

**COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
43500 MONTEREY AVE.
PALM DESERT, CA 92260
FRIDAY, NOVEMBER 15, 2013
MINUTES**

- I. Chair O'Neill called the meeting to order at 9:32 a.m. and asked Dr Kinnamon to lead the pledge of allegiance.

President Kinnamon called the roll:

Present: Becky Broughton
 Michael O'Neill
 Mary Jane Sanchez-Fulton
 Bonnie Stefan
 Aurora Wilson
 Student Trustee Andrew Campbell - will join the meeting at 10:30 after
 closed session

Parliamentarian: Carlos Maldonado

II. CONFIRMATION OF AGENDA:

The agenda is confirmed as presented.

III. CLOSED SESSION: 9:35 a.m. to 10:15 a.m.

- 1. CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Mr. Stan Dupree

IV. OPEN SESSION 10:30 a.m.

No reportable action taken in Closed Session.

V. RECOGNITION

Dr. Kinnamon explained that the flowers and balloons are for the Executive Assistant to the President and Board of Trustees, Lee Ann Weaver, and thanked her for her seven years of service to the college.

He also commented that today is the last board meeting for Mr. Don Berz, who has been with the college as a consultant and the Interim Executive Vice President of Student Success and Student Learning. Dr. Kinnamon holds Mr. Berz in very high regard and we have been extremely fortunate to have him with us. He has done some very good work on enrollment management, prioritization, processes and working on breaking down barriers, improving communication and building trust. He thanked Mr. Berz for all his hard work and his commitment and passion to the

students we serve and the mission of the community college. Dr. Kinnamon presented Mr. Berz with a plaque.

Mr. Berz said he has enjoyed his time with College of the Desert and especially his association, both professionally and personally, with Dr. Kinnamon. The future for this college is very bright. The difference we make in the lives in the students is unfathomable. Dr. Kinnamon will move the college forward with the team he is putting together. Mr. Berz said he has enjoyed his work with the deans. They are doing very difficult work and are leaders in their own right. He has also enjoyed working with the faculty senate president, who is committed to working in a collegial way with administration. He looks forward to seeing great things emerging as a result of the college's leadership and committed staff. He commended the Board in their commitment and support of the President.

VI. PUBLIC COMMENTS (Agenda Items):

James Rubalcaba, spoke about Mole Day and thanked Dr. Stefan for attending with her Amistad students. He also invited the members to stop in to the MESA event today.

Giselle Osuna also spoke about Mole Day and presented a photo collage from Mole Day to Dr. Stefan, who attended with her students from Amistad High School. Dr. Stefan pointed out various students in the photos that, prior to going, were not very interested in the event, but afterward were very excited.

Professor Joana Ciurash spoke about Mole day and thanked everyone for their support.

VII. APPROVE THE MINUTES OF:

There were no corrections to the minutes of the regular meeting of September 20, 2013 and they stand approved.

There were no corrections to the minutes of the regular meeting of October 18, 2013 and they stand approved.

VIII. INTRODUCTION OF NEW FULL-TIME STAFF

Mr. Berz had an additional comment about his tenure and thanked three individuals that have been instrumental in their assistance: Lee Ann Weaver, Margaret Eklund and Sharon Bentzen. Without the support staff the administrators would be lost. He commended the Board in their commitment in hiring good, quality people at all levels.

Chair O'Neill asked Stan Dupree, Executive Director of Human Resources to introduce the new staff. Mr. Dupree said there is a total of eight new full-time employees since the last meeting. He introduced the five that were able to attend:

Jennifer Gardner, Payroll Specialist
Katherine Scoville, Payroll Specialist
JW Lane, Arts/Technical Specialist

Ana Soto, Senior Program Specialist in Student Life
Peter Sturgeon, Director of Fund Development/Annual Giving for the Foundation

The following staff members are also new but were not able to join the meeting today:

Angelica Juarez, Admissions and Records Specialist
Jesse Salais, Security Officer
Wanda De Hoyos, Mail Technician

Chair O'Neill welcomed these new staff members.

IX. REPORTS

- A. ASCOD - Eleanor Campbell was present and gave a brief report.
- B. ACADEMIC SENATE - Douglas Redman was present and gave a brief report.
- C. C.O.D.A.A. - David Bashore was present and gave a brief report.
- D. COLLEGE OF THE DESERT ALUMNI ASSOCIATION - Gene Marchu was present and gave a brief report.
- E. CSEA - Lauro Jimenez was present and gave a brief report.
- F. COLLEGE OF THE DESERT FOUNDATION - Jim Hummer was present and gave a brief report
- G. FACULTY ASSOCIATION - Denise Diamond was present and gave a brief report.
- H. GOVERNING BOARD

Trustee Broughton attended the following:

- 2 + 2 with the City of Indio - they are very excited about the opening in February. They are looking at other ways for us to cooperate with the city and they are concerned about the minor issues like parking.
- Monthly EVC Friends and Alumni
- Agenda review
- Visited Amistad High School's grand opening. She thanked Trustee Stefan for the invitation. It is a great new facility with an amazing automotive shop. There were student guides and some wonderful discussions between these students about which courses to take. There are such wonderful opportunities they were having a hard time deciding what classes to take. She and Trustee Stefan were asked if we could get a large College of the Desert banner to put up in the automotive department so the students will remember that COD is the next step.

Trustee Sanchez-Fulton thanked the teacher from Desert Hot Springs that brought students to the Public Safