instruction and workshops given by librarians and other college faculty and personnel (II.B.1-4). Recently, in the Spring 2023 term, faculty, staff, and administration from various areas across campus used the Hilb to host the Rock and Enrolls event to enroll students for the Fall 2023 term (II.B.1-17).

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 library has an always-evolving collection of print and digital materials to meet COD's curricular, research, and enrichment needs and those of its academic community. Additionally, 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). Currently, the College's collection includes 47 databases containing full-text articles from periodicals and reference sources, 20,577 print books (including approximately 1,148 reserve textbooks, 800 titles in the Churchill Collection, and 900 books in the Desert Collection), 599 owned eBooks, over 180,000 subscription eBooks via ProQuest Ebook Central, and approximately 47,000 subscription streaming film and documentary titles via the Films on Demand and Feature Films for Education databases. In addition, based on communication with various instructional and student support departments, the Library took over circulation functions for most of the technology lending for the College, cataloging hundreds of laptops, Chromebooks, and hotspots and creating circulation policies for general and specialized lending (e.g., equipment reserved for English as a Second Language Non-Credit, Dreamer Resource Center, and Intel i5 laptops reserved for courses where students need access to higher levels of processing power).

In consultation with other faculty, staff, administrators, students, and other stakeholders, librarians at College of the Desert have carefully cultivated several services to meet students' information and learning needs. In addition to collections services, the Library offers in-person reference and instruction (II.B.1-18), a 24/7 Ask a Librarian chat service (with the widget embedded throughout the Library's website), online library guides (II.B.1-6), outreach via Facebook and Instagram (II.B.1-19) social media platforms and a library module in Canvas. (II.B.1-9).

Learning Support Services: Tutoring and Academic Skills Center

The Tutoring and Academic Skills Center (TASC) is designed to host and maintain free tutoring and academic support that is comprehensive in scope and delivered through various modalities for convenient access to all COD students. Actively enrolled COD students can use in-person TASC facilities at all five College locations (Palm Desert, Indio, Desert Hot Springs, Coachella, and Palm



Springs). TASC support is scaled to the requisite size and need of each COD site/campus. Online, virtual services are also provided in various subjects through the TASC course shell in the College's Canvas Learning Management System.

TASC services include but are not limited to walk-in peer tutor support (in various subject matters STEM, math, English, general education, accounting, early childhood education, biology, etc.), study spaces, quiet study rooms, computer lab stations, study skills workshops, access to faculty for additional support, access to specialized software applications, reference texts, free printing, and live, 24/7 virtual tutor support for synchronous courses provided by an outside vendor, with asynchronous options for essays submitted after hours. (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 must have a minimum grade point average of 3.0 and at least a B in each class they are tutoring. All TASC tutors must attend at least two days of tutor training certified by the College Reading and Learning Association (II.B.1-11).

Tutors learn how to engage their peers with proven 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 specific program requests can provide individualized, one-on-one tutoring. 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 various 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 policy, procedure, service, and operational changes. For example, the service hours 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 the spring semester of 2016, representing 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 how peer tutors are deployed in the Palm Desert Campus Math Lab. Moreover, the Palm Desert Campus Math Lab supervisor 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, mainly 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 effectively utilized and supervised, mainly 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. Due to expansion construction, the modular portable classroom that previously housed the library was removed. The library is now located in the main instructional building. It is adjoined by the campus's Tutoring and Academic Skills Center (TASC) to create a one-stop-shop comprehensive academic and learning resources center at the Indio Campus. A small collection of print materials is on hand, along with reference texts. Similar to Palm Desert, there are Mac, PC, and adaptive student workstations that give learners access to the full complement of online library resources (II.B.1-15). In addition, one workstation restricts any user access to only the public access catalog and COD digital resources. There are study tables and corrals, access to a study room, and soft seating immediately outside the room. COD also 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 needs 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 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. Both the library and TASC moved into the renovated facility with expanded space and services in 2018, which has expanded the library and learning resources further to serve COD's growing student population (II.B.1-4).

2. Relying on the 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.

Evidence of Meeting the Standard

- 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



Standard II: Student Learning Programs and Support Services

- 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 Subscription

Analysis and Evaluation

Analysis

COD faculty, librarians, and learning support service professionals collaborate and use their expertise in selecting and maintaining educational equipment and materials to support student learning and enhance the achievement of the College's mission. Processes are in place to ensure the quality, quantity, depth, and variety of educational materials the institution holds. The annual planning and resource allocation cycle, PRUs, and curriculum allow for identifying and prioritizing 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, which includes the textbooks, required readings, or software (II.B.2-17). Library and learning resources are also a standing member of the Curriculum Committee, Guided Pathways, Diversity Committee, Bookstore Advisory Committee, and other work groups to keep abreast of the College's curricular and other student support services, resources, and needs. Librarians routinely conduct outreach to faculty, staff, and students, communicate information about programs and services, attend department meetings, and provide easily accessible forms to request purchases. In addition, a technical review subcommittee often includes a library faculty representative to ensure that the course has the most current textbook listed on the course outline of record.

TASC brings excellence to the educational programs offered by the College of the Desert with various thoughtful and strategic academic supports that contribute to the college's mission. TASC utilizes a battery of assessments coupled with Student Learning Outcomes to determine the trajectory of its services. TASC collaborates with faculty and support staff alike to strive for student success, enriching the vitality of the greater Coachella Valley region as a value-added outcome for students.

At COD, although the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the institutional mission rely on the expertise of faculty and librarians, librarians have purview, library faculty work closely with discipline faculty and learning resources staff to develop and maintain the collection. Librarians routinely conduct outreach to faculty, send emails, attend department meetings, and provide easily accessible forms to request purchases. In addition, librarians serve or have recently served on the Curriculum Committee, Guided Pathways, Diversity Committee, Bookstore Advisory, and other work groups to keep abreast of the College's curricular and other resource needs.

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. The library provides a wide range of print and electronic materials based on course requirements and objectives to meet this goal. Additionally, materials and resources are selected with the COD Library SLOs in mind as expressed in the collection-development policy (wholly 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 providing library resources relevant to students' learning needs. Based upon that information, librarians have not only worked to bolster and weed the physical collection (a major weeding and shifting project



Standard II: Student Learning Programs and Support Services

occurred in the Summer of 2022) but to offer digital resources to support student learning proactively as we recognize students and faculty expect and require information to be delivered electronically (II.B.2-1).

For example, in the past two years, the library got initial funding for several databases (Films on Demand, Feature Films for Education, Kanopy, MLA Handbook Plus, ProQuest Ebook Central) via Guided Pathways and other avenues in response to faculty feedback regarding a need for specific resources. In addition, the Library set up the textbook learning platform for Adult Basic Education, ran the College's CARES/HEERF funded textbook rental program, helped set up or facilitated access to department-funded databases from Child Development & Education, Nursing, English as a Second Language Noncredit (ESLN), and is providing resource discovery services and administering account access to LinkedIn Learning (funded by the Inland Empire Consortium), and centralized technology checkouts by collaborating with other departments to offer laptops, Chromebooks, hotspots, and other technology equipment to students.

Tutors are referred by discipline faculty and are trained by tutor coordinators (non-instructional faculty) to engage their peers with proven techniques for overcoming academic difficulties and incorporating study skill strategies into regular practice. The training curriculum is modeled on criteria established by the College Reading and Learning Association (CRLA), the entity that certifies the TASC tutor program. Graduates of the CRLA training process receive certificates of completion after the successful conclusion of the study and practice components.

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 leading textbook for each course taught at Indio, Palm Springs, Desert Hot Springs, and Mecca/Thermal (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. Students who cannot 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 they are located 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 resources available in these databases include full-text academic journals, magazines, newspapers, newswires, essays, e-books, and reference materials.

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. Professional librarians provide information literacy instruction to COD students on three levels:



Standard II: Student Learning Programs and Support Services

- Individually at the reference desk;
- 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 services to individuals. Librarians routinely instruct students requesting assistance in topics ranging from using the library catalog to find research materials to designing a research strategy for a research assignment. Depending on the complexity of the question, librarians may spend five to 30 minutes on these on-demand reference instruction sessions. The library is exploring online chat reference software to offer an expanded reference service.

Instructional and student services programs identify resources needed to maintain and improve student offerings and services through the program review updates (PRUs) and annual planning process. Resource requests include equipment, technology, and library needs. All instructional PRUs have a section with 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: the Dean 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's 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 the institution holds. The annual planning and resource allocation cycle, PRUs, and curriculum allow for identifying and prioritizing 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 lists 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, a technical review subcommittee often includes a library faculty representative to ensure that the course has the most current textbook listed on the course outline of record.

3. The institution evaluates library and other learning support services to ensure 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.

Evidence of Meeting the Standard

II.B. 3-1 2022-2023 PRU Submitted October 15, 2023—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 2021–2022 and 2022–2023
- II.B. 3-7 2022-2023 PRU Submitted October 15, 2023—TASC
- II.B. 3-8 TASC Spring 2022 and Spring 2023 Survey Data
- II.B. 3-9 TASC Focus Group Results—Palm Desert Campus, Indio Campus, Mecca/Thermal Campus

Analysis and Evaluation

Analysis

College of the Desert requires routine assessments and evaluations of Library services to ensure that Library and TASC services adequately meet the academic needs of students and the entire academic community. This includes collecting data for yearly federal and state reports and a comprehensive Program Review Update conducted every year. Both the COD library and TASC participate and complete their annual PRU. TASC also regularly participates in assessment cycles that contribute to improved student outcomes and services. The library regularly compiles statistics detailing the number of resources in the collection, both print and online, including:

- 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 dean for the library and learning resources in the fall of 2021. The Dean has actively participated in Standard II.B and served as Co-chair of the strand 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 for improvement.

COD regularly evaluates the library and other learning services to ensure their adequacy by tracking patrons' library access, circulation records, headcounts, and online web traffic (II.B.3-1). Librarians also use exams and quizzes from library courses, workshops, and other instruction to assess the success of the Library in meeting student learning and institutional learning outcomes. Usage data is collected to update and maintain the collection, request additional databases, or stop the subscription of unused resources. Routine analysis of the library collections is conducted yearly or sooner as needed. Survey data is used to assess student satisfaction with various library services.

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 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 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



Standard II: Student Learning Programs and Support Services

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 paper 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 beneficial 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 various topics. The first roll-out will be tutorials on successfully searching 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 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 various 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 policy, procedure, service, and operational changes. For example, the service hours 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 the spring semester of 2016, representing 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 how peer tutors are deployed in the Palm Desert Campus Math Lab. Moreover, the Palm Desert Campus Math Lab supervisor 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, primarily when disciplinary issues arose (II.B.3-7).



Standard II: Student Learning Programs and Support Services

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
- Changes were made in the management of math tutors to ensure that tutors were effectively utilized and supervised, mainly 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 created a permanent director of library and learning resources position in 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 for improvement.

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 and are easily accessible and utilized. The institution is responsible for and assures the security, maintenance, and reliability of services provided directly or through contractual arrangements. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

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

Analysis and Evaluation

Analysis

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. In addition to walk-in peer tutors provided at facilities at all campus locations, the Tutoring and Academic Skills Center (TASC) provides additional, unlimited online tutor support with Smarthinking. This service can only be accessed through the COD Canvas portal. Synchronous subjects



Standard II: Student Learning Programs and Support Services

such as math and statistics are generally available 24/7, while asynchronous topics such as essay assistance are subject to daily schedules. With Smarthinking, students can chat Online with a live tutor in some subjects for up to 24 hours.

The COD Library is 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 gives students and faculty a distinct advantage. This consortium has 43 branches (excluding bookmobiles and the COD Library), providing free access to and delivery of over a million items (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 unavailable through the Riverside County Library System consortium and may involve a modest fee (II.B.4-3). As a member of the 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.

Conclusions on Standard II.B: Library and Learning Support Services

The College of the Desert meets this Standard. The library and Tutoring and Academic Skills Center professionals provide excellent, accessible, and multi-modal library and learning support services 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 faculty, librarians, and learning support service professionals collaborate and use their expertise in selecting and maintaining educational equipment and materials to support student learning and enhance the achievement of the College's mission. Processes are in place to ensure the quality, quantity, depth, and variety of educational materials the institution holds. The annual planning and resource allocation cycle, PRUs, and curriculum allow for identifying and prioritizing 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, which states the textbooks, required reading, or software. Routine outreach to faculty, staff, and students ensures open communication about programs and services.

College of the Desert requires routine assessments and evaluations of Library services to ensure that Library and TASC services adequately meet the academic needs of students and the entire academic community. This includes collecting data for yearly federal and state reports and a comprehensive Program Review Update conducted every year. Both the COD library and TASC participate and complete their annual PRU, review the results, and make annual improvements to support the College's mission.

Improvement Plan(s)

Not Applicable



Evidence List

- 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
- II.B. 1-4 2022-2023 PRU Submitted October 15, 2023-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 2022-2023PRU Submitted October 15, 2023-TASC
- II.B. 1-13 TASC Spring 2022 and Spring 2023 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. 2-1 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 Subscription

- II.B. 3-1 2022-2023 PRU Submitted October 15, 2023—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 2021–2022 and 2022–2023
- II.B. 3-7 2022-2023 PRU Submitted October 15, 2023—TASC
- II.B. 3-8 TASC Spring 2022 and Spring 2023 Survey Data
- II.B. 3-9 TASC Focus Group Results—Palm Desert Campus, Indio Campus, Mecca/Thermal Campus

- 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

C. Student Support Services

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

Evidence of Meeting the Standard

- II.C. 1-1 Repository of PRUs 2023
- II.C. 1-2 Student Services PRU Template
- II.C. 1-3 Sample PRU Foster Youth Services
- II.C. 1-4 COD Off Campus Locations Webpage
- II.C. 1-5 Meeting to Rank Staff Requests
- II.C. 1-6 High School Visit Day Flyer
- II.C. 1-7 High School Visit Day Student Schedules
- II.C.1-8 College Planning Council Handbook

Analysis and Evaluation

Analysis

The program review and planning process is described in the College Planning Council Handbook (II.C.1-8). Annually, the process begins with the Program Review Updates (PRUs). The PRU includes a description of the program or service, the number of annual participants, a description of the contribution to the college's mission, an evaluation of the Student Learning Outcomes and the Student Service Outcomes, the fiscal resources required by the program, a listing and analysis of the program facilities, a listing and analysis of the equipment and technology used by the program, a progress report on the annual goals, achievements and challenges the program faces in the previous year, and a report on the current program goals (II.C.1-2). The PRUs allow the program to analyze its current ability to support student learning and contribute to the college accomplishing its mission across all locations and means of delivery, including distance education (II.C.1-3). Service locations include Palm Desert, Indio, Mecca-Thermal, Coachella, Palm Springs, and Desert Hot Springs (II.C.1-4). (The college does not offer correspondence education).

The student support programs regularly discuss the PRUs as they rank their requests for additional resources through the college's prioritization process for faculty, staff, and equipment/technology (II.C.1-5). The rankings are submitted to the college-wide prioritization process.



Standard II: Student Learning Programs and Support Services

The Student Services Administrative Council also regularly addresses program quality and delivery methods, often working collaboratively to produce the best student outcomes. One example of this can be found in the High School Visit Day events, where Student Services and many Instructional Services work collectively to enroll high school seniors and inform them of their opportunities at College of the Desert (II.C.1-6, II.C.1-7).

Evaluation

College of the Desert meets this Standard. The institution regularly evaluates the quality of student support services through a comprehensive annual program review update (PRU) process. The PRUs allow all Student Services programs to analyze their current ability to support student learning and contribute to the college accomplishing its mission across all locations and means of delivery, including distance education.

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 improve student support programs and services continuously.

Evidence of Meeting the Standard

II.C. 2-1 COD Student Services Webpage

II.C. 2-2 CalWORKs PRU 2021-2022

II.C. 2-3 CWSC PRU 2021-2022

II.C. 2-4 DSPS PRU 2021-2022

II.C. 2-5 Foster Youth Services PRU 2021-2022

II.C. 2-6 GSD Pride Center PRU 2021-2022

II.C. 2-7 Dreamer Resource Center PRU 2021-2022

II.C. 2-8 International Ed. Program PRU 2021-2022

II.C. 2-9 Equity Committee Minutes 04-28-2021

II.C. 2-10 Equity Committee Minutes 9-22-2021

II.C. 2-11 Equity Committee Agenda 10-27-2021

II.C. 2-12 Equity Committee Minutes 3-9-22

II.C. 2-13 Board Agenda Item Expenditure-Amendments-Non-Monetary-Revenue Contracts-Agmts

II.C. 2-14 Gents Alliance Webpage

Analysis and Evaluation

Analysis

College of the Desert identifies and assesses learning support outcomes annually through the PRU and institutionally through data. College of the Desert (COD) student support services programs use many assessment tools to identify and assess student service outcomes for their student population and then use that data to provide appropriate student support services programs to achieve those outcomes (II.C.2-1).

Student support services programs complete an assessment report bi-annually within the PRUs (II.C.2-2, II.C.2-3, II.C.2-4, II.C.2-5, II.C.2-6, II.C.2-7). In this report, the programs address their student services/learning outcomes, how their programs align with



Standard II: Student Learning Programs and Support Services

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 for the International Education Program details how feedback from a student survey led to changes in orientation and drop-in support. They include the survey results from the following year to show that the changes reflected greater student satisfaction with those services (II.C.2-8).

The college also prioritizes new student services to meet the needs of students. For example, the disproportionate impact data showed that the college could improve student outcomes, specifically for male students of color. The Equity Committee researched and proposed a new student service to address this need.

The Gents Alliance mentoring program (II.C.2-9, II.C.2-10, II.C.2-11, II.C.2-12).

The Gents Alliance is a male mentoring program administered through a local non-profit (One Future Coachella Valley) that operates at several local high schools. The Equity Committee evaluated a proposal from One Future Coachella Valley to provide the program at College of the Desert. The committee approved the recommended funding and forwarded the proposal to the College's Executive Cabinet and Board of Trustees for approval. The program was approved and began in Fall 2022 (II.C.2-13, II.C.2-14).

Evaluation

COD meets this Standard. Using various assessment methods, COD identifies and assesses student services/ learning outcomes through the PRU process. 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.

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)

Evidence of Meeting the Standard

II.C. 3-1 Student Services Webpage

II.C. 3-2 Tutoring and Academic Skills Center

II.C. 3-3 Online Tutoring

II.C. 3-4 Student Support Hub

II.C. 3-5 Student Support Hub Announcements



Analysis and Evaluation

Analysis

College of the Desert assures equitable access to all its students regardless of location and delivery method by providing services across its locations and online. College of the Desert (COD) offers comprehensive services for students, most available online and at various off-campus sites. At the Palm Desert main campus, services include admissions and records, financial aid, academic counseling, disabled student services, veterans services, health and wellness services, basic needs center, student life, childcare, 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:

- Black Student Success Center;
- California Work Opportunity and Responsibility to Kids (CalWORKs);
- Cooperative Agencies Resources for Education (CARE);
- Central Food Pantry;
- Dreamer Resource Center;
- EDGE/pLEDGE is a summer bridge and first-year support services program;
- Extended Opportunity Programs and Services (EOPS);
- Foster Youth Services;
- Gender and Sexual Diversity Pride Center;
- 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;
- TRIO Education Talent Search; and
- TRIO Upward Bound.

Instructional and academic support services are also available to students via the Tutoring and Academic Skills Center. A Tutoring and Academic Skills Center lab is located at each designated campus location: Palm Desert, Desert Hot Springs, Mecca/ Thermal, Palm Springs, Coachella, and Indio. The Tutoring and Academic Skills Center also provides 24-hour nonstop online tutoring services. Evening and weekend tutoring and lab hours are available (II.C.3-2, II.C.3-3).

Comprehensive assistance from Admissions and Records, Counseling, Financial Aid, Tutoring, and Academic Skills is available at Indio, Mecca-Thermal, Palm Springs, and Coachella. The Desert Hot Springs site provides Admissions, Records, Tutoring, and Academic Skills assistance.

All student services provide online services through the student portal, Self-Service, Zoom, Cranium Café, and Canvas. The Student Support Hub in Canvas provides all students with important information about student services and events. The Student Support Hub informs students of all opportunities, from tutoring and study sessions to housing assistance available from the Basic Needs Center and other opportunities (II.C.3-4, II.C.3-5).

The institution ensures that comparable services are being provided at all sites and across all modalities through the annual PRU process.



Evaluation

COD meets this Standard. COD provides appropriate, comprehensive, reliable information and services to students using multiple methods to ensure equitable access for all students regardless of their location or modality for taking courses. Review of services is performed on an ongoing basis. New methods are developed and available to students when additional needs are identified. This ongoing review identified the need for expanded counseling services for distance education students at COD. Student services are 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 essential to student retention and success.

4. Co-curricular 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 is responsible for the control of these programs, including their finances.

Evidence of Meeting the Standard

- II.C. 4-1 Athletics PRU
- II.C. 4-2 Athletics webpage
- II.C. 4-3 Example of Varsity Sports Classes in Schedule of Classes
- II.C. 4-4 Board Policy 5700 Intercollegiate Athletics
- II.C. 4-5 Administrative Procedure 5700 Intercollegiate Athletics
- II.C. 4-6 Student Life Webpage
- II.C. 4-7 ASCOD Webpage
- II.C. 4-8 Student Life Calendar
- II.C. 4-9 Student Clubs Webpage
- II.C. 4-10 Student Life PRU
- II.C. 4-11 Arts and Media Webpage
- II.C. 4-12 Performing Arts Webpage
- II.C. 4-13 Arts and Media Calendar
- 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, Film, and Journalism Department Webpage
- II.C. 4-19 The Chaparral Website
- II.C. 4-20 KCOD Website
- II.C. 4-21 College of the Desert Film Program YouTube Channel



Analysis and Evaluation

Analysis

College of the Desert (COD) offers co-curricular and athletic programs aligned with the mission and provides students with diverse social, cultural, and educational activities. 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, II.C.4-2).

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 for-credit course for the competition season/semester and an off-season course for skill development and conditioning (II.C.4-3). 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 the Chancellor's Office. The intercollegiate athletics courses are TOP-coded 83550. Intercollegiate sports programs adhere to the sports codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), 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.4-4, II.C.4-5). CCCAA maintains the general oversight of all athletic sports programs in the California Community College system.

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.4-6). ASCOD provides co-curricular programs on campus (II.C.4-7). ASCOD coordinates co-curricular activities, including club rush, social and cultural events, and a town hall on current events (II.C.4-8). In addition, ASCOD charters student clubs and organizations supporting more student engagement across the campus (II.C.4-9). In addition, the Office of Student Life's support for ASCOD is suitable. It 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.4-10).

The Department of Arts and Media offers co-curricular performance and production programs to majors and nonmajors alike (II.C.4-11). Performing arts at College of the Desert is rooted in the passionate belief that the arts are an essential part of life and education, integral in the social development of every person, and vital to understanding diverse cultures (II.C.4-12). Students learn to express themselves artistically as individuals and in collaboration with others. The community sees, supports, and sustains performing arts education for the immediate value of performance and for understanding the world, the development of the mind and body, and many underlying skills and understandings necessary for success in life.

All aspects of the curriculum and student learning are assessed continuously in daily instruction and through formal classroom assessments. Additionally, co-curricular public performances allow "authentic" assessment, which provides directly observable products and understandable evidence concerning student learning (II.C.4-13).

Students leave the College having learned to perform individually and in groups with independence, competence, and artistry. They think of 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 confidence that permeates all aspects of their lives.

Successful mainstage productions are produced every year in theatre and musical theatre. Several musical performances are presented each semester, including free student recitals, the new Jazz at the Pollock series that features faculty and visiting artists,



Standard II: Student Learning Programs and Support Services

and student ensemble concerts (jazz bands, jazz ensembles, symphonic bands, 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 several 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. The production activity is often 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 tied to a credit course. The performing arts at COD are suited and contribute to the mission and social and cultural dimensions of students' educational experience, including participating in the planning and PRU process (II.C.4-15).

The Walter N. Marks Center for the Arts is a nonprofit cultural and educational facility on the 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 throughout the country. The galleries display contemporary and traditional art in various 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. It contributes to the mission and social and cultural dimensions of students' educational experience, including participating in the planning and PRU process (II.C.4-17).

The multimedia studies program at the 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 essential job opportunities offered 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 (II.C.4-19; II.C.4-20; II.C.4-21).

Budgets 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 at COD align with the institutional mission and provide cultural and social experiences for students and the community. The performing arts, multimedia, art gallery, ASCOD, and athletics programs engage in program review (PRU and APR) and the annual planning and budget process.

5. The institution provides counseling and 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.



Evidence of Meeting the Standard

- II.C. 5-1 General Counseling Webpage
- II.C. 5-2 Articulation Webpage
- II.C. 5-3 Graduation Requirements 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 Programs Webpage
- II.C. 5-10 EDGE Program Webpage
- II.C. 5-11 West Valley Palm Springs Campus Webpage
- II.C. 5-12 East Valley Mecca/Thermal Campus 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 SSS Veterans Services Webpage
- II.C. 5-18 Foster Youth Services Webpage
- II.C. 5-19 Dreamer Resource Center Webpage
- II.C. 5-20 Gender and Sexual Diversity Pride Center Webpage
- II.C. 5-21 Black Student Success Center Webpage
- II.C. 5-22 Veterans Resource Center Webpage
- II.C. 5-23 Getting Started Button on COD Homepage
- II.C. 5-24 Online Orientation
- II.C. 5-25 My First Schedule (On Semester) Workshop Presentation
- II.C. 5-26 Comprehensive SEP Workshop Presentation
- II.C. 5-27 Student Electronic Student Plan/Schedule
- II.C. 5-28 Student Electronic Student Plan/My Progress
- II.C. 5-29 Student Electronic Student Plan/Timeline and Advising
- II.C. 5-30 Student Electronic Student Plan/Petitions and Waivers
- II.C. 5-31 My Transfer Plan Course Page

Analysis and Evaluation

Analysis

COD provides counseling and advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, sound, and accurate information about relevant academic requirements, including graduation and transfer policies (II.C.5-1, II.C.5-2, II.C.5-3).



Standard II: Student Learning Programs and Support Services

COD employs 24 full-time faculty counselors and anywhere from 10 to 20 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 counselor, one 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 Black Student Success Center counselor, one English as a Second Language Non-Credit program counselor, 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, international programs, first-year Experience/EDGE program, East Valley campuses (Indio, Coachella, and Mecca/Thermal), West Valley campus (Palm Springs), 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, Dreamer Resource Center, Gender and Sexual Diversity Pride Center, Black Student Success Center, and the Veterans Resource Center (II.C.5-1, II.C.5-2, II.C.5-3, II.C.5-4, II.C.5-5, II.C.5-6, II.C.5-7, II.C.5-8, II.C.5-9, II.C.5-10, II.C.5-11, II.C.5-12, II.C.5-13, II.C.5-14, II.C.5-15, II.C.5-16, II.C.5-17, II.C.5-18, II.C.5-19, II.C.5-20, II.C.5-21, II.C.5-22).

Orientation is required of all new students pursuing certificates and associate degrees at College of the Desert. The orientation is available online through the student's portal account. It provides students with information on college policies and procedures, academic and student services programs, facilities, co-curricular, Title IX and the Violence Against Women Act, campus safety, and student conduct, including academic integrity (II.C.5-23, II.C.5-24).

To facilitate academic planning and the creation of student education plans, the college implemented the Student Planning tool in Ellucian Self-Service. This planning tool ensures that students can always view their degree requirements and progress toward their degree. When they create a student education plan with a counselor, it is saved in self-service, and the student can register for courses directly from their plan. The student planning tool and student education plans ensure that students are well informed of their requirements to graduate (II.C.5-25, II.C.5-26, II.C.5-27, II.C.5-28, II.C.5-29, II.C.5-30).

All counselors know transfer requirements and can advise students regarding transfer, particularly the associate degrees for transfer created across the California Community College and California State University systems. College of the Desert also has a Transfer Center with 1.5 FTE counselors and an open online course called My Transfer Plan, which keeps students informed about transfer topics, including all relevant deadlines (II.C.5-14, II.C.5-31).

Evaluation

College of the Desert meets this Standard. The institution supports our diverse student population, including numerous programs offered in student services with general counseling and advising. On-site and online orientation is available and required for all new students pursuing certificates and associate degrees at College of the Desert. Additionally, academic planning and the creation of student education plans were recently implemented through the Student Planning tool in Ellucian Self-Service. This ensures that students can always view their degree requirements and progress toward their degree.

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, certificates, and transfer goals. (ER 16)



Evidence of Meeting the Standard

- II.C. 6-1 Mission, Vision, and Values Webpage
- II.C. 6-2 Open Enrollment Policy
- II.C. 6-3 Electronic Catalog – How Do I Become A Student
- 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 Self-Service Degree Audit
- II.C. 6-9 Student Education Plan
- II.C. 6-10 Self-Service Registration

Analysis and Evaluation

Analysis

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; and
- 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, allowing COD to maximize its mission for its communities (II.C.6-1). The website and COD catalog also outline specific admissions criteria for the Registered Nursing Program, Vocational Nursing Program, and Physical Therapy Assistant Program (II.C.6-4, II.C.6-5).

The institution defines and guides students on clear pathways beginning with matriculation. COD students are supported in understanding and achieving their educational goals through orientation, counseling, student educational planning, and access to a full array of student services (II.C.6-6, II.C.6-7). Through Ellucian Self-Service, all students can access their electronic Student Education Plan with a constantly updating degree audit (II.C.6-8, II.C.6-9). Self-service also allows students to register for courses directly from their plan to help keep them on track to graduate (II.C.6-10).

Evaluation

College of the Desert (COD) has an open admissions policy consistent with the open access mission. These values are consistent with the College's mission, which is to provide 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).

4. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.



Evidence of Meeting the Standard

- II.C. 7-1 Self-Placement Webpage
- II.C. 7-2 California Assembly Bill 705 (AB-705)
- II.C. 7-3 California Assembly Bill 1705 (AB-1705) Implementation Guide

Analysis and Evaluation

Analysis

In compliance with a legislative mandate, the college ended assessment testing for entry to the Fall 2019 semester. All students have a right to access transfer-level coursework in English and math, and all students can automatically register for those courses (II.C.7-1, II.C.7-2).

The college and the State Chancellor's Office evaluate this policy through annual reporting. These reports determine whether a student will likely complete the transfer-level English or math course. Every analysis has shown that students who enter directly into the transfer level are the most likely to complete. No identified groups of students at College of the Desert are more likely to complete the transfer level English or math when they start with a remedial course. Therefore, this placement policy is the most likely to lead to students completing graduation and transfer requirements (II.C.7-3).

Evaluation

In adhering to the college's open-access mission, the College of the Desert does not use an admission or placement instrument.

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 the release of student records.

Evidence of Meeting the Standard

- II.C. 8-1 Board Policy 5040
- II.C. 8-2 Chancellor's Office Statement on Title 5 Records Retention
- II.C. 8-3 Student Record Back-up Schedule
- II.C. 8-4 College Catalog Student Records and Privacy Act

Analysis and Evaluation

Analysis

Following Board Policy 5040, student records are permanently and securely maintained. Student records are maintained by the Admissions and Records Office (II.C.8-1). The College adheres to the California Code of Regulations regarding 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 Laserfish. 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, Counseling, and Financial Aid offices.



Standard II: Student Learning Programs and Support Services

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 stores them in four locations (II.C.8-3).

The College publishes the Student Records and Privacy Act Policy online and in the COD catalog, covering the policy for releasing records (II.C.8-4). In addition, the College notifies actively enrolled students of its Student Records and Privacy Act Policy via email during the first week of both the fall and spring terms. College of the Desert has centralized student record requests with the Admissions and Records Office to ensure this policy is followed.

Students will be notified of their rights under the Family Educational Rights and Privacy Act (FERPA) annually by publication in the COD Schedule of Classes and the COD catalog (II.C.8-4). Questions regarding annual notification are directed to the Office of Admissions and Records.

Student records are not released without the student's written consent, except as outlined under Disclosure of Education Records in the COD catalog (II.C.8-4).

In completing the admission application, students can request that their directory information be kept confidential. Students who wish to change their request may write to the Admissions and Records Office.

Evaluation

COD meets this Standard. COD maintains imaged permanent student records that are secured, confidential, and backed up regularly. COD follows established, published policies for the release of student records.

Conclusions on Standard II.C.: Student Support Services

College of the Desert provides various excellent student support services to meet the needs of the students. The annual Program Review Updates evaluate the support services regularly through the planning and prioritization process. Through that process, the college ensures that the support services produce the desired student learning and service outcomes, are aligned with the college's mission, and are available to all students regardless of location or modality.

The college's counseling and enrollment services provide students with the necessary support to begin, progress through, complete their academic pathways, and move on to either a career or transfer.

The co-curricular activities and athletics the college provides enhance the student's learning experience and support the college's mission.

The college's admissions and placement policies are appropriate to the goal of an open-access institution supporting all students' success. Finally, the college maintains student records following college policies and legal requirements.

Improvement Plan(s)

Not Applicable



Evidence List

- II.C. 1-1 Repository of PRUs 2023
- II.C. 1-2 Student Services PRU Template
- II.C. 1-3 Sample PRU Foster Youth Services
- II.C. 1-4 COD Off Campus Locations Webpage
- II.C. 1-5 Meeting to Rank Staff Requests
- II.C. 1-6 High School Visit Day Flyer
- II.C. 1-7 High School Visit Day Student Schedules
- II.C. 1-8 COD Student Services Webpage

- II.C. 2-2 CalWORKs PRU 2021-2022
- II.C. 2-3 CWSC PRU 2021-2022
- II.C. 2-4 DSPS PRU 2021-2022
- II.C. 2-5 Foster Youth Services PRU 2021-2022
- II.C. 2-6 GSD Pride Center PRU 2021-2022
- II.C. 2-7 Dreamer Resource Center PRU 2021-2022
- II.C. 2-8 International Ed. Program PRU 2021-2022
- II.C. 2-9 Equity Committee Minutes 04-28-2021
- II.C. 2-10 Equity Committee Minutes 9-22-2021
- II.C. 2-11 Equity Committee Agenda 10-27-2021
- II.C. 2-12 Equity Committee Minutes 3-9-22
- II.C. 2-13 Board Agenda Item Expenditure-Amendments-Non-Monetary-Revenue Contracts-Agmts
- II.C. 2-14 Gents Alliance Webpage

- II.C. 3-1 Student Services Webpage
- II.C. 3-2 Tutoring and Academic Skills Center
- II.C. 3-3 Online Tutoring
- II.C. 3-4 Student Support Hub
- II.C. 3-5 Student Support Hub Announcements

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- II.C. 4-9 Student Clubs Webpage
- II.C. 4-10 Student Life PRU



Standard II: Student Learning Programs and Support Services

- II.C. 4-11 Arts and Media Webpage
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- II.C. 4-13 Arts and Media Calendar
- II.C. 4-14 Music program webpage
- II.C. 4-15 Performing Arts PRU
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- II.C. 4-19 The Chaparral Website
- II.C. 4-20 KCOD Website
- II.C. 4-21 College of the Desert Film Program YouTube Channel

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- II.C. 5-12 East Valley Mecca/Thermal Campus Webpage
- II.C. 5-13 Career and Workforce Solutions Center Webpage
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- II.C. 5-15 TRiO SSS ACES Webpage
- II.C. 5-16 TRiO SSS DSPS Webpage
- II.C. 5-17 TRiO SSS Veterans Services Webpage
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- II.C. 5-21 Black Student Success Center Webpage
- II.C. 5-22 Veterans Resource Center Webpage
- II.C. 5-23 Getting Started Button on COD Homepage
- II.C. 5-24 Online Orientation
- II.C. 5-25 My First Schedule (On Semester) Workshop Presentation
- II.C. 5-26 Comprehensive SEP Workshop Presentation
- II.C. 5-27 Student Electronic Student Plan/Schedule
- II.C. 5-28 Student Electronic Student Plan/My Progress



Standard II: Student Learning Programs and Support Services

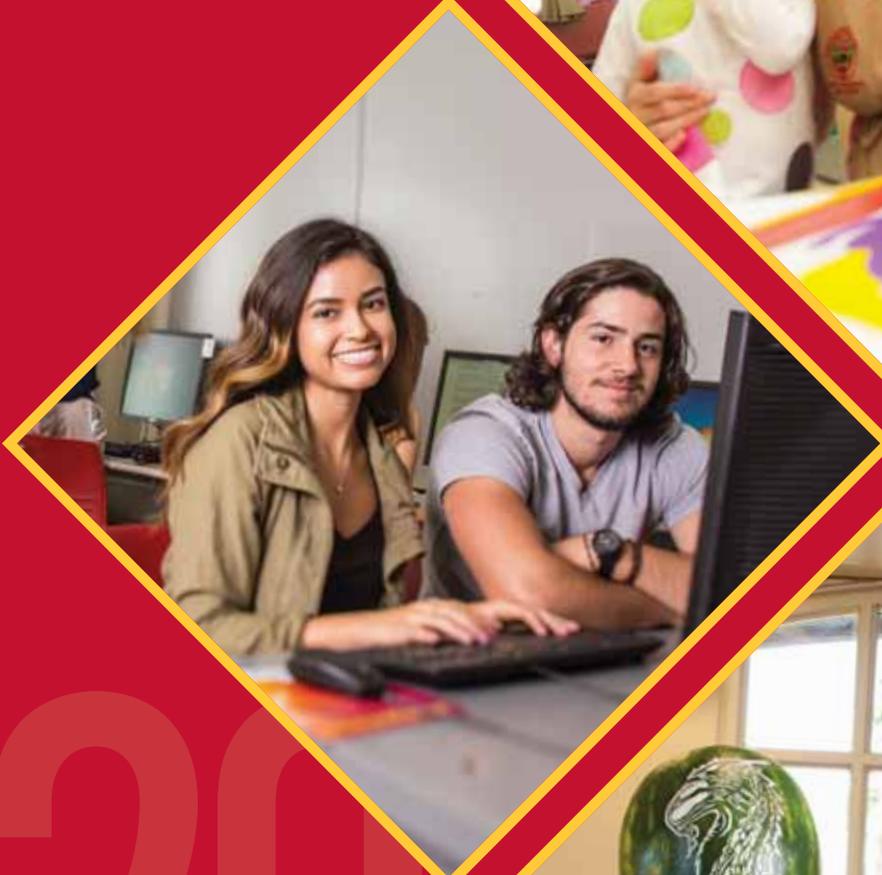
- II.C. 5-29 Student Electronic Student Plan/Timeline and Advising
- II.C. 5-30 Student Electronic Student Plan/Petitions and Waivers
- II.C. 5-31 My Transfer Plan Course Page

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- II.C. 6-7 Student Services Webpage
- II.C. 6-8 Self-Service Degree Audit
- II.C. 6-9 Student Education Plan
- II.C. 6-10 Self-Service Registration

- II.C. 7-1 Self-Placement Webpage
- II.C. 7-2 AB-705
- II.C. 7-3 AB-1705 Implementation Guide

- II.C. 8-1 Board Policy 5040
- II.C. 8-2 Chancellor’s Office Statement on Title 5 Records Retention
- II.C. 8-3 Student Record Back-up Schedule
- II.C. 8-4 College Catalog Student Records and Privacy Act

Standard III: Resources



III.A: Human Resources

III.B: Physical Resources

III.C: Technology Resources

III.D: Financial Resources



The institution effectively uses its human, physical, technological, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for personnel selection are clearly and publicly stated and address the institution's needs in serving its student population. Job descriptions directly relate to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

- III.A. 1-1 Board Policy 7120 Recruitment and Hiring
- III.A. 1-2 Administrative Procedure 7120 Recruitment and Hiring
- III.A. 1-3 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A. 1-4 Faculty Equivalency Instructions and Forms
- III.A. 1-5 California Education Code Sections 87400-87488
- III.A. 1-6 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A. 1-7 Board Policy 7210 Academic Employees
- III.A. 1-8 Board Policy 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 Board Policy 7260 Classified Supervisors and Managers
- III.A. 1-13 Example of Faculty Job Announcement
- III.A. 1-14 Example of Educational Administrator Job Announcement
- III.A. 1-15 Example of Classified Supervisors and Managers Job Announcement
- III.A. 1-16 Example of Classified Staff Job Announcement
- III.A. 1-17 Example of Confidential Employee Job Announcement
- III.A. 1-18 Screenshot of Human Resources Webpage for Evaluation of Non-U.S. Degrees
- III.A. 1-19 Title 5, Section 53021

Analysis and Evaluation

Analysis

The Desert Community College District (DCCD) Governing Board and the Office 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, 3A1-3,



Standard III: Resources

III.A.1-4). The Office 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.1-5) and Title 5. 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 ("Minimum Qualifications Handbook") (III.A.1-6). Publicly available and clearly stated, the 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.1-7, III.A.1-8, III.A.1-9, III.A.1-10, III.A.1-11, III.A.1-12). Human Resources collectively guides the hiring process for faculty, administrators, and classified positions by coordinating the recruitment from posting through hire and ensuring a non-voting Equal Employment Opportunity (EEO) representative participates in every hiring/screening committee.

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, including an understanding of the College's diverse student population and a learning commitment to COD's goals and mission (III.A.1-13). When the Office of Human Resources determines that a faculty applicant has not met the minimum qualifications, Human Resources staff will assist in ensuring that the applicant is forwarded to the Academic Senate's Equivalency process (III.A.1-3, III.A.1-4)

Job announcements for leadership positions state the minimum and desirable qualifications, including understanding the College's diverse student population and a learning commitment to COD's goals and mission (III.A.1-14, III.A.1-15). Job announcements for classified staff and confidential employees also include the minimum education and experience requirements, the institution's needs in serving its student population, and how the position supports the institutional program and goals (III.A.1-16, III.A.1-17).

Faculty and educational administrators, job announcements, and hiring committees include participation from the faculty appointed to the search committee by the Academic Senate following Administrative Procedure 7120 (III.A.1-2).

The District requires an official evaluation of all applicants with non-U.S. institutional degrees before consideration by the District (III.A.1-18).

Under Title 5 (III.A.1-19), all vacancies for permanent hire are advertised on the Standard, including the California Community Colleges Registry, Edjoin, Indeed, national professional organizations, internet sites, and the COD website. The District has also advertised on discipline-specific job boards for a more targeted recruitment strategy for specialized and hard-to-fill positions.

Job announcements are available electronically on the District website. Recruitments for all faculty, leadership, and classified personnel are conducted on a local, state, and national level.

The District employs qualified administrators, faculty, and staff to support programs and services by meeting and exceeding the required education, training, and experience. Criteria, qualifications, and procedures for personnel selection are clearly and publicly advertised and address the institution's needs in serving its student population. The District has a systematic review process to update classified job descriptions via the Classification Committee. Human Resources collaborates with leadership and program or subject matter experts to update or generate management job descriptions to ensure that positions support the institutional mission and goals.



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 regularly assessing its employment equity and diversity consistent with its mission. The Diversity and Equity Council has recently assessed 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. These established processes ensure job descriptions are created to address programmatic and district needs and accurately reflect specific positions' duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the institution's mission. Faculty job descriptions include the development and review of curriculum and assessment of learning. (ER 14)

Evidence of Meeting the Standard

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 Sample Faculty Job Announcement

III.A. 2-5 Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A. 2-6 Equivalency Request Form and Process

III.A. 2-7 Foreign Transcript Evaluation

III.A. 2-8 Example of Faculty Screening Criteria

III.A. 2-9 COD Faculty Association Collective Bargaining Agreement Article 12.1

III.A. 2-10 COD Faculty Association Collective Bargaining Agreement Article 19.7

III.A. 2-11 COD Faculty Association Collective Bargaining Agreement Article 20.2.4

Analysis and Evaluation

Analysis

The Desert Community College District 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 according to Board Policy 7120 (III.A.2-1), Administrative Procedures 7120 (3A2-02) and Administrative Procedures 7211 (III.A.2-3). The minimum and desirable qualifications for full-time faculty are listed and advertised on job announcements and include appropriate degree/s, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the institution's mission (III.A.2-4).

For education requirements, each job announcement indicates the minimum educational requirement for the position according to the Minimum Qualifications Handbook (III.A.2-5). The Office of Human Resources reviews applicants' transcripts to ensure the minimum educational qualification is met, confirming discipline expertise. There is also a process for an equivalency request when a faculty applicant does not hold the required degree(s) for the discipline or does not meet the minimum qualifications defined in the



job announcement. The equivalency instructions and process (III.A.2-6) are facilitated to each applicant as an embedded hyperlink in each faculty job announcement (III.A.2-4). Also hyperlinked in the faculty job announcement (III.A.2-4) is the completion of a non-U.S. degree equivalency process (III.A.2-7). These processes can also be found on the District's Board Policies and Administrative Procedure page.

For experience requirements, applicants list their past and current teaching assignments in their formal District application or resume/curriculum vitae. 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 of the audience, and use of appropriate technology. Faculty announcements include curriculum development, student learning review, and evaluation (III.A.2-4). Prospective faculty hires are aware of their responsibility to participate in planning and efforts to advance the College's mission, vision, and values (III.A.2-4).

During the screening process, faculty applicants are reviewed, rated, and discussed based on position-related factors required for adequate hire performance and to ensure the goal/mission attainment of the program, discipline, or District (III.A.2-8).

Evaluation

The District 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. Faculty job descriptions include desirable qualifications, specific discipline knowledge, teaching expertise, and experience (III.A.2-4).

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 (III.A.2-4) and under the COD Faculty Association bargaining unit contract under article 12.1 (III.A.2-9), which has hours of service that include curriculum development, under article 19.7 (III.A.2-10) in the self-evaluation packet that includes curriculum activities and participation in the student learning outcome process, and under article 20.2.4 (III.A.2-11) evaluation criteria that includes professional growth as related to the development of new curriculum.

3. Administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

III.A. 3-1 Board Policy 7120 Recruitment and Hiring

III.A. 3-2 California Education Code 87002

III.A. 3-3 California Code of Regulations, Title 5, 53420

III.A. 3-4 Example of Administrative Job Description

III.A. 3-5 Example of Educational Administrator Job Announcement

III.A. 3-6 Example Faculty Job Announcement

III.A. 3-7 Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A. 3-8 Board Policy 7210 Academic Employees

III.A. 3-9 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

III.A. 3-10 Equivalency Request Forms and Process



Analysis and Evaluation

Analysis

The Desert Community College District follows governing board-adopted policies for employing all College staff to ensure qualifications meet Standards to sustain institutional effectiveness and academic quality (III.A.3-1). Educational administrators supervise the district's operation or policy formulation regarding instruction or student services programs (III.A.3-2). The California Code of Regulations, Title 5, Section 53420 (III.A.3-3) defines the minimum qualifications for educational administrators. The District defines additional qualifications on the established job description for an administrative position (III.A.3-4) and on the subsequent job announcement should a vacancy occur for an educational administrator (III.A.3-5).

The minimum and desirable qualifications for full-time faculty are cited on job announcements, in alignment with the designated discipline, and include appropriate degree/s, professional experience, discipline expertise, level of assignment, teaching skills and experience, scholarly activities, and potential contribution to the mission of the institution (III.A.3-6). Each job announcement indicates the minimum educational requirement for the position according to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.3-7). Human Resources requires that faculty applicants submit transcripts with their application. Human Resources reviews applicants' transcripts to ensure that the minimum educational qualification is met, which verifies discipline expertise. Upon review, if the faculty applicant does not meet the minimum qualification stipulated in the Minimum Qualifications handbook, Human Resources will coordinate with the Academic Senate to ensure the applicant is evaluated via the equivalency process according to Board Policy 7210 (III.A.3-8). And Administrative Procedure 7211 (III.A.3-9) and applicable forms (III.A.3-10).

Evaluation

College of the Desert meets this Standard. The District confirms qualifications for administrators and other employees responsible for educational programs and services by ensuring the screening and interviewing processes are applied to assess the alignment of the applicant's academic degrees and professional/personal experiences with the qualifications needed to perform the position's duties. Minimum and desirable qualifications consider the institution's effectiveness and program quality needs.

4. Faculty, administrators, and other employees hold required degrees from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

III.A. 4-1 Example Faculty Job Announcement

III.A. 4-2 Example Educational Administrator Job Announcement

III.A. 4-3 Example Classified Administrator Job Announcement

III.A. 4-4 Example Classified Professional Job Announcement

III.A. 4-5 Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A. 4-6 Administrative Procedure 7120 Recruitment and Hiring

III.A. 4-7 Screenshot of Applicant Tracking Faculty Application Portal

III.A. 4-8 Non-U.S. Transcript Evaluation



Analysis and Evaluation

Analysis

The Desert Community College District requires that degrees required to meet minimum educational requirements for positions within the faculty, administrators, and other employees categories be conferred from an accredited United States institution (III.A.4-1, III.A.4-2, III.A.4-3, III.A.4-4). For academic positions, each job announcement indicates the minimum educational requirement for the position according to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.4-5). The Department of Human Resources reviews applicants' transcripts to ensure that the minimum educational qualification is met and that the candidates have the required degrees or undergo an equivalency process (III.A.4-6). An established equivalency process is followed for faculty positions when a faculty applicant does not meet the minimum qualifications per the Minimum Qualifications Handbook (III.A.4-5). The Department of Human Resources embeds a hyperlink in faculty job announcements directing applicants to the equivalency procedures (III.A.4-1). The District also provides guidance and procedural information on how to complete the evaluation and equivalency for degrees earned outside of the United States (III.A.4-7). The link is also embedded in each faculty job announcement (III.A.4-1). An evaluation and equivalency determination is required any time non-U.S. degrees or coursework is used to meet minimum qualifications (III.A.4-8).

Evaluation

College of the Desert meets this Standard. Through these established policies and procedures, the District ensures that accredited U.S. accrediting agencies accredit required degrees held by faculty, administrators, and other employees and that degrees from non-U.S. institutions are recognized only if equivalence has been established.

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, participation in institutional responsibilities, and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

- III.A. 5-1 COD Faculty Association Collective Bargaining Agreement, Article 19, Article 20 and Appendix C
- III.A. 5-2 COD Adjunct Association Collective Bargaining Agreement Article XII and Appendix D
- III.A. 5-3 CSEA Collective Bargaining Agreement Memorandum of Understanding (MOU) and Appendix G
- III.A. 5-4 Management Professional Development Plan, Section 12 and Appendices
- III.A. 5-5 Confidential Professional Development Plan, Section 5.8, Section 8, Appendix G, and Appendix F
- III.A. 5-6 Full-time Faculty Evaluation Due Date Tracking
- III.A. 5-7 Part-Time Faculty Evaluation Due Date Tracking
- III.A. 5-8 Classified Professional Evaluation Due Date Tracking
- III.A. 5-9 Management Evaluation Due Date Tracking
- III.A. 5-10 Full-time Faculty Email Notification Example
- III.A. 5-11 Part-Time Faculty Email Notification Example



- III.A. 5-12 Probationary Classified Professional Email Notification Example
- III.A. 5-13 Permanent Classified Professional Email Notification Example
- III.A. 5-14 Management Email Notification Example
- III.A. 5-15 California Education Code 87663
- III.A. 5-16 Board Policy 2435 Evaluation of Interim Superintendent/President
- III.A. 5-17 Administrative Procedure 2435 Evaluation of Interim Superintendent/President

Analysis and Evaluation

Analysis

College of the Desert has systematic processes for regularly evaluating all employee groups. All the evaluation processes have written criteria for evaluating the performance of assigned duties, participation in institutional responsibilities, and other activities as appropriate to their expertise. Evaluation processes assess the effectiveness of personnel and encourage improvement. Evaluations are expected to be completed following written procedures and established timelines.

The District has separate evaluation processes for adjunct faculty, full-time faculty, classified staff, confidential employees, and leadership (including the Interim Superintendent/President), which are systematic and timely, according to collective bargaining agreements and employee handbooks (III.A.5-1, III.A.5-2, III.A.5-3, III.A.5-4, III.A.5-5). Each process has specific criteria for evaluation, measuring the performance of assigned duties, and documenting participation in institutional responsibilities.

Results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. Evaluation results and due dates are tracked in the District's HRIS system, which can produce reports for each group for departmental updates (III.A.5-6, III.A.5-7, III.A.5-8, III.A.5-9). The Office of Human Resources ensures the timely delivery of evaluations by tracking due dates and sending out notifications (III.A.5-10, III.A.5-11, III.A.5-12, III.A.5-13, III.A.5-14).

Following Article 20 (III.A.5-1) and Education Code 87663(a) (III.A.5-15), 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 tenure evaluation, and a Faculty Improvement Plan.

Under Article 19.2 (III.A.5-1) and per Education Code 87663 (III.A.5-15), COD evaluates full-time faculty 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.

Following Article VII.3 of the CBA between DCCD and the COD Adjunct Association (CODAA) and Education Code 87663 (III.A.5-15), new adjunct faculty will be evaluated during the first or second semester of their assignments (III.A.5-2). 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.

Following recent legislative changes, the evaluation process for regular and probationary classified staff is outlined under a new Memorandum of Understanding (MOU) between DCCD and the California School Employees Association (CSEA) (III.A.5-3). Permanent classified staff are evaluated annually. Probationary classified professionals are evaluated in the second (2nd) and fourth (4th) month of the six-month probationary period. 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.5-3).



Classified and educational administrators are evaluated annually for their first two years and every other year after that (III.AA.5-4). Confidential employees are evaluated annually (III.A.5-5). The Board of Trustees uses Board Policy and Administrative Procedure 2435 to evaluate the Interim Superintendent/President. The evaluation of the Interim Superintendent/President occurs on an annual basis (III.A.5-16, III.A.5-17).

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 the performance of assigned duties, participation in institutional responsibilities, and other activities as appropriate to their expertise. Evaluation processes assess the effectiveness of personnel and encourage improvement. Evaluations are expected to be completed per written procedures and established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file.

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 improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, including full-time, part-time, and adjunct faculty, to fulfill faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

- III.A. 7-1 Chancellor’s office July 1, 2022, FON report for 2022-2023
- III.A. 7-2 Fall 2023 Full-Time Faculty Obligation Report posted February 13, 2023
- III.A. 7-3 Spring 2022 Completed PRUs submitted 3/15/2022
- III.A. 7-4 2021-2022 College Planning Council Handbook
- III.A. 7-5 Enrollment and Ratio Scores—Faculty Prioritization 2016-2017
- III.A. 7-6 Faculty Prioritization Rubric
- III.A. 7-7 Explanation of Block Data
- III.A. 7-8 Faculty Prioritization Agenda 4/29/2022
- III.A. 7-9 Chair’s email on the results of the Faculty Prioritization Committee 5/6/2022
- III.A. 7-10 President’s email of funded full-time Faculty positions
- III.A. 7-11 Spring 2022 Faculty Prioritization Results
- III.A. 7-12 Budget Subcommittee Minutes 10/12/2020

Analysis and Evaluation

Analysis

The basis for hiring faculty is student, programmatic, and community needs. The District 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



District has consistently met its full-time faculty obligation number (FON). As evident on July 1, 2022, in the FON report from the Chancellor's Office for the 2021-2022 academic year, the District's required FON was 120.8 and has exceeded that initial base with 133.2 (III.A.7-1). For 2022-2023, the College has surpassed its FON of 128.8 with the Full-Time Faculty Actual of 137.3 (III.A.7-2).

In addition to maintaining the FON, the District is committed to hiring the faculty 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. The current faculty prioritization process 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 Interim Superintendent/President for the final decision (III.A.7-4).

The process and criteria used for determining the full-time faculty to be hired include 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). Once the Faculty Prioritization Committee meets, its results are posted and submitted to the Interim Superintendent/President and College Planning Council, and then the Interim Superintendent/President announces the funded faculty positions (III.A.7-8, 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 the College Planning Council, is responsible for making recommendations to inform the resource allocation for positions. In the College Planning Council Handbook (page 18) and step 5 of the faculty prioritization process (Appendix I), the Budget Subcommittee, before October 15, will communicate an estimated number of faculty positions to be funded (III.A.7-4, III.A.7-11).

Evaluation

College of the Desert meets this Standard. The College has consistently met or exceeded its FON to ensure it hires a sufficient number of qualified faculty to fulfill 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.

8. An institution with part-time and adjunct faculty has employment policies and practices that provide orientation, oversight, evaluation, and professional development. The institution provides opportunities for integrating part-time and adjunct faculty into the institution's life.

Evidence of Meeting the Standard

III.A. 8-1 COD Adjunct Association CBA

III.A. 8-2 Faculty Handbook

III.A. 8-3 Faculty Mentor Program Handbook

III.A. 8-4 Adjunct Faculty Evaluation Documents under the HR Portal

III.A. 8-5 2022 Full Fall Flex Schedule



III.A. 8-6 Fall 2022 Adjunct Flex Day

III.A. 8-7 CPC Handbook, which includes committee descriptions and their requested membership, including adjunct faculty

Analysis and Evaluation

Analysis

The Desert Community College District 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 as established in the Collective Bargaining Agreement (III.A.8-1). The topics in the adjunct faculty orientation include information regarding their employee group, College of the Desert Adjunct Association (CODAA), payroll and work time, evaluation, and employee community (III.A.8-1). Adjunct faculty also have access to the faculty handbook on the portal, which includes information on governance and organization, health and safety, class management, evaluations, and payroll (III.A.8-2).

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 developing course syllabi, assessing student learning outcomes, and implementing general district policies and procedures. In many departments, full-time faculty share course materials with their adjunct colleagues to assist them in succeeding in the classroom.

The District has established a Faculty Mentor Program (III.A.8-3) to introduce the organization one-on-one. Mentoring is a time for faculty to develop and strengthen active collaborative and technology-assisted learning methodologies and become actively engaged in curriculum development, such as learning communities. The mentorship program addresses everyday needs amongst new faculty, including but not limited to professional development, emotional support, and feedback.

Adjunct faculty are evaluated regularly. The evaluation for adjunct faculty is administered in a consistent and timely fashion. Under 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 before 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 evaluation forms. The forms are also available on the HR portal under Adjunct Faculty Evaluation Documents (III.A.8-4).

Regarding professional development, adjunct faculty are encouraged to attend Flex activities and receive compensation for participation (III.A.8-5, III.A.8-6). Adjunct faculty are part of the Flex activities and typically offer different professional development opportunities for adjunct faculty, including the Faculty Mentor Program, Adjunct Essentials, and Adjunct Role in Shared Governance (III.A.8-6). Also, adjunct faculty are often required representatives on the 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.8-7).

Evaluation

College of the Desert meets this Standard. The College has employment policies and practices for adjunct faculty to provide orientation, oversight, evaluation, and professional development. The institution provides opportunities for integrating adjunct faculty



into the institution's life through participation in Flex activities, department and school meetings, Academic Senate and governance committees, and other training and activities.

9. The institution has sufficient staff with appropriate qualifications to support the institution's effective educational, technological, physical, and administrative operations. (ER 8)

Evidence of Meeting the Standard

- III.A. 9-1 Organizational Chart, President's Office
- III.A. 9-2 Organizational Chart, Instruction
- III.A. 9-3 Organizational Chart, Student Services
- III.A. 9-4 Organizational Chart, Administrative Services
- III.A. 9-5 Organizational Chart, Human Resources
- III.A. 9-6 2022-2023 Catalog Roster of Faculty and Administrators degrees and position
- III.A. 9-7 Spring 2021 Staff Prioritization documents
- III.A. 9-8 Spring 2021 Equipment Prioritization documents
- III.A. 9-9 Spring 2022 Staff Prioritization Supporting documents
- III.A. 9-10 10/12/2022 Announcement from the Interim Superintendent/President of funded items from the 2021-2022 prioritization processes, including funded staff positions
- III.A. 9-11 2022-2023 Prioritization Funding Report
- III.A. 9-12 2022-2023 Staff Prioritization Documents

Analysis and Evaluation

Analysis

The Desert Community College District has a 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 the fall of 2021, the district employed approximately 244 permanent classified staff. From 2022 to 2023, the District added seven classified staff positions due to the funded positions from the annual staff prioritization process (III.A.9-7, III.A.9-9, III.A.9-10, III.A.9-11). This growth is due to the expansion of instructional sites and a transparent and effective prioritization process. The District is implementing the 2022-2023 planning and prioritization process (III.A.9-12).

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 staff with appropriate qualifications to support the institution's educational, technological, physical, and administrative operations.

10. The institution maintains sufficient 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)



Evidence of Meeting the Standard

- III.A. 10-1 Organizational Chart, President's Office
- III.A. 10-2 Organizational Chart, Instruction
- III.A. 10-3 Organizational Chart, Student Services
- III.A. 10-4 Organizational Chart, Administrative Services
- III.A. 10-5 Organizational Chart, Human Resources
- III.A. 10-6 2022-2023 Catalog, Roster of Faculty and Administrators degrees and position
- III.A. 10-7 College Planning Council Handbook
- III.A. 10-8 Example of Program Enhancement Plan Updates (PEP-Ups)
- III.A. 10-9 Example Program Review Updates (PRUs)
- III.A. 10-10 Example of Working Out of Class Opportunity
- III.A. 10-11 Example of Interim Opportunity
- III.A. 10-12 2022 Management/Leadership Retreat Agenda
- III.A. 10-13 Negotiations and Discipline Pieces of Training

Analysis and Evaluation

Analysis

The Desert Community College District continues to mitigate staffing impacts due to the pandemic. However, it maintains a sufficient number of administrators – totaling 53, both classified and educational administrators, in 2023– 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.D.10-5, III.D.10-6).

From early 2023, a comprehensive and permanent executive team is in place (III.A.10-1). The District hired the permanent Vice President of Instruction in February 2023, the permanent Vice President of Administrative Services in May 2023, and a permanent Vice President of Human Resources and Employee Relations in January 2022. The current Vice President of Student Services has been in place for five (5) years.

According to the College Planning Council Handbook (III.A.10-7), new staff, faculty, and administrative positions are requested via the annual prioritization based on departmental/operational needs and District initiatives. Departments complete their annual Program Enhancement Plan Updates (PEP-Ups) (III.A.10-8) and Program Review Updates (PRUs) (III.A.10-9). To ensure business continuity during retirements or resignations, the District continuously offers opportunities for internal employees to work in different classifications (III.A.10-10, III.A.10-11), promoting professional growth opportunities and developing employees from within the organization. The district provides ongoing training and development opportunities for the management team members to remain current in their areas of expertise. The District hosted a Management/Leadership Retreat in July 2022 (III.A.10-12) and additional training sessions explicitly tailored for administrative employees (III.A.10-13).

Evaluation

College of the Desert meets this Standard. As a result of effective planning, prioritization, and resource allocation process, the District has sufficient administrators with appropriate preparation and expertise to provide continuity and effective leadership and services that support the institution's mission and purposes.



11. The institution establishes, publishes, and adheres to written personnel policies and procedures available for information and review. Such policies and procedures are fair, equitably, and consistently administered.

Evidence of Meeting the Standard

- III.A. 11-1 Board Policy 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- III.A. 11-2 Administrative Procedure 2410 Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)
- III.A. 11-3 COD Faculty Association Collective Bargaining Agreement 2020 – 2023
- III.A. 11-4 CSEA Collective Bargaining Agreement 2021-2024
- III.A. 11-5 COD Adjunct Association Collective Bargaining Agreement 2021-2024
- III.A. 11-6 Management Professional Development Plan
- III.A. 11-7 Confidential Professional Development Plan
- III.A. 11-8 Foundation Professional Development Plan
- III.A. 11-9 District/COD Faculty Association MOU
- III.A. 11-10 District/CSEA MOU
- III.A. 11-11 District/COD Adjunct Association MOU
- III.A. 11-12 Screenshot of District’s website – Board Policies and Administrative
- III.A. 11-13 Screenshot of District’s Human Resources Webpage – Collective Bargaining Agreements

Analysis and Evaluation

Analysis

College of the Desert’s policies and procedures are established and reviewed following Board Policy and Administrative Procedure 2410 (III.A.11-1, III.A.11-2). Initial recommendation for establishing or revising policies or procedures may be from the Community College League of California (CCLC) or upon internal District recommendation. Upon recommendation, Administrative Procedure 2410 (III.A.11-2) outlines the process, including participatory governance, by which policy is fully vetted and adopted. Administrative Procedure 2410 also establishes the requirement for ongoing and systematic review of the District’s policies and procedures. In addition to organizational policies and procedures, the District negotiates in good faith with three unions to agree on terms and conditions of employment, as well as rules governing respective bargaining unit members, via their established collective bargaining agreements (III.A.11-3, III.A.11-4, III.A.11-5). Unrepresented employees also have handbooks outlining employment rules (III.A.11-6, III.A.11-7, III.A.11-8). The District remains responsive to changes in operations and legislation by negotiating applicable changes to working conditions through Memorandums of Understanding (MOUs) (III.A.11-9, III.A.11-10, III.A.11-11) and systematically updating handbooks.

All District Board Policies and Administrative Procedures are available on the District’s website (III.A.11-12) and the BoardDocs platform. Collective bargaining agreements and employee handbooks are on the District’s Human Resources webpage (III.A.11-13).

Such policies, procedures, and rules are fair, equitably, and consistently administered. Violations of fair and equitable administration of any policies and procedures may be handled through the grievance procedures contained within the collective bargaining agreements, appeal procedures contained in employee handbooks, and applicable established procedures (III.A.11-3, III.A.11-4, III.A.11-5, III.A.11-6, III.A.11-7, III.A.11-8).



Evaluation

College of the Desert meets this Standard. Through consistent application of established policies and procedures, the College provides fair and equitable processes supporting resolution of incongruent approaches to operating practices.

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 employment equity and diversity record, consistent with its mission.

Evidence of Meeting the Standard

- 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 USC Equity Institute Email
- III.A. 12-6 Screenshot of Employee Demographic Web Dashboard
- III.A. 12-7 Diversity Committee Role and Committee Description
- III.A. 12-8 List of Diversity Committee Meetings for 2021 and 2022
- III.A. 12-9 College of the Desert EEO Plan
- III.A. 12-10 EEO Employee Demographic Presentation to Board of Trustees
- III.A. 12-11 EEO Training for Search Committee
- III.A. 12-12 Administrative Procedure 7120 Recruitment and Hiring
- III.A. 12-13 Training Email: Talking about Race, Racism & Racial Inequities
- III.A. 12-14 Training Email: Microaggressions and Stereotype Threat: Navigating Invisible Racism in an Academic Environment
- III.A. 12-15 Training Email: Advancing Racial Equity in A Majority-Minority Context
- III.A. 12-16 COD CARES Website
- III.A. 12-17 COD Safe Zone Program Website
- III.A. 12-18 College of the Desert Employee Assistance Program

Analysis and Evaluation

Analysis

The Desert Community College District has established policies and administrative procedures (III.A.12-1, III.A.12-2, III.A.12-3) that facilitate the creation and maintenance of programs, practices, and services that support a diverse workforce and the District's Mission, Vision, and Values (III.A.12-4). In response to the District's growing diversity needs, it has allowed employees to participate in the USC Equity Institute, an initiative of the Race and Equity Center at the University of Southern California (III.A.12-5). This equity institute is an eight-week professional learning series for faculty, staff, and administrators, with eight virtual modules taught synchronously one day each week. The modules are taught by Race and Equity Center staff, faculty affiliates, and highly respected scholars in their national network. Through the District's Institutional Research Department, employee demographic dashboards are readily available on the District's webpage (III.A.12-6).



Standard III: Resources

The Diversity Committee, a committee of the College Planning Council, serves as an advisory body on issues of equity and diversity (III.A.12-7). The committee, composed of a broad constituent group, meets regularly throughout the year (III.A.12-8) to support diversity at the College by hosting events and workshops and providing training opportunities throughout the academic year. The Diversity Committee is the District's advisory body for the Equal Employment Opportunity (EEO) plan (III.A.12-9). It recommends initiatives based on the District's EEO employee demographic information presentation to the Board of Trustees (III.A.12-10).

Under Administrative Procedure 7100, all screening/interviewing committee members receive EEO training, and an EEO representative will sit on each committee. The EEO training covers the mandated training topics and is effective for two years (III.A.12-11). Over 300 active employees have completed the EEO training. Administrative Procedure 7120 was updated in 2022 to incorporate additional inclusivity of student representatives on committees (III.A.12-12).

The District offers various trainings on diversity, ethics, harassment, discrimination, the Family Educational Rights and Privacy Act (FERPA), and Title IX. Recent trainings include Talking about Race, Racism & Racial Inequities (III.A.12-13), Microaggressions and Stereotype Threat: Navigating Invisible Racism in an Academic Environment (III.A.12-14), and Advancing Racial Equity in A Majority-Minority Context (III.A.12-15)

The District instituted COD Cares, a national initiative connecting classified professionals, faculty, leadership, and students to create an inclusive culture and learning environment across college campuses. The goal of the initiative is to break down barriers and support student success by providing a college atmosphere that nurtures a sense of belonging and creates opportunities for students to make personal connections with college personnel through behavioral commitments (III.A.12-16)

The District established the Safe Zone Sub-committee, a Diversity Committee subcommittee. The Safe Zone Subcommittee's role is to improve the campus climate and foster belonging of the LGBTQIA+ individuals and those with marginalized gender and sexual identities by increasing awareness and conversations about issues faced by LGBTQIA+ individuals and providing ongoing educational opportunities for the campus community (III.A.12-17).

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 regularly assessing its employment equity and diversity consistent with its mission. The Diversity and Equity Council has recently assessed 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.

13. The institution upholds a written code of professional ethics for all its personnel, including consequences for violation.

Evidence of Meeting the Standard

III.A. 13-1 Board Policy 2715 Code of Ethics Standards of Practice - Trustees

III.A. 13-2 Administrative Procedure 2715 Code of Ethics Standards of Practice – Trustees



- III.A. 13-3 Board Policy 3050 Code of Ethics Standards of Practice - Employees
- III.A. 13-4 Administrative Procedure 3050 Code of Ethics Standards of Practice – Employees
- III.A. 13-5 Board Policy 3432 Bullying and Abusive Conduct
- III.A. 13-6 Board Policy 7360 Discipline and Dismissal Academic Employees
- III.A. 13-7 Administrative Procedure 7360 Discipline and Dismissal Academic Employees
- III.A. 13-8 Board Policy 7365 Discipline and Dismissal Classified Employees
- III.A. 13-9 Administrative Procedure 7365 Discipline and Dismissal Classified Employees
- III.A. 13-10 CSEA Collective Bargaining Agreement, Article 19 2021-2024
- III.A. 13-11 Board Policy 2200 Board Duties and Responsibilities
- III.A. 13-12 Human Resources EEO Selection Committee Form

Analysis and Evaluation

Analysis

College of the Desert strives for collegial and professional work environments. The institution has established board policies and administrative procedures that outline the District’s code of ethics Standards and the consequences for both trustees and employees for violating these Standards (III.A.13-1, III.A.13-2, III.A.13-3, III.A.13-4). Additionally, in June 2022, the District adopted Board Policy 3432, Bullying and Abusive Conduct, providing a safe and equitable educational and workplace environment (III.A.13-5). These policies are readily available to all personnel. Board policies, collective bargaining agreements, and education codes also address consequences for violations of local policies (III.A.13-6, III.A.13-7, III.A.13-8, III.A.13-9, III.A.13-10). Within their role and responsibilities, the Board of Trustees ensures that established policies define the institutional mission and set prudent, ethical, and legal Standards for college operations (III.A.13-11) and asserts in Board Policy 2715 that “The Board maintains high Standards of ethical conduct for its members” (III.A.13-1).

The Office of Human Resources ensures ethical practices and procedures within its role. For recruitment processes, confidentiality agreements are signed by hiring committee members that reinforce the District’s expectation of ethical behavior (3A13-12).

Evaluation

College of the Desert meets this Standard. The Office of Human Resources conducts regular self-analysis. This cyclical process identifies policies in need of updating, a necessity for staff training on changes that occur, and the need to remind employees of codes they are expected to follow, including board policies about ethical responsibilities (III.A.13-1, III.A.13-2, III.A.13-3, III.A.13-4). The Office of Human Resources consistently reviews and proposes changes to its board policies and administrative procedures through the participatory governance process and collective bargaining, as applicable.

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 for improvement.

Evidence of Meeting the Standard

- III.A. 14-1 Board Policy 7160 Professional Development
- III.A. 14-2 Administrative Procedure 7160 Professional Development



- III.A. 14-3 COD Strategic Master Plan
- III.A. 14-4 Professional Development Plan
- III.A. 14-5 COD Faculty Association Collective Bargaining Agreement, Article 8
- III.A. 14-6 COD Adjunct Association Collective Bargaining Agreement, Article 22
- III.A. 14-7 CSEA Collective Bargaining Agreement, Article 16
- III.A. 14-8 Management Professional Development/Evaluation Personnel Plan, Section 9
- III.A. 14-9 Confidential Professional Development/Evaluation Personnel Plan, Section 9
- III.A. 14-10 Faculty Development Committee Portal
- III.A. 14-11 Screenshot of Faculty Mentor Webpage
- III.A. 14-12 Example of Working Out of Class Opportunity
- III.A. 14-13 Kansas State Doctoral Cohorts Announcement

Analysis and Evaluation

Analysis

The Desert Community College District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs, and it evaluates those offerings annually (III.A.14-1, III.A.14-2). The District's Strategic Master Plan supports professional development under Goal 4: Teamwork, Organizational Development (II.A.14-3). Additionally, the District developed a Professional Development in 2020, in effect through 2023, establishing a professional development committee and outlining the District's commitment to identifying and providing professional development opportunities for staff and leadership throughout the District in coordination with the Faculty Development Committee and assist in the assessment of professional development needs (III.A.14-4).

In addition to institutional plans, collective bargaining agreements and employee handbooks provided for specific professional development opportunities and funding allocated to professional development among the constituency (III.A.14-5, III.A.14-6, III.A.14-7, III.A.14-8, III.A.14-9).

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.14-10). 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.

The District supports professional development opportunities and activities available to all personnel. It has offered professional development by establishing the faculty mentor program (III.A.14-11), working out-of-class opportunities (III.A.14-12), and the opportunity for employees to receive discounted tuition and payment for enrollment in Kansas State Doctoral Cohorts (III.A.14-13).

Evidence

College of the Desert meets this Standard. The evidence reveals robust professional development activities with appropriate opportunities for professional growth consistent with the institutional mission and supporting the College's evolving pedagogy, technology, and learning needs. However, a systemic evaluation of current professional development activities will improve offerings in the post-pandemic environment.



15. The institution provides the security and confidentiality of personnel records. Each employee has access to their personnel records following the law.

Evidence of Meeting the Standard

- 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 2020 – 2023, Article 7.2-7
- III.A. 15-6 CSEA Collective Bargaining Agreement 2021-2024, Article 5.3
- III.A. 15-7 COD Adjunct Association Collective Bargaining Agreement 2021-2024, Article VI.2-VI.6
- III.A. 15-8 Management Professional Development Plan
- III.A. 15-9 Confidential Professional Development Plan
- III.A. 15-10 Foundation Professional Development Plan
- III.A. 15-11 Administrative Procedure 7145 Personnel Files

Analysis and Evaluation

Analysis

Personnel records are kept confidential and secure under established Board Policy and Administrative procedures. They are only accessible via its Office of Human Resources physical space, policies, and procedures (3A15-01, 3A15-02, 3A15-03, 3A15-04).

All active personnel records are stored in lockable filing cabinets in the Office of Human Resources. All inactive personnel files are also stored in lockable filing cabinets in the Office of Human Resources. Benefits information is in separate personnel files. The filing cabinets are kept behind a locked door with the Human Resources Department; only essential personnel have access. All personnel files remain within the control of the Office of Human Resources staff during work hours. 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 the Office of Human Resources (exception: Skelly hearing) or as requested by an employee according to California Labor Code 1198.5.

Personnel files are maintained, and employees may view records per each respective collective bargaining agreement and California Labor Code 1198.5 by requesting a review in the Office of Human Resources (3A15-05, 3A15-06, 3A15-07, 3A15-08, 3A15-9, 3A15-10, 3A15-11). 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.

Each personnel file contains a log sheet for 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.



Conclusions on Standard III.A: Human Resources

The College of the Desert maintains its programs' and services' integrity and quality by employing qualified administrators, faculty, and classified professionals. Employment criteria, qualifications, procedures, and job descriptions are aligned with the college's mission and the students served. The College adheres to appropriate hiring practices that are thorough and equitable. Personnel policies and procedures are clearly defined and publicly available to ensure consistent and ethical hiring and evaluation of all employees.

Improvement Plan(s)

Not Applicable

Evidence List

- III.A. 1-1 Board Policy 7120 Recruitment and Hiring
- III.A. 1-2 Administrative Procedure 7120 Recruitment and Hiring
- III.A. 1-3 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A. 1-4 Faculty Equivalency Instructions and Forms
- III.A. 1-5 California Education Code Sections 87400-87488
- III.A. 1-6 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A. 1-7 Board Policy 7210 Academic Employees
- III.A. 1-8 Board Policy 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 Board Policy 7260 Classified Supervisors and Managers
- III.A. 1-13 Example of Faculty Job Announcement
- III.A. 1-14 Example of Educational Administrator Job Announcement
- III.A. 1-15 Example of Classified Supervisors and Managers Job Announcement
- III.A. 1-16 Example of Classified Staff Job Announcement
- III.A. 1-17 Example of Confidential Employee Job Announcement
- III.A. 1-18 Screenshot of Human Resources Webpage for Evaluation of Non-U.S. Degrees
- III.A. 1-19 Title 5, Section 53021

- 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 Sample Faculty Job Announcement
- III.A. 2-5 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A. 2-6 Equivalency Request Form and Process
- III.A. 2-7 Foreign Transcript Evaluation
- III.A. 2-8 Example of Faculty Screening Criteria
- III.A. 2-9 COD Faculty Association Collective Bargaining Agreement Article 12.1



Standard III: Resources

- III.A. 2-10 COD Faculty Association Collective Bargaining Agreement Article 19.7
- III.A. 2-11 COD Faculty Association Collective Bargaining Agreement Article 20.2.4

- III.A. 3-1 Board Policy 7120 Recruitment and Hiring
- III.A. 3-2 California Education Code 87002
- III.A. 3-3 California Code of Regulations, Title 5, 53420
- III.A. 3-4 Example of Administrative Job Description
- III.A. 3-5 Example of Educational Administrator Job Announcement
- III.A. 3-6 Example Faculty Job Announcement
- III.A. 3-7 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A. 3-8 Board Policy 7210 Academic Employees
- III.A. 3-9 Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A. 3-10 Equivalency Request Forms and Process

- III.A. 4-1 Example Faculty Job Announcement
- III.A. 4-2 Example Educational Administrator Job Announcement
- III.A. 4-3 Example Classified Administrator Job Announcement
- III.A. 4-4 Example Classified Professional Job Announcement
- III.A. 4-5 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A. 4-6 Administrative Procedure 7120 Recruitment and Hiring
- III.A. 4-7 Screenshot of Applicant Tracking Faculty Application Portal
- III.A. 4-8 Non-U.S. Transcript Evaluation

- III.A. 5-1 COD Faculty Association Collective Bargaining Agreement, Article 19, Article 20 and Appendix C
- III.A. 5-2 COD Adjunct Association Collective Bargaining Agreement Article XII and Appendix D
- III.A. 5-3 CSEA Collective Bargaining Agreement Memorandum of Understanding (MOU) and Appendix G
- III.A. 5-4 Management Professional Development Plan, Section 12 and Appendices
- III.A. 5-5 Confidential Professional Development Plan, Section 5.8, Section 8, Appendix G, and Appendix F
- III.A. 5-6 Full-time Faculty Evaluation Due Date Tracking
- III.A. 5-7 Part-Time Faculty Evaluation Due Date Tracking
- III.A. 5-8 Classified Professional Evaluation Due Date Tracking
- III.A. 5-9 Management Evaluation Due Date Tracking
- III.A. 5-10 Full-time Faculty Email Notification Example
- III.A. 5-11 Part-Time Faculty Email Notification Example
- III.A. 5-12 Probationary Classified Professional Email Notification Example
- III.A. 5-13 Permanent Classified Professional Email Notification Example
- III.A. 5-14 Management Email Notification Example
- III.A. 5-15 California Education Code 87663
- III.A. 5-16 Board Policy 2435 Evaluation of Interim Superintendent/President
- III.A. 5-17 Administrative Procedure 2435 Evaluation of Interim Superintendent/President



Standard III: Resources

- III.A. 7-1 Chancellor's office July 1, 2022, FON report for 2022-2023
- III.A. 7-2 Fall 2023 Full-Time Faculty Obligation Report posted February 13, 2023
- III.A. 7-3 Spring 2022 Completed PRUs submitted March 15, 2022
- III.A. 7-4 2021-2022 College Planning Council Handbook
- III.A. 7-5 Enrollment and Ratio Scores—Faculty Prioritization 2016-2017
- III.A. 7-6 Faculty Prioritization Rubric
- III.A. 7-7 Explanation of Block Data
- III.A. 7-8 Faculty Prioritization Agenda April 29, 2022
- III.A. 7-9 Chair's email on the results of the Faculty Prioritization Committee May 6, 2022
- III.A. 7-10 President's email of funded full-time Faculty positions
- III.A. 7-11 Spring 2022 Faculty Prioritization Results
- III.A. 7-12 Budget Subcommittee Minutes October 12, 2020

- III.A. 8-1 COD Adjunct Association CBA
- III.A. 8-2 Faculty Handbook
- III.A. 8-3 Faculty Mentor Program Handbook
- III.A. 8-4 Adjunct Faculty Evaluation Documents under the HR Portal
- III.A. 8-5 2022 Full Fall Flex Schedule
- III.A. 8-6 Fall 2022 Adjunct Flex Day
- III.A. 8-7 CPC Handbook, which includes committee descriptions and their requested membership, including adjunct faculty

- III.A. 9-1 Organizational Chart, President's Office
- III.A. 9-2 Organizational Chart, Instruction
- III.A. 9-3 Organizational Chart, Student Services
- III.A. 9-4 Organizational Chart, Administrative Services
- III.A. 9-5 Organizational Chart, Human Resources
- III.A. 9-6 2022-2023 Catalog Roster of Faculty and Administrators degrees and position
- III.A. 9-7 Spring 2021 Staff Prioritization documents
- III.A. 9-8 Spring 2021 Equipment Prioritization documents
- III.A. 9-9 Spring 2022 Staff Prioritization Supporting documents
- III.A. 9-10 10/12/2022 Announcement from the Interim Superintendent/President of funded items from the 2021-2022 prioritization processes, including funded staff positions
- III.A. 9-11 2022-2023 Prioritization Funding Report
- III.A. 9-12 2022-2023 Staff Prioritization Documents

- III.A. 10-1 Organizational Chart, President's Office
- III.A. 10-2 Organizational Chart, Instruction
- III.A. 10-3 Organizational Chart, Student Services
- III.A. 10-4 Organizational Chart, Administrative Services
- III.A. 10-5 Organizational Chart, Human Resources
- III.A. 10-6 2022-2023 Catalog, Roster of Faculty and Administrators degrees and position



Standard III: Resources

- III.A. 10-7 College Planning Council Handbook
- III.A. 10-8 Example of Program Enhancement Plan Updates (PEP-Ups)
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- III.A. 11-12 Screenshot of District's website – Board Policies and Administrative
- III.A. 11-13 Screenshot of District's Human Resources Webpage – Collective Bargaining Agreements

- 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
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- III.A. 12-16 COD CARES Website
- III.A. 12-17 COD Safe Zone Program Website
- III.A. 12-18 College of the Desert Employee Assistance Program



Standard III: Resources

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- III.A. 13-4 Administrative Procedure 3050 Code of Ethics Standards of Practice – Employees
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- III.A. 13-7 Administrative Procedure 7360 Discipline and Dismissal Academic Employees
- III.A. 13-8 Board Policy 7365 Discipline and Dismissal Classified Employees
- III.A. 13-9 Administrative Procedure 7365 Discipline and Dismissal Classified Employees
- III.A. 13-10 CSEA Collective Bargaining Agreement, Article 19 2021-2024
- III.A. 13-11 Board Policy 2200 Board Duties and Responsibilities
- III.A. 13-12 Human Resources EEO Selection Committee Form

- III.A. 14-1 Board Policy 7160 Professional Development
- III.A. 14-2 Administrative Procedure 7160 Professional Development
- III.A. 14-3 COD Strategic Master Plan
- III.A. 14-4 Professional Development Plan
- III.A. 14-5 COD Faculty Association Collective Bargaining Agreement, Article 8
- III.A. 14-6 COD Adjunct Association Collective Bargaining Agreement, Article 22
- III.A. 14-7 CSEA Collective Bargaining Agreement, Article 16
- III.A. 14-8 Management Professional Development/Evaluation Personnel Plan, Section 9
- III.A. 14-9 Confidential Professional Development/Evaluation Personnel Plan, Section 9
- III.A. 14-10 Faculty Development Committee Portal
- III.A. 14-11 Screenshot of Faculty Mentor Webpage
- III.A. 14-12 Example of Working Out of Class Opportunity
- III.A. 14-13 Kansas State Doctoral Cohorts Announcement

- 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 2020 – 2023, Article 7.2-7
- III.A. 15-6 CSEA Collective Bargaining Agreement 2021-2024, Article 5.3
- III.A. 15-7 COD Adjunct Association Collective Bargaining Agreement 2021-2024, Article VI.2-VI.6
- III.A. 15-8 Management Professional Development Plan
- III.A. 15-9 Confidential Professional Development Plan
- III.A. 15-10 Foundation Professional Development Plan
- III.A. 15-11 Administrative Procedure 7145 Personnel Files



B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations, offering courses, programs, and learning support services. They are constructed and maintained to ensure access, safety, security, and a healthy learning and working environment.

Evidence of Meeting the Standard

- III.B. 1-1 2003-2015 Facilities Master Plan
- III.B. 1-2 Measure B Bond Webpage
- III.B. 1-3 Measure CC Bond Webpage
- 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
- 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 Safety Committee Portal Webpage
- III.B. 1-12 Facilities Advisory Committee Portal Webpage
- III.B. 1-13 Citizens' Bond Oversight Committee Webpage
- III.B. 1-14 Clery Act Annual Reports
- III.B. 1-15 Public Safety Department Webpage, Emergency Operations Plan
- III.B. 1-16 Public Safety Department Webpage, Policies and Guides
- III.B. 1-17 Human Resources Webpage, Keenan SafeColleges Online Learning Training
- III.B. 1-18 Emergency Preparedness Presentation, Spring Flex 2016
- III.B. 1-19 Maintenance and Operations Webpage

Analysis and Evaluation

Analysis

College of the Desert is a single-college district based in Palm Desert, California, with additional locations in Indio, Mecca/Thermal, Palm Springs, 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 was established in 1958, and the voters subsequently approved a \$3.5 million bond, allowing it to open its doors to students in 1962 with nine buildings. The campus continues to be built out consistently with growth, the Facilities Master Plan, and institutional priorities.

Measure B was a \$346.5 million General Obligation Bond approved by the voters in 2004 to fund facilities and projects to prepare students for the workforce and further higher education according to their educational plans. Measure B funding made possible the



renovation of antiquated buildings, upgraded computer technology for classrooms, expanded infrastructure, capital renewal, and a photovoltaic system, and the construction of new buildings in Palm Desert, such as the Communications building, Cravens Student Services, Nursing, Applied Sciences, and the Public Safety Academy. The Indio Education Center was also funded by Measure B.

A \$577.8 million Bond Measure was approved in November 2016 by the voters to invest in the future of the college, its students, and the Coachella Valley community. Funds have been and continue to be allocated for the modernization of facilities, property acquisition, and new construction to support the college mission, including the HILB Library and Building C renovations. Additionally, there are numerous projects in design or construction, including the:

- Athletics Stadium and Field Project (20,000 s.f.)
- Palm Springs Development Project (142,000 s.f.)
- Roadrunner Motors in Cathedral City (25,900 s.f.)
- Indio Expansion (67,000 s.f.), and
- Indio Child Development Center (18,000 s.f.)

The original Indio Education Center (2014) comprises a single, three-story, 40,000 square feet, multidisciplinary structure that provides instructional, administrative, and student support services. To serve the rapidly growing East Valley population, the College of the Desert acquired the two adjoining parcels to accommodate the Indio Expansion project and a new Childhood Development Center. Construction is currently underway for both projects.

Classes and student support programs were first offered at the Mecca/Thermal beginning in 2009. Through the generous donation of a community resident, COD could purchase and install a PlanWave Instruments 1-meter PW1000 Telescope and an Astrohaven Dome for the Observatory Project at the Mecca/Thermal location. Astronomy faculty and staff use the Mary Reagan Observatory facility for instructional lab demonstrations and research.

The expansion of College of the Desert's Indio Campus extends the campus site north of the existing building by adding a new 67,000 sf building and site enhancements that include a new shade structure and flexible outdoor space between the buildings. The new building includes an enlarged Student Success Center, Public Safety facilities, and Student Health Offices. It will significantly expand the instructional facilities with new classrooms, science laboratories, lecture halls, computer labs, a Maker Space, expanded faculty office space, student dining commons, and study spaces. The building will also have the necessary support and circulation to maintain the Indio Campus, informal social spaces along corridors, and ample outdoor deck space on the third level. Site improvements include parking lots, landscape buffers, and vehicular circulation for the newly enlarged campus.

The Child Development Center at College of the Desert's Indio Campus extends south of the existing building with a new 18,000 sq. ft building and approximately 7,000 sq. ft. of play yards with shade structures. The new building will include toddler and preschool classrooms, two of each, and support spaces required for a state-of-the-art childcare facility, meeting the State Chancellor's guidelines. The building will also house an adult ECE classroom and observation spaces. Site improvements include undergrounding existing overhead utilities, demolition of existing structures, and new parking lots.

Students in Cathedral City will soon gain access to the new Automotive Technology Training Center facility (aka Roadrunner Motors), which will be constructed on a 5.8-acre parcel in Cathedral City. They will provide specialized and generalized classrooms and teaching laboratories, including service vehicle bays/lifts, offices, conference rooms, support space, and parking. When it opens, the state-of-the-art program will answer employers' calls for highly skilled experts in the field.



Standard III: Resources

The College is designing a creative and innovative Palm Springs Development Project (PSDP). The site is on nearly 27 acres of reclaimed land east of downtown Palm Springs. Planning has been informed through faculty and community advisory groups and conversations with industry partners and local stakeholders. Areas of instruction will include hospitality and culinary arts, digital media and media production, radio, and architecture. To accommodate these programs, Phase 1 of the project will construct an education accelerator building containing classrooms, meeting spaces, student services, maker spaces, and high-tech student learning labs. The PSDP will serve as a regional workforce innovation center where students can learn and train for jobs.

The approved plans and timelines for active capital projects are regularly included in bi-monthly reports to the Board of Trustees in public sessions and COD Bond Program + Facilities Planning web pages.

One key aspect of assuring safe and sufficient physical resources is the development of College Plans, including the comprehensive Facilities Master Plan. This plan outlines the current state of the institution's facilities, identifies future needs, and provides a roadmap for meeting those needs through constructing and renovating new facilities and maintaining and improving existing ones. The Facilities Master Plan at COD was developed in consultation with faculty, staff, administrators, students, and community stakeholders and is regularly updated to ensure that it reflects the changing needs and priorities of the institution. Various committees, including the Facilities Advisory Committee and the Citizen's Bond Oversight Committee, help guide the development of the Facilities Master Plan in a comprehensive, actionable, participatory, and transparent process.

The Facilities Advisory Committee [FAC charter] advises the Interim Superintendent/President on district-wide facility issues, including existing space utilization, condition, and appearance. The committee supports the College's Educational Plan and Facilities Master Plan goals and objectives by promoting safe, adequate, well-maintained facilities that support excellence in education while maintaining our facilities' beauty and historical significance. This committee comprises representatives from the institution, including faculty, staff, students, and community stakeholders. The committee reports to the Executive Cabinet and the College Planning Council [FAC purpose, membership, agendas, and minutes].

Voters approved Measures B and CC in 2004 and 2016, respectively. As required by BP 6740, the Board of Trustees appointed an independent Citizens' Bond Oversight Committee comprising seven members representing a broad cross-section of Coachella Valley residents. The overarching approach is found in the legislative intent of the education code:

Vigorous efforts ensure that the bond measures strictly conform with the law and that taxpayers directly oversee bond revenues. Committee members are responsible for reviewing college board actions in spending bond funds and reporting the findings to the public. Open meetings are held quarterly to review and discuss the progress of the Bond Program expenditures, including planning and financial assumptions. The committee reviews and monitors the Bond Programs to ensure transparency and accountability.

One of this Committee's primary roles is to review annual financial and performance audits required under California Proposition 39. Below is further evidence supporting the fulfillment of the Standard.

- Administrative Services include Educational Technology, Bond Program and Facilities Planning, Auxiliary Services, Contracts and Purchasing, Fiscal Services, Public Safety, Institutional Grants, and Maintenance and Operations.
- Capital outlay project management for major construction projects is provided by MAAS Companies, an independent contractor with established offices and personnel on the Palm Desert Campus who work closely with the Executive Director of the Bond Program and Facilities Planning.



Standard III: Resources

- 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. The Public Safety Department is also responsible for the Emergency Response Guide and publicizing crime logs per the CLERY Act.
- The College addresses students' basic needs in several ways. COD offers on-campus food pantries in partnership with the FIND Food Bank and monthly food truck offerings to provide all students with free healthy food options. A community health worker is also available in the Basic Needs Program.
- The Safety Committee oversees the safety of its students, faculty, and staff. It coordinates activities to achieve this goal with in-classroom safety, emergency preparedness, risk management, workers' compensation, public safety, and ongoing facility safety concerns. It serves as the primary recommending body on environmental health and safety interests. The Safety Committee meets monthly to address safety concerns communicated or inform members of new and updated information provided by professional organizations, including COD's insurance administrator, Keenan, and Associates, coordinated by COD Human Resources.
- Safety inspections are completed annually by Keenan and Associates as a part of COD's membership of the Statewide Association of Community Colleges. Additionally, the College performs monthly safety inspections.
- The Facilities Advisory Committee (FAC) participates in the planning and potential use of facilities. The FAC reviews facilities' use 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.

COD has numerous policies and procedures in place to ensure that all facilities are constructed and maintained to the highest Standards of access, safety, and security [AP6350, AP6600, BR6800, AP3500, AP3500.1, AP3505, AP3515, AP3518, AP3519, AP3520, AP3540]. These include guidelines for ensuring that all construction and renovation projects meet relevant codes and Standards, including accessibility requirements and environmental sustainability Standards. Processes are implemented and followed to properly maintain all facilities to ensure they are in good repair and meet all relevant codes and Standards. Trained professionals regularly inspect all facilities to identify and address potential safety hazards. Unmistakable evidence of emergency preparedness planning exists to ensure that the college is prepared to respond to an emergency. Procedures for reporting and addressing safety concerns or incidents on campus also exist.

The District has a comprehensive Facilities Master Plan (FMP), a Citizens' Bond Oversight Committee (CBOC), and a Facilities Advisory Committee (FAC) with established policies and procedures in place to ensure that all facilities are constructed and maintained to the highest Standards of access, safety, security, and healthfulness. The District regularly reviews and updates its policies, procedures, and bylaws to ensure they are up to date according to code, regulations, and current Standards and practices.

Evaluation

College of the Desert meets this Standard. The Public Safety Department is responsible for ensuring the safety of all students, staff, and visitors. Safety measures include 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). The Public Safety Department is responsible for several policies and guides to ensure safety and security, including earthquake safety, sexual assault, drug and alcohol safety, and fire safety (III.B.1-16).

Regular safety training continues, 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).



Standard III: Resources

Regular Flex presentations on safety and emergency preparedness (III.B.1-18). The Maintenance and Operations Department ensures 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).

2. The institution plans, acquires, builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, to ensure effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

III.B. 2-1 CPC Webpage

III.B. 2-2 CPC Handbook

III.B. 2-3 2023-2028 Strategic Master Plan

III.B. 2-4 Facilities 5-Year APR and PRU

III.B. 2-5 Maintenance and Operations Webpage

Analysis and Evaluation

Analysis

Effective utilization of physical resources starts with an evaluation and assessment of the needs of educational programs and services. The evaluation and assessment of programmatic needs and facilities' needs are integrated with the College's comprehensive and integrated planning process. College of the Desert ensures effective utilization and the quality of its physical resources through its facilities planning, evaluation, assessment processes, and preventative maintenance schedule.

The College Planning Council (CPC) serves as an advisory committee to the Interim Superintendent/President on college-wide issues, including safety, strategic planning, facilities, and accreditation (III.B.2-1). The membership of the CPC includes 35 representatives from all groups on campus and in the community (III.B.2-2). The body is responsible for reviewing the progress and accomplishments of its units and committees and serves as the umbrella for collegial consultation for the college. The CPC is a significant participant in decision-making and planning for the college.

The Assessment of Planning and Outcomes Subcommittee of the CPC is tasked with assessing the performance of the college concerning the goals and objectives specified in its strategic and operational plans. The subcommittee evaluates and modifies the planning and institutional effectiveness process, including the Strategic Master Plan (III.B.2-3). It makes recommendations regarding modifications to the process regularly. The Strategic Master Plan is the basis for the Educational Master Plan, one of the primary resources in developing the Facilities Master Plan.

The Facilities Advisory Committee reviews existing facilities and their utilization, which reports directly to the CPC. The committee supports the College's Educational Plan and Facilities Master Plan goals and objectives by promoting safe, adequate, well-maintained facilities that support excellence in education while maintaining our facilities' beauty and historical significance. The committee is tasked with reviewing the Space Inventory Report, reviewing the 5-Year Construction Plan (aka Capital Outlay Plan), soliciting input from various campus constituents to interface with the campus Facilities Master Plan, reviewing facility requests, and making



recommendations regarding space utilization, facility conditions, facility modernization, and any other issues. It provides guidance and input for developing and implementing the Facilities Master Plan updates and setting classroom building conditions and Standards.

Evaluation and assessment of facilities include the annual Program Review Update (PRU) and five-year Program Review Processes (III.B.2-4). Annual PRUs (Program Review Updates) from departments (including Maintenance and Operations) 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. Each area works with the appropriate administrator to prioritize equipment needs identified within the site. The Equipment Prioritization Committee identifies equipment needs across the institution; the Budget Subcommittee identifies and recommends available resources. The President/Superintendent makes the final decision as to which equipment purchases to fund.

The Maintenance and Operations (M&O) Department is managed by a facilities director and a manager (III.B.2-5). The department plays a critical role in maintaining the safety and quality of buildings and grounds, including maintenance and repair, custodial support, safe transmission of power and utility infrastructure, and grounds operations. The M&O department schedules and inspects buildings and building systems to ensure compliance with applicable fire, safety, and health codes and regulations. Facilities personnel also participate in safety, facilities, and planning committees to understand and support the needs of the college.

The preventive maintenance schedule and work order system are designed to address short-term issues promptly and proactively maintain the quality and integrity of systems and facilities. With input from the CPC, COD relies on its existing processes to complete the information for the Instructional Equipment and Scheduled Maintenance five-year planning process, as required by the Chancellor's Office.

Evaluation

COD meets this Standard. The College considers the needs of programs and services when planning its facilities through various means. It has established integrated planning procedures to effectively use its assets to provide quality programs for its students.

- The five-year Facilities Master Plan (and Vision updates) and Scheduled Maintenance are up to date and reflect current needs as identified in the PRU process.
- Equipment needs are identified in the PRU process, and all requests have traditionally been funded.
- Technology needs are identified by the Administrative Computing Committee and included in the Technology Master Plan. TCO information is included in the TMP, and the Budget Subcommittee considers funding allocated to address these needs annually.
- IT Department maintains a database of all technology equipment, and ongoing refresh programs are completed to ensure all departments have the most current equipment available.
- Work order systems are used to support both facility and technology needs.

3. To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution regularly plans and evaluates its facilities and equipment, considering utilization and other relevant data.



Evidence of Meeting the Standard

III.B. 3-1 Facilities 5-Year APR and PRU

III.B. 3-2 CPC Webpage

III.B. 3-3 PRU Example

III.B. 3-4 Equipment Prioritization Process

III.B. 3-5 Prioritization Workflow

III.B. 3-6 Facility Advisory Committee Minutes

III.B. 3-7 SchoolDude Webpage

Analysis and Evaluation

College of the Desert assures the feasibility and effectiveness of its physical resources to support institutional programs and services through its Facilities Master Plan and annual updates to the Five-Year Capital Outlay Plan. Equipment needs are addressed through the annual PRU prioritization process (III.B.3-1). COD relies on input from the 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 Citizens Bond Oversight Committee and reports.

COD relies on input from the College Planning Council (CPC) (III.B.3-2) 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.3-2). 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 general maintenance needs (III.B.3-1). 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.3-3). The Equipment Prioritization Committee identifies equipment needs across the institution, the Budget Subcommittee identifies and recommends available resources, and the Interim Superintendent/President makes the final decision (III.B.3-4). Maintenance and Operations also submits its PRU using the Support Services PRU template.

In addition to the formal process described above, there is an informal process. This includes reporting immediate maintenance needs for facilities and equipment to Maintenance and Operations by administrative assistance. Less immediate requests from departmental meetings and committee meetings or supported by the department dean and respective vice president are forwarded to the Facilities Advisory Committee (FAC) for evaluation and recommendation, then to the Interim Superintendent/President's Executive Cabinet and CPC (III.B.3-5). This ongoing process allows for issues unknown during the annual PEP-Up to be addressed. The FAC also reviews and recommends requests included in the annual PRU. All requests are evaluated using the Strategic and Educational Master Plan (SMP and EMP) to ensure alignment with the College's goals and mission. The FAC reviews the following types of requests (III.B.3-6):

- Space utilization,
- New and expanded program space requests, and
- Minor facility renovations.

As needed, facilities and equipment for immediate maintenance are reported to Maintenance and Operations. Moreover, facility maintenance can be reported to workgroups, committees, and the Academic Senate about where corrective efforts are made. An



example of this effort can be found in East Valley Education Center Updates – November 2022, where facilities were improved to help support the increase of student use returning after the COVID-19 pandemic.

For more as-needed formal reporting, College of the Desert also uses a third-party system, SchoolDude, to facilitate its work order process. Routine work orders for preventative and corrective maintenance are generated from this platform, thus assuring regular and ongoing maintenance of facilities and related equipment (III.B.3-7). The SchoolDude system also allows COD to quantify the workload placed on the Maintenance and operations staff by tracking the number of calls for service, personnel hours spent, and wait times. The M&O department reviews staffing levels regularly and works to maintain a staffing level sufficient to meet the ongoing maintenance needs of the physical resources of all campuses.

Evaluation

College of the Desert meets this Standard. The College evaluates its facilities regularly through schedule processes and reporting as needed. The formal process includes a semiannual facilities study session presentation, a review of completed projects, an update on current projects, and an introduction to new projects (Evidence List). 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.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

III.B. 4-1 Measure B and Measure CC Webpage

III.B. 4-2 College Planning Council Webpage

III.B. 4-3 Five-Year Capital Outlay Plan

III.B. 4-4 2021-2022 Bond Annual Report

III.B. 4-5 2017-2022 Educational Master Plan

III.B. 4-6 Vision 2030 Facilities Master Plan

III.B. 4-7 2023-2028 Strategic Master Plan

Analysis and Evaluation

Analysis

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. Currently, the District continues to utilize bond funds authorized by Measure B and Measure CC. Measure B and Measure CC are bond measures that the citizens of the Coachella Valley approved to fund facilities and projects at the College of the Desert. Measure B, approved in March 2004, allocated \$346.5 million for expanding nursing, police, and fire-fighting training facilities, repairing sewer systems and leaky roofs, upgrading and adding classrooms for computer technology, and acquiring and developing facilities in the Coachella Valley. Measure CC, approved in November 2016, allocated \$577.8 million for upgrading nursing, first responder, law enforcement, and job training classrooms, expanding career and support facilities for veterans, improving and developing science labs, electrical systems,



and computer technology, and repairing leaky roofs, restrooms, and disabled accessibility. Both measures aim to accommodate increasing student enrollment and expand facilities further to accommodate career technical education programs (III.B.4-1).

When a capital project is under consideration, the District uses its professional staff and ad hoc working groups to ensure that it 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 College's strategic goals. They then meet with the campus administration to discuss the proposed project. Once reviewed, the project goes before the College Planning Council (CPC) for review (III.B.4-2). 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 is moved to the Facilities Advisory Committee for validation. Once approved, the project is moved to the Bond Office for processing, and the project is started. 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.

The Five-Year Capital Outlay Plan (III.B.4-3) and the Citizens Bond Committee Annual Report (III.B.4-4) present expected costs from 2021–2027 for several new facilities and renovations afforded by Measure B and Measure CC. New facilities include buildings at the Indio Center, Roadrunner Motors in Cathedral City, and the Palm Springs Development Project. In March 2022, construction began on the Indio Expansion Project and associated modest renovations to the original Indio Education Center. A new Indio Child Development Center will provide toddler and preschool classrooms and support spaces, including outdoor play yards with shade structures. Both projects are proceeding as scheduled and with a planned opening in late 2023 or early 2024.

The Palm Springs Development Project (PSDP) evolved from its original moniker, the West Valley Campus – Palm Springs, as plans have been updated since 2020. To manage expenditures with the projected debt issuance schedule, the new plans intend for the campus to be built in multiple phases rather than constructing the campus all at once. Plans had slowed during the COVID-19 pandemic, but in Spring 2022, the District resumed planning meetings while simultaneously continuing work on validating and updating the data to ensure accurate programming. PSDP still plans to provide general and basic skills education coursework and targeted programs in hospitality and culinary arts, digital media and entertainment, and architecture. Phase 1 is projected to open in late 2026 or early 2027.

The Roadrunner Motors automotive technology program will relocate from Palm Desert to a new site in Cathedral City near the largest group of automotive dealers in the Coachella Valley. This new facility will accommodate state-of-the-art training instruction supporting students and the automotive technology industry. The facility will provide specialized equipment, and a small fleet of vehicles will be used for direct student instruction. The instruction will occur proximate to auto dealerships and industry, and students will gain real-world experience strengthening workforce connections.

Bond Program and Facilities Planning - The Bond Program and Facilities Planning identifies and prioritizes the College's facilities improvement needs and develops a plan to finance and implement these projects through the issuance of bonds. Bonds can only pay for buildings and assets, and spending must follow integrated planning procedures.

Measures B and CC were approved under the requirements of California's Proposition 39, the Strict Accountability in Local School Construction Bonds Act, passed by state voters in 2000. As required by Proposition 39, the committee members consist of representatives from taxpayers' groups, local businesses and industries, senior citizen organizations, and students. Since September



Standard III: Resources

2004, the Committee has met regularly to review the College's Bond-Funded Construction Program and ensure the College is adhering to the requirements of Proposition 39, including spending bond funds only on those projects identified in Measures B and CC approved by the voters.

Evaluation

College of the Desert meets this Standard. The District's long-range capital outlay planning process includes an annual cycle that supports institutional goals and provides appropriate facilities for the District's program of instruction, support services, and the students of the District. This process is driven by documents such as the District's Strategic Master Plan (SMP), Educational Master Plan (EMP), Facilities Master Plan (FMP), and the Capital Outlay Plan (III.B.4-3, III.B.4-5, III.B.4-6, III.B.4-7). The District also utilizes its Five-Year Capital Outlay Plan and Space Inventory Report to ensure current and upcoming projects align with its Educational, Facility, and Strategic Master Plans. Additionally, the District utilizes its Five-Year Capital Outlay Plan and Space Inventory Report, both completed annually in July, to ensure the District Educational Facility supports current and upcoming projects supported by the District's Educational, Facility, and Strategic Master Plans Capital Projects Report to the Board of Trustees (III.B.4-3).

Conclusions on Standard III.B: Physical Resources

College of the Desert meets this Standard through policies and procedures in place, ensuring all facilities are constructed and maintained to the highest standard of access, safety, and security, including AP6350, AP6600, BR6800, AP3500, AP3500.1, AP3505, AP3515, AP3518, AP3519, AP3520, AP3540. These include guidelines ensuring all construction and renovation projects meet relevant codes and Standards, including accessibility requirements and environmental sustainability Standards.

The Public Safety Department is responsible for several policies and guides to ensure safety and security at all sites, including earthquake safety, sexual assault, drug and alcohol safety, and fire safety. Regular safety training continues, including proper safe lifting, hazard communication, cardiopulmonary resuscitation, active shooter, Great Shakeout Earthquake Drill, personal safety class, and fire extinguisher training through Keenan SafeColleges.

The evaluation and assessment of programmatic needs and facilities' needs are integrated with the College's comprehensive and integrated planning process. College of the Desert ensures effective utilization and the quality of its physical resources through its facilities planning, evaluation, assessment processes, and preventative maintenance schedule. The College evaluates its facilities regularly through schedule processes and reporting as needed. The formal process includes a semiannual facilities study session presentation, a review of completed projects, an update on current projects, and an introduction to new projects.

The District's long-range capital outlay planning process is driven by documents such as the District's Strategic Master Plan (SMP), Educational Master Plan (EMP), Facilities Master Plan (FMP), and the Capital Outlay Plan. It includes an annual cycle supporting institutional goals and provides appropriate facilities for the District's program of instruction, support services, and the students of the District.

Improvement Plan(s)

A reassessment of physical space usage will be required to support the new Education Master Plan currently under development.

Evidence List

III.B. 1-1 2003-2015 Facilities Master Plan

III.B. 1-2 Measure B Bond Webpage



- III.B. 1-3 Measure CC Bond Webpage
- 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
- 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 Safety Committee Portal Webpage
- III.B. 1-12 Facilities Advisory Committee Portal Webpage
- III.B. 1-13 Citizens' Bond Oversight Committee Webpage
- III.B. 1-14 Clery Act Annual Reports
- III.B. 1-15 Public Safety Department Webpage, Emergency Operations Plan
- III.B. 1-16 Public Safety Department Webpage, Policies and Guides
- III.B. 1-17 Human Resources Webpage, Keenan SafeColleges Online Learning Training
- III.B. 1-18 Emergency Preparedness Presentation, Spring Flex 2016
- III.B. 1-19 Maintenance and Operations Webpage

- III.B. 2-1 CPC Webpage
- III.B. 2-2 CPC Handbook
- III.B. 2-3 2023-2028 Strategic Master Plan
- III.B. 2-4 Facilities 5-Year APR and PRU
- III.B. 2-5 Maintenance and Operations Webpage

- III.B. 3-1 Facilities 5-Year APR and PRU
- III.B. 3-2 CPC Webpage
- III.B. 3-3 PRU Example
- III.B. 3-4 Equipment Prioritization Process
- III.B. 3-5 Prioritization Workflow
- III.B. 3-6 Facility Advisory Committee Minutes
- III.B. 3-7 SchoolDude Webpage

- III.B. 4-1 Measure B and Measure CC Webpage
- III.B. 4-2 College Planning Council Webpage
- III.B. 4-3 Five-Year Capital Outlay Plan
- III.B. 4-4 2021-2022 Bond Annual Report
- III.B. 4-5 2017-2022 Educational Master Plan
- III.B. 4-6 Vision 2030 Facilities Master Plan
- III.B. 4-7 2023-2028 Strategic Master Plan



C. Technology Resources

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.

Evidence of Meeting the Standard

- III.C. 1-1 CPC Handbook
- III.C. 1-2 IT Webpage, District Equipment Standards
- III.C. 1-3 2020-2025 Technology Master Plan
- III.C. 1-4 2023-2028 Strategic Master Plan
- III.C. 1-5 Support Services PRU
- III.C. 1-6 Program Review Webpage
- III.C. 1-7 IT Prioritization Results, 2023
- III.C. 1-8 Non-Instructional Prioritization Results, 2023
- III.C. 1-9 Technology Training Survey, Fall 2022
- III.C. 1-10 Student Technology Training Survey Fall 2022 EDGE/plEDGE
- III.C. 1-11 Device List
- III.C. 1-12 AP List
- III.C. 1-13 DCCD Print 1
- III.C. 1-14 COD Service Catalog
- III.C. 1-15 Devices as Category as Switches
- III.C. 1-16 Account Snapshot
- III.C. 1-17 COD WiFi Network Info
- III.C. 1-18 Field Service Report
- III.C. 1-19 Generator Testing Email
- III.C. 1-20 UCS Hyperflex Email
- III.C. 1-21 Memorandum of Coverage
- III.C. 1-22 Keenan SafeColleges Training Website
- III.C. 1-23 Information Technology Backup Process Requirements
- III.C. 1-24 Veeam Storage
- III.C. 1-25 2017-2022 Educational Master Plan
- III.C. 1-26 CCCCCO Cyber Security 2022
- III.C. 1-27 Report on Penetration Test of College Infrastructure
- III.C. 1-28 Information Logistics Email
- III.C. 1-29 Network Resiliency Analysis PowerPoint
- III.C. 1-30 Facilities Advisory Committee Webpage
- III.C. 1-31 Ed Tech and DE Portal Webpage
- III.C. 1-32 Learning Modality Poster
- III.C. 1-33 DE Instructor Certification



III.C. 1-34 English PEP 2022

III.C. 1-35 Administrative Procedure 4105, Distance Education

Analysis and Evaluation

Analysis

Identifying and Meeting the College's Needs

College of the Desert (COD) has sufficient technology to support its faculty, staff, and students. COD currently has over 1,400 computers accessible for student use. Five hundred computers are available for faculty, staff, and conference room use. Students have access to computers in seventy labs across all COD sites, many staffed by instructional support assistants (III.C.1-1). Some labs include the Library, Office of Student Life, Tutoring and Academic Skills Centers in Palm Desert, Desert Hot Springs, and Indio. Several social sciences and communications building labs have computers for student use. The Information Technology Department (IT) supports the college in making decisions about technology services, facilities, hardware, and software. IT staff continually review high-quality and reliable industry Standard providers within defined budgets and make appropriate recommendations. District technology Standards are posted on the IT webpage (III.C.1-2). The IT department oversees the replacement of technology infrastructure and equipment. The New Living Technology Replacement Program (TRP) tracks technology equipment. It identifies when it needs to be replaced based on the manufacturer's recommendations or when the equipment is out of service coverage. From 2022 to 2023, the college replaced approximately 646 computers in labs, classrooms, conference rooms, adjunct workspaces, and offices. IT also replaced approximately 500 phones throughout all sites and is currently working on replacing an additional 250 computers, including multiple labs and faculty and staff workstations. A media refresh has also started; this will upgrade the screens and projectors in 83 classrooms and the control systems of 107 classrooms to equip them with the latest Extron technology. There are additional efforts to improve the infrastructure of our campus as we begin a complete overhaul of our wireless system and server architecture. This will lower operational costs over time while increasing the performance and security of both our wireless network and data center.

Meeting the needs of COD is a collaborative effort by the college community through shared governance. The IT department is guided by the Technology Master Plan (TMP) as it reevaluates its goals every five years to reflect the needs of the district and align with the Strategic Master Plan (SMP) (III.C.1-3 and III.C.1-4). Technology needs outside the TRP are identified through the Program Review Update (PRU) and a department Program Enhancement Plan Update (PEP-UP), which each college submits. The PRU and PEP-UP process allows each department to identify technological needs as they support college goals and objectives (III.C.1-5 and III.C.1-6). Annual PRUs and PEP-UPS from departments and units with documented support from the planning and prioritization process are used to identify program and department technology needs (III.C.1-6). Technology requests are consolidated and prioritized as stated in the College Planning Council Handbook and the annual prioritization process. The remaining technology requests are consolidated and submitted to the IT Department to see if any requests are being replaced as part of the refresh cycle as stated in the TMP (III.C.1-7 and III.C.1-8). In addition to the TMP, PEP-UPS, and PRU, technology needs are identified through surveys sent to faculty, staff, and students (III.C.1-9 and III.C.1-10). This additional feedback is then used and applied to, when needed, the district equipment Standards, TMP, and the TRP. The results of the surveys are shared with the Information Systems Technology Committee (ISTC) to develop future technology goals, identify additional technology needs of the campus, and determine the effectiveness of the technology.

Infrastructure, Disaster Recovery and Security

Over the last year, COD has increased its focus on network security, data centers, network performance, and disaster recovery. COD



has begun transitioning its Cisco on-premises wireless network through the TRP to a Meraki cloud-controlled wireless network. This will allow more secure protocols to be used and enforced while improving the district-wide system's manageability. Altogether, 285 access points will be programmed and replaced over 2023. Access points were identified through the access point inventories pulled from our systems (III.C.1-11 and III.C.1-12). COD is switching from a Standard server architecture to a hyper-converged architecture to improve response time in case of a disaster, improve performance, and consolidate resources. All servers were identified via our server inventory (III.C.1-13) and will be migrated to the new system by the end of Summer 2023. Using the COD Service catalog, we can track and maintain software and services that the IT department hosts. This helps us maintain licensing and identifies employees within IT who can help provide support if needed (III.C.1-14). Using the collected inventory of our current field switches, we have identified approximately 80 switches that will need to be replaced over the next three years to keep our infrastructure under the manufacturer's support (III.C.1-15).

The IT department recently created a high-level view of our network-generated topology maps and diagrams (III.C.1-17). This will make long-term documentation available as needed for staff. This prevents critical information from remaining with limited individuals and allows for a quick, straightforward understanding of the network in its current state. To maintain disaster readiness, COD regularly tests its data center battery backup system and generator (III.C.1-18 and III.C.1-19). The IT department is also working on installing, within the next two years, a redundant backup hyperconverged system on the Indio campus (III.C.1-20).

The IT department has been quickly identifying efforts to improve and increase the college's network security and the ability to recover quickly while mitigating data loss in the future. This includes a partnership and pilot program with the California Chancellor's Office. As in previous years, COD maintains its cyber security insurance in case of a future cyber-attack (III.C.1-21). COD has implemented a new employee cybersecurity training program that is part of the onboarding for new hires, and all employees will need to undergo annual cybersecurity training (III.C.1-22). To improve COD's resiliency, it has created a new backup policy, increased on-site storage, and utilized cloud storage to secure its backups. Data stored within the backup system, both onsite and off, is unchangeable for a long time. This will improve COD's response time if its data is threatened ever again (III.C.1-23, III.C.1-24, III.C.1-16).

As stated earlier, COD has partnered with the chancellor's office, which has benefited the college. First, the college was part of a cybersecurity assessment to help identify security gaps. This included allowing them to perform a penetration test on our network (III.C.1-26 and III.C.1-27). By participating in the program, we are also provided access to Microsoft A5 licensing, allowing the college to deploy additional security measures utilizing various tools within the Microsoft 365 A5 suite (III.C.1-28). Currently in development here at COD, several items will be deployed anywhere from the next several months to the next two to three years. These items will continue to improve the security and the performance of the college's core systems. First, it is the IT department's work to identify and implement network and security best practices based on the Standards created by Cisco (III.C.1-29). Secondly, the transition to an Azure hybrid environment should be completed within the next six months. This will include migrating our primary core services into the Azure environment with an on-premises backup.

Decisions about Technology Services, Facilities, Hardware, and Software

In concert with the College Planning Council (CPC) Handbook, the TMP details how the Palm Desert and satellite campuses' technology Standard III - Resources needs are planned, maintained, and upgraded (III.C.1-1). 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 PRU and PEP-UP processes, which tie all requests to District goals (III.C.1-5, III.C.1-6, and III.C.1-30).



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.1-31). Due to the recent pandemic, COD has made enhancements to its Distance Education program (DE), including using a new modality, Hyflex (III.C.1-32). The DE program has also revamped its website as a resource for DE educators. The site now references policy, training, certifications, additional resources, and programs designed to educate and support DE faculty. DE faculty must complete the DE eight-week certification course and recertify upon expiration. Faculty teaching online courses must take training on the course management system and obtain online certification (III.C.1-33).

Evaluation

The college meets this Standard. The college uses an institutional planning process that integrates the college mission with acquiring technology resources to support student learning programs and services (III.C.1-6, III.C.1-5, III.C.1-34, and III.C.1-1). The current planning, budgeting, assessment process, previous planning models, and bond funding have allowed the College to expand educational facilities and improve network infrastructure and operational systems. The TMP was revised in 2020, and planning initiatives were evaluated and incorporated into current initiatives. In 2016, these initiatives were revisited and updated (III.C.1-3). Administrative Procedure 4105 was revised in the fall of 2016 to incorporate changes to the faculty certification and online course approval processes (III.C.1-35). Revising 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.1-25, III.C.1-30, and III.C.1-3).

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.

Evidence of Meeting the Standard

- III.C. 2-1 CPC Handbook
- III.C. 2-2 Facilities Advisory Committee Webpage
- III.C. 2-3 2020-2025 Technology Master Plan
- III.C. 2-4 IT PRU
- III.C. 2-5 Support Services PRU
- III.C. 2-6 Program Review Webpage
- III.C. 2-7 TRP Deployment Sheet
- III.C. 2-8 Ed Tech and DE Committee Webpage
- III.C. 2-9 Information Systems and Technology Committee Webpage
- III.C. 2-10 2023-2028 Strategic Master Plan
- III.C. 2-11 2017-2022 Educational Master Plan
- III.C. 2-12 Mission, Vision, and Values Webpage
- III.C. 2-13 Vision Resource Center Calendar, November 2022
- III.C. 2-14 Information Technology Webpage, Home
- III.C. 2-15 New Living TRP



Analysis and Evaluation

Analysis

Technology Decisions Based on College and Program Review

The Technology Master Plan (TMP), in concert with the College Planning Council (CPC) Handbook, details how the Palm Desert and satellite campuses' technological needs are planned, maintained, and upgraded (III.C.2-1). The Facilities Advisory Committee continues to approve the development of new instructional labs and upgrades for existing labs and facilities on campus (III.C.2-2).

A portion of the annual program review process identifies needed technology supporting district-defined goals. College of the Desert (COD) ensures that several 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.2-3). The program review update process allows each department to identify technology needs supporting the College goals and objectives (III.C.2-4, III.C.2-5). COD relies on input from CPC Standard III - Resources 220 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.2-1, III.C.2-6, III.C.2-3). 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.2-5)—the CPC Handbook and the annual prioritization process state that technology requests are consolidated and prioritized. The remaining technology requests consolidated from the PRUs are submitted to the Information Technology Department (IT) to see if any requests are being replaced as part of the refresh cycle as stated in the TMP (III.C.2-3, III.C.2-7). IT also submits a PRU using the Support Services PRU template (III.C.2-5).

The TMP is updated annually based on input from the Academic Senate's Educational Technologies and Distance Education Committee and the Information Systems & Technology Committee (III.C.2-8, III.C.2-9). The TMP is then linked to the Strategic Master Plan (SMP) and then to the Educational Master Plan (EEP) (III.C.2-10, III.C.2-11). The TMP incorporates all aspects of technology at the College, following and supporting the college's mission (III.C.2-12).

The college is well served in its technology requirements by the IT staff. 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.2-9, III.C.2-8, III.C.2-13, III.C.2-14).

Prioritization of Technology

The TMP provides the framework for technology direction, strategy, acquisition, and deployment on a District-wide basis (III.C.2-3). The TMP also provides guidelines to ensure the institution's technology remains current and sustainable. Refresh cycles are defined for all types of technology (III.C.2-15). The process for technology projects outside the annual program review process is being defined and established now.

Effectiveness of Meeting Technology Needs

The program review process effectively provides departments with the necessary technology to complete their planning objectives. As bond projects are identified, new and remodeled buildings incorporate technology that meets required Standards for cabling, wireless, main distribution frame/intermediate distribution frame, power and connectivity, data drops, smart podiums, and physical security.



Evaluation

The college meets this Standard. Implementing the TMP as a living document that will guide the college's use of technology resources sets a clear framework for all stakeholders to participate as appropriate (III.C.2-3). 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 submitting a program review by the IT Department that involves planning and collaboration with the Facilities Advisory and Information Systems & Technology committees (III.C.2-2, III.C.2-8, III.C.2-9).

3. The institution ensures that technology resources are implemented and maintained at all locations where it offers courses, programs, and services to ensure reliable access, safety, and security.

Evidence of Meeting the Standard

- III.C. 3-1 Information Technology Homepage
- III.C. 3-2 Work Order FY23
- III.C. 3-3 Work Orders Closed
- III.C. 3-4 Network Resiliency Analysis PowerPoint
- III.C. 3-5 UCS Hyperflex Email
- III.C. 3-6 Information Technology Backup Process Requirements
- III.C. 3-7 Veeam Storage
- III.C. 3-8 AWS Storage Buckets
- III.C. 3-9 Technology Master Plan 2020-2025

Analysis and Evaluation

Analysis

Maintenance

The IT Department uses a HelpDesk system to enter, track, assign, and monitor work requests related to technology issues (III.C.3-1). The 15 technicians who protect the district from security threats, maintain and upgrade over 2000 computers, maintain and upgrade more than 220 classrooms and conference rooms, upgrade and maintain over 110 network switches along with other network infrastructure devices, upgrade and maintain over 250 access points, upgrade and maintain over 120 servers, process MIS, create and monitor 195 online forms, update and maintain our website, and create and support our Informer reporting. The team has completed over 5600 work orders within the fiscal year 2022-2023 (III.C.3-2 and III.C.3-3).

Provisions for Reliability, Disaster Recovery, Privacy, and Security

College of the Desert (COD) has support and maintenance contracts for all critical production systems, including phone systems, firewalls, core switches, Colleague, Canvas, and the College portal. Under the monitoring of our Information Security Officer, all Azure and firewall activity is monitored through various tools that will prevent or shut down abnormal login or application activity. Additional tools from Microsoft and SolarWinds are being implemented to allow us to see all aspects of the network, which will notify the appropriate staff members. Finally, network systems are being upgraded to the latest generation of switching and routing technologies, and plans are being made to update them regularly. New redundancies are being implemented to protect the college from a security threat or disaster (III.C.3.4 and III.C.3-5).



Required hardware and software upgrades are scheduled to minimize downtime for faculty, staff, and students. Significant downtime is scheduled in advance, coordinated with impacted offices, and communicated to impacted stakeholders.

The Network Operation Center was created with Measure B Bond funds in 2013. It is physically secure and is only accessible by 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 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.

To mitigate the effects of a security breach or disaster, the IT team has created and implemented a new backup policy and system (III.C.3-6, III.C.3-7, III.C.3-8). Backups now reside both on campus and online in an immutable state that cannot be changed or deleted, allowing us to recover quicker. Backups are broken out accordingly, each with an appropriate backup configuration based on the district's needs. The storage needs of the district are evaluated annually to ensure that we have adequate storage (III.C.3-9). Redundant systems (III.C.3-6) will allow the IT department to restore services if a disaster impacts the main campus.

Evaluation

The College meets this Standard. Regular systems and network monitoring are performed with industry Standards and tools to maintain instructional and business continuity. Backups of critical systems are done regularly and encrypted. Redundancy is implemented across all servers and field switches to ensure minimal downtime. New tools, systems, and policies are being implemented to identify further and neutralize threats and mitigate the effects of intrusions and disasters.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators in effectively using technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

- III.C. 4-1 Information Technology Homepage
- III.C. 4-2 MyCOD Student Portal
- III.C. 4-3 Faculty and Staff Technology Training Survey, Fall 2022
- III.C. 4-4 Information Systems and Technology Committee Portal Webpage
- III.C. 4-5 Vision Resource Center Calendar, November 2022
- III.C. 4-6 Administrative Procedure 4105, Distance Education
- III.C. 4-7 Student Technology Training Survey, Fall 2022 EDGE/plEDGE
- III.C. 4-8 DE Instructor Certification

Analysis and Evaluation

Analysis

Assessment of Need for Training

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in effectively using 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 on the faculty and staff results of these surveys (III.C.4-3). The Information Systems & Technology Committee identifies the need for training in administrative information systems (III.C.4-4). Refresher courses are offered in the



Technology Learning Center (TLC) (III.C.4-5). If advanced training is required, IT contracts appropriate vendors and schedules onsite or web-based training.

Technology Training and Support Provided

College of the Desert provides regularly scheduled training and training on demand. The IT Department provides ongoing training sessions at TLC. Each semester, the training calendar is posted in the Vision Resource Center and the Information Technology Intranet (III.C.4-5, III.C.4-1). Faculty and staff may also request specific training. The District and College provide training whenever new systems are deployed. These training courses are a combination of onsite and web-based sessions. Most staff agree that the training has enabled them to use technology effectively (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.4-5).

Online training videos are available on the college portal, Canvas, and the Vision Resource Center and can be accessed on demand (III.C.4-8, III.C.4-3).

The IT department subscribes to LinkedIn Learning via the Vision Resource Center. LinkedIn Learning is an online education company offering thousands of video courses in software, creative, and business skills (III.C.4-5). Industry experts teach the video tutorials. College staff have unlimited access to watch the videos.

The Technology Master Plan (TMP), in collaboration with the college's technology guidelines, details how students, staff, and faculty are trained in using various technologies. If circumstances dictate, IT also provides onsite training for all college employees as needed. Staff receives training in technology classes that cover a wide range of topics, including Microsoft Office 365, OneDrive, Adobe, Laserfiche, Ellucian Colleague, Informer query building, Web, and portal maintenance. The IT Department and the distance education coordinator also offer applicable workshops as needed when widespread innovative technologies such as student self-service are implemented.

Distance Education

Training for faculty primarily takes place during District Flex days before each semester. The transition to Canvas has allowed training opportunities for faculty during the semester. Faculty need to learn the specific tools within Canvas, and while training is open to all faculty, whether distance education or not, distance education faculty are expected to have more advanced knowledge of the system and ways to engage students effectively (III.C.4-8).

Administrative Procedure 4105 requires certification for faculty wishing to continue teaching online (III.C.4-6). Faculty teaching online must adhere to necessary regulations, including regular effective contact hours. It must be trained in best practices for online delivery, which may differ significantly from traditional course delivery methods (III.C.4-8). All online instructors receive Standard information, training calendars for Canvas, and emails or flyers about training.

Evaluation

The college meets this Standard. The college assesses the need for and provides information technology training for leadership, faculty, classified staff, and students in various ways (III.C.4-1, III.C.4-2, III.C.4-3, and III.C.4-7). The College responds to technological changes and direct requests for training from staff and faculty. The College provides appropriate instruction and support for faculty, staff, students, and leadership in effectively using technology and technology systems related to its programs, services, and operations.



5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

- III.C. 5-1 Board Policy 3720, Computer and Network Use
- III.C. 5-2 Board Policy 3725, Information and Communications Technology and Accessibility & Acceptable Use
- III.C. 5-3 Standards and Procedures Webpage
- III.C. 5-4 COD Acceptable Guidelines
- III.C. 5-5 Guidelines and Procedures Webpage, Emails
- III.C. 5-6 COD Additional Distance Education Policies Webpage
- III.C. 5-7 COD Student Records Security and Confidentiality Agreement Webpage
- III.C. 5-8 COD Acceptable Use Guidelines Webpage
- III.C. 5-9 COD Wireless Acceptable Use Guidelines Webpage
- III.C. 5-10 COD Accessibility Webpage
- III.C. 5-11 COD Copyright Infringement and Peer-to-Peer Webpage

Analysis and Evaluation

Analysis

College of the Desert (COD) has implemented many policies and procedures to ensure technology's reliable, equitable, safe, and appropriate use in teaching and learning. 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 (AP) 3720 are referenced whenever accessing the College's network and computers (III.C.5-1). The Information Technology (IT) Department also regularly reviews policies and procedures to compare them with emerging industry Standards and best practices to maintain a proactive approach to compliance. (III.C.5-2, III.C.5-3)

Decisions about the Use and Distribution of Technology

COD 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 AP 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 using the system (III.C.5-4).

Distance Education

The College has a robust and secure Learning Management System (LMS). The district uploads all account information into Canvas daily on current enrollments through a secure connection. Canvas is used for all entirely online, Hyflex, 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 established in a traditional course. The instructor must initiate regular and effective contact. By policy. The college requires faculty proficiency in Canvas and online certification (III.C.5-6).

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. (III.C.5-7, III.C.5-8, III.C.5-9, III.C.5-10, III.C.5-11, III.C.5-5, III.C.5-3)



Conclusions on Standard III.C: Technology Resources

The college meets the Standards of all areas of III.C. The college uses an institutional planning process that integrates the college mission with acquiring technology resources to support student learning programs and services. The current planning, budgeting, assessment process, previous planning models, and bond funding have allowed the College to expand educational facilities and improve network infrastructure and operational systems. The Technology Master Plan (TMP) was revised in 2020, and planning initiatives were evaluated and incorporated into current initiatives. Implementing the TMP as a living document guides the use of technology resources and sets a clear framework in which all stakeholders can participate. The College systematically plans, acquires, maintains, upgrades, or replaces technology infrastructure and equipment to meet institutional needs. Regular systems and network monitoring are performed with industry Standards and tools to maintain instructional and business continuity. Backups of critical systems are done regularly and encrypted. The college provides appropriate instruction and support for faculty, staff, students, and leadership in effectively using technology and technology systems related to its programs, services, and operations. The college has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Improvement Plan(s)

The college will continue to monitor new and existing security threats and new hardware that is both cost-effective and fully supports the needs of faculty, students, and staff. The college will continue refining processes and procedures to ensure full compliance with local, state, and federal requirements is being met as new regulations are released.

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- III.C. 1-1 CPC Handbook
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Standard III: Resources

- III.C. 1-21 Memorandum of Coverage
- III.C. 1-22 Keenan SafeColleges Training Website
- III.C. 1-23 Information Technology Backup Process Requirements
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- III.C. 1-34 English PEP 2022
- III.C. 1-35 Administrative Procedure 4105, Distance Education

- III.C. 2-1 CPC Handbook
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- III.C. 3-7 Veeam Storage
- III.C. 3-8 AWS Storage Buckets
- III.C. 3-9 Technology Master Plan 2020-2025



Standard III: Resources

- III.C. 4-1 Information Technology Homepage
- III.C. 4-2 MyCOD Student Portal
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- III.C. 5-7 COD Student Records Security and Confidentiality Agreement Webpage
- III.C. 5-8 COD Acceptable Use Guidelines Webpage
- III.C. 5-9 COD Wireless Acceptable Use Guidelines Webpage
- III.C. 5-10 COD Accessibility Webpage
- III.C. 5-11 COD Copyright Infringement and Peer-to-Peer Webpage

D. Financial Resources

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)

Evidence of Meeting the Standard

- 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 Bond Measure CC Language
- III.D. 1-8 Bond Measure Audit Report Webpage
- III.D. 1-9 COD Foundation Webpage
- III.D. 1-10 COD Foundation 2021 Financial Report



Standard III: Resources

- III.D. 1-11 Citizens Bond Oversight Committee Annual Report Webpage
- III.D. 1-12 2023-2028 Strategic Master Plan Webpage, Mission, Vision, Values
- III.D. 1-13 2023-2028 Strategic Master Plan Webpage, Goals
- III.D. 1-14 2023-2028 Strategic Master Plan, Board Presentation June 11, 2022
- III.D. 1-15 COD Education Master Plan Webpage
- III.D. 1-16 Faculty Prioritization Process, Appendix I of the College Planning Council (CPC) Handbook
- III.D. 1-17 Annual Planning Calendar 2022
- III.D. 1-18 2023-2024 Program Review Update Process
- III.D. 1-19 Budget Subcommittee Portal Webpage
- III.D. 1-20 Budget Subcommittee Roles, CPC Handbook
- III.D. 1-21 CPC Webpage
- III.D. 1-22 CPC Handbook
- III.D. 1-23 COD Foundation 2023 Budget, Board Agenda and Minutes, April 2022
- III.D. 1-24 COD 2021-2022 Adopted Budget Presentation, September 17, 2021
- III.D. 1-25 Board of Trustees Agenda and Minutes, September 17, 2021 (Item 19.02)
- III.D. 1-26 COD 2023 Adopted Budget with Multi-year Projections
- III.D. 1-27 2022-23 Total Computational Revenue and Sources
- III.D. 1-28 2021-22 Institutional Grants Department Activity Presentation to Board of Trustees, April 21, 2023
- III.D. 1-29 Enrollment Management Subcommittee Portal Webpage

Analysis and Evaluation

Analysis

As a single-college district, College of the Desert (COD) receives most of its funding from state apportionments calculated using California's Student-Centered Funding Formula (SCFF). The formula assesses the generation of full-time equivalent students (FTES) and student equity measurements for underserved population enrollment and academic benchmark achievements (III.D.1-27). Additional sources of revenue beyond state apportionment include federal and state-restricted funding programs and local funds (III.D.1-9, III.D.1-10, III.D.1-24, III.D.1-26, III.D.1-28). These additional sources comprise 20 percent of the total revenues (III.D.1-26, page 3).

The Board of Trustees provides sound budget development and fiscal management principles through board policies guiding the College's administrative procedures. Board Policy and Administrative Procedure 6200 ensures alignment of budgeting priorities and institutional strategic plans, which include student learning, educational programming, support services, regional industry alignment, responsible and sustainable financial stewardship, and equity/inclusion (III.D.1-1, III.D.1-2, III.D.1-13). Board Policy and Administrative Procedure 6250 ensures budget management following California's Title 5 education code regulatory requirements and the California Community College's Budget and Accounting Manual (III.D.1-3, III.D.1-4). Board Policy and Administrative Procedure 6300 requires the existence and maintenance of adequate fiscal internal controls and the communication of fiscal objectives, procedures, and constraints to the Board of Trustees (III.D.1-5, III.D.1-6).

