

COLLEGE
of the **DESERT**

***2012 Follow-up Report for
Reaffirmation to Accreditation
October 2012***

F O L L O W – U P R E P O R T

College of the Desert

FINAL RESOLUTION OF
ACCREDITATION RECOMMENDATIONS 1, 2, 3, 4, 5, 6, 7, and 8

Submitted by:

*College of the Desert
43500 Monterey Avenue, Palm Desert, California 92260
To:*

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Due: October 2012

Follow-Up Report—Certification Page

Date: 15 September 2012

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signed,



Joe L. Kinnamon, Ed.D

President/Superintendent



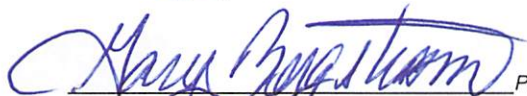
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MISSION STATEMENT

College of the Desert provides excellent educational programs and services that contribute to the success of our students and the vitality of the communities we serve.

CORE VALUES

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

- **Student Success:** Student learning and growth are central to all we do.
- **Diversity and Inclusion:** We embrace the diversity of our community and uphold the dignity and worth of the individual.
- **Integrity:** We are open, honest, and reliable.
- **Respect:** We value the thoughts, words, and actions of our students, colleagues, and community.
- **Dedication:** Our faculty, staff, and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.
- **Professionalism:** We are current in our areas of expertise and embody high standards of conduct.
- **Communication:** We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.
- **Lifelong Learning:** Learning is essential to living, for our students, faculty, and staff.

STATEMENT OF REPORT PREPARATION

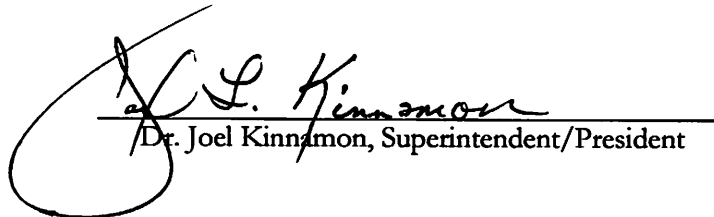
Dear Commissioners:

This report documents the demonstrable actions the college has taken not only to address directly the commission's recommendations but to achieve the goals of our Strategic Education Master Plan. The report fully addresses each of the eight recommendations identified by the visiting team and noted in the commission's letter dated 29 June 2011. A committee was assembled to respond to each recommendation. Its membership was made up of members from all constituent groups of the college community: leadership, faculty, adjunct faculty, classified staff, and student body. The Recommendation Response Committees worked diligently to ensure that our responses were accurate, thorough, and comprehensive.

During the months of March, April, and May 2012, each successive draft was posted on the college webpage and distributed to governing bodies. Each draft received comment and feedback that was incorporated into the draft. The draft was again posted and distributed. Committees, such as the President's Cabinet, the Deans Team, and the College Planning Council (which includes a wide spectrum of employee and student representation from across the college community) and the Academic Senate reviewed and provided feedback to successive drafts.

Beginning with the outcome of the initial accreditation team's visit and subsequent recommendations, along with the final draft of this document the College Board of Trustees was kept informed throughout the process. Final review of the report by the board was at the 19 September 2012 meeting with the submission of the final report to ACCJC electronically on 10 October 2012. Hard copies of the report were mailed to ACCJC on the same date.

Since the team's visit in 2011, College of the Desert has used the recommendations and team's observations, as noted in the Evaluation Report, as a catalyst for the continuous improvement of the educational programs and services for the institution. The college is especially proud of the progress it continues to make in becoming an institution whose central focus is the learning and success achieved by our students.



Dr. Joel Kinnamon, Superintendent/President

RESPONSE TO COMMISSION
ACTION LETTER

Recommendation 1

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

Resolution of Recommendation

The college has recently completed a full year cycle of its newly-formed planning process. The process has resulted in college-wide planning for improvement and informed decision making. Dialogue at the department, school, and college level is enriched by data that has been included on annual Program Review Updates (PRUs), including information on Student Learning Outcomes (SLOs). The college is at the “proficiency” level of using SLOs for planning and resource allocation purposes with continued efforts to move to the “sustainable continuous improvement” level in the future.

College of the Desert satisfies this Recommendation.

Response

The visiting team acknowledged that the college “has developed an integrated, annual planning process that melds program review and resource allocation.” However, at the time of the self-study and at the time of the visit, the college had not yet been through a full year of the cycle. The college has since completed one full year-long cycle and has embarked on its second annual cycle. The Early Childhood Education (ECE) department provides a good example of the planning process in its PRU citing, “A review of the assessment reports filed by ECE faculty last academic year indicates that many faculty

members are still working on creating and implementing better rubrics for assignments. Fulltime faculty have shared rubrics with the adjunct staff.” Similarly, the Counseling Department has acted on assessment results: “Student success rates over the 2010–11 year were relatively stable at 73.3 percent. However the retention rate increased by 5 percent which is likely attributed to the restructuring of course content based on the feedback from the assessment survey conducted in the fall of 2010.”

With the implementation of CurricUNET, the college made great strides in managing SLOs and their assessments. SLOs are identified for every course and program. The management of the college curriculum through CurricUNET made great strides in fall 2011 as individual courses were mapped to program and college-wide outcomes. PRUs show embedded and recurring assessment of SLOs and how course and program changes flow from the assessment of outcomes. The Academic Senate has created a standing Outcomes and Assessment Committee to oversee the ongoing process of assessing student learning.

As the college continues to endure state budget cuts, PRUs are increasingly shown to be helpful in the allocation of resources. The PRU process drives the college’s planning process to ensure that future program needs are developed and documented through collegial dialogue before resources are identified and awarded to a program. After the PRU is completed, it is forwarded to the College Planning Council (CPC) for review and comment, then to the President’s Executive Cabinet where resources are prioritized based on budgetary constraints, in alignment with the College’s Mission and Goals, allowing for effective use of the college’s limited funds. Through this integrated planning for future needs, coupled with the planning for future expenditures, the college is able to effectively plan for fiscal

expenditures that meet future budgetary constraints.

At the time of the college's accreditation visit, the college had not created a mechanism for assessing the effectiveness of the planning and assessment processes. However, it is the charge of the Outcomes and Assessment subcommittee of the CPC to evaluate the Planning and Institutional Effectiveness process and make recommendations regarding modifications to the process as needed. Now that one complete cycle of assessment has been completed, the subcommittee is engaged in assessing the effectiveness of the process as well as assessment of outcomes.

Evidentiary References

- [R.1-1a](#) Course outline: Math 10
- [R.1-1b](#) Course outline: Sociology 4
- [R.1-2](#) CPC subcommittee: Draft 2010-1105
- [R.1-3](#) Early Childhood Ed. PRU 2010-11
- [R.1-4](#) SA-PRU 1011 Counseling
- [R.1-5](#) Senate-OS committee vote
- [R.1-6](#) Priority List 2012 (Folder)

Recommendation 2

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

Resolution of Recommendation

College of the Desert has a clear policy on program discontinuance approved by both the Academic Senate and Board of Trustees. There was direct input from stakeholders, with special emphasis on providing clear and concise information for students. The Academic Senate addressed this recommendation by developing a draft policy that was vetted and discussed at multiple times and venues including the College Planning Council, full Academic Senate, the

college Deans, and the President's Executive Cabinet. After several months of discussions with all stakeholders, the Academic Senate, with input from students and staff, submitted to the District Board of Trustees a policy for approval. The Board approved the policy on 16 December 2011.

College of the Desert satisfies this Recommendation.

Response

Even before this accreditation recommendation was made by the Commission, discussions were taking place in the Academic Senate, Deans Team meetings, and President's Executive Cabinet to develop such a policy. Beginning in fall of 2010, the Vice President of Academic Affairs, Academic Affairs deans, and Department Chairs began reviewing other institutions' policies on program discontinuance. The Vice President of Academic Affairs shared a copy of the policy from Long Beach City College with the Academic Senate as a starting point for discussion. The college administration, in consultation with the Academic Senate, determined the need for faculty to be the *driving force* in the creation of this policy. During academic year 2011-2012, the Academic Senate held several campus-wide discussions with faculty, staff and students, and a new procedure was drafted. The draft procedure was then submitted to the President's Executive Cabinet for their review, comment and approval. First and second readings, with modifications to the draft, were approved by the Academic Senate and College Planning Council. A collegially-developed policy was submitted to the district board for approval.

The college leadership, along with the College Planning Council and Academic Senate agrees that discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff,

administrators, students, the employing businesses and industry, and the community. The procedures regarding program discontinuance consider negative effects on students, curriculum balance, educational and budget planning, regional economic and training issues, and collective bargaining. The college's program discontinuance policy ensures "any negative effects on students, and undue hardships to students currently enrolled in the program are kept to a minimum and avoided whenever possible, a detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and the community will be developed."

All efforts have been taken to ensure that whenever possible, due consideration will be given to mechanisms to allow currently enrolled students to complete their programs of study before discontinuance of a program is taken. Students' catalog rights will be maintained and accounted for in allowing them to finish the program before any program is discontinued.

Evidentiary References

- [R.2-1](#) 2010 self-study (excerpt Standard II - page 149)
- [R.2-1a](#) Program Discontinuance Policy
- [R.2-2](#) Long Beach CC policy: Program Discontinuance
- [R.2-3](#) Academic Senate Minutes: 14 April 2011
- [R.2-4](#) Academic Senate Minutes: 12 May 2011
- [R.2-5](#) Response to Academic Senate by President Patton
- [R.2-6](#) Academic Senate response to Executive Cabinet
- [R.2-7](#) Academic Senate Minutes: 14 October 2011
- [R.2-8](#) Program Discontinuance flowchart
- [R.2-9](#) Program Discontinuance Policy
- [R.2-10](#) Academic Senate Resolution 1.102
- [R.2-11](#) Board approval of Program Discontinuance: 2011.

Recommendation 3

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

Resolution of Recommendation

College of the Desert has increased library and learning support services for students in distance education courses and at satellite locations. This is achieved by regularly incorporating within Program Review plans and goals the need to provide equitable access to all students regardless of location or teaching modality. Through the annual Program Review Update (PRU) process, the college has identified and taken significant steps to ensure the equitable support and services for all students, regardless of method of instructional delivery.

The college recognizes that regular thoughtful planning is the key to providing appropriate, comprehensive, and reliable student, library, and learning support services regardless of location or method of delivery. A primary planning tool for the college is the Annual Program Review process.

College of the Desert satisfies this Recommendation.

Response

The Dean of the School of Library and Learning Resources discussed with students, library faculty and other support services personnel the needs of those students in

distance education courses and at satellite locations. Those personnel who were initially included were the Vice President of Academic Affairs, the Vice President of Student Affairs, the Chair of Counseling, Director of Student Health and Disability Services, Director of Financial Aid, Chair of Distance Education, library faculty and staff, Director of Education Centers, and Coordinator of Academic Skills/Tutoring.

Priorities and goals have been - and will continue to be - developed within the program review. The Program Review process will identify areas needing improvement and allow for a collaborative effort in order to address these needs. Since there is no current Program Review for Distance Education, the Dean of Library and Learning Resources, in collaboration with faculty, staff and students, is currently working to develop a comprehensive Program Review update to address current and future needs of students as well as provide for program growth, which supports the college's Strategic Education Master Plan. A component of this Program Review will include priorities and goals for ensuring that the college strengthens support services for online students.

Several initiatives for achieving equitable access for our students enrolled in distance education courses have been implemented:

- Office Communicator software and cameras have been installed on computers at the Eastern Valley Education Centers in both Indio and Mecca/Thermal.
- Office Communicator software and cameras have been installed on computers at the college library as well as in the offices of Admissions and Records, Financial Aid, and Disabled Students Programs and Services.

- Pilot testing of the above cameras and associated software has begun and will continue over the academic year 2012-13.
- Similar to the practice on the Palm Desert campus, class textbooks have been made available at the Eastern Valley Education Centers in both Indio and Mecca/Thermal.

To further support for students at the college's off-campus centers and distance education courses, the college has provided cameras and communication software that facilitate face-to-face discussions between students and key personnel in the library as well as the offices of Admissions and Records, Counseling, and Financial Aid. To offer academic advising and counseling assistance, this same technology is being pilot tested to bring students together with counselors from the Palm Desert campus during times when a counselor is not present at the college's centers. For distance education students, the college accepts appointments and conducts counseling via web-based video conferencing in order to provide counseling services for students who are not present on the Palm Desert campus.

Retention and success data is analyzed, down to the course level, and compared to other programs and courses to determine effectiveness of distance education course offerings. Student Services data related to the college's learning management systems is analyzed in order to identify barriers that may affect a student's ability to be successful in online courses. The state Chancellor's Office provides survey data that allows the college to make data-informed planning decisions regarding the effectiveness of services provided to students who are enrolled in Distance Education classes. The college continues to use this data to make informed decisions regarding future student support efforts and resource allocations.

Evidentiary References

- [R.3-1](#) Substantive Change Proposal: Distance Education 2011
- [R.3-2](#) PRU: College Library
- [R.3-3](#) PRU: Admissions and Records
- [R.3-4](#) Title V Grant: HSI Grant
- [R.3-5](#) PRU: Academic Skills Center
- [R.3-6](#) PRU: Tutoring Services
- [R.3-7](#) PRU: Disability and Health Services
- [R.3-8](#) PRU: Financial Aid
- [R.3-9](#) gkkworks Architectural Plans: EVC
- [R.3-10](#) HGA Architects plans: WVC
- [R.3-11](#) CCSSE survey, 2011.

Recommendation 4

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

Resolution of Recommendation

The college continues to work diligently with the various employee unions to develop and implement programs and procedures that ensure complete compliance with this standard. This impacts all employee contracts pertaining to timely and effective employee evaluations. The college has implemented the TrakStar computerized evaluation software that has greatly assisted our efforts in involving classified employees and leadership in each evaluation process.

Regarding fulltime and adjunct faculty, the college continues to work with the respective unions to make modifications that will improve timeline tracking to ensure that all faculty evaluations are completed in the agreed timeframe, as outlined in the fulltime and adjunct union contracts.

College of the Desert satisfies this Recommendation.

Response

The college's Mission and Values Statements establish the college's commitment to providing educational programs and services that contribute to the success of our students. In

order to provide a level of excellent service to our students and community, it is incumbent upon all employees of the college to stay current in their areas of work and participate in timely and informative employment evaluations of their work product.

In support of the college's Mission and Values Statements, the Strategic Education Master Plan (SEMP) recognizes the importance of an organizational culture that places learning first. Goal II of the SEMP outlines that College of the Desert will strive to foster a culture that supports the hiring of qualified employees, and continues to support and empower employees who take an active role in student learning and student success. This is accomplished, in part, by all employees participating in their employment evaluation process.

Since receiving this recommendation from the Accreditation Commission, the college has implemented a web-based (TrakStar) performance evaluation process for classified staff and leadership. During negotiations with the fulltime and adjunct faculty, it was determined this system was not compatible with the needs for developing timely meaningful evaluations for our faculty. The college and these two bargaining groups are continuing to explore alternative automated systems that will serve both parties' interests.

The system (TrakStar) ensures the timely and effective completion of leadership and staff evaluations. This automated approach requires the employee to complete a self-evaluation before their supervisor submits an assessment of the employee's performance for the evaluated period of time. Once the self-evaluation and supervisor's evaluations are completed, the employee and supervisor meet and discuss the employee's evaluation. This process has been effective in bringing together the needs of the college with the strengths and needs of our employees.

As of summer 2012, the district and bargaining groups continue to negotiate the details to ensure that all evaluations are completed in a timely manner and that all evaluations are meaningful and add to the employee's growth supporting student learning. Ongoing fulltime faculty negotiations have resulted in tentative agreements, in form and process, for their evaluations. Improved timelines for faculty evaluations were renegotiated. The previous timelines for faculty evaluations were not effective in producing meaningful evaluations for our faculty. The current fulltime faculty union contract now specifies that all fulltime faculty are to be evaluated every three years. This revised timeline allows supervisors the appropriate time to complete a thorough evaluation of each faculty member within a timeframe that is reasonable for all parties. Human Resources staff monitors the due dates for all fulltime faculty evaluations and notifies school deans or the faculty member's immediate supervisor of any upcoming evaluations and their due dates. This process has been effective in ensuring that all fulltime faculty receive timely evaluations. The dialog between faculty and their supervisors provides an opportunity for feedback and reflection.

During union negotiations and subsequent assessment of the TrakStar system, the college determined the desired outcomes and goals were not being met in regards to adjunct faculty evaluations. Adjunct faculty are not included in the use of TrakStar due to adjunct irregular employment periods: most adjuncts work on a four-month contract and are not continuously employed by the college on a regular basis. The college is not only taking measures to negotiate a better evaluation process for adjunct faculty, it is continuing to audit the current Human Resources Information System to ensure that the process is kept timely and accurate.

The district and adjunct bargaining unit continue to negotiate evaluation timelines and

have tentatively agreed to extend the timeline for new adjuncts to be evaluated. Adjunct instructors are currently required to be evaluated during the first semester of their employment. The tentative agreement calls for adjunct instructors to be evaluated no later than the second semester of their employment with the college. The new adjunct evaluation timeline proposal is intended to give the deans more flexibility to complete this important task. The district has also proposed criteria for a Dean's narrative (summary evaluation) and a mandatory instructor's self-evaluation as with all other employees.

The TrakStar program has been in use for nearly two years. The college leadership is encouraged by the effectiveness of this program in completing employee evaluations. The college staff and leadership are much more involved in their own evaluation process, through a new self-evaluation tool that is now a component of their evaluations. The classified staff bargaining unit and the district have been working in a collaborative manner to ensure that any issues with the system that may arise can be resolved through negotiations and dialogue. This allows for continuous improvement to this new process. In 2011, the district successfully negotiated with CSEA to make evaluations required every year. Moreover, self-evaluations are a required component of all evaluations for classified staff. The district and classified staff bargaining unit also agreed on 12 criteria that both the supervisor and staff member would use to evaluate the employee performance.

Currently, ninety percent of all classified staff evaluations have been completed within this cycle, the additional ten percent are currently in progress. The leadership group evaluations are 100 percent up to date. This is a significant improvement in working toward timely evaluations for all employees since the college's 2011 accreditation visit. Regarding adjunct instructor evaluations, one hundred percent of these evaluations are complete for

the year. The cycle of adjunct evaluations has proven to be easier to maintain allowing for an anticipated 100 percent annual completion rate that will easily identify areas of improvement.

The college leadership set a goal to complete 100 percent of all employee evaluations that are due annually per each union contract. This goal supports the college Mission and Values Statement as well as the Strategic Education Master Plan leading to an organizational culture that puts student learning first.

Evidentiary References

- [R.4-1](#) CODFA union contract
- [R.4-2](#) CODAA union contract
- [R.4-3](#) CSEA union contract
- [R.4-4](#) Mission and Values Statement
- [R.4-5](#) Strategic Education Master Plan
- [R.4-6](#) Email from Director of HR: May 2012
- [R.4-7](#) Email from HR Adjunct list: Fall 2011
- [R.4-8](#) Human Resources Portal page on TrakStar

Recommendation 5

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

Resolution of Recommendation

The college and bargaining units [College of the Desert Teachers Association (CODFA), College of the Desert Adjunct Association (CODAA), California School Employees Association (CSEA)] recognize that Student Learning Outcomes (SLOs) and faculty involvement are inextricably linked. The college community further recognizes that the cycle of SLO assessment empowers faculty to incorporate new pedagogical approaches into their instruction in order to explore effective instructional methods that result in increased student learning. The college Mission State-

ment encourages meaningful collegial dialogue about improvement of student learning. The faculty and college confirm that SLOs are intended to target deep learning beyond content alone, and as such, have the potential to stimulate both faculty and students to develop beneficial lifelong skills, values, and behaviors that may be gained from a college education.

The Academic Senate supports the development and utilization of processes that recognize faculty involvement in the identification, development and assessment of SLOs.

In order to fully meet the requirement of Standard III.A.1.c the college and faculty bargaining units (CODFA and CODAA) are currently working towards this goal through negotiation efforts. All parties involved are committed to this goal and will continue to work together to continually improve student learning and their outcomes here at College of the Desert.

College of the Desert satisfies this Recommendation.

Response

The evaluation forms for fulltime and adjunct faculty currently contain an assessment of each instructor's involvement in developing outcomes for student learning. The criterion reads, "Sets clear outcomes for student learning." There currently is no such evaluation item for staff employees whose job descriptions require they work within a classroom and who may be "*directly responsible for student progress toward achieving SLOs.*" The college and the CSEA union negotiators continue to negotiate to reach an agreement to include such language in these employees' evaluations.

Though there is no college policy requiring SLOs to be a component on class syllabi, all

faculty are encouraged by their Deans to include SLOs as a component of their syllabi, and to discuss these SLOs with all students during the first day of class each term. By informing students of the expected outcomes of a course, coupled with the SLO review and assessment process, the college strives to ensure a process of continuous improvement of all courses and programs. A specific duty of the Curriculum Committee is to ensure that all course outlines of record are assessed and reviewed in a timely manner in order to meet the goal of continuous improvement of course content and effectiveness. The review and discussion pertaining to course SLOs and content is documented in the monthly minutes of the Curriculum Committee meetings.

The college's Program Review process requires evidence of both instructional and non-instructional departments and divisions of participation in and support of SLOs. Administrators, faculty members, and staff, in their program review reports, identify their roles in identifying, assessing, and supporting student learning.

In 2011, the Academic Senate began work to incorporate the newly created SLO Coordinator position under their sphere of influence. In consultation with the college administration, a job description for the new position was created. As an initial step, the Academic Senate began work on modifying their Bylaws and Constitution placing the Outcomes Coordinator position under their purview. Though this has been an arduous process, the Academic Senate members are working to ensure the greatest benefits of SLOs are afforded our students and employees. In May 2012, the new Academic Senate committee was formed and a faculty coordinator was assigned. Placing this position under the responsibility of the Academic Senate ensures that faculty are the *drivers* of assessment and continuous improvement of SLOs. Through this

committee, faculty working at the *ground level* are in the best position to greatly influence student learning while also using the assessment of SLOs to produce a sustainable cycle of assignment that producing a continuous level of improvement.

The discussion of adding evaluation items relevant to SLOs to faculty evaluations is a negotiated item that has been making slow but steady progress. At the beginning of the 2011 fiscal year, the college notified the employee bargaining units of the college's intent to open negotiations to address the issue of SLOs and their relationship to employee evaluations. The unions' negotiation teams have been very responsive in working with the college to arrive at an agreement that benefits students while allowing for a measureable impact on student learning district-wide. Both sides are optimistic that an agreement will be reached in a timely manner that meets this goal.

Currently, while at the negotiation table, it is the intention of the unions and district to finalize the details that would allow for the college to implement a three-point procedure ensuring that SLOs are clearly communicated to students and assessed in a continuous and systematic manner. Through bargaining units/district negotiations, the first step is to ensure that the wording, "[Employee] sets clear outcomes for student learning" will be added to any evaluations for all employees that currently does not contain such language.

- The college is in the process of instituting a policy that will require all faculty (adjunct and fulltime) to include the subject SLOs on all class syllabi. This is currently being considered and debated by the Academic Senate.
- Evaluations of all employees who are directly responsible for student progress toward achieving SLOs will include an assessment that gauges an employee's involvement at the course, program, school,

and campus levels concerning the effectiveness and development of SLOs for the subjects in which they are directly involved.

It is the goal of the college that all employees who are directly responsible for student progress toward achieving SLOs will be involved in the assessment and review of SLOs, the evaluation of SLO effectiveness, and the continuous improvement of all SLOs. These employees include leadership and faculty, as well as staff members who have direct and indirect involvement with classroom instruction and student learning.

Evidentiary References

- [R.5-1](#) CODFA Faculty Evaluation form
- [R.5-2](#) CODAA Faculty Evaluation form
- [R.5-3a](#) SAMPLE: course syllabi SP001
- [R.5-3b](#) SAMPLE: course syllabi RDG 50
- [R.5-4](#) Curriculum Committee Minutes: 17 February 2011
- [R.5-5](#) Curriculum Committee Minutes: 20 October 2011
- [R.5-6](#) Program Review Procedure
- [R.5-7](#) PRU sample - Social Science
- [R.5-8](#) 2010 Self-study (Excerpt: III.A.1.c)
- [R.5-9](#) Job description - SLO/OA Coordinator
- [R.5-10](#) Academic Senate Bylaw proposal; November 2011

Recommendation 6

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

Resolution of Recommendation

College of the Desert continues to make concerted efforts to identify and address the barriers that keep our administrators, faculty, and staff diversity from reflecting the diversity of our student body. With a thorough analysis of current practices and the implementation of new strategies and initiatives, the college meets this standard. Efforts have been

concentrated in the areas of the Equal Employment Opportunity (EEO) Plan, recruitment sources, applicant tracking systems, training for search committees, interview techniques, and diversity training.

College of the Desert satisfies this Recommendation.

Response

In fall 2011, the Diversity Council completed the draft of the EEO Plan mandated by the California Community College Chancellor's Office. The EEO Plan outlines the policies and procedures for recruitment and selection. Most importantly, it establishes official elements of the district's diversity program (Component 14) and supports an environment that is welcoming to persons from all backgrounds and fosters a culture of cooperation and acceptance.

The Diversity Council set priorities for the diversity program for the 2011–2012 academic year. Priorities include reviews of the current hiring processes and application system, effectiveness of recruitment sources, and the provision of diversity training and programs that explore and celebrate the diversity of our students and employees.

The staff of the college's Office of Human Resources (HR) reviewed the employment processes during a two-day retreat in August 2011. There was a concern by both leadership and full time faculty that in some cases interviews with candidates were only fifteen minutes in length. This did not allow for a complete interview process to ensure the college would hire only those instructors who best supported the Mission and Values of our college. In order to increase the effectiveness of the interview process and to gain more information about a candidate's competencies, it has been recommended that interviews be increased to no less than thirty minutes for staff, sixty minutes for adjunct faculty and

ninety minutes for fulltime faculty. It has also been recommended that all candidates for part-time faculty positions perform a teaching demonstration during the interview, a practice which is currently observed for fulltime faculty. Additionally, supervisors are recommended to meet with final candidates for a second interview. The length of an interview process is not the focus of the change. Rather length of an interview is being used to ensure that all hiring committees are focused on the qualities of the candidates.