COD relies on policies, procedures, strategic planning, and participatory governance processes to provide valuable information guiding resource allocations and distributions, as demonstrated by the following:



- Mission Statement (III.D.1-12)
- Strategic Master Plan Goals (III.D. 1-13, III.D.1-14)
- Educational Master Plan (III.D.1-15)
- Board Policies and Administrative Procedures
- Faculty Prioritization Process (III.D.1-16)
- Program Review Update (III.D.1-18)
- Budget Subcommittee (III.D.1-19, III.D.1-20)
- College Planning Council (III.D.1-21, III.D.1-22)

Beyond state SCFF and incentive allocations, COD enjoys broad community support through two general obligation bond measures, B and CC, that provide more than \$924 million in state-of-the-art facility development, improvements, and acquisitions (III.D.1-7, III.D.1-8, III.D.1-11). Additionally, annual Institutional Grants Department and COD Foundation funding from other federal, state, and local competitive grant awards and donor contributions provide critical scholarships, student support services, and academic innovation opportunities critical to serving Coachella Valley students when state SCFF and incentive funding become constricted (III.D.1-9, III.D.1-10, III.D.1-23).

The College supports a transparent and inclusive budget process to meet institutional needs and its mission. Budget, grants, and donations information are presented at semi-annual semester start-up training (FLEX), COD Foundation board, College of the Desert Board of Trustee, and community meetings (III.D.1-8, III.D.1-11, III.D.1-23, III.D.1-24, III.D.1-25, III.D.1-28). Additionally, information is available on the College's public and internal portal websites.

Evaluation

Based on an assessment of the provided evidence, COD meets the requirements of Standard III.D.1.

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 stability. Appropriate financial information is disseminated promptly throughout the institution.

Evidence of Meeting the Standard

- III.D. 2-1 COD 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 2023 Program Review Update
- 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
- III.D. 2-9 College Planning Council Minutes, May 27, 2022, Discussion Item 6.4
- III.D. 2-10 Budget Subcommittee Webpage
- III.D. 2-11 Spring 2023 Flex Budget Presentation



Standard III: Resources

- III.D. 2-12 Board of Trustees Minutes (September, 15,2022) with Budget Adoption
- III.D. 2-13 2022-23 Adopted Budget Presentation for the Board
- III.D. 2-14 Budget Subcommittee Minutes March 13, 2023 & Minutes Webpage
- III.D. 2-15 2023 Equipment Prioritization Process – CPC Handbook, Appendix K
- III.D. 2-16 2023 Faculty, Staff, Equipment Prioritization Results
- III.D. 2-17 Staff Prioritization Process – CPC Handbook, Appendix J
- III.D. 2-18 Faculty Prioritization Process, CPC Handbook, Appendix I
- III.D. 2-19 Faculty, Staff Equipment Prioritization Results, 2021-2022
- III.D. 2-20 Interim Superintendent/President’s Email Announcement of Funded Faculty Positions
- III.D. 2-21 Planning and Institutional Effectiveness Process Webpage
- III.D. 2-22 2022-2023 Prioritization Funding Report
- III.D. 2-23 Equipment Technology Prioritization Committee Minutes May 9, 2023
- III.D. 2-24 President’s Email Announcing Funded Faculty, Staff, & Equipment, October 13, 2022
- III.D. 2-25 Board Policy 6200, Budget Preparation
- III.D. 2-26 Administrative Procedure, 6200 Budget Preparation
- III.D. 2-27 Board Policy 6250, Budget Management
- III.D. 2-28 Administrative Procedure 6250, Budget Management
- III.D. 2-29 Board Policy 6300, Fiscal Management
- III.D. 2-30 Administrative Procedure 6300, Fiscal Management
- III.D. 2-31 Spring 2023 Flex Budget Presentation
- III.D. 2-32 Board of Trustees Minutes with Adopted Budget, September 15, 2022
- III.D. 2-33 Board of Trustees Minutes with Adopted Budget Presentation, September 15, 2022
- III.D. 2-34 CPC Handbook, Annual Planning Calendar

Analysis and Evaluation

Analysis

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) and Program Enhancement Plan (PEP/up) provide the procedures for departments and schools to request resources to meet their goals and objectives (III.D.2-4). This process begins with departments/ programs completing program review updates in March. Soon after, faculty prioritization occurs, and then staff, equipment, and other requests are prioritized (III.D. 2-5). In summary, the PRU/PEP 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/PEPs are responsive to annual strategic objectives linked to the 2023-28 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 regularly shared (III.D.2-6). Transparency in the budget process is embraced at COD, and financial information is readily available. It 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).



Standard III: Resources

The Budget Subcommittee actively participates and makes recommendations regarding the District's fiscal health (III.D.2-14). Fiscal health recommendations include reviewing the PRUs/PEP requests, recommending funding levels for consideration, and recommending reserve percentages (III.D.2-8, III.D.2-14). The PRUs/PEPs also support requests for additional faculty, staff, equipment, and technology resources.

Annual PRUs/PEP-Ups 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, III.D.2-17, III.D.2-18). Each executive area works with the appropriate president/vice president to prioritize equipment needs identified within the functional area (III.D.2-15). To improve the program review, prioritization, and planning process, the Assessment of Planning and Outcomes Subcommittee (APO), a subcommittee of the College Planning Council, created and reviewed the results of the Fall 2021 and Fall 2022 prioritization process survey (III.D.2-16, III.D.2-19). The college prioritization process is continuously evaluated and improved, with current requests assessed in Spring 2023 (III.D.2-16, III.D.2-34). The improved faculty prioritization process and a faculty prioritization rubric were added to the CPC Handbook as Appendix I (III.D.2-18). During the process, the Budget Subcommittee identifies resources. Once the ranked list is forwarded to the College Planning Council as a recommendation to the Interim Superintendent/President, the Interim Superintendent/President announces the funded faculty positions (III.D.2-24).

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.2-8, III.D.2-10, III.D.2-21). The Equipment Prioritization Committee identifies equipment needs across the institution, the Budget Subcommittee identifies and recommends available resources, and the Interim 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).

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, programs, and services, sets prudent budget reserves, addresses long-term goals and commitments, and regular budget presentations (III.D.2-25, III.D.2-26). Board Policy and Administrative Procedure 6250 ensures the budget is managed following Title 5 and the California Community Colleges Budget and Accounting Manual (III.D.2-27, III.D.2-28). 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.2-29, III.D.2-30). COD also appropriately disseminates financial information throughout the institution. COD embraces a transparent budget process supporting the institution's needs and mission. When requested, budget information is presented at FLEX, COD Foundation board meetings, Board of Trustees meetings, and community meetings (III.D. 2-11, III.D. 2-13, III.D.2-31, III.D.2-32, III.D.2-33). 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 ensures that a large constituency can 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, as noted in the annual planning calendar in the CPC Handbook (III.D.2-34).



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 developing institutional plans and budgets.

Evidence of Meeting the Standard

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 2021-22 minutes

III.D. 3-6 Appendix K Annual Planning Calendar CPC Handbook

III.D. 3-7 Spring 2022 Flex Budget Presentation

Analysis and Evaluation

Analysis

The Annual Planning Process and the Prioritization Process outline the College's yearly integrated planning and budget process as described in Standard III.D.2 (III.D.3-1, III.D.3-2, III.D.3-7).

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.3-1, III.D.3-3). The development of the fiscal year budget begins in January after the governor's proposed budget is released. Revenue and expenditure assumptions form the initial draft budget (III.D.3-6). Multiyear projections are also completed to predict trends and fiscal stability and build pro forma models to incorporate future needs identified through the program review update and staff prioritization processes in Standard III.D.2. (III.D.3-8).

Budget information is readily available, and presentations are made to the Board of Trustees, College Planning Council, and the college community during Flex, 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 well-established and adhered to, and all groups are represented on the College Planning Council's Budget Subcommittee.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

III.D. 4-1 Board Policy 6200, Budget Preparation

III.D. 4-2 Administrative Procedure 6200, Budget Preparation



Standard III: Resources

- III.D. 4-3 CPC Handbook, Appendix M (Annual Planning Calendar)
- III.D. 4-4 Budget Subcommittee Webpage
- III.D. 4-5 Budget Subcommittee Minutes, September 12, 2022
- III.D. 4-6 Board of Trustees Minutes with Adopted Budget Presentation, September 16, 2022
- III.D. 4-7 Board of Trustees Adopted Budget Presentation, September 16, 2022
- III.D. 4-8 Fiscal Services Budget and Audit Webpage
- III.D. 4-9 COD Foundation Webpage
- III.D. 4-10 COD Foundation Financial Statements
- III.D. 4-11 Desert Community College District 2022-2023 CCFS-311 Report
- III.D. 4-12 Citizens Bond Oversight Committee Annual Reports Website

Analysis and Evaluation

Analysis

College of the Desert's (COD) annual budget comprises projections based on available information. COD's yearly 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 starts with releasing the governor's annual budget in January for the following budgetary year (III.D.4-3). Using this information, the fiscal department, working with the Budget Subcommittee, determines a budget and resources supporting annual planning priorities and fixed expenditures (III.D.4-4, III.D.4-5). The adopted budget and regular updates are presented to the Board of Trustees (III.D. 4-6, III.D.4-7).

Critical budget development elements 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 significant information (III.D.4-7, III.D.4-8). The budget development process continues as described in Standard III.D.3.

The College receives significant restricted state and federal categorical, grant, and regional funds. For the fiscal year 2022-2023, these funds were approximately \$20 million, representing 20 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 support includes donors' contributions 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 serving the Coachella Valley students when state funding becomes constricted. In addition, COD enjoys grant funding and broad community support, as shown by its annual grants update report to the Board of Trustees and the Measure CC Bond (III.D.4-12, III.D.4-13).

Evaluation

COD meets this Standard. The budget development process builds a realistic picture of available resources by identifying the governor's budget and its elements. The budget is closely aligned with the College's strategic goals through planning, prioritization, and resource allocation.



5. To ensure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms. It 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.

Evidence of Meeting the Standard

- 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 Trustee Minutes with Adopted Budget, September 15, 2022
- III.D. 5-5 Adopted Budget Presentation, September 15, 2022
- III.D. 5-6 Budget Subcommittee Minutes, September 15, 2022
- III.D. 5-7 Spring 2023 Flex Budget Presentation
- III.D. 5-8 Budget Subcommittee Minutes March 1, 2022, Fiscal Health Assessment
- III.D. 5-9 Budget Subcommittee Handouts, September 12, 2022
- III.D. 5-10 CPC Handbook, Budget Subcommittee's Role in Planning and Budget Allocation
- III.D. 5-11 Board of Trustee Minutes with Budget Adjustments, February 17, 2022

Analysis and Evaluation

Analysis

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 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 following 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 verifies to the Board of Trustees that processes and practices are sound. In addition, budget and financial information are regularly presented to the Board of Trustees, College Planning Council, and the Budget Subcommittee (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 September final budget report. This report is included in the board agenda for approval and shared with the 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). 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 regarding resource allocation and the college's fiscal health (III.D.5-8, III.D.5-09). 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 upgrades (III.D.5-10).



The Board of Trustees and the Budget Subcommittee establish the expectation of continuous improvement as they regularly evaluate financial management processes. Budget transfers and revisions are routinely included in the board agenda. Including budget transfers on the board agenda is an example of an improved practice established to ensure timely and accurate reporting and more timely information for better decision-making (III.D.5-11).

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, external auditors review and discuss financial management practices each year as part of the annual audit.

6. Financial documents, including the budget, have high credibility and accuracy and reflect the appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

- III.D. 6-1 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D. 6-2 Budget Subcommittee Webpage
- III.D. 6-3 Budget Subcommittee Minutes, September 12, 2022
- III.D. 6-4 Board of Trustees Minutes with Adopted Budget Presentation, September 15, 2022
- III.D. 6-5 2022-2023 Adopted Budget with MYP
- III.D. 6-6 Adopted Budget Presentation, September 15, 2022
- III.D. 6-7 Board of Trustees Minutes with Audit Reports and Budget Revisions, February 17, 2022

Analysis and Evaluation

Analysis

College of the Desert's (COD) financial documents and the budget have high credibility and accuracy due to 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 regularly reviewed with the Budget Subcommittee to have an informed internal community. The Budget Subcommittee comprises a broad coalition of management, students, and bargaining unit members (III.D.6-2). Because transparency and credibility are essential, Budget Subcommittee members are encouraged to ask questions. Each meeting begins with reviewing follow-up items 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 monthly



Standard III: Resources

as part of the regular Board of Trustees meeting (III.D.6-4, III.D.6-5, III.D. 6-6). Budget revisions are provided for the Board of Trustees approval in the spring to more accurately reflect activity that has occurred in previous months (III.D.6-7).

COD regularly engages an independent audit firm to conduct annual audits and seeks external recommendations to review controls when appropriate (III.D.6-1). The District incorporates recommendations that promptly improve operations and internal controls, as further described in sections III.D.7 and III.D.8. Audit reports have continually maintained an “unqualified” opinion. District audits include annual assessments for the district, 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 2023-2028 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 high credibility and accuracy and reflect appropriate allocation supporting student learning and services. Financial information is regularly shared throughout the College. Shared information includes prior financial news and current 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 considers 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 available resources and actual expenditures are generally less than the available amount. This practice has resulted in ending fund balances being higher than budgeted, maintaining a solid 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 past decisions and outcomes and is used for future planning. Broad dissemination of budget and financial information maintains transparency and integrity in finances.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

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 2020

III.D. 7-5 Desert Community College District Audit Report 2021

III.D. 7-6 Desert Community College District Audit Report 2022



Analysis and Evaluation

Analysis

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 complies with Education Code 84040.5 (III.D.7-2, III.D.7-3). COD has significantly improved overall controls and support to departments and programs. Expanded support has resulted in no findings in the last three years (III.D.7-4, III.D. 7-5, III.D. 7-6). This finding was communicated clearly to department management, executive management, and the Board of Trustees (BOT). The final audit report is reviewed and accepted by the BOT annually.

Evaluation

COD meets this Standard. The College has received positive unqualified audits for many years. Financial documents have credibility and accuracy and reflect appropriate resource allocation supporting student learning programs and services.

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.

Evidence of Meeting the Standard

III.D. 8-1 Fiscal Services Budget, Audit, and 311 Reports Webpage

III.D. 8-2 Desert Community College District Audit Report 2022

III.D. 8-3 Desert Community College District Audit Report 2021

III.D. 8-4 Desert Community College District Audit Report 2020

III.D. 8-5 Moody's Credit Rating Upgrade, 2018 Press Release

Analysis and Evaluation

Analysis

COD has taken extraordinary steps to improve internal processes and controls. The current vice president of administrative services started with the District in May 2023, supported by a new interim director of fiscal services, which began in December 2022. Financial processes and procedures have existed at the College since its inception and are monitored through internal and external audits. The College regularly evaluates its financial and internal control systems, resulting in significant improvements in financial management (III.D.8-1). These efforts have been recognized in the 2018 credit rating upgrade from Standard and Poors (III.D.8.5).

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 critical areas such as purchasing, payroll, and program compliance. Staff meets with auditors annually at each of three visits 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.



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.

Evidence of Meeting the Standard

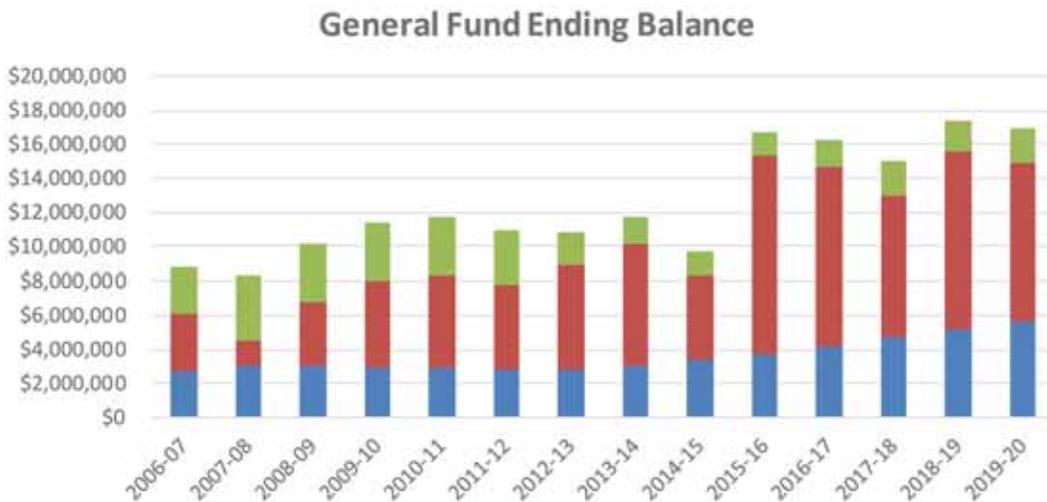
- III.D. 9-1 Board Policy 6300, Fiscal Management
- III.D. 9-2 Administrative Procedure 6300, Fiscal Management
- III.D. 9-3 Desert Community College District Audit Report 2022
- III.D. 9-4 2019-2020 Adopted Budget Narrative
- III.D. 9-5 Joint Powers Authority Statewide Association of Community Colleges
- III.D. 9-6 Board Policy 6540, Insurance
- III.D. 9-7 Administrative Procedure 6540, Insurance

Analysis and Evaluation

Analysis

College of the Desert (COD) has maintained a healthy fund balance and sufficient cash reserves yearly. The Board of Trustees (BOT) adopts budget parameters that state its commitment to the ongoing financial stability of the College by using sound principles of Standard III - Resources (III.D.9-1, III.D.9-2). COD continues to have ample cash to meet budgetary needs. The College’s cash reserves are primarily due to the substantial fund balances (III.D.9-3, III.D.9-4) as illustrated in the graphic below:

Figure G1. College Cash Reserves



In addition to the general fund ending fund balances above, the District has other funds or alternative liquidity sources that could be used in emergencies. Borrowing from additional funds or outside sources is unnecessary due to the strong fiscal management practices.

Concerning 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.9-5). The Statewide Association of Community Colleges represents 46 of the 113 community colleges in California. COD’s coverage through the 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 managing risk and potential liability (III.D.9-6, III.D.9-7).

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 property, liability, and worker's compensation.

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.

Evidence of Meeting the Standard

- 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



Standard III: Resources

- 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 2021-2022 College of the Desert Foundation Audit Report
- III.D. 10-32 2021-2022 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

Analysis and Evaluation

Analysis

College of the Desert effectively oversees and manages all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundations, investments, and other assets. COD adheres to the board policies and administrative 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 remain sufficiently flexible and transactions instill public confidence (III.D.10-11, III.D.10-12).

Annual audits include tests of internal controls and careful review of significant 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, if presented, are reviewed with affected departments, senior management, and the Board of Trustees (III.D.10-22, III.D.10-23). COD responds to all results to detail corrective actions to be taken. The District has received an unqualified opinion with no material weaknesses cited in the last three years regarding fiscal practices (III.D.10-25, III.D.10-26, III.D.10-27). There was only one finding involving a program procedural issue unrelated to fiscal practices.

Oversight begins early 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 for improving operations and transparency in COD's finances.

COD enjoys robust support from an independent foundation, alumni association, and auxiliary. Each organization has an independent board 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 a review of each request occurring at the executive management level to ensure the appropriate use of those resources.



Standard III: Resources

COD continues to invest in several full-time staff positions that oversee and manage all funds, including 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, adjustments are made as needed, and Board of Trustees review and approval occur monthly. Purchases are made through electronic requisitioning, configured to adhere to authority limits authorized by board policy. Additionally, each purchase is reviewed at several levels up to the purchase order's generation and through the receiving and payment authorization process.

In addition to the Standard fiscal controls, COD's construction bond program has regularly reviewed all expenditures by the Citizens' Bond Oversight Committee (III.D.10-37, III.D.10-38, III.D. 10-39). The bond funds are audited separately on an annual basis for adherence to the requirements of Proposition 39 (III.D.10-37, III.D.10-38).

Evaluation

COD meets this Standard. COD has built a culture of transparency and accountability in managing financial resources, including financial aid, grants, investments, contracts, the foundation, alums, and auxiliary organizations. Unqualified audit opinions and few findings demonstrate a robust control environment.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. The institution considers its long-range financial priorities to ensure stability when making short-range financial plans. The institution identifies, plans, and allocates resources to pay liabilities and future obligations.

Evidence of Meeting the Standard

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 June, 5, 2022

III.D. 11-4 Proposed Financial Health Indicators for March 13, 2023 (Item 3.5), and 50% Law (Item 3.3) Budget Subcommittee Agenda

III.D. 11-5 Desert Community College District Audit Report 2021

III.D. 11-6 College of the Desert Actuarial Study of Retiree Health Liabilities, June 23,2022

III.D. 11-7 Budget Subcommittee Minutes, October 10, 2022, Item 3.3 (OPEB rate Actuarial Study)

III.D. 11-8 Measure CC Webpage

Analysis and Evaluation

Analysis

College of the Desert (COD) displays sound financial planning when making short-term and long-term plans, resulting in long-term financial solvency. Following state 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 funds available, as noted below:

The College's additional funds are evaluated through a complete long-term budget analysis, including knowledge of one-time and ongoing revenues and expenditures and FTES history and projections (III.D.11-3). Other equally important factors include 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 institution's long-term health.

Historically, COD has maintained substantial reserves even during the worst economic conditions. The accumulation of reserve funds has allowed the District to avoid external borrowing to meet cash flow requirements. Reserves have further been strengthened, positioning the District 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, for \$57,850,000. In December 2007, the District issued the final approved principal amount of General Obligation Bonds, Series 2007C, of \$223,648,444. These bonds fund the District's Capital Improvement Plan, which includes acquisition, construction, modernization, renovation, and equipment needs for specific 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 benefits liability (III.D.11-6, III.D.11-8).

Evaluation

COD meets this Standard. Reserve levels remain solid and consistent, and the District has provided for future OPEB obligations (III.D.11-6, III.D.11-7).

12. The institution plans for and allocates appropriate resources to pay liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as appropriate accounting Standards require.

Evidence of Meeting the Standard

- III.D. 12-1 Actuarial Study of Retiree Health Liabilities, June 23, 2022
- III.D. 12-2 Budget Subcommittee Minutes, October 10, 2022, Item 3.3 (OPEB Liability)
- III.D. 12-3 Budget Subcommittee Agenda June 13, 2022, Item 3.3 (Budget Projection Criteria)
- III.D. 12-4 Desert Community College District Annual Financial Report 2022
- III.D. 12-5 2022-23 Budget Adoption Other Funds Summary
- III.D. 12-6 Budget Multi-Year Projection as of December 6, 2023



III.D. 12-7 Board of Trustees Minutes September 15, 2023, Adopted Budget
III.D. 12-8 2021-22 Annual Financial and Budget 311 Report

Analysis and Evaluation

Analysis

College of the Desert (COD) recognizes liabilities and future obligations and plans accordingly. OPEB, compensated absences, load banking, and pension obligations reflect COD's potential liabilities (III.D.12-1, III.D.12-2, III.D.12-3).

The college is sufficiently managing increased employer rates created by STRS and PERS pension cost increases (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 underfunding 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.

Before 2017, the COD Board of Trustees dedicated several million dollars of available fund balance as a set aside to cover the OPEB liability (III.D.12-2). Those funds were transferred to a separate fund, with 3 million dollars placed into an irrevocable trust, ensuring the funds could never be used for any other purpose. As of June 30, 2022, COD held \$11,682,575 in funds dedicated to covering the OPEB liability of \$9,872,598, leaving COD in the enviable position of being fully funded (III.D.12-2, III.D.12-8). 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 a separate fund. This rate is evaluated and validated as a part of the annual budget build. These set-asides ensure that COD remains fully funded for its OPEB liability while meeting the current retiree expenses. COD completes a new actuarial study as required every two years (III.D.12-1).

Evaluation

COD meets this Standard. The liability for compensated absences and load banking on June 30, 2022, was \$2,315,378, representing 9.7 percent of the ending unrestricted general fund balance of \$23,671,043 (III.D.12-4, III.D.12-8). Compensated absences occur primarily from unused vacation—load banking results from instructors teaching additional courses and requesting to bank the load. Banking allows them to be paid an entire 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 principles on the accounting treatment of this liability, which is adhered to by the District. Adherence includes an actuarial study valuation of liabilities to be completed every two years. The Budget Subcommittee uses the information in the actuarial study for the annual contribution to fund this liability (III.D.12-2, III.D.12-3). The previous actuarial analysis shows that COD is fully funded for its OPEB liability.

13. On an annual basis, the institution assesses and allocates resources to repay any locally incurred debt instruments that can affect the institution's financial condition.



Evidence of Meeting the Standard

- III.D. 13-1 Desert Community College District Audit Report 2021
- 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

Analysis and Evaluation

Analysis

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 the following:

- 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, 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 the 2004 and 2016 bond elections (III.D.13-1, III.D.13-2). While all of the 2004 authorizations have been issued, none of the 2016 authorizations have been issued. Several refunds have been completed on outstanding bonds to reduce the burden on taxpayers. In 2017, COD issued a refund to eliminate capital appreciation bonds from its debt portfolio, saving 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.

COD has two supplemental early retirement plans offered in fiscal years 2013–2014 and 2014–2015, and they 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 significantly burden 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 refunds.



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.

Evidence of Meeting the Standard

- 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 2021-2022 Annual Report
- III.D. 14-6 2020 Bond Audit Report Measures B and CC
- III.D. 14-7 2021 Bond Audit Report Measures B and CC
- III.D. 14-8 2022 Bond Audit Report Measures B and CC
- III.D. 14-9 COD Foundation Financial Reports Website
- III.D. 14-10 2020-2021 College of the Desert Foundation Financial Statements
- III.D. 14-11 2020-2021 College of the Desert Alumni Association, Inc. Audit Report
- III.D. 14-12 2019-2020 Auxiliary Audit Report
- III.D. 14-13 Auxiliary Audit Report Webpage
- III.D. 14-14 2020 COD Audited Financial Statement
- III.D. 14-15 2021 COD Audited Financial Statement
- III.D. 14-16 2022 COD Audited Financial Statement

Analysis and Evaluation

Analysis

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 at the College of the Desert (COD). Effective oversight begins with Board Policy 6300 and Board Policy 6400 (III.D.14-1, III.D.14-2). This is 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 (III.D.14-6, III.D. 14-7, III.D.14-8, III.D.14-9, III.D.14-10, III.D.14-11, III.D.14-12, III.D.14-13, III.D.14-14, III.D. 14-15, III.D.14-16). Separate audits and reports are completed for each entity every year.

COD has not utilized 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 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). An external audit reviews and tests the College's bond expenditures for compliance (III.D.14-6, III.D.14-7, III.D.14-8).

The COD Foundation conducts the primary fundraising efforts for COD, while the Institutional Grants Office provides other competitive funding program resources. Competitive grants and categorical funds are managed and monitored at the departmental level and in



Standard III: Resources

the fiscal services 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 Director of Institutional Grants and the Fiscal Services Grants Technician assist the programs with budgeting and reporting and act 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.

The Foundation maintains a separate board that monitors its financial activity, which holds assets of more than \$28 million (III.D.14-9, III.D.14-10). The Foundation retains strict controls to ensure that funds are managed and expended following the terms and wishes of donors. No funds are released to the District without review and approval from the Foundation's Executive Director.

The COD Auxiliary supports the District by overseeing contracts with vendors to operate 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 \$964,146 in the fiscal year 2020, as shown in III.D. 14-12 in the external annual audit, page 5 (III.D.14-11, III.D.14-12, III.D.14-13). Expenditures are made through a requisition process requiring managerial approval for all costs. The Auxiliary Board meets quarterly to review and approve expenditure reports.

Evaluation

COD meets this Standard. COD has continually improved and strengthened its relationship with various funding agencies. Audits have yet to identify any material control weaknesses in the different financial oversight systems, and unqualified opinions have been given for all recent audits.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and complies when the federal government identifies deficiencies.

Evidence of Meeting the Standard

III.D. 15-1 COD Financial Aid and Default Rates 2017-19

III.D. 15-2 Desert Community College District Audit Report 2022

Analysis and Evaluation

Analysis

The Financial Aid Office and Bursar work together to ensure the institution is meeting compliance with federal requirements. Federal regulations require that a school demonstrate that it is administratively capable of adequately managing the Federal Student Aid programs. College 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:



Table G1. College Student Default Rates

	2017	2018	2019
Default Rate	20%	18%	12%
Number of Defaults	9	27	10
Number of Repay	44	151	81

Approximately 86 percent of COD students received financial aid in 2021-22 (III.D.15-1). Students receive assistance through the Board of Governors’ fee waivers, grants, scholarships, and private loans. Because Pell Grant funds are the largest block of federal dollars flowing through the District, those funds are thoroughly audited annually. COD has had no audit findings in this area in recent years (III.D.15-2).

Evaluation

COD meets this Standard. COD complies with all aspects of its financial aid program and actively participates in efforts to reduce default rates.

Contractual Agreements

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.

Evidence of Meeting the Standard

- 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

Analysis and Evaluation

Analysis

College of the Desert (COD) has contractual agreements with external entities for services that support the College mission and goals directly, as well as for programs and services that now support the effective operations of the institution. COD has contractual agreements with external entities, including benefits, 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 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 appropriate termination and non-appropriation clauses, 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. Processes ensure that all contractual agreements meet statutory and legal requirements, are reviewed by senior management, and are brought before the Board of Trustees for ratification/approval.

Conclusions on Standard III.D: Fiscal Resources

College of the Desert (COD) meets this Standard. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The annual program review update (PRU) and Program Enhancement Plan (PEP/up) provide the procedures for departments and schools to request resources to meet their goals and objectives. The Annual Planning Process and the Prioritization Process outline the College's yearly integrated planning and budget process as described in Standard III.D.2.

The Board of Trustees provides sound budget development and fiscal management principles through board policies guiding the College's administrative procedures. Board Policy and Administrative Procedure 6300 requires that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College and Board of Trustees. Board Policy and Administrative Procedure 6400 also requires the District to participate in an annual outside audit and that the audit complies with Education Code 84040.5.

College of the Desert displays sound financial planning when making short-term and long-term plans, resulting in long-term financial solvency. Additionally, COD is very conservative in its approach to debt and ensures that debt does not significantly burden operating funds. Debt payments are included in the multiyear budget process. COD ensures that debt is manageable and does not compromise future needs.

College of the Desert has contractual agreements with external entities for services that support the College mission and goals directly, as well as for programs and services that now support the effective operations of the institution.

The institution's financial documents and the budget have high credibility and accuracy due to the collaborative budget development process, internal controls, compliance with state and federal financial guidelines, and a history of positive external audit results, which has maintained a healthy fund balance and sufficient cash reserves.



Improvement Plan(s)

Not Applicable

Evidence List

- 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 Bond Measure CC Language
- III.D. 1-8 Bond Measure Audit Report Webpage
- III.D. 1-9 COD Foundation Webpage
- III.D. 1-10 COD Foundation 2021 Financial Report
- III.D. 1-11 Citizens Bond Oversight Committee Annual Report Webpage
- III.D. 1-12 2023-2028 Strategic Master Plan Webpage, Mission, Vision, Values
- III.D. 1-13 2023-2028 Strategic Master Plan Webpage, Goals
- III.D. 1-14 2023-2028 Strategic Master Plan, Board Presentation June 11, 2022
- III.D. 1-15 COD Education Master Plan Webpage
- III.D. 1-16 Faculty Prioritization Process, Appendix I of the College Planning Council (CPC) Handbook
- III.D. 1-17 Annual Planning Calendar 2022
- III.D. 1-18 2023-2024 Program Review Update Process
- III.D. 1-19 Budget Subcommittee Portal Webpage
- III.D. 1-20 Budget Subcommittee Roles, CPC Handbook
- III.D. 1-21 CPC Webpage
- III.D. 1-22 CPC Handbook
- III.D. 1-23 COD Foundation 2023 Budget, Board Agenda and Minutes, April 2022
- III.D. 1-24 COD 2021-2022 Adopted Budget Presentation, September 17, 2021
- III.D. 1-25 Board of Trustees Agenda and Minutes, September 17, 2021 (Item 19.02)
- III.D. 1-26 COD 2023 Adopted Budget with Multi-year Projections
- III.D. 1-27 2022-23 Total Computational Revenue and Sources
- III.D. 1-28 2021-22 Institutional Grants Department Activity Presentation to Board of Trustees, April 21, 2023
- III.D. 1-29 Enrollment Management Subcommittee Portal Webpage

- III.D. 2-1 COD 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 2023 Program Review Update
- 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
- III.D. 2-9 College Planning Council Minutes, May 27, 2022, Discussion Item 6.4
- III.D. 2-10 Budget Subcommittee Webpage
- III.D. 2-11 Spring 2023 Flex Budget Presentation
- III.D. 2-12 Board of Trustees Minutes, September 15, 2022 with Budget Adoption
- III.D. 2-13 2022-23 Adopted Budget Presentation for the Board
- III.D. 2-14 Budget Subcommittee Minutes March 13, 2023 & Minutes Webpage
- III.D. 2-15 2023 Equipment Prioritization Process – CPC Handbook, Appendix K
- III.D. 2-16 2023 Faculty, Staff, Equipment Prioritization Results
- III.D. 2-17 Staff Prioritization Process – CPC Handbook, Appendix J
- III.D. 2-18 Faculty Prioritization Process, CPC Handbook, Appendix I
- III.D. 2-19 Faculty, Staff Equipment Prioritization Results, 2021-2022
- III.D. 2-20 Interim Superintendent/President's Email Announcement of Funded Faculty Positions
- III.D. 2-21 Planning and Institutional Effectiveness Process Webpage
- III.D. 2-22 2022-2023 Prioritization Funding Report
- III.D. 2-23 Equipment Technology Prioritization Committee Minutes May 9, 2023
- III.D. 2-24 President's Email Announcing Funded Faculty, Staff, & Equipment, October 13, 2022
- III.D. 2-25 Board Policy 6200, Budget Preparation
- III.D. 2-26 Administrative Procedure, 6200 Budget Preparation
- III.D. 2-27 Board Policy 6250, Budget Management
- III.D. 2-28 Administrative Procedure 6250, Budget Management
- III.D. 2-29 Board Policy 6300, Fiscal Management
- III.D. 2-30 Administrative Procedure 6300, Fiscal Management
- III.D. 2-31 Spring 2023 Flex Budget Presentation
- III.D. 2-32 Board of Trustees Minutes with Adopted Budget, September 15, 2022
- III.D. 2-33 Board of Trustees Minutes with Adopted Budget Presentation, September 15, 2022
- III.D. 2-34 CPC Handbook, Annual Planning Calendar

- 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 2021-2022 minutes
- III.D. 3-6 Appendix K Annual Planning Calendar CPC Handbook
- III.D. 3-7 Spring 2022 Flex Budget Presentation

- III.D. 4-1 Board Policy 6200, Budget Preparation
- III.D. 4-2 Administrative Procedure 6200, Budget Preparation
- III.D. 4-3 CPC Handbook, Appendix M (Annual Planning Calendar)
- III.D. 4-4 Budget Subcommittee Webpage



Standard III: Resources

- III.D. 4-5 Budget Subcommittee Minutes, September 12, 2022
- III.D. 4-6 Board of Trustees Minutes with Adopted Budget Presentation, September 16, 2022
- III.D. 4-7 Board of Trustees Adopted Budget Presentation, September 16, 2022
- III.D. 4-8 Fiscal Services Budget and Audit Webpage
- III.D. 4-9 COD Foundation Webpage
- III.D. 4-10 COD Foundation Financial Statements
- III.D. 4-11 Desert Community College District 2022-2023 CCFS-311 Report
- III.D. 4-12 Citizens Bond Oversight Committee Annual Reports Website

- 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 Trustee Minutes with Adopted Budget, September 15, 2022
- III.D. 5-5 Adopted Budget Presentation, September 15, 2022
- III.D. 5-6 Budget Subcommittee Minutes, September 15, 2022
- III.D. 5-7 Spring 2023 Flex Budget Presentation
- III.D. 5-8 Budget Subcommittee Minutes March 1, 2022, Fiscal Health Assessment
- III.D. 5-9 Budget Subcommittee Handouts, September 12, 2022
- III.D. 5-10 CPC Handbook, Budget Subcommittee's Role in Planning and Budget Allocation
- III.D. 5-11 Board of Trustee Minutes with Budget Adjustments, February 17, 2022

- III.D. 6-1 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D. 6-2 Budget Subcommittee Webpage
- III.D. 6-3 Budget Subcommittee Minutes, September 12, 2022
- III.D. 6-4 Board of Trustees Minutes with Adopted Budget Presentation, September 15, 2022
- III.D. 6-5 2022-2023 Adopted Budget with MYP
- III.D. 6-6 Adopted Budget Presentation, September 15, 2022
- III.D. 6-7 Board of Trustees Minutes with Audit Reports and Budget Revisions, February 17, 2022

- 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 2020
- III.D. 7-5 Desert Community College District Audit Report 2021
- III.D. 7-6 Desert Community College District Audit Report 2022

- III.D. 8-1 Fiscal Services Budget, Audit, and 311 Reports Webpage
- III.D. 8-2 Desert Community College District Audit Report 2022
- III.D. 8-3 Desert Community College District Audit Report 2021
- III.D. 8-4 Desert Community College District Audit Report 2020
- III.D. 8-5 Moody's Credit Rating Upgrade, 2018 Press Release



Standard III: Resources

- 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 2022
- III.D. 9-4 2019-2020 Adopted Budget Narrative
- III.D. 9-5 Joint Powers Authority Statewide Association of Community Colleges
- III.D. 9-6 Board Policy 6540, Insurance
- III.D. 9-7 Administrative Procedure 6540, Insurance

- 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 2021-2022 College of the Desert Foundation Audit Report
- III.D. 10-32 2021-2022 College of the Desert Alumni Association, Inc. Audit Report



Standard III: Resources

- 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. 11-1 Board Policy 6200, Budget Preparation
- III.D. 11-2 Administrative Procedure 6200, Budget Preparation
- III.D. 11-3 Budget Multi-Year Projection as of June, 5, 2022
- III.D. 11-4 Proposed Financial Health Indicators for March 13, 2023 (Item 3.5), and 50% Law (Item 3.3) Budget Subcommittee Agenda
- III.D. 11-5 Desert Community College District Audit Report 2021
- III.D. 11-6 College of the Desert Actuarial Study of Retiree Health Liabilities, June 23,2022
- III.D. 11-7 Budget Subcommittee Minutes, October 10, 2022, Item 3.3 (OPEB rate Actuarial Study)
- III.D. 11-8 Measure CC Webpage

- III.D. 12-1 Actuarial Study of Retiree Health Liabilities, June 23, 2022
- III.D. 12-2 Budget Subcommittee Minutes, October 10, 2022, Item 3.3 (OPEB Liability)
- III.D. 12-3 Budget Subcommittee Agenda, June 13, 2022, Item 3.3 (Budget Projection Criteria)
- III.D. 12-4 Desert Community College District Annual Financial Report 2022
- III.D. 12-5 2022-23 Budget Adoption Other Funds Summary
- III.D. 12-6 Budget Multi-Year Projection as of December 6, 2023
- III.D. 12-7 Board of Trustees Minutes, September 15, 2023, Adopted Budget
- III.D. 12-8 2021-22 Annual Financial and Budget 311 Report

- III.D. 13-1 Desert Community College District Audit Report 2021
- 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 2016
- III.D. 13-5 Budget Multi-Year Projection as of March 2017
- III.D. 13-6 Board of Trustees Minutes, February 2017
- III.D. 13-7 Board Policy 6340, Contracts

- 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 2021-2022 Annual Report
- III.D. 14-6 2020 Bond Audit Report Measures B and CC
- III.D. 14-7 2021 Bond Audit Report Measures B and CC



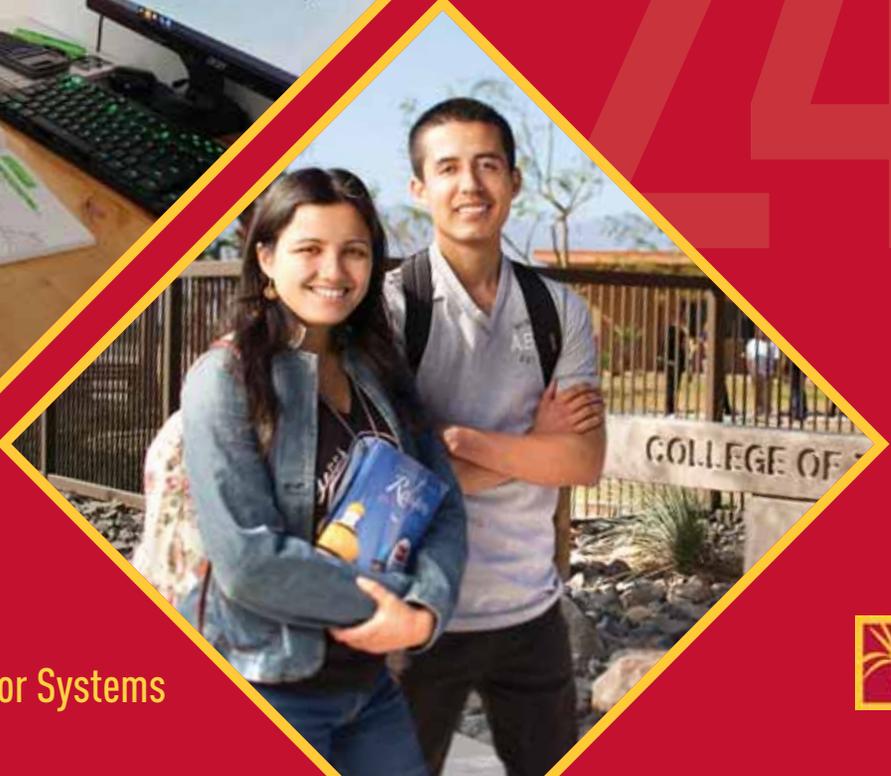
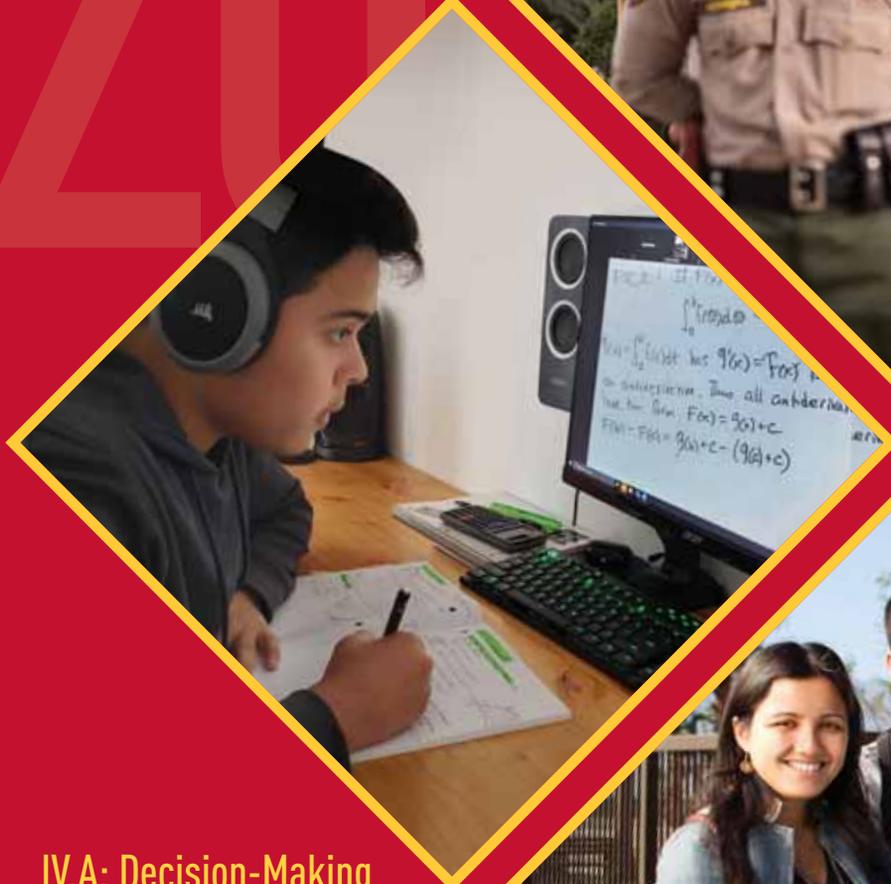
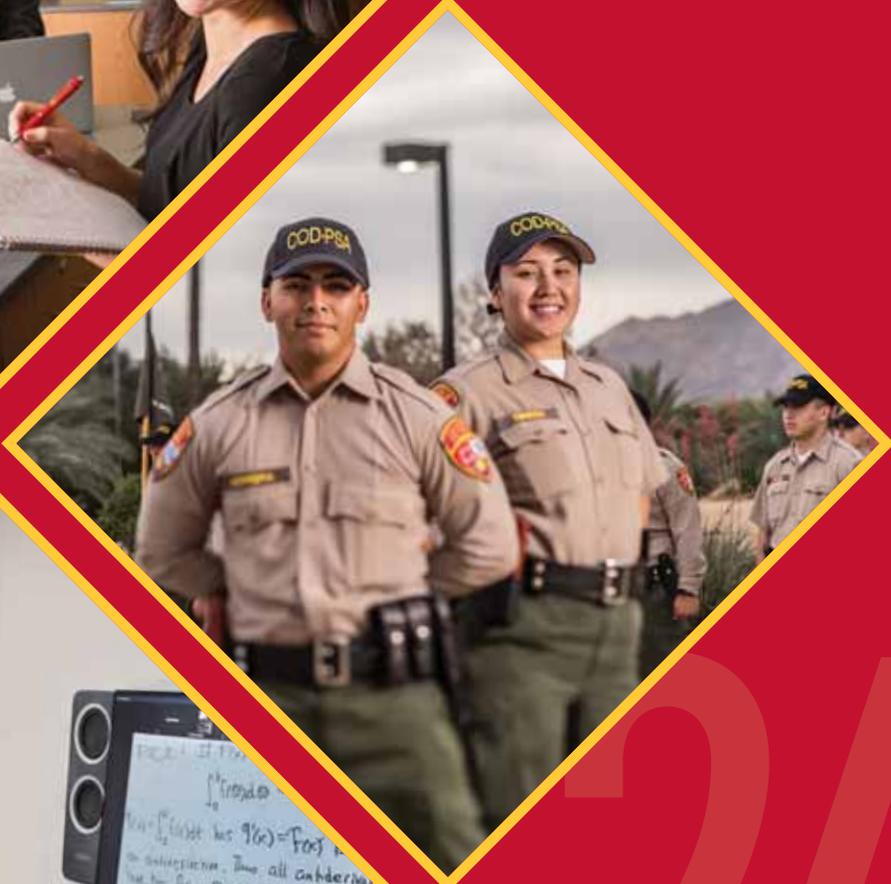
Standard III: Resources

- III.D. 14-8 2022 Bond Audit Report Measures B and CC
- III.D. 14-9 COD Foundation Financial Reports Website
- III.D. 14-10 2020-2021 College of the Desert Foundation Financial Statements
- III.D. 14-11 2020-2021 College of the Desert Alumni Association, Inc. Audit Report
- III.D. 14-12 2019-2020 Auxiliary Audit Report
- III.D. 14-13 Auxiliary Audit Report Webpage
- III.D. 14-14 2020 COD Audited Financial Statement
- III.D. 14-15 2021 COD Audited Financial Statement
- III.D. 14-16 2022 COD Audited Financial Statement

- III.D. 15-1 COD Financial Aid and Default Rates 2017-2019
- III.D. 15-2 Desert Community College District Audit Report 2022

- 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

Standard IV: Leadership and Governance



- IV.A: Decision-Making Roles and Processes
- IV.B: Chief Executive Officer
- IV.C: Governing Board
- IV.D: Multi-College Districts or Systems



2024



The institution recognizes and uses the contributions of leadership throughout the organization to promote student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement. Governance roles are defined in the 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 institution's good. The roles within the district/system are delineated in multi-College districts or systems. The multi-College District or system has policies for allocating resources to support and sustain the Colleges adequately.

A. Decision-Making Roles and Processes

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 the initiative to improve 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 ensure effective planning and implementation.

Evidence of Meeting the Standard

- IV.A. 1-1 COD Education Master Plan
- IV.A. 1-2 Academic and Career Community Development Project
- IV.A. 1-3 Textbook Transformation Project
- IV.A. 1-4 Chaffey Experience
- IV.A. 1-5 Peer Assistance for Learning (PALs) Program
- IV.A. 1-6 Professional Development Infrastructure

Analysis and Evaluation

Analysis

Leaders in all areas of the District encourage innovation to support overall institutional excellence. Ideas that have an institution-wide impact are systemically evaluated via a participative process. The College Planning Council is the primary body that connects all areas of the District to ensure effective planning.

The Educational Master Plan (IV.A1-1) connects the values, goals, and priorities. The Educational Master Plan outlines major educational initiatives, including developmental educational reform, distance learning, dual enrollment, facilities improvement, and guided pathways. Since the development of the Educational Master Plan, the District has engaged in additional initiatives such as the Academic and Career Community Development (IV.A.1-2), the Textbook Transformation Project (IV.A.1-3), the Chaffey Experience (IV.A.1-4), and the Peer Assistance for Learning (PALs) program (IV.A.1-5). To prepare for the Educational Master Plan and Strategic Plan development, the District utilized a collaborative approach in which data was regularly reviewed and discussed and feedback loops were initiated to ensure that the plans encompassed the broader will of the internal and external communities, which all of



Standard IV: Leadership and Governance

the elements align to District goals regarding equity and achievement. All these efforts highlight the effective convergence of departments and programs with varying levels of responsibility to implement and scale District-wide efforts that impact the student experience.

The robust professional development infrastructure (IV.A.1-6) for faculty, classified professionals, and managers supports professional learning and training related to Diversity, Equity, Inclusion, and Accessibility (DEIA), educational initiatives, and their implementation.

Evaluation

College of the Desert meets the Standard. The District's Educational Master Plan explains the context, current challenges, innovative goals, and facilities planning institutional excellence. The Strong Framework highlights the scope and goals of those programs while establishing a concerted effort to incorporate participative processes.

2. The institution establishes and implements policies 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 how individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

IV.A. 2-1 Board Policy 2510, Participation in Local Decision Making

IV.A. 2-2 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 2-3 Administrative Procedure 2410, Board Policies and Administrative Procedures

IV.A. 2-4 Board Policy 2200, Board Duties and Responsibilities

Analysis and Evaluation

Analysis

Board Policy and Administrative Procedure 2510 (Participation in Local Decision Making) (IV.A.2-1 and IV.A.2-2) provides a policy (the "what") and a procedure (the "how") that define the shared governance roles and responsibilities for faculty, classified professionals, and students. The roles and levels of participation of the Academic Senate, Staff, and Students, as required by Title V regulations, are also identified.

Administrative Procedure 2410 (Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)) (IV.A.2-3) delineates the process. It outlines the role of administrators, faculty, classified professionals, students, and the Governing Board in developing Board Policies and Administrative Procedures. As stated in Administrative Procedure 2410, "After the initial review by the Interim Superintendent/President, the proposed new policy, or revision/deletion of existing policy, will be forwarded to Executive Cabinet. Executive Cabinet will review and forward to College Planning Council for review." For Administrative Procedures, "The process of adoption/revision/deletion of procedures shall be streamlined whenever possible by the proposals being submitted to College Planning Council (CPC) after preparation by the appropriate senior administrator(s) ... and Executive Cabinet review." Administrative Procedure 2410 details the systematic process of how Board Policies and Administrative Procedures are developed, vetted, and adopted/approved through the shared governance process.



Standard IV: Leadership and Governance

Specific to the Governing Board, Board Policy 2200 (Board Duties and Responsibilities) (IV.A.2-4) addresses the duties and responsibilities of the Governing Board. As stated in Board Policy 2200, the Governing Board "... governs on behalf of the citizens of the Desert Community College District following the authority granted..."

Evaluation

College of the Desert meets this Standard. Board Policies 2200 (Board Duties and Responsibilities) and 2510 (Participation in Local Decision Making), along with Board Policy and Administrative Procedure 2410 (Board Policies and Administrative Procedures), directly address the roles and responsibilities of the various constituency groups represented in the shared governance process.

3. Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgets related to their responsibility and expertise.

Evidence of Meeting the Standard

- IV.A. 3-1 Board Policy 2510, Participation in Local Decision Making
- IV.A. 3-2 California Title 5 §53200 (b), Academic Senate 10+1 Regulation
- IV.A. 3-3 College Planning Council Leadership Structure
- IV.A. 3-4 Administrative Procedure 3250, Institutional Planning

Analysis and Evaluation

Analysis

Administrative Procedure 2510 (Participation in Local Decision Making) (IV.A.3-1) highlights the role of the various constituent groups, "... 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." This commitment to a shared process creates a community of shared goals while recognizing and benefiting from the different perspectives throughout the District.

Academic Senate 10+1 (IV.A.3-2) outlines the roles and responsibilities of faculty in the shared governance process. Desert Community College District uniquely added to the statewide 10+1 by adding a shared governance component to include faculty's role in hiring criteria, policies, procedures, and equivalencies for new faculty members (see Standard III.A.2).

The District also embraces a tri-chair model for the College Planning Council (IV.A.3-3), in which essential governance tasks include management, faculty, and classified professional chairs who share the leadership responsibilities for convening stakeholders and keeping constituents engaged and informed.

Administrative Procedure 3250 (Institutional Planning) (IV.A.3-4) describes the participative process and charge of the CPC to "review and recommend planning decisions related to human, physical, technology, and financial resources to the Interim Superintendent/President." Additionally, the District-wide impact of shared governance is highlighted by codifying that several review processes "are utilized in the planning process, which is intended to complement and inform the resource allocation process."



Evaluation

College of the Desert meets this Standard. The governance structure and practices embrace the District's values of supporting the inclusiveness of individual and community viewpoints in collaborative decision-making, promoting mutual respect and trust through open communication and actions, and fostering integrity.

4. Faculty and academic administrators are responsible for recommendations about curriculum and student learning programs and services through policy and procedures and well-defined structures.

Evidence of Meeting the Standard

IV.A. 4-1 Curriculum Committee Website

IV.A. 4-2 Board Policy 4020, Program and Curriculum Development

IV.A. 4-3 Administrative Procedure 3250, Institutional Planning

IV.A. 4-4 Outcomes and Assessment Committee Website

Analysis and Evaluation

Analysis

The District utilizes two shared governance bodies to address this Standard: the Curriculum Committee, a subcommittee of the Academic Senate, and the Outcomes and Assessment Committee (OAC). Both committees include representatives from the faculty and administration.

The Curriculum Committee (IV.A.4-1) is an Academic Senate standing subcommittee. It is charged with the development and maintenance of professional quality curriculum, regular review and updating of courses and programs, new and modified course and program proposals, review of articulation agreements, requisite review, and investigation of evaluative instruments to measure the effectiveness of program curricula, all of which is outlined in Board Policy 4020 (Program and Curriculum Development) (IV.A.4-2). Representation on the Curriculum Committee includes faculty from each school, the Curriculum Chair and Academic Senate President, the Articulation Officer, a CTE Liaison, an SLO Coordinator, and representatives from Program and Services Review (PSR) and the Library. Selected administration and staff representatives include the Curriculum Specialist, the Chief Instructional Officer, the Dean of Institutional Effectiveness, the Transfer Center Director, the Catalog and Schedule Coordinator Curriculum Specialists, and representatives from Strong Workforce, Distance Education, Admissions and Records, and Financial Aid.

Administrative Procedure 3250 (Institutional Planning) (IV.A.4-3) establishes the role of the Outcomes and Assessment Committee (OAC) as an integral component of the program review process, particularly concerning the evaluation of student learning outcomes. The OAC oversees the developing and assessment of institutional, program, and course-level learning outcomes. The committee also evaluates the assessment cycles and data reported by departments in their program reviews. Like the Curriculum Committee, the OAC comprises faculty and administrators (IV.A.4-4).

Evaluation

College of the Desert meets this Standard. The structure and procedures for the curriculum process are well-defined through established Board Policies and Administrative Procedures. The policies set the direction and oversight of curriculum development, and the procedures set forth clear steps and role clarification of faculty and administration. The Curriculum Committee is active and



engaged, connecting faculty and administrators to emerging trends, statewide mandates, and departments within the District. The OAC provides another opportunity for faculty and administrators to establish and provide resources for student learning assessment for instructional programs and student and learning support services.

5. Through its board and institutional governance system, 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 vital considerations.

Evidence of Meeting the Standard

IV.A. 5-1 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 5-2 Process for Developing the COD Educational Master Plan 2024-2029

IV.A. 5-3 Administrative Procedure 3250, Institutional Planning

IV.A. 5-4 Program and Course Handbook

Analysis and Evaluation

Analysis

Administrative Procedure 2510 (Participation in Local Decision Making) (IV.A.5-1) establishes the District's participatory and decision-making structure, including representation of all constituencies so that relevant perspectives are considered and aligned with expertise and responsibility. Each constituency group has identified roles in the decision-making process.

The College's Educational Master Plan 2024-2029 (IV.A.5-2) integrates strategic planning efforts and informs the public of the District's intentions. Administrative Procedure 3250 (Institutional Planning) (IV.A.5-3) describes the purpose of the College Planning Council (CPC), a participatory governance group with a broad membership including faculty, staff, and administrative constituent groups. The District initially engaged in the Strategic Plan development, which was completed in spring 2023, and then engaged in the Educational Master Planning Process, which concluded in fall 2023. These efforts were coordinated into a single document called the Strategic Educational Master Plan. CPC monitors and assesses District-wide planning efforts and forwards recommendations to the Interim Superintendent/President.

The Program and Course Approval Handbook (IV.A.5-4) explains the curriculum process, including the roles and responsibilities of the faculty, dean, coordinator, chief instructional officer, and Governing Board.

Evaluation

College of the Desert meets this Standard. Administrative Procedure 2510 (Participation in Shared Governance) articulates how the District's governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District. The District uses established structures and processes to ensure timely decision-making, as evidenced in the cyclical review of policy, curriculum review and approval processes, program review, resource allocation, budget development, and strategic planning. Published handbooks and timelines ensure that the District takes timely action on District policies, curriculum, and plans.



6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

IV.A. 6-1 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 6-2 Administrative Procedure 3250, Institutional Planning

IV.A. 6-3 Citizen's Bond Oversight Committee Agendas and Minutes

Analysis and Evaluation

Analysis

Administrative Procedure 2510 (Participation in Local Decision Making) (IV.A.6-1) describes the District's governance structure and the role faculty, staff, administration, students, and the community serve in the planning and operation of the District. President's Executive Cabinet serves as a central recommending and decision-making shared governance group within the District and provides the structure for recommending Board Policies and Administrative Procedures and reviewing actions, recommendations, and requests of planning groups and task forces. President's Executive Cabinet amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College's tri-chair model encourages distributed leadership among faculty, classified professionals, and managers. Tri-chairs represent a broad constituency and bring unique perspectives to the District's planning efforts.

Administrative Procedure 3250 (Institutional Planning) (IV.A.6-2) articulates the role of the College Planning Council (CPC), assuring the effectiveness of ongoing planning processes by periodically reviewing and recommending institutional planning decisions. CPC integrates the District's mission, vision, core competencies, and strategic planning efforts (Standard IV.A.5).

Decision-making processes conducted by the Governing Board, Academic Senate, Classified Senate, and College of the Desert's Student Government are documented and widely communicated across the institution. The Citizens' Oversight Committee monitors and reports to the public annually in the facilities assessment report on how bond revenues are spent for projects. Agendas and minutes (IV.A.6-3) keep the community informed and are available on the District's website. In addition, newsletters and other forms of information are utilized to keep the campus community aware of changes and trends, which may be found in the Interim Superintendent/President's Monday Morning Minute, Report to the Community, Strategic Master Plan, and Educational Master Plan.

Evaluation

College of the Desert meets this Standard. The District widely communicates decision-making processes and the results of those decisions through the District's website, agendas, meeting minutes, email, newsletters, and forums. Committees support the District's operational and planning efforts and include College-wide stakeholders. The committee composition, purpose, scope, and membership are available on the District's website, including the District's Board Policies and Administrative Procedures. Further, administrative and academic shared governance structures include standing items of their agendas for ongoing updates and opportunities for feedback on various issues.



7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

IV.A. 7-1 Administrative Procedure 2410, Board Policies and Administrative Procedures

IV.A. 7-2 Administrative Procedure 3250, Institutional Planning

IV.A. 7-3 College Planning Council Committee Self-Assessment Survey

Analysis and Evaluation

Analysis

The process for regular shared governance review and updating of Board Policies and Administrative Procedures is defined in Administrative Procedure 2410 (IV.A.7-1).

Administrative Procedure 3250 (Institutional Planning) (IV.A.7-2) further identifies the processes the District has instilled to regularly evaluate decision-making policies, procedures, and processes to assure their integrity and effectiveness. Administrative Procedure 3250 identifies the College Planning Council (CPC) as the representative body that implements and evaluates several policies, procedures, and processes. CPC is charged with evaluating institutional performance on the District's strategic plan; evaluating the Integrated Planning Cycle and processes; establishing institutional effectiveness performance indicator (IEPI) goals for the state Chancellor's Office; establishing institution-set Standards as required by the Accrediting Commission for Community and Junior Colleges (ACCJC); reviewing all other District plans (e.g., Educational Master Plan, Facilities Plan, Technology Plan, Student Success and Support Plan, Equity Plan, etc.) and recommending changes as appropriate.

Spearheaded by CPC, the District engages in an annual Committee Self-Assessment Survey (IV.A.7-3) to assess the efficacy of its committee processes. This process was created years ago and revised in 2023 for post-pandemic implementation. The survey obtains reflective feedback from committees in four key areas: 1) equity-minded practices and evidence-based decision-making, 2) committee processes, 3) committee interaction and collaboration, and 4) committee outcomes. Committees are also prompted to submit two examples of how the committee's actions have addressed the purpose/mission of the committee and how the committee intends to improve and fulfill its purpose/mission in the future. The results of these findings are explored annually by CPC to examine and improve internal processes supporting student learning and achievement.

Evaluation

College of the Desert meets the Standard. Policies and procedures are regularly reviewed through a cyclical review process described in Administrative Procedure 2410 (Board Policies and Administrative Procedures). This process includes feedback and input from all shared governance groups. The role of CPC is defined in Administrative Procedure 3250 (Institutional Planning). This representative body evaluates the efficacy of various processes, including developing the institution's Educational Master Plan (2023-2029) and establishing institutional strategic goals. CPC has identified timelines, responsible parties, and measurable outcomes for all objectives and activities identified within the strategic goals.



Conclusions on Standard IV.A: Decision-Making Roles and Processes

The District exercises a robust and effective governance model that engages every level of the institution as appropriate.

Improvement Plan(s)

Not Applicable

Evidence List

IV.A. 1-1 COD Education Master Plan

IV.A. 1-2 Academic and Career Community Development Project

IV.A. 1-3 Textbook Transformation Project

IV.A. 1-4 Chaffey Experience

IV.A. 1-5 Peer Assistance for Learning (PALs) Program

IV.A. 1-6 Professional Development Infrastructure

IV.A. 2-1 Board Policy 2510, Participation in Local Decision Making

IV.A. 2-2 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 2-3 Administrative Procedure 2410, Board Policies and Administrative Procedures

IV.A. 2-4 Board Policy 2200, Board Duties and Responsibilities

IV.A. 3-1 Board Policy 2510, Participation in Local Decision-Making

IV.A. 3-2 California Title 5 §53200 (b), Academic Senate 10+1 Regulation

IV.A. 3-3 College Planning Council Leadership Structure

IV.A. 3-4 Administrative Procedure 3250, Institutional Planning

IV.A. 4-1 Curriculum Committee Website

IV.A. 4-2 Board Policy 4020, Program and Curriculum Development

IV.A. 4-3 Administrative Procedure 3250, Institutional Planning

IV.A. 4-4 Outcomes and Assessment Committee Website

IV.A. 5-1 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 5-2 Process for Developing the COD Educational Master Plan 2024-2029

IV.A. 5-3 Administrative Procedure 3250, Institutional Planning

IV.A. 5-4 Program and Course Handbook

IV.A. 6-1 Administrative Procedure 2510, Participation in Local Decision Making

IV.A. 6-2 Administrative Procedure 3250, Institutional Planning

IV.A. 6-3 Citizen's Bond Oversight Committee Agendas and Minutes

IV.A. 7-1 Administrative Procedure 2410, Board Policies and Administrative Procedures

IV.A. 7-2 Administrative Procedure 3250, Institutional Planning

IV.A. 7-3 College Planning Council Committee Self-Assessment Survey



B. Chief Executive Officer

1. The institutional chief executive officer (CEO) is primarily responsible for the institution's quality. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

IV.B. 1-1 Board Policy 2410,

IV.B. 1-2 Administrative Procedure 2410, Board Policies and Administrative Procedures

IV.B. 1-3 Board Policy 2430, Delegation of Authority to the Interim Superintendent/President

IV.B. 1-4 Board Policy 3250, Institutional Planning

IV.B. 1-5 Student Equity Plan

IV.B. 1-6 Board Policy 2510, Participation in Local Decision Making

IV.B. 1-7 2023-24 Joint Cabinet Monthly Meeting Agendas

IV.B. 1-8 Administrative Procedure 3250, Institutional Planning

Analysis and Evaluation

Analysis

Board Policy and Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.B.1-1 and IV.B.1-2) address the way policies and procedures are adopted by the Governing Board.

Board Policy 2430 (Delegation of Authority to the Interim Superintendent/President) (IV.B.1-3) delegates to the Interim Superintendent/President the executive responsibility for administering the policies adopted by the Governing Board.

Board Policy 3250 (Institutional Planning) (IV.B.1-4) requires the Interim Superintendent/President to ensure that the District implements institutional planning.

For instance, the Student Equity Plan (IV.B.1-5) was created in 2022 by the executive team led by the Interim Superintendent/President to address concerns that have impacted the equitable student success of underrepresented students and have revealed that the District can do more to support student equity. The entire district, including the Governing Board, receives regular updates on the Student Equity Plan through forums and study sessions.

The Interim Superintendent/President relies on the President's Executive Cabinet, which includes the Vice Presidents and the Foundation Executive Director, the Joint Cabinet Leadership Team, which includes representatives from the College of the Desert Faculty Association, College of the Desert Adjunct Association, California School Employees Association, Associated Students of College of the Desert, and the Academic Senate in all aspects of planning for the District. College Council meetings, which include all management, employee groups, confidential employees, and the Senate President, are held quarterly, and Executive Cabinet Team meetings are held weekly. The Interim Superintendent/President delegates responsibility to the Vice Presidents, who work with the CEO to establish evaluation updates and keep the Interim Superintendent/President informed. Additionally, Board Agenda Review meetings are held monthly to allow employee groups to ask questions and provide input for upcoming Governing Board meetings (IV.B.1-6 and IV.B.1-7).



Standard IV: Leadership and Governance

Administrative Procedure 3250 (Institutional Planning) (IV.B.1-8) established College Planning Council (CPC). Under the direction of the Interim Superintendent/President, CPC is a comprehensive shared governance group that reviews the District's performance on many metrics.

Evaluation

College of the Desert meets the Standard. The Interim Superintendent/President's job description delineates her responsibilities for the planning, organization, and functioning of the management of the District, the development of all policies and procedures, and the implementation of master planning documents. As a holistic review of the ISER also illustrates, the Interim Superintendent/President relies upon the expertise of a variety of teams, including the executive team, the President's Executive Cabinet, and a variety of governance groups to inform and propel planning, budgeting, and organizational decisions that are reviewed and monitored on an ongoing basis. Further, the Interim Superintendent/President is evaluated annually by the Governing Board to ensure these essential leadership functions are fulfilled.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. As appropriate, the CEO delegates authority to administrators and others consistent with their responsibilities.

Evidence of Meeting the Standard

IV.B. 2-1 Board Policy 7110, Delegation of Authority, Human Resources

IV.B. 2-2 Board Policy 7120, Recruitment and Hiring

Analysis and Evaluation

Analysis

Board Policy 7110 (Delegation of Authority, Human Resources) (IV.B.2.1) delegates authority to the Interim Superintendent/President to authorize employment. The Interim Superintendent/President ensures that the District employs qualified, competent administrators, faculty, and staff. The Interim Superintendent/President directs an Executive Cabinet Team comprised of a Vice President of Administrative Services, a Vice President of Human Resources and Employee Relations, a Vice President of Instruction, a Vice President of Student Services, a Public Information Officer, and a Foundation Executive Director.