There was also concern that the applicant tracking system (ATS), People Admin, was cumbersome for college users as well as presenting some difficulties for persons applying for positions. Additionally, the reporting features were limited and data on recruitment sources could not be extracted.

Two members of the Office of Human Resources attended the Society for Human Resources Management (SHRM) national conference in June 2011. In addition to attending sessions on cutting-edge and best practices, the staff spoke to a variety of ATS vendors and diversity trainers. An HR implementation team interviewed several ATS vendors and purchased two application systems from SilkRoad. Open Hire, an ATS, is now live and operational. It provides effective reporting features, automatic posting to online and social media recruitment sources, and ease of use for applicants and campus users.

In addition, HR is in the process of implementing Red Carpet, an “onboarding” system. Red Carpet will facilitate the orientation for new employees and decrease the period of time it takes new hires to be effective in their new roles, thus increasing retention of new employees.

Behavioral interview techniques have been a major change to the interview process. Committees are being trained on the new

techniques which ensure that interview questions are directly tied to competencies of the job and past performance. This style of performance-based interview avoids high risk questions and reduces bias. HR is in the process of assembling a database of behavioral questions based on competencies for use in interviews.

In January 2012, College of the Desert initiated a search for superintendent/president. The Diversity Council was in the process of researching new recruitment sources to increase the diversity of the applicant pools. Two new recruitment sources IMDiversity.com and AcademicCareers.com were identified and used for the superintendent/president search. Data from past recruitments and the current search has been gathered and will be analyzed to determine the effectiveness of each recruitment source.

A new training requirement that explores the dynamics of interviews and the influence of bias was created for the superintendent/president search. Bias operates on a subtle, unconscious level. The training instructs search committee members to become aware of their bias and bring that awareness to a conscious level. In addition, small dialogue groups of college constituencies were incorporated into the search process. The idea was adopted from a workshop on mini interviews attended at the SHRM conference. This technique allows more members of the college community to meet the final candidates and provide input to the Board of Trustees.

The Diversity Council sponsored several training and educational programs to increase employee diversity awareness and cultural competency. The college has continued its support of Seeking Educational Equity and Diversity (SEED). SEED-6, a year-long seminar group, focuses on developing inclusive curriculum. The leaders of SEED-6 facilitated a professional development exercise

for the faculty-at-large on the same subject. The Diversity Council also sponsored a speaker who addressed the administrators and faculty on building relationships in a multi-generational workforce and in the classroom. HR staff attended a workshop on gender in the workplace at the SHRM conference as well as spoke to vendors who provide diversity training. The Diversity Council is also researching diversity training offered by outside vendors and the Anti-Defamation League.

Finally, the Diversity Council is deeply engaged in creating a campus culture that is welcoming to persons of diverse backgrounds. It encourages students and faculty to organize events that celebrate our rich diversity. Over the last several years the Diversity Council has supported student organizations such as MEChA, Latina Leadership Network, World Beat, and Alas Con Futuro in putting on events such as “Cesar Chavez Day,” “International Women’s Day,” “Celebration of Student Writing,” “Winter Festival,” and “Day of the Dead.”

Evidentiary References

- [R.6-1](#) Equal Employment Opportunity (EEO) Plan
- [R.6-2](#) College’s diversity program priorities 2011-12)
- [R.6-3](#) SHRM Conference Workshop training
- [R.6-4](#) Applications Tracking System
- [R.6-5](#) Diversity Employment & Diversity Guide
- [R.6-6](#) Training of Hiring Committees
- [R.6-7](#) DC involvement in Presidential Search process
- [R.6-8](#) Dynamics of Interviewing Training
- [R.6-9](#) DC sponsorship of speakers
- [R.6-10](#) DC: SEED program
- [R.6-11](#) DC sponsorship of student events
- [R.6-12](#) DC Flex activity

Recommendation 7

In order to improve communications, the team recommends that the district institute an educational pro-

gram for all campus constituent groups that seeks to better inform stakeholders on the decision-making processes that are currently in place. (IV.A.2)

Resolution of Recommendation

The college is in the process of a three-prong action plan in order to improve communication throughout the college. The college has identified the specific areas addressed by ACCJC that resulted in this recommendation from the commission:

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

College of the Desert satisfies this Recommendation.

Response

Effective 1 July 2011, College of the Desert implemented a reorganization of Academic Affairs to help facilitate a more effective and seamless means of communication between faculty/staff and administration. The task-force that undertook this reorganization consisted of representatives from across the college community including leadership, faculty (both fulltime and adjunct), staff, and student representatives. The former School of Liberal Arts and Sciences has been reshaped into two schools: the School of Communication and Humanities and the School of Arts and Sciences. Both schools are supported by a dean and include several faculty department chairs that support communication efforts between faculty and deans in the following programs:

School of Liberal Arts and Sciences

- Arts and Media
- Math

- Science
- Social Sciences

School of Communication & Humanities

- English
- Non-Credit Programs

Since the implementation of these changes, College of the Desert enjoys a more harmonious campus culture among all the schools as information regarding decision making is more transparent and easily shared. In addition, each dean in both Academic and Student Affairs serves on a designated Academic Senate Subcommittee as a further means of strengthening communication between faculty and administration. All agenda and minutes for the Academic Senate and the College Planning Council (CPC) are posted on the college portal, which is accessible to all employees.

In 2011, the CPC created, and made available to all employees, a PowerPoint that outlines the college's planning process. This PowerPoint was designed to aid our employees in better understanding the process in hopes each employee will be encouraged to become more involved in the decision-making process. The college recognizes that the more involved our students, faculty, and staff become in assisting the leadership of the college in forming policy, the more it will positively affect student learning.

As a reaction to the state's budgetary crisis, in Summer 2011, the president created several study groups and eventual "Think Tanks" to foster dialogue on the best ways to help the college become more effective and efficient while maintaining the highest levels of instruction and student support services. These groups were made up of members of all levels of the college community including leadership, faculty, staff, and students. In some cases, there was one member of the Board of Trustees on a Think Tank. After the

Summer Study groups developed action plans and began to identify key information needed to make recommendations to the president, the college implemented Think Tanks for the following areas:

- Co/Extra Curricular Activities
- Compensation/Workforce
- Curricular
- Facilities
- Operations
- Revenues/Fees

The Think Tanks were co-chaired by administrators, and in most cases, faculty. Each Think Tank included constituents from faculty, staff and students as well as members of the community. In December 2011, each Think Tank presented initial recommendations to all members of the College Planning Council. In February 2012, the recommendations were finalized and presented to the president for consideration. The President, working with the Executive Cabinet, created a 5-year plan, which was presented to the College Planning Council in May 2012.

All meeting announcements, agendas, minutes and all Think Tank recommendations were posted on the college Portal and were made available to all members of the campus community at all stages of their development. Input was encouraged from program stakeholders as well as others.

As part of the "Shared Governance @ COD" program of the CPC, a web site on the college's Portal - featuring announcements for past and future College Planning Council meetings, agendas, upcoming trainings/workshops, and meeting minutes - continues to be maintained for any community member to view at any time.

Evidentiary References

- [R.7-1](#) Sample new standard form for Senate communication.
- [R.7-2](#) Ed Policies Committee document
- [R.7-3](#) PowerPoint: COD planning process
- [R.7-4](#) FDC Minutes: Feb 2011
- [R.7-5](#) CPC sample: E-mail from the President
- [R.7-6](#) VP Academic Affairs priorities
- [R.7-7](#) Green Council Minutes: April 2011
- [R.7-8](#) Think Tank Invite to participate
- [R.7-9](#) CPC Agenda: February 2011
- [R.7-10](#) CPC Minutes, December 2010.
- [R.7-11](#) CPC Minutes, September 2010.
- [R.7-12](#) Summer Study website
- [R.7-13](#) Fall Think Tanks Website
- [R.7-14](#) Structure of Academic Affairs

Recommendation 8

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

Resolution of Recommendation

College of the Desert ensures the effectiveness of all board policies and administrative procedures by reviewing all policies and procedures on a clearly defined and publically stated set interval.

College of the Desert satisfies this Recommendation.

Response

Through the systematic review of the college's policies, in conjunction with a recent team visit during our 2010 Reaffirmation of Accreditation, the college leadership chose to form a task force to evaluate the necessity for a board policy that would outline a procedure and timeline for the timely review of all Board of Trustee's policies and supporting administrative procedures.

A task force of one administrator, one faculty member, one classified member, and one student was formed to review the accreditation

visiting team's recommendation and to draft a proposed board policy and administrative procedure that would allow for the timely review of the college's board policies and administrative procedures.

On 3 November 2011, the task force met. All documents pertaining to the review process of board policies were reviewed. These documents include:

- Board Policy 2410
- Administrative Procedure 2410
- Tracking forms documenting previous review

The task force decided to revise existing Board Policy 2410 and the corresponding administrative procedure to include a more clearly defined procedure for reviewing all board policies and administrative procedures.

The task force proposed that all board policies and administrative procedures should be reviewed on a five-year rotational basis (20 percent annually). The following language was drafted to outline the process for review:

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

On 16 November 2011, the task force met and reviewed the draft revisions of both the board policy and administrative procedure. Final revisions were made, and both the board policy and administrative procedure were forwarded to the president for consideration.

On 5 December 2011, the president approved both documents as to form and content. He outlined an approval process that allowed for the entire college community to offer input before the Board of Trustees considered the revised documents.

The board policy and administrative procedure were presented to the President's Cabinet on 6 December 2011 where the cabinet discussed and subsequently approved both the board policy and administrative procedure as proposed. On 10 February 2012, the College Planning Council voted to accept the revised board policy and administrative procedure as proposed.

As directed by President Patton, the proposed board policy and administrative procedure were placed on the agenda for the Board of Trustees for their first reading on 17 February 2012. After the second reading on 16 March 2012, the Board of Trustees approved the proposed policy and procedure.

As of 17 February 2012, the president has completed the review of 20 percent of all existing board policies and administrative procedures and has forwarded all appropriate modifications to the Board of Trustees for consideration and action.

At the completion of each evaluation cycle, the president will review the process, including the timeliness of the review cycle for revisions or adjustments as needed, to address the requirements of the college and its mission.