Board Policy 7120 (Recruitment and Hiring) (IV.B.2.2) states that the Interim Superintendent/President shall establish procedures for recruiting and selecting employees. The Interim Superintendent/President establishes the criteria and procedures for hiring management employees. Additionally, she regularly coordinates with Human Resources and the entire Executive Cabinet weekly to review hiring decisions and recruitment updates. NEED Agendas, recruitment snapshots, and prioritization documents.

The Interim Superintendent/President maintains an organizational chart (See Section D) updated annually or as needed, showing the hierarchy of positions under the Governing Board and the Interim Superintendent/President. The functions list is also updated annually or as needed and gives a detailed description of the job responsibilities of each position.

Evaluation

College of the Desert meets the Standard. The Interim Superintendent/President effectively plans an administrative structure organized and staffed to reflect the Mission of the District. The Interim Superintendent/President is empowered to authorize employment and perform other personnel actions. The Interim Superintendent/President is also authorized to assign and reassign



administrative staff and create and eliminate administrative positions. Within the administrative structure, authority is delegated appropriately, and the responsibilities of positions are clearly outlined, studied, and evaluated.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the College sets institutional performance Standards for student achievement;
- ensuring that evaluation and planning rely on high-quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate institutional planning and implementation efforts to achieve the institution's mission.

Evidence of Meeting the Standard

IV.B. 3-1 Administrative Procedure 3250, Institutional Planning

IV.B. 3-2 COD Strategic Master Plan 2023-28

IV.B. 3-3 College Goals Website

IV.B. 3-4 Planning and Institutional Effectiveness (PIE) Process

Analysis and Evaluation

Analysis

The evidence demonstrates the collegial process the institution engages in to identify internal and external challenges and opportunities that inform the District's Strategic Goals. Collegial review and discussion occur through the College Planning Council (CPC). This process is identified in Administrative Procedure 3250 (Institutional Planning) (IV.B.3-1). As identified in Administrative Procedure 3250, the charge of CPC "through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the Interim Superintendent/President. [...] Applying the Accreditation Standards I and III criteria, the planning process will be guided by adopted vision, mission, and core values statements and will develop specific goals, objectives, and strategies with measurable outcomes and specific accountability. The College Planning Council will review, revise annually, and approve action plans."

Another function of CPC is to identify institutional effectiveness performance indicators such as the Vision for Success Goals and institution-set Standards related to Accreditation. The College's Strategic Master Plan (IV.B.3-2) illustrates the relationship between the District's Mission Statement, College Goals, and the strategic plans that operationalize these goals. The annual program and services review and subsequent resource allocation processes reflect the implementation of District Goals and demonstrate the alignment of educational planning and resource allocation. Institution-set Standards (IV.B.3-3) that align with College Goals are regularly reviewed and updated by CPC to assess the efficacy of these collective efforts in achieving the institutional mission. Further, the Governing Board is provided with updates on the progress of District goals.



Evaluation

College of the Desert meets the Standard. The Educational Master Plan, Facilities Master Plan, Strategic Master Plan, the District's integrated planning model (IV.B.3-4), program and services review, resource allocation, and a cyclical, systemic evaluation process that the annual establishment of institution-set Standards typifies.

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.

Evidence of Meeting the Standard

IV.B. 4-1 Board Policy 3200, Accreditation

IV.B. 4-2 Administrative Policy 3200, Accreditation

Analysis and Evaluation

Analysis

Board Policy 3200 (Accreditation) (IV.B.4-1) articulates the role of the Superintendent- President and their responsibility for ensuring the District complies with the Accreditation process and Standards of the Commission, keeping the Governing Board informed and involved where required and providing the Governing Board with a summary of any Accreditation reports.

While the Interim Superintendent/President has the primary leadership role for Accreditation, Administrative Procedure 3200 (Accreditation) (IV.B.4-2) establishes the Accreditation Liaison Officer (ALO) and the Accreditation Steering Committee (ASC). The Chief Instructional Officer (CIO) serves as the ALO, working with the ASC to guide the District through the self-evaluation process, ensure all constituency groups participate, and produce the self-evaluation document. The ASC also oversees the development and production of additional follow-up, midterm, and annual reports that the Commission requires. The ASC is a subcommittee of the CPC and provides regular reports to the larger governance body.

Faculty, staff, and administrative leaders are responsible for assuring compliance with accreditation requirements and document compliance by validating the accreditation steering committee's (ASC) work. The ALO works with the leadership team to accomplish the committee's work and ensure compliance with all requirements, Standards, and policies. The Governing Board is regularly updated on matters related to Accreditation, and the Board has appointed a liaison as a conduit for additional information. The Board receives updates during meetings and training on Accreditation Standards and their role in the process. The Interim Superintendent/President reviews all reports submitted on behalf of the District, which are approved by the Governing Board and completed on time.

Evaluation

College of the Desert meets the Standard. The Interim Superintendent/President ensures that Board Policy and Administrative Procedure 3200 establish the framework for how the District prepares for and responds to all matters required of the Commission.



5. The CEO ensures the implementation of statutes, regulations, and governing board policies and that institutional practices are consistent with the institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

- IV.B. 5-1 Long-term Integrated Planning Calendar 2020-2030
- IV.B. 5-2 Board Policy 6300, Fiscal Management
- IV.B. 5-3 Administrative Procedure 6300, Fiscal Management
- IV.B. 5-4 Board Policy 6250, Budget Management
- IV.B. 5-5 Administrative Procedure 6250, Budget Management

Analysis and Evaluation

Analysis

The role and membership of the College Planning Council (CPC) are identified in Administrative Procedure 3250. A representative shared governance committee was created to ensure that goals are established through broad participation and communication. The Long-term Integrated Planning Model (IV.B.5-1) illustrates the relationship between the District's Mission Statement, College Goals identified in the District's Strategic Master Plan, and Educational Master Plan. The Integrated Planning Model illustrates how plans are operationalized and evaluated through a systemic, cyclical process that leads to evidence-based decision-making and continuous improvement.

Board Policy and Administrative Procedure 6300 (Fiscal Management) (IV.B.5-2 and IV.B.5-3) and Board Policy and Administrative Procedure 6250 (Budget Management) (IV.B.5-4 and IV.B.5-5) are the policies and procedures that have been adopted/approved to ensure that the effective control of budget and expenditures exist.

Evaluation

College of the Desert meets the Standard. The institution has policies and procedures that ensure institutional practices are consistent with the institutional mission and practices. Sound fiscal and budget management strategies consistent with Title 5, state and federal regulations, and accounting and auditing practices are in place.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- IV.B. 6-1 Board Policies and Administrative Procedures Website
- IV.B. 6-2 Interim Superintendent/Presidents Address
- IV.B. 6-3 Community Listening Session Presentation

Analysis and Evaluation

Analysis

All Board Policies and Administrative Procedures are posted to the College of the Desert website (IV.B.6-1), including items under consideration and the approval process status.



Standard IV: Leadership and Governance

Report to the Community (IV.B.6-2) is an annual luncheon open to District faculty, staff, alums, partners, and the public. The event updates all areas of the District and includes district expansion updates. This event is generally well-attended by internal and external stakeholders. It allows the Interim Superintendent/President to provide an update to the community (city mayors, police and fire departments, K-12 superintendents) on the status of the District. The Community Listening Sessions (IV.B.6-3) also provide the public with updates on District matters and facilitate open-forum discussions. Attendees are encouraged to share their perspectives in a comfortable and inclusive environment. These sessions are pivotal in ensuring the District meets the community's diverse needs.

Evaluation

College of the Desert meets the Standard. The Interim Superintendent/President works and communicates effectively with both the campus community and the cities served by the District by providing timely updates via the District website, email, and forums. The Interim Superintendent/President is active in the community and represents the District throughout the service area.

Conclusions on Standard IV.B: Chief Executive Officer

The College's Interim Superintendent/President oversees the District's operations, planning, and future directions. The Interim Superintendent/President uses the network of teams available within the organizational structure of the organization, as well as the Governing Board's direction as articulated through Policies and Procedures, to build the capacity of the District to effectively serve students currently enrolled and support the capacity of the District to plan for future generations of students.

Improvement Plan(s)

Not Applicable

Evidence List

- IV.B.1-1 Board Policy 2410,
- IV.B.1-2 Administrative Procedure 2410, Board Policies and Administrative Procedures
- IV.B.1-3 Board Policy 2430, Delegation of Authority to the Interim Superintendent/President
- IV.B.1-4 Board Policy 3250, Institutional Planning
- IV.B.1-5 Student Equity Plan
- IV.B.1-6 Board Policy 2510, Participation in Local Decision Making
- IV.B.1-7 2023-24 Joint Cabinet Monthly Meeting Agendas
- IV.B.1-8 Administrative Procedure 3250, Institutional Planning

- IV.B.2-1 Board Policy 7110, Delegation of Authority, Human Resources
- IV.B.2-2 Board Policy 7120, Recruitment and Hiring

- IV.B.3-1 Administrative Procedure 3250, Institutional Planning
- IV.B. 3-2 COD Strategic Master Plan 2023-28
- IV.B. 3-3 College Goals Website
- IV.B. 3-4 Planning and Institutional Effectiveness (PIE) Process

- IV.B. 4-1 Board Policy 3200, Accreditation
- IV.B. 4-2 Administrative Policy 3200, Accreditation



- IV.B. 5-1 Long-term Integrated Planning Calendar 2020-2030
- IV.B. 5-2 Board Policy 6300, Fiscal Management
- IV.B. 5-3 Administrative Procedure 6300, Fiscal Management
- IV.B. 5-4 Board Policy 6250, Budget Management
- IV.B. 5-5 Administrative Procedure 6250, Budget Management

- IV.B. 6-1 Board Policies and Administrative Procedures Website
- IV.B. 6-2 Interim Superintendent/Presidents Address
- IV.B. 6-3 Community Listening Session Presentation

C. Governing Board

1. The institution has a governing board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the institution's financial stability. (ER 7)

Evidence of Meeting the Standard

- IV.C. 1-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 1-2 Board Policy 2510, Participation in Local Decision Making
- IV.C. 1-3 Administrative Procedure 2510, Participation in Local Decision Making
- IV.C. 1-4 Administrative Procedure 6305, Reserves

Analysis and Evaluation

Analysis

Board Policy 2200 (Board Duties and Responsibilities) (IV.C.1-1) outlines the authority granted to the Board of Trustees (Governing Board) to establish and assure academic quality, integrity, effectiveness, and financial stability of the District. This policy gives the Governing Board the authority to represent the public interest, establish policies, hire and evaluate the CEO, assure fiscal health and stability, and monitor the performance and educational quality of the District. Board Policy and Administrative Procedure 2510 (Participation in Local Decision Making) (IV.C.1-2 and IV.C.1-3) outline the roles of faculty, staff, and students in the shared governance process, as well as the commitment of the Governing Board to guarantee that every constituent group has input in the decision-making process.

Administrative Policy 6305 (Reserves) (IV.C.1-4) requires that the District maintain a general fund reserve at or above 16.67% or the equivalent of two months of general fund operating expenditures. This policy satisfies the requirements of the Emergency Conditions Recovery Plan and adheres to best practices promulgated by the Government Finance Officers Association.

Evaluation

College of the Desert meets the Standard. A board of elected community members oversees the Desert Community College District comprised to form the Board of Trustees (Governing Board). The Governing Board is authorized to establish policies that ensure students are provided with a quality educational experience based on integrity and effectiveness through programs and services. The Governing Board also established policies that maintain the institution's financial stability.



2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

IV.C. 2-1 Board Policy 2200, Board Responsibilities and Duties

IV.C. 2-2 College of the Desert Redistricting Website

Analysis and Evaluation

Analysis

As documented in Board Policy 2200 (Board Duties and Responsibilities) (IV.C.2-1), "The Board of Trustees governs on behalf of the citizens of the Desert Community College District..." While the Governing Board acts and governs with a single voice, the representation of each of the District's service areas enhances the ability of the Governing Board to act as a collective body. As part of the duties and responsibilities granted to the Governing Board, they are committed to fulfilling the responsibility to represent the public interest, establish policies that define the institutional mission, set prudent, ethical, and legal Standards for College operations; hire and evaluate the CEO; delegate power and authority to the Chief Executive to effectively lead the district; assure fiscal health and stability; monitor institutional performance and educational quality; advocate and protect the District."

The Board is working to continually strengthen its skills as a unified body, including participating in Board training in September of 2023 focused on ethics training and accreditation requirements.

Governing Board members recognize they are stewards of the local public interest and recognize and consider multiple perspectives from diverse communities in affirming a shared vision for the District. To ensure equitable representation of the communities served, Board members represent "Trustee Areas" (IV.C.2-2) within the Desert Community College District service area.

Evaluation

College of the Desert meets the Standard. Board Policy 2200 (Board Duties and Responsibilities) delineates the responsibilities of Governing Board members and documents how the Board acts with one voice, committed to ensuring that the Desert Community College District is held accountable to the communities it serves. Although the Board has periodically disagreed about the priorities of the District and the development of new campuses, the Board is working to strengthen this area by scheduling training to reinforce their roles as a unified body and practice shared decision-making.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and the district/system.

Evidence of Meeting the Standard

IV.C. 3-1 Board Policy 2431, Interim Superintendent/President Selection

IV.C. 3-2 Board Policy 2432, CEO Succession

IV.C. 3-3 Board Policy 2435, Evaluation of the Interim Superintendent/President

IV.C. 3-4 Board Policy 2430, Delegation of Authority to Interim Superintendent/President



Analysis and Evaluation

Analysis

Through Governing Board Policy 2431 (Interim Superintendent/President Selection) (IV.C.3-1), the Governing Board codifies a process that adheres to Title V regulations to ensure a fair and open process exists to fill a Interim Superintendent/President vacancy. To ensure an uninterrupted and seamless governance process, Board Policy 2432 (CEO Succession) (IV.C.3-2) identifies the authority of the CEO to appoint an acting CEO for short periods (less than 14 days) or exceeding fourteen (14) calendar days if necessary, and establishes a contingency for when the CEO is absent or an acting president has not been named.

Governing Board Policy 2435 (Evaluation of the Interim Superintendent/President) (IV.C.3-3) directs the Governing Board to conduct an annual evaluation of the Interim Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Interim Superintendent/President. As identified in Board Policy 2435, the evaluation process shall comply with the requirements outlined in the Interim Superintendent/President's employment contract with the District. The criterion for evaluation is based upon established Board Policies, the Interim Superintendent/President's job description, and performance goals and objectives developed following Board Policy 2430, Delegation of Authority to Interim Superintendent/President (IV.C.3-4).

Evaluation

College of the Desert meets the Standard. Board Policies 2431, Interim Superintendent/President Selection, and 2432, CEO succession, identify the processes in place to select the Interim Superintendent/President and ensure uninterrupted governance of the District in the Interim Superintendent/President's absence. Board Policy 2435, Evaluation of the Interim Superintendent/President, codifies the process for systemic and timely evaluation of the Interim Superintendent/President.

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)

Evidence of Meeting the Standard

- IV.C. 4-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 4-2 Board Policy 2715, Code of Ethics Standards of Practice – Trustees
- IV.C. 4-3 Board Policy 2716, Political Activity
- IV.C. 4-4 Board Policy 2100, Board Elections
- IV.C. 4-5 College of the Desert Redistricting Website
- IV.C. 4-6 Board Policy 2015, Student Member
- IV.C. 4-7 Board Policy 2310, Regular Meetings of the Board
- IV.C. 4-8 Board Policy 2340, Agendas
- IV.C. 4-9 Board Policy 2345, Public Participation at Board Meetings
- IV.C. 4-10 Board Policy 2350, Speakers Addressing the Board
- IV.C. 4-11 Administrative Procedure 2410, Board Policies and Administrative Procedures



Analysis and Evaluation

Analysis

Board Policy 2200 (Board Duties and Responsibilities) (IV.C.4-1) specifies the authority granted to the Governing Board to govern on behalf of the citizens of the Desert Community College District. The Governing Board is responsible for establishing policies “that define the institutional mission, [and] set prudent, ethical and legal Standards for College operations.”

Board Policy 2715 (Code of Ethics Standards of Practice – Trustees) (IV.C.4-2) reinforces the Governing Board’s responsibility to advocate for, defend the institution, and protect it from undue influence or political pressure, “The Board maintains high Standards of ethical conduct for its members.” Foremost in its declaration, the Governing Board pledges to conduct themselves according to high Standards of ethical behavior. Although the Board members have publicly and vociferously disagreed on some central issues, the Board is currently making concerted efforts to act collaboratively and professionally. Board Policy 2716 (Political Activity) (IV.C.4-3) provides additional protection from undue influence or political pressure by preventing the use of the District’s funds, services, supplies, or equipment for political purposes.

Board Policy 2100 (Board Elections) (IV.C.4-4) notes that Governing Board member terms are staggered four years long, so nearly half the trustees are elected at each election. The Governing Board is selected by the registered voters within the Trustee Area they represent within the District (IV.C.4-5).

Board Policy 2015 (Student Member) (IV.C.4-6) describes the Student Trustee’s ability to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The student member shall be seated with the Board and is recognized as a full member of the Governing Board at meetings.

Regular Governing Board meetings are open to the public following the California government code and are governed through Board Policy 2310 (Regular Meetings of the Board) (IV.C.4-7). Board Policy 2340 (Agendas) (IV.C.4-8) stipulates that all Board meetings comply with Brown Act regulations and that agendas are made available adjacent to the location of the meeting and on the District’s website before all Board meetings. Two Board policies work together to ensure public participation in the Governing Board meetings. Board Policy 2345 (Public Participation Board Meetings) (IV.C.4-9) protects the public’s opportunity to participate in the business of the Board. Board Policy 2350 (Speakers Addressing the Board) (IV.C.4-10) how the public may address the Board during their meetings.

The Board of Trustees adopts, revises, and deletes all board policies. The Board delegates the Interim Superintendent/President with responsibility for bringing recommendations on policy. To reflect the public interest, adoption, revision, or deletion of policy may come about as a result of several processes: recommendation from the Community College League of California (CCLC), upon internal recommendation, or as a result of the annual policy and procedure review process as outlined in Administrative Procedure 2410 (Board Policies and Administrative Procedures (Adoption, Revision, and Deletion)) (IV.C.4-11).

Evaluation

College of the Desert meets the Standard. The Governing Board, along with a Student Trustee afforded an advisory vote, is an independent policy-making body that reflects the public interest. Board Policies and Administrative Procedures regulate Governing Board member conduct and establish protocols to protect the District from undue influence or political pressure. Public interest in the quality of education and District operations is provided through an opportunity for the public to participate in the business of the Board and through the Board’s adherence to Brown Act open meeting laws and principles. Further, the District maintains a close consultative relationship with the District’s legal counsel to ensure that the Brown Act is strictly enforced. CITE references of times that Alysha has advised during Board Meetings. Minutes of meetings provide examples of public input and participation, as do video recordings of meetings streamed to the community.



5. The governing board establishes policies consistent with the College/district/system 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.

Evidence of Meeting the Standard

IV.C.5-1 Board Policy 1200, District Mission, Vision, and Values

IV.C.5-2 Board Policy 2200, Board Duties and Responsibilities

Analysis and Evaluation

Analysis

The Desert Community College District Governing Board values students' success, learning, and achievement. It supports the vitality of the surrounding area as demonstrated in Board Policy 1200 (District Mission, Vision, and Values) (IV.C.5-1). 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 supporting student learning and efficient College operations.
- Professionalism: We are current in our areas of expertise and embody high Standards of conduct.
- Communication: We communicate authentically in pursuit of broad understanding, effective dialog, and inclusive decision-making.
- Lifelong Learning: Learning is essential to living for our students, faculty, and staff.

As identified in Board Policy 2200 (Board Duties and Responsibilities) (IV.C.5-2), the Board of Trustees (Governing Board) “establish policies that define the institutional mission, set prudent, ethical and legal Standards for College operations” and “assure fiscal health and stability” of the District. In summary, the Governing Board establishes policies consistent with the District mission and maintains ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the District.

Evaluation

College of the Desert meets the Standard. Policies consistent with the District Mission, Vision, and Values are in place to ensure student learning programs' quality, integrity, and improvement and establish the necessary services to support them. Board Policy 1200 (District Mission, Vision, and Values) demonstrates that the Desert Community College District Governing Board values, supports, and prioritizes student success and achievement. The Governing Board is responsible for educational quality, legal matters, integrity, and stability. Board Policy 2200 (Governing Board Duties and Responsibilities) affirms that the Desert Community College District Governing Board is responsible for educational quality, legal matters, and integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.



Evidence of Meeting the Standard

IV.C. 6-1 Board Policies and Administrative Procedures Website

Analysis and Evaluation

Analysis

The Board Policies and Administrative Procedures webpage (IV.C.6-1) is maintained exclusively to provide the public links to all the Board Policies and Administrative Procedures. The webpage retains the policies and procedures that specify the Board's size, duties, responsibilities, structure, and operating procedures.

Evaluation

College of the Desert meets the Standard. All Board policies and Administrative Procedures are maintained and available on the District's website and available to the public.

7. The governing board acts 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.

Evidence of Meeting the Standard

IV.C. 7-1 Board Policy 2410, Board Policies and Administrative Procedures

IV.C. 7-2 Administrative Procedure 2410, Board Policies and Administrative Procedures

Analysis and Evaluation

Analysis

The Desert Community College District maintains membership with and follows the Community College League of California's (CCLC) policy structure and regularly updates all Board Policies and Administrative Procedures following the criteria outlined in Board Policy and Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.C.7-1 and IV.C.7-2). The District has recently gone to a more systematic review of Board Policies and Procedures, as established by the College Planning Council (CITE meeting at CPC where this was introduced). Board Policies and Administrative Procedures will be reviewed on a seven-year cycle beginning fall 2023.

Evaluation

College of the Desert meets the Standard. The Governing Board adheres to all Board Policies and Administrative Procedures. Board Policies provide an approved structure for all activities of the Governing Board. Board Policy review is conducted systemically or in response to changes in legislation, Accreditation, or to meet emergent issues. Board Policy and Administrative Procedure 2410 outline the process for accomplishing this work.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews critical indicators of student learning and achievement and institutional plans for improving academic quality.



Evidence of Meeting the Standard

- IV.C. 8-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 8-2 Governing Board Monitoring Report Schedule
- IV.C. 8-3 Board Meeting Agenda, (11/9/23)
- IV.C. 8-4 Board Meeting Study Session (10/20/23)

Analysis and Evaluation

Analysis

Board Policy 2200 (Board Duties and Responsibilities) (IV.C.8-1) speaks to how the Governing Board "governs on behalf of the citizens of the Desert Community College District...". To ensure the integrity of public opinion is maintained, the Governing Board has established a calendar of monitoring reports (IV.C.8-2). Monitoring reports address District activities (e.g., distance education, intersegmental partnerships, student success, etc.) that inform the Governing Board about student success, learning, and achievement.

Examples of how the Governing Board reviews critical indicators of student learning and achievement and reviews institutional plans to improve academic quality are evident in the agendas from the Board Meetings on Sept. 15, 2023, and Nov. 9, 2023. At the regular meeting on Nov. 9, 2023 (IV.C.8-3), the Governing Board received a draft of the District's Strategic Educational Master Plan (SEMP) for review and discussion. The Educational Master Plan, adopted at the Governing Board's March 2020 meeting, provides an educational vision for the District and identifies specific long-range goals to achieve this vision. During a study session of the October 20, 2023, Governing Board meeting, a presentation (IV.C.8-4) was made to the Governing Board on the institution's progress of 2022-23 College of the Desert Vision for Success performance outcomes. The report detailed the College's performance on key metrics such as completion, transfer, unit accumulation at the time of award, workforce preparation, and equity.

Evaluation

College of the Desert meets the Standard. The Monitoring Report Calendar identifies a regular and systemic process established by the Governing Board to review student learning, achievement, and institutional plans. Recent study session presentations further illustrate how the Governing Board stays informed and utilizes evidence to improve academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It provides a mechanism for the continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

- IV.C. 9-1 Board Policy 2740, Board Education
- IV.C. 9-2 Board Policy 2100, Board Elections
- IV.C. 9-3 Board Policy 2110, Vacancies on the Governing Board
- IV.C. 9-4 New Trustee Orientation Materials
- IV.C. 9-5 Board Special Meeting Agenda, September 2023



Analysis and Evaluation

Analysis

Board Policy 2740 (Board Education) (IV.C.9-1) stipulates that the Board “will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster Trustee education.”

Board Policy 2100 (Board Elections) (IV.C.9-2) codifies that Governing Board members serve staggered terms of office, with biannual elections. Staggered terms ensure nearly half of the trustees are elected at one Board election and the other half of the Board members at another. Board Policy 2110 (Vacancies on the Governing Board) (IV.C.9-3) delineates how vacancies on the Governing Board are addressed. In 2023, a Board member retired mid-term, and a provisional appointment was made to the Governing Board to replace this member following the policy stipulations outlined in Board Policy 2110.

New Board Members are provided orientation materials by the District (IV.C.9-4) and are offered the opportunity to attend a series of workshops provided by the Community College League of California.

Annual Governing Board retreats are held in which ongoing training topics such as governance, roles and responsibilities, ethics, and Brown Act obligations; Accreditation, policy review; and self-evaluation are discussed (IV.C.9-5)

Evaluation

College of the Desert meets the Standard. The Governing Board participates in ongoing training for Board development. The District also has an orientation process for new Board members and a procedure for providing continuity of membership and staggered terms of office.

10. Board policies and bylaws 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 publishes the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

IV.C. 10-1 Board Policy 2745, Board Self-Evaluation

IV.C. 10-2 Board of Trustees Self-Evaluation Summary 2022

Analysis and Evaluation

Analysis

Board Policy 2745 (Board Self Evaluation) (IV.C.10-1) states that the Governing Board is “committed to assessing its performance as a Board to identify its strengths and areas in which it may improve its functioning.” To this end, the Governing Board conducts regular self-evaluation and recently reviewed its self-evaluation policy.

The Governing Board most recently presented its evaluation summary (IV.C.10-2) at the May 20, 2022 Board Regular Meeting.



Evaluation

College of the Desert meets the Standard. The Governing Board conducts regular self-evaluation that assesses their performance against existing Board Policy. The results are analyzed to improve Board performance, academic quality, and institutional effectiveness. The self-evaluation results are made public and presented at a Regular Meeting of the Desert Community College District.

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. Most 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 more significant duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

- IV.C. 11-1 Administrative Procedure 2710, Conflict of Interest - Trustee
- IV.C. 11-2 Administrative Procedure 2712, Conflict of Interest Code
- IV.C. 11-3 Board Policy 2715, Code of Ethics Standards of Practice - Trustees
- IV.C. 11-4 Administrative Procedure 2715, Code of Ethics Standards of Practice - Trustees

Analysis and Evaluation

Analysis

Administrative Procedure 2710 (Conflict of Interest - Trustees) (IV.C.11-1), Administrative Procedure 2712 (Conflict of Interest Code) (IV.C.11-2), and Board Policy 2715 (Code of Ethics Standards of Practice - Trustees) (IV.C.11-3) outline the Board Members' duties, expectations, and reporting requirements as an officer of the District.

Specifically, Board Policy 2715 (Code of Ethics/Standards of Practice) lists the Governing Board's responsibilities to maintain high Standards of ethical conduct. When potential conflicts of interest or ethics arise, the Board Chair establishes a subcommittee authorized to consult legal counsel to evaluate the conflict or complaint as outlined in Administrative Procedure 2715 (Code of Ethics Standards of Practice – Trustees) (IV.C.11-4). Policy violations are addressed by a subcommittee in an open meeting, except that the violation is a part of "pending litigation."

Governing Board Member interests are disclosed through the annual filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission. Governing Board Members' economic interests do not interfere with their impartiality, nor do their interests outweigh the Board's duty to ensure the academic and fiscal integrity of the institution. The Statement of Interest Form 700 is available for review upon request from the Desert Community College District Interim Superintendent/President's Office.

Evaluation

College of the Desert meets the Standard. Members of the Governing Board adhere to an established code of ethics and conflict of interest policy (BP 2715 and AP 2715), including statements of economic interest, which are disclosed in a Statement of Interest Form 700 from the California Fair Political Practices Commission annually. The Board last established a subcommittee to review a trustee's alleged violation of AP 2715 at the August 18, 2023, Regular Meeting of the Desert Community College District Board of Trustees.



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.

Evidence of Meeting the Standard

IV.C. 12-1 Board Policy 2430, Delegation of Authority to Interim Superintendent/President

IV.C. 12-2 Board Policy, 2435, Evaluation of Interim Superintendent/President

Analysis and Evaluation

Analysis

The Governing Board follows Board Policy 2430 (Delegation of Authority to Interim Superintendent/President) (IV.C.12-1), which gives “responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” Board Policy 2430 further stipulates that the Interim Superintendent/President has the authority to reasonably interpret Board Policy, make decisions for District operations, and ensure that the District complies with all relevant laws and regulations.

Board Policy 2435 (Evaluation of Interim Superintendent/President) (IV.C.12-2) requires that the Governing Board conduct (at a minimum) annual evaluations of the Interim Superintendent/President. The evaluation of the Interim Superintendent/President includes requirements established in the employment contract with the Interim Superintendent/President. The Governing Board uses an evaluation process developed and mutually agreed upon by the Board and the Interim Superintendent/President.

Evaluation

College of the Desert meets the Standard. The Governing Board follows Board Policy 2430 (Delegation of Authority to Interim Superintendent/President) and Board Policy 2435 (Evaluation of Interim Superintendent/President). These policies allow the Interim Superintendent/President to manage the District’s operations and provide a practical accountability framework for the Governing Board to hold the Interim Superintendent/President accountable.

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 the College's efforts to improve and excel through policy. The board evaluates governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

IV.C. 13-1 Board Policy 3200, Accreditation

IV.C. 13-2 Administrative Procedure 3200, Accreditation

IV.C. 13-3 Accreditation Steering Committee List

IV.C. 13-4 Accreditation and Governing Boards Study Session Presentation



Analysis and Evaluation

Analysis

Board Policy 3200 (Accreditation) (IV.C.13-1) outlines the role of the Interim Superintendent/President and their responsibility for ensuring the District is compliant with the Accreditation process and Standards of the Commission, keeping the Governing Board informed and involved where required, and providing the Governing Board with a summary of any Accreditation reports. While the Interim Superintendent/President has the primary leadership role for Accreditation, Administrative Procedure 3200 (Accreditation) (IV.C.13-2) articulates how the Interim Superintendent/President has the authority to appoint an Accreditation Liaison Officer (ALO) that works in conjunction with an Accreditation Steering Committee to ensure that all District reports are prepared for and submitted to the Accrediting Commission (IV.C.13-3).

The Governing Board received training during the September 15, 2023, Special Meeting on eligibility requirements, Accreditation Standards, and Commission policies (IV.C.13-4). The Governing Board is regularly updated on all Accreditation issues, including eligibility requirements, Accreditation Standards, Commission policies, Accreditation processes, and the District's accredited status.

In preparation for Standard IV.C., the Governing Board, the Interim Superintendent/President, and the Accreditation Liaison Officer prepared a draft document for the Governing Board for the November Board meeting for ratification in December 2023.

Evaluation

College of the Desert meets the Standard. The Governing Board effectively participates in the Accreditation process and evaluation of Board roles and functions. It serves as the primary review body for all drafts and revisions of this section. The Governing Board monitors accomplishments related to Accreditation recommendations and has final approval of Accreditation documents, including the midterm report and substantive change proposals.

Conclusions on Standard IV.C: Governing Board

The Governing Board aligns its conduct, training, and scope with the internal policies that inform its work. They also engage in ongoing training and preparation to stay informed regarding emerging trends and legislative changes. This commitment to trustee learning improves their capacity to provide input to the Interim Superintendent/President regarding the overall direction of the District and supports the needs of the District's constituencies.

Improvement Plan(s)

Not Applicable

Evidence List

- IV.C. 1-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 1-2 Board Policy 2510, Participation in Local Decision Making
- IV.C. 1-3 Administrative Procedure 2510, Participation in Local Decision Making
- IV.C. 1-4 Administrative Procedure 6305, Reserves
- IV.C. 2-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 2-2 College of the Desert Redistricting Website
- IV.C. 3-1 Board Policy 2431, Interim Superintendent/President Selection
- IV.C. 3-2 Board Policy 2432, CEO Succession



Standard IV: Leadership and Governance

- IV.C. 3-3 Board Policy 2435, Evaluation of the Interim Superintendent/President
- IV.C. 3-4 Board Policy 2430, Delegation of Authority to Interim Superintendent/President

- IV.C. 4-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 4-2 Board Policy 2715, Code of Ethics Standards of Practice – Trustees
- IV.C. 4-3 Board Policy 2716, Political Activity
- IV.C. 4-4 Board Policy 2100, Board Elections
- IV.C. 4-5 College of the Desert Redistricting Website
- IV.C. 4-6 Board Policy 2015, Student Member
- IV.C. 4-7 Board Policy 2310, Regular Meetings of the Board
- IV.C. 4-8 Board Policy 2340, Agendas
- IV.C. 4-9 Board Policy 2345, Public Participation at Board Meetings
- IV.C. 4-10 Board Policy 2350, Speakers Addressing the Board
- IV.C. 4-11 Administrative Procedure 2410, Board Policies and Administrative Procedures

- IV.C. 5-1 Board Policy 1200, District Mission, Vision, and Values
- IV.C. 5-2 Board Policy 2200, Board Duties and Responsibilities

- IV.C. 6-1 Board Policies and Administrative Procedures Webpage

- IV.C. 7-1 Board Policy 2410, Board Policies and Administrative Procedures
- IV.C. 7-2 Administrative Procedure 2410, Board Policies and Administrative Procedures

- IV.C. 8-1 Board Policy 2200, Board Duties and Responsibilities
- IV.C. 8-2 Board Monitoring Report Planning Schedule
- IV.C. 8-3 Board Study Session EMP Draft
- IV.C. 8-4 Board Study Session Vision for Success Goals

- IV.C. 9-1 Board Policy 2740, Board Education
- IV.C. 9-2 Board Policy 2100, Board Elections
- IV.C. 9-3 Board Policy 2110, Vacancies on the Board
- IV.C. 9-4 New Trustee Orientation Materials
- IV.C. 9-5 Board Special Meeting Agenda – September 2023

- IV.C. 10-1 Board Policy 2745, Board Self-Evaluation
- IV.C. 10-2 Board of Trustees Self-Evaluation Summary 2022

- IV.C. 11-1 Administrative Procedure 2710, Conflict of Interest - Trustees
- IV.C. 11-2 Administrative Procedure 2712, Conflict of Interest Code
- IV.C. 11-3 Board Policy 2715, Code of Ethics Standards of Practice - Trustees
- IV.C. 11-4 Administrative Procedure 2715, Code of Ethics Standards of Practice - Trustees

- IV.C. 12-1 Board Policy 2430, Delegation of Authority to Interim Superintendent/President
- IV.C. 12-2 Board Policy 2435, Evaluation of Interim Superintendent/President
- IV.C. 13-1 Board Policy 3200, Accreditation
- IV.C. 13-2 AP 3200, Accreditation
- IV.C. 13-3 Accreditation Steering Committee List
- IV.C. 13-4 Accreditation and Governing Boards Study Session Presentation

Quality Focus
Essay (QFE)



2024



Overview and Background

The years during the previous accreditation cycle were some of the most productive, transformative, and inspirational times at the College of the Desert (COD). The institution experienced a 13% enrollment increase while student retention remained constant at about 85%. In 2016, the surrounding communities voted to pass the Measure CC Bond campaign, awarding the College approximately \$578 million to expand the East Valley Center in Indio and acquire land to grow in the western part of the Coachella Valley. The atmosphere on campus was stimulating, and the morale among the College constituents was elevated. The culminating year was 2018, when the Accrediting Commission for Community and Junior Colleges acted to reaffirm accreditation to College of the Desert, and a research report to determine the viability of the Guided Pathway Initiative was introduced. Additionally, the institution received the prestigious Bellwether Award for innovative student success programming. In California, COD was one of only two Colleges statewide to receive the Chancellor's Student Success Award.