Evidentiary References

- [R.8-1](#) Taskforce Minutes, November 2011
- [R.8-2](#) Board Policy 2410 (existing)
- [R.8-3](#) Administrative Procedure 2410 (existing)
- [R.8-4](#) B.O.T. Policies tracking forms
- [R.8-5](#) Board Policy 2410 - Revised
- [R.8-6](#) Administrative Procedure 2410 - Revised

[R.8-7](#) President Patton email: December 2011

[R.8-8](#) President's Cabinet Meeting e-mail approval of BP & AP 2410 (revised)

[R.8-9](#) CPC Agenda approval of BP&AP 2410

[R.8-10](#) Board of Trustees Minutes: First reading of BP & AP 2410

[R.8-11](#) Board of Trustees Minutes: Approval of proposed BP & AP 2410

APPENDIX

REFERENCED EVIDENCE LIST

Recommendation 1

- [R.1-1a](#) Course outline: Math 10
- [R.1-1b](#) Course outline: Sociology 4
- [R.1-2](#) CPC subcommittee: Draft 2010-1105
- [R.1-3](#) Early Childhood Ed. PRU 2010-11
- [R.1-4](#) SA-PRU 1011 Counseling
- [R.1-5](#) Senate-OS committee vote
- [R.1-6](#) Priority List 2012 (Folder)

Recommendation 2

- [R.2-1](#) 2010 self-study (excerpt Standard II - page 149)
- [R.2-1a](#) Program Discontinuance Policy
- [R.2-2](#) Long Beach CC policy: Program Discontinuance
- [R.2-3](#) Academic Senate Minutes: 14 April 2011
- [R.2-4](#) Academic Senate Minutes: 12 May 2011
- [R.2-5](#) Response to Academic Senate by President Patton
- [R.2-6](#) Academic Senate response to Executive Cabinet
- [R.2-7](#) Academic Senate Minutes: 14 October 2011
- [R.2-8](#) Program Discontinuance flowchart
- [R.2-9](#) Program Discontinuance Policy
- [R.2-10](#) Academic Senate Resolution 1.102
- [R.2-11](#) Board approval of Program Discontinuance: 2011.

Recommendation 3

- [R.3-1](#) Substantive Change Proposal: Distance Education 2011
- [R.3-2](#) PRU: College Library
- [R.3-3](#) PRU: Admissions and Records
- [R.3-4](#) Title V Grant: HSI Grant
- [R.3-5](#) PRU: Academic Skills Center
- [R.3-6](#) PRU: Tutoring Services
- [R.3-7](#) PRU: Disability and Health Services
- [R.3-8](#) PRU: Financial Aid
- [R.3-9](#) gkkworks Architectural Plans: EVC
- [R.3-10](#) HGA Architects plans: WVC
- [R.3-11](#) CCSSE survey, 2011.

Recommendation 4

- [R.4-1](#) CODFA union contract
- [R.4-2](#) CODAA union contract
- [R.4-3](#) CSEA union contract
- [R.4-4](#) Mission and Values Statement
- [R.4-5](#) Strategic Education Master Plan
- [R.4-6](#) Email from Director of HR: May 2012
- [R.4-7](#) Email from HR Adjunct list: Fall 2011
- [R.4-8](#) Human Resources Portal page on TrakStar

Recommendation 5

- [R.5-1](#) CODFA Faculty Evaluation form
- [R.5-2](#) CODAA Faculty Evaluation form
- [R.5-3a](#) SAMPLE: course syllabi SP001
- [R.5-3b](#) SAMPLE: course syllabi RDG 50
- [R.5-4](#) Curriculum Committee Minutes: 17 February 2011
- [R.5-5](#) Curriculum Committee Minutes: 20 October 2011
- [R.5-6](#) Program Review Procedure
- [R.5-7](#) PRU sample - Social Science
- [R.5-8](#) 2010 Self-study (Excerpt: III.A.1.c)
- [R.5-9](#) Job description - SLO/OA Coordinator
- [R.5-10](#) Academic Senate Bylaw proposal; November 2011

Recommendation 6

- [R.6-1](#) Equal Employment Opportunity (EEO) Plan
- [R.6-2](#) College's diversity program priorities (2011-12)
- [R.6-3](#) SHRM Conference Workshop training
- [R.6-4](#) Applications Tracking System
- [R.6-5](#) Diversity Employment & Diversity Guide
- [R.6-6](#) Training of Hiring Committees
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- [R.6-10](#) DC: SEED program
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- [R.6-12](#) DC Flex activity

Recommendation 7

- [R.7-1](#) Sample new standard form for Senate communication.
- [R.7-2](#) Ed Policies Committee document
- [R.7-3](#) PowerPoint: COD planning process
- [R.7-4](#) FDC Minutes: Feb 2011
- [R.7-5](#) CPC sample: E-mail from the President
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- [R.7-11](#) CPC Minutes, September 2010.
- [R.7-12](#) Summer Study website
- [R.7-13](#) Fall Think Tanks Website
- [R.7-14](#) Structure of Academic Affairs

Recommendation 8

- [R.8-1](#) Taskforce Minutes, November 2011
- [R.8-2](#) Board Policy 2410 (existing)
- [R.8-3](#) Administrative Procedure 2410 (existing)
- [R.8-4](#) B.O.T. Policies tracking forms
- [R.8-5](#) Board Policy 2410 - Revised
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