During that time, the source of success at College of the Desert was consistent and effective leadership, a robust and efficient governance system, and constant communication. In 2019, the global pandemic challenged our institution with campus closure and a complete transition to online student learning. Due to ardent leadership and the cooperation of the campus community, COD stood resilient to the abrupt change. However, as the institution drew closer to the containment of COVID-19 in 2021, the College dynamic was affected by the retirement of the Superintendent/President, who served for nearly nine years.

Introduction and Rationale

Our institution recognizes that constant and effective College leadership is vital to sustaining a healthy, progressive College climate that promotes sound governance and fosters communication. The turnover of key personnel and changes in the College's governing Board have affected our governance structure's function due to the steep learning curve required to adapt to the College culture and new practices and procedure priorities of the new incoming leadership. Inevitably, leadership inconsistency interrupted how information was disseminated within the College and the communities we serve. Our institution understands that even a partially operational governance system directly correlates to student learning and achievement outcomes.

The Impact of these changes from the 2019-20 to the 2022-23 academic year is revealed in the data included in Section B of this self-evaluation report. The data shows positive and negative changes in every student's analytics, including enrollment, retention, success, and success rate. The following post-pandemic student enrollment trends will impact the way the College does business:

- From fall 2021 to fall 2022, the Hispanic/Latino, African American, Asian, American Indian/Alaska Native student groups increased while the Multi-Ethnic and the White Non-Hispanic student groups decreased (see Figure 1).
- Most of the College's students are traditional students aged 24 or younger, representing more than 60% of the fall 2022 student headcount (see Table 6 and Figure 6). Since the fall of 2018, the number of enrolled students aged 19 or younger has increased by 13%.
- The online course delivery method became the primary method of instruction in the fall of 2020, representing 95% of the fall headcount. In fall 2022, online and hybrid remained the primary course delivery methods, representing 74% of the fall student headcount.
- From fall 2018 to 2022, the fall credit full-time equivalent students (FTES) decreased by 14% while Non-credit FTES nearly doubled, with an 84% increase between fall 2018 and 2022.



- In the fall of 2022, 6,000 students declared transfer, degree, or certificate completion as their educational goal, representing an 18% decrease since fall 2018. Students identifying "other career development" represent the second largest declared educational goal, with an increase of 9% from fall 2018 to fall 2022.
- There was a 17% increase in students attending day and evening classes. In comparison, the number of students attending day-only sections decreased by 43%, while those attending evening-only sections were reduced by 38%.
- In the fall of 2021, 56% of students attending College of the Desert were from low socioeconomic households, while 14% were from high socioeconomic households. The remaining 30% did not apply for financial aid in the fall of 2021.

Given the College's predominance of Hispanic/Latinx students, the increased post-pandemic interest in career-focused and hybridized educational offerings during the day and evening, and the significant number of students from families with low socioeconomic status, the College projects below are grounded in and seek to promote equitable, diverse and inclusive (DEI) best practices and modalities supporting the achievement of student success outcomes. The identified projects aim to:

- Reassess the College's Hispanic Serving Institutional Practices,
- Engage students early and more frequently,
- Create connective academic and service strategies integrating students' cultural knowledge, identity, and needs,
- Diversify and align course offerings (Degree and Certificate) times and modalities with student needs,
- Create proactive future semester course schedules and offerings using enrolled Student Education Plan (SEP) information and declared program Meta-Major maps,
- Align academic programs (Degree and Certificate) with regional workforce needs through the industry sector and community engagement,
- Ensure the adequacy of the Facilities and Technology Master Plans, usages, and capabilities conducive to achieving student success outcomes and aligned with the updated Education Master Plan; and
- Include reasonable short-term measurable/achievable goals.

Diversity, Equity, and Inclusion Project

- Reassess the College's Hispanic Serving Institutional Practices,
- Engage students early and more frequently, and
- Create connective academic and service strategies integrating students' cultural knowledge, identity, and needs.

DEI Project Best Practices

Trauma-Informed Best Practices

The Trauma students experienced directly or indirectly during the pandemic impacted student retention and success. The College must vigorously examine preparing all staff and faculty regarding Trauma-informed practices for their well-being and that of their students. Trauma-informed services must be critical to student services, academic instruction, and work-based learning activities, especially wrap-around supportive services. We need to be aware of the signs that students or other COD employees are exhibiting that may indicate issues arising from prior Trauma(s) that were experienced.



Over the past 30 years, researchers have built a solid evidence base for trauma-informed approaches in the medical and judicial fields. Awareness of Trauma and its wide-reaching negative impacts has become more widespread in education, and educators are developing strategies to help break the cycle of Trauma for students. In 1998, the American Journal of Preventive Medicine published one of the most significant studies about adverse childhood experiences (ACEs) and their connections to later-life health risks: "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults" by researchers from the Centers for Disease Control and Prevention and Kaiser Permanente (Ref. 4). Today, educators from preschool teachers to university professors are increasingly recognizing and supporting trauma-affected students by engaging them in learning, developing resources to help them, and creating safe spaces for them to succeed in school (Ref. 5). This can be particularly important at secondary and postsecondary education institutions.

All students face challenges as they transition or prepare to transition into college, but it can be all the more difficult for those who have a history of Trauma. Additionally, college students are at higher risk of experiencing new Trauma, increasing susceptibility to depression and substance abuse, making it a pressing concern for campus mental health and student services professionals (Ref. 7). Trauma-affected students can persist in postsecondary education. Those who do can thrive as models of resilience and success if the campus community cooperates with a sense of shared responsibility for their physical, social, emotional, and academic safety. To holistically address the needs of the COD students, there is a need to understand the barriers that they face and their ability to manage traumatic life experiences, including physical/sexual abuse, abandonment, neglect, or betrayal of trust (e.g., abuse from a primary caregiver); death/loss of a loved one; caregiver with a life-threatening illness; domestic violence; poverty and chronically chaotic housing and financial resources; automobile accident or other serious accident; bullying; life-threatening situations and military combat (Ref. 8).

The rates at which youth and adults in the United States are affected by Trauma demonstrate the prevalence of Trauma in modern society. Indicators identify that 66-85 percent of youth experience lifetime traumatic event exposure by the time they reach college. Sixty percent of adults have reported experiencing abuse or other difficult family circumstances during childhood (Ref. 10). College students are particularly vulnerable to sharing a new potentially traumatizing event (PTE), with as many as 50 percent of College students exposed to a PTE in the first year of college (Ref. 11). Female college students with a history of sexual Trauma are at higher risk for repeated Trauma (Ref. 12). Ethnic minority status and low socioeconomic status are risk factors for trauma exposure (Ref. 13). The College will also improve its outward-facing activities in marketing its programs and services throughout the region, especially the Latinx community, minority and under-recognized and low-income communities, and the LGBTQ community. The College's VP of Support Services and Instruction will guide these efforts through collaborations with relevant College shared-governance committees, departments, and the College's Public Information Office.

Student Validation Best Practices

Rendón's (1994) validation framework provides culturally inclusive practices and actions that help students trust their innate capacity to learn and acquire confidence about being a college student" (p. 48-50). The validation framework aligns with Tinto's (1993) Student Integration Theory but identifies 16 academic and nine interpersonal higher education engagement activities better-representing community college interpersonal engagement practices (see Table H1).



Table H1. Rendón's Validation Theory Framework.

Academic Validation	Interpersonal Validation
<ol style="list-style-type: none">1. Students bring a rich reservoir of experience and are motivated to believe they can learn.2. The past is a source of strength and knowledge.3. Faculty share knowledge with students and support students in learning.4. Faculty structure learning so students can see themselves as influential leaders.5. Faculty are partners in learning with students.6. Students are empowered to have a public voice and share their ideas openly.7. Faculty recognize the importance of experience as a knowledge base, and that out-of-class learning is equally powerful.8. Faculty employ active learning techniques such as collaborative learning, demonstrations, simulations, field trips, etc.9. Learning Standards are designed in collaboration with students; students can re-do assignments until they master them. Faculty praises success and encourages motivation.10. Faculty and students interact frequently.11. Students work together in teams and are encouraged to share information.12. A climate of success is fostered by faculty and students.13. Teachers may be learners; learners may be teachers.14. Students validate early, and validation continues throughout their College years.15. The core curriculum is inclusive of the contributions of women and minorities.16. Learning allows for reflection, multi-perspectives, and imperfections.	<ol style="list-style-type: none">1. Faculty and staff actively contact students to help them get involved in College.2. All students are considered essential and equal. Student organizations and activities are open to all groups.3. The College promotes pride in culture, gender, and sexual orientation through College-sponsored activities and organizations.4. Faculty and staff are available to students in and out of class.5. Cultural pride is recognized and fostered in and out of class.6. Faculty and staff meet with students at events, cafeterias, patio areas, tutoring centers, and the library.7. Counselors meet with students to teach them stress management, decision-making techniques, and College coping skills.8. Students are encouraged to help each other (i.e., providing positive reinforcement, forming friends during orientation, living, and interacting with peers).9. Events that bring families together with students are held throughout the year (i.e., achievement nights, athletic events, etc.)

Note: Adapted from Tables 1 and 2 of Rendón, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*, 19(1), p. 48-50. <https://doi.org/10.1007/BF01191156>



Table H2. Meta-Categories for Rendón's Validation Framework Activities

Formal Activities			Informal Activities		
Student-centric Practices	Cultural Recognition	Staff and Faculty Formal Interactions and Attitudes	Staff and Faculty Informal Interactions	Peer and Family Interactions	Wellness Support
A4, A5, A6, A8, A9, A10, A12, A13, A14, A15, A16, 12	A1, A2, A7, A14, A15, I3, I5	A3, A6, A12, A13, A14, A16, I2, I3	, A8, A10, A14, I1, I2, I3, I4, I5, I6, I7, I9	A8, A11, A12, A14, I2, I8, I9	A14, I7

Note: A=academic, I=Interpersonal, and the number refers to the corresponding academic or interpersonal question number shown in H1.

Rendón (1994) organizes the 25 validation activities into three formal and informal meta-categories to conduct a thematic review of prior research, create a coding structure for public and historical data, and design interventions (see Table H2).

Formal Activities

The College Quality Project defines formal activities as systemic actions promoting student-centric practices, integrating cultural recognition, and encouraging cheerful staff and faculty interactions and attitudes within the community college environment.

Student-Centric Practices

Research suggests that student-centric practices support underserved student validation, as proposed by Laura Rendon's validation theory (O'Banion, 1997; Minkler, 2002; Bessimon et al., 2019). The success of these practices is their ability to create a supportive and inclusive learning environment that recognizes and values each student's unique experiences and strengths. O'Banion and Kaplan (2004) note that prioritizing learning first and incorporating evidence-based approaches by asking "how any policies, procedures, programs, and everyday decisions and actions affect learning" and "how do we know" guide community colleges toward student outcome improvements (p. 17). O'Banion (1997) suggests these questions can promote community college curricula, student service, and collaborative learning innovations such as cooperative learning environments, service-learning opportunities, freshman seminars, and learning communities. Several outcomes of these practices support the effectiveness of systemic student-centric approaches.

Cultivating a Sense of Belonging

Hurtado et al. (1998) suggest that students who feel a sense of belonging are likelier to persist in college. His later research suggests that belonging is cultivated through policies and practices addressing issues of bias and discrimination (Hurtado et al., 2018). Other scholars promote programs and practices fostering inclusivity and diversity as the catalyst for creating a sense of belonging (Museus, Williams, & Lourdes, 2022). Still, other research suggests creating an institutional understanding of belonging is contingent upon addressing students' social and emotional needs through counseling services, mentorship programs, and identity-based student organizations (Strayhorn, 2019). The varied responses suggest that multi-dimensional, high-cost, high-touch approaches are required to connect with students from different social and ethnic backgrounds.

Assiter and Gibbs (2007) argue that significant financial challenges at community colleges negatively impact the students'



experience and ability to cope with institutional demands due to the lack of available services. Others rebuke micro-ethnic approaches in diversity and inclusion initiatives as ineffective at addressing the needs of all students, arguing that student performance is not only impacted by interactions with and for them but also how they interpret and respond to those interactions based on historical knowledge (Ogbu, 1987).

Recognizing and valuing student strengths

Underserved students may bring unique strengths and experiences to the College community. Community colleges can recognize and value these strengths by incorporating them into activities, events, and the curriculum in ways that provide opportunities for students to share their perspectives and experiences. Estrada and Jimenez (2018) suggest that an institutional understanding of cultural identity theories and multicultural approaches can help underserved students thrive by tapping into their strengths. Hiemstra and Van Yperen's (2015) research suggests that focusing on student strengths builds individual confidence and competence, improves motivation, and increases students' willingness to allocate more time and effort to their academic studies. Additional research posits a relationship between student strength-focused approaches and higher self-esteem and efficacy for students from underserved and ethnic populations (Proctor, Maltby, & Linley, 2011). Using student strengths models in higher education aligns with Rendón et al. (2014) assets-based view on students' strengths and development through their lived experiences and life challenges.

Rutschow and Schneider (2011) suggest that Standardized placement tests and practices help institutions correctly place students into courses and enable them to be successful on a large scale. However, Rashid (2015) believes organizations continue to use traditional assessment approaches because they do not comprehensively understand strength-based approaches due to their need for subjective interpretation. The need for personal performance suggests a possible relationship between strength-based approaches and inconsistencies in higher education grading and evaluation practices created by a lack of clear rubrics and evaluation criteria incorporating strengths and weaknesses.

Faculty Diversity

Bensimon et al.'s (2019) research has also highlighted the importance of faculty diversity in promoting equity and student success. She has argued that diverse faculty members can serve as role models and mentors for students from underrepresented backgrounds and can contribute to a more inclusive campus climate.

Overall, Bensimon's research emphasizes the importance of taking an equity-minded and asset-based approach to higher education, which includes incorporating culturally responsive teaching practices and promoting faculty diversity. Her work highlights the need for intentional efforts to eliminate equity gaps in higher education and create a more inclusive learning environment for all students.

Cultural Recognition

Providing Culturally Responsive Teaching

Underserved students may come from different cultural backgrounds and have unique learning styles. Community colleges can adopt culturally responsive teaching practices and consider the diverse needs of their student population.



Research has demonstrated that cultural recognition is crucial in validating community college students' experiences, enhancing their sense of belonging, and promoting academic success.

Community college students often come from diverse backgrounds and face unique challenges navigating the higher education system. Cultural recognition involves creating a learning environment that recognizes and values students' diverse cultural identities, experiences, and perspectives.

Studies have shown that community college students who feel culturally validated are likelier to persist in their academic pursuits and achieve better outcomes. For instance, research has found that students participating in culturally relevant programs, such as ethnic studies courses, are more likely to graduate and transfer to four-year institutions.

Additionally, cultural recognition can promote student engagement, increase self-confidence, and foster a sense of belonging, leading to improved academic performance and higher satisfaction levels with their college experience.

Research suggests that cultural recognition is critical for validating community college students' experiences, enhancing their sense of belonging, and promoting academic success. Community colleges can promote cultural recognition by creating a supportive learning environment that acknowledges and values students' diverse backgrounds and experiences, provides mentorship and advising, and promotes culturally relevant curricula and events.

Project Action Plan



2024





DEI Project Action Plan

Phase 1 – Establishing Processes and Practices (Short-Term with Existing Resources)

2023-2024 Academic Year				
Spring	Activity	Responsible Party	Resources Required	Timeline
	Coordinate professional development opportunities for faculty and staff	Vice President of Instruction or designee, DEI Committee	Administration support Administrative assistant	February 2024
	Establish training sequence and frequency	DEI Committee, VP of Human Resources	Administrative Asst., HR Manager	February 2024
	Communicate training opportunities and purpose to faculty and staff	VP of Human Resources	IT Services for dissemination on electronic media platforms, Administrative assistant	February 2024
	Establish policies, protocols, and procedures	Executive Cabinet, DEI Committee, College Planning Council	Administration and committee members	April 2024
	Report to College Planning Council	Chair or designee	VP of Instruction	May 2024

Phase 2 – Integrating DEI Practices into the College Culture (Long-Term, extra resources)

2023-2024 Academic Year				
Spring	Activity	Responsible Party	Resources Required	Timeline
	Provide faculty and staff with mentoring opportunities	Academic Senate, Human Resources	Administrative assistant	February 2024
	Evidence-based approaches to understanding current and future local workforce needs.	Faculty, Staff, VP of Instruction	Administrative Assistant, Dean CTE Programs	February 2024
	Board of Trustees review of EEO plans as an action item to encourage progress toward activities associated with district EEO plans.	Executive Cabinet, Superintendent-President	Administrative assistant, CPC, Academic Senate, subcommittees	May 2024
	Implementation of Trauma-informed and Student Validation practices, with College culture integration	Executive Cabinet, Interim Superintendent/President	Administrative assistant, CPC, Academic Senate, subcommittees	Fall 2024



Anticipated Impact on Student Learning and Achievement

Implementing integrated Diversity, Equity, and Inclusion (DEI) practices at the College of the Desert is anticipated to impact student learning positively. Additionally, DEI practices will promote a more inclusive and supportive learning environment, leading to:

- Increased empathy and understanding: Students are exposed to diverse perspectives and experiences, fostering peer empathy and compassion.
- Enhanced critical thinking: Exposure to varied viewpoints challenges students to think critically and consider multiple perspectives.
- Improved academic performance: When students feel included and valued, they are more likely to engage with their education and perform better academically.
- Social and emotional development: Integrated DEI practices can support students' social and emotional growth, creating a more supportive and accepting school environment.
- Long-Term societal impact: Students learn to navigate diversity, equipping them to contribute positively to diverse workplaces and communities in the future.

Outcome Measures

- Employee retention and turnover rates: Employee of Color retention and turnover rates will decrease by 10% by 2026.
- Training and development participation: Participation rates of DEI training programs will increase by 10% by 2026.
- Student learning: By 2029, increase the number of Black and Latinx students earning an associate degree by 10%.

Enrollment Project

- Diversify and align course offerings (Degree and Certificate) times and modalities with student needs;
- Create proactive future semester course schedules and offerings using enrolled Student Education Plan (SEP) information and declared program Meta-Major maps; and
- Align academic programs (Degree and Certificate) with regional workforce needs through the industry sector and community engagement.

Background and Rationale

In 2010, the California legislature explored efficient and effective ways to serve the most significant number of students with limited State resources. Simultaneously, COD was experiencing growth and feeling the pressure of students needing classes for which it had no available seats. Even with faculty and staff taking deliberate, voluntary measures to support 115% of funded enrollments, the College was still turning away students. During this time, a grassroots effort was born, started by COD's staff, counselors, and instructional faculty.

Initially, counselors and instructional faculty worked collaboratively to solve individual problems, such as increasing course seat availability with limited funds. In turn, their efforts informed student-centric incremental systemic changes. The innovative solutions that surfaced through this cross-collaborative approach enabled College of the Desert to integrate innovative student-centric:



- Intake processes;
- Streamlined counseling and support services; and
- Opportunity to explore academic planning processes driven by student SEP data.

In 2017, COD launched a new student success platform, the pEDGE program. pEDGE incorporates innovations, from outreach and enrollment to successful completion, to support student achievement for all new incoming students. Beyond promoting clear education goals and pathways, the program includes two years of free tuition and a requirement to complete ten hours of community service. Between 2017 and 2018, student participation in pEDGE increased by 44%, from 1,004 students (2017) to 1,446 (2018) students. Participation levels for each year represented 60% (2017) and 80% (2018) of all new incoming students. Today, ADT adoption, group student-driven/faculty-supported SEP completion, and pEDGE are integral to COD's student success strategy.

Clarifying the Path: Enacted in September 2010, the Student Transfer Achievement Reform Act (SB 1440) catalyzed COD faculty efforts (through the Faculty Senate and Curriculum Committee) to:

- Evaluate general education curriculum;
- Streamline paths to completion;
- Create curricular changes to meet community needs; and
- Align curriculum with ADT pathways.

Early results of this work included eliminating standalone courses and removing prerequisites that had not been validated as improving student success. Subsequent retention and completion data from these courses indicated that eliminating the requirements had no negative impact on student success. The resulting streamlined curriculum set the stage for the adoption of ADT pathways. One year after SB 1440 was enacted, COD became an early adopter of the program, offering three ADT options in 2011-12. Today, COD offers 33 of the 36 ADT programs for which it is eligible.

Entering the Path: Before the creation of ADT pathways, advising students about transferable education was often like aiming at a moving target. The counseling process was complicated for students to understand. COD's early adoption of ADT pathways alleviated some of these complications, providing clear course-taking transfer pathways for students and setting the stage for the College's next innovation -- a framework for completing required SEPs.

Enacted in 2012, the Student Success Act (SB 1456) redesigned matriculation services. Before the 2014 legislative mandates, student SEP completion at COD was encouraged but not mandatory. Additionally, Comprehensive SEPs were created during one-on-one appointments with counselors. This approach was resource intensive and, with a student/counselor ratio of 2001:1, impossible. The inefficiency of one-on-one counseling and high student/counselor ratios led the Counseling Department to develop an innovative way to guide students toward completing Abbreviated and Comprehensive SEPs in group workshops.

COD piloted its initial Comprehensive SEP Completion Program in the fall of 2015 with limited success and disappointing student participation. Incremental improvements in the SEP process gave way to real change when COD prioritized the implementation of a dedicated lab utilizing California Student Success and Support Program (SSSP) funds (now the Student Equity and Achievement Program). The dedicated lab permitted COD to schedule multiple SEP workshops weekly and on Saturdays. The combination of required SEP completion, increased student interest, and the dedicated lab space dramatically improved participation and completion of Comprehensive SEPs.



In spring 2017, COD again refined the process, eliminating the formal SEP workshops and adopting an open-access SEP lab format in the dedicated computer lab. Additionally, students who did not finalize their Comprehensive SEP before completing 15 degree-units or three semesters lost priority registration and were required to register during open enrollment. Herein lies the innovation. By thinking about the problem differently, creating the open-access lab, and providing incentives for completers, COD facilitated two significant changes: it removed the need for an appointment. It shifted the counselor-driven completion of Comprehensive SEPs to a student-driven process supported by counselors.

Today, there are many ways students work on their SEP. COD has adopted an electronic self-service tool enabling students to access their SEP and other services (orientation, probation workshops, admissions and records, financial aid) 24 hours a day, anywhere they have Internet access. The electronic self-service tool alleviates bottlenecks and engages students more directly. The SEP tool will create a two-year required-course roadmap for students using default academic program maps by selecting a major. The tool also provides dashboards for milestones and progress, including an automatic degree audit. Once enrolled, predictive analytic tools are used in concert with intensive counselor/faculty advising. Other software tools, like "MyPlan," help link faculty, staff, programs, and support services into an integrated, personalized success team to help students set and achieve realistic College-to-Career goals throughout their College experience. In addition, students no longer register for courses using old systems. They now register for classes directly from their SEP plan. COD's student-centric support program streamlines operations through improvements in technology, process, and data analytics.

Complementing the SEP Completion Program and supporting COD matriculation, COD has institutionalized other approaches recommended by staff, counselors, and instructional faculty. In the fall of 2015, COD's Admissions and Records Office began offering front-end transcript evaluation to ensure student SEPs only map courses that students need to avoid enrollment in duplicate courses. Between September 2015 and August 2018, 2,269 student records with 12,865 courses were evaluated, and 39,596 transfer units were accepted at COD.

Table 1. Student Education Plan Completion 2011-2023	
Year	SEPs Completed
2011-12	1,606
2012-13	2,026
2013-14	2,198
2014-15	6,226
2015-16	6,764
2016-17	13,426
2017-18	14,168
2018-19	11,816
2019-20	12,776
2020-21	6,031
2021-22	10,521
2022-23	19,522

Ultimately, the revised program helps students navigate their College-to-Career pathway and transition from institutional to self-reliant approaches (confidence building) in education planning. Coupled with the increasing number of ADT pathways adopted by COD, the open-access Comprehensive SEP Completion Program improved efficiency and generated exponential outcomes in SEP completion. Students completing SEPs have increased by more than 1000% since 2011. Table 1 details the impact of these activities on SEP completion between 2011 and 2023. The success of the open-access lab can be seen in the 2016-17 and 2017-18 SEP completion rates shown below. These initial process and practice changes continue to improve SEP completion.



Course Offerings and Scheduling

Real institutional change requires commitment at all levels. With a culture of self-assessment, the College of the Desert (COD) seeks to reassess and streamline processes and create efficiencies promoting student access and achievement of educational goals with credit efficiency using the Guided Pathways Framework and its integrated Meta-Major Mapping process. Student success outcomes and course mapping under Guided Pathways Meta-Majors will be intentionally prioritized to focus the work. Work will be guided by the VP of Instruction, working with the College's Curriculum Committee to engage faculty in the data-driven assessment of course offerings, schedules, and modalities. The VP of Student Services will guide collaborative work with the Counseling Department to mine data from abbreviated and comprehensive Student Education Plan (SEP) completions to inform future course and program scheduling. The project approaches seek to maximize the achievement of the State's Vision for Success Goals and support step four of the Guided Pathways Model, **Staying on the Path**.

With the success of COD's Comprehensive SEP Completion Program, continued faculty adoption of ADT pathways, and implementation of other integrated processes, the landscape for SEPs is more straightforward for students today. The project will mine 12 academic years of SEP course-mapping data, identifying high-population programs and maps to inform course scheduling.

COD's Office of Institutional Research will share this information with the Vice President of Instruction and Dean to inform and surface an innovation: Course scheduling based not on historical trends but on predictive data.

Before having this SEP data, counselors created SEPs by identifying when courses had been offered during past semesters (cyclical offerings). Counselors started SEPs expecting the deans to include the course sequence using historical patterns. The robust SEP course-mapping data will inform future course/section scheduling by forwarding data from ideal SEPs to deans and faculty chairs so they can schedule enough courses and sections to meet student demand and keep students on the path.

The College has already implemented course registration directly from the SEPs. When students log in, their registration pages are pre-populated with the courses planned for that term on their SEPs. The students are prompted to choose sections of those courses and submit their registrations. Students do not need to keep track of their course plans; they are always saved in the registration system. Now, counselors and students will create strategies based on the program maps, the College will create the schedule based on the student's plans, and students will register directly from their plans, making it a very efficient process. This project will use existing data to expand scheduling capabilities and further align College processes with the State's DEI Inclusion and Integration Plan for Superintendents/Presidents.

Workforce Alignment and Community Engagement

College of the Desert is committed to collaborating with community partners to address the institution's mission and goals further. These partners include economic development, local K-12 unified school districts, universities, critical non-profit organizations, workforce development, social services agencies, and employers. The College plays a crucial role in the region's economic development initiatives and planning and is actively engaged in regional strategic planning activities in several areas that directly relate to our mission and the programs we offer at all levels. These community engagement activities are pivotal in our role as a catalyst for change in the region and the communities where our campuses are located.



Community collaboration seeks to create College-to-Career pathways integrating paid internships, apprenticeships, and work-based learning opportunities for students with regional employers. This project further impacts enrollment outcomes by combining the education and work requirements of students from low socioeconomic status, enabling students to fulfill their familial responsibilities while earning educational credit.

In 2024-2025, the College will establish subcommittees to enhance community engagement in the following areas related to:

- Region's economic development initiatives, including the College participating directly in economic development outreach activities related to attraction, retention, and expansion,
- Federally and State funded workforce system to promote work-based learning and job placement opportunities and wrap-around supportive services,
- Social service agencies and community service providers to enhance wrap-around supportive services and availability of services for students; and
- Employers from critical sectors will enhance employer engagement using subject matter experts for curriculum design, development, expanded work-based learning, and student job placement opportunities.

Enrollment Project Action Plan

Phase One – Enrollment Map Assessments and Implementation of Proactive Scheduling

2023-2024 Academic Year				
Spring	Activity	Responsible Party	Resources Required	Timeline
	Publish Program Maps for all programs in the Catalog and on the College website.	Counseling / Guided Pathways Assistant	Project time	Complete before 3/1/2024
	Complete Comprehensive SEPs for all students in CTE programs during workshops scheduled adjacent to the courses.	Counselors and Students	Counselor time and Computer Labs	Complete before 5/1/2024
	Complete Comprehensive SEPs for all G.E. focused students in Open SEP Labs.	Counselors and Students	Counselor time and Computer Labs	Complete before 5/1/2024
	Create interactive data dashboard from SEP data for Deans and Counselors.	Office of Institutional Research	Researcher time, Tableau licenses	Complete before 3/15/2024
	Complete Comprehensive SEPs for all direct-from-high-school matriculating students.	Counselors, EDGE Outreach Specialists	Computer Labs during Outreach Events and Summer Bridge	Complete by 8/15/2024



Project Action Plan

In 2024-2025, the College will identify to enhance program development and course schedule in the following areas:

- Replace traditional cyclical scheduling practices with evidence-based course scheduling,
- Support expansion of course modality and time offerings based on student enrollment status assessments,
- Promote resource efficiency and effectiveness through proactive long-term course scheduling/offerings based on program Meta-Maps; and
- Promote resource-efficient and effective use of facilities and other resources, including course scheduling at appropriate campuses and education centers based on the student's area of residence.

2024-2025 Academic Year				
Fall				
	Activity	Responsible Party	Resources Required	Timeline
	Publish a one-year schedule, allowing students to plan the full academic year at the section level.	Office of Instruction, Deans	Scheduling Software	Complete by 11/15/2024
	Continue efforts to ensure all students complete comprehensive SEPs.	Counselors, Students	Counselor time, Computer Labs	Ongoing

Phase Two – Establish the Community Engagement Committee and establish policies, protocols, and procedures.

In 2023-2024, we will formalize and systematize our community engagement processes and establish related policies, protocols, and procedures.

2023-2024 Academic Year				
Spring				
	Activity	Responsible Party	Resources Required	Timeline
	Establish a community engagement committee	Vice President of Instruction or designee	Administration support Administrative assistant	February 2024
	Establish membership		Community members	February 2024
	Establish meeting frequency		External organization members, meeting location	February 2024
	Establish policies, protocols and procedures		Administration and committee members	April 2024
	Train members on policies, protocols and procedures		Administrative assistant, members, meeting location, funding for lunch	May 2024
	Continue member training <ul style="list-style-type: none"> • Planning processes and procedures • CPC Handbook 		Administrative assistant, members, meeting location, funding for lunch	May 2024
	Report to College Planning Council	Subcommittee Chair or designee		May 2024



Project Action Plan

In 2024-2025, the College will establish subcommittees to enhance community engagement in the following areas related to:

- Region's economic development initiatives, including the College participating directly in economic development outreach activities related to attraction, retention, and expansion;
- Federally and State funded workforce system to promote work-based learning and job placement opportunities and wrap-around supportive services;
- Social service agencies and community service providers to enhance wrap-around supportive services and availability of services for students; and
- Employers from critical sectors will enhance employer engagement using subject matter experts for curriculum design, development, expanded work-based learning, and student job placement opportunities.

2024-2025 Academic Year				
Fall	Activity	Responsible Party	Resources Required	Timeline
	Establish community engagement subcommittee groups (economic development, K-12 Unified SDs, universities, workforce system, social service agencies, and key employers)	VP of Instruction, Dean of CTE Programs	State support including subcommittee lead staff and Community partner members	August/September 2024

Anticipated Impact on the Community and Students

The Community Engagement Committee and its subcommittees will impact the overall region and its corporate and community members. In addition, it will strengthen programs and curricula through alignment with employer and regional labor market needs. The committee structure further aligns the College's efforts and mission-critical programming with the local and regional community. The subcommittee structure will enable the College to establish deeper relationships with each subcommittee, further enhancing programs and services for students, the overall community, and the employer community.

Outcome Measures

- Increased availability of course offerings, times, and modalities aligned with student enrollment patterns,
- Efficient and effective facilities, IT, and human resources across College campuses and education centers,
- Diversification of course offerings and locations.
- The community engagement committee recruited and established
- Policies, protocols, and procedures established.
- Meeting schedules and staff assignments are established.
- Committee members will be assigned to appropriate subcommittees; additional members will be recruited if needed.
- Committee and subcommittee meeting notes, issues, and achievements are shared with internal College leadership and the Board (as appropriate).
- Committee and subcommittee members are surveyed to determine their satisfaction with their respective engagements with the College.
- Subcommittee members may enter into MOUs with the College to further formalize the relationship and specify the roles and relationships of each partner.
- Subcommittee efforts will be analyzed based on program and service improvements and the units of service that are delivered related to those improvements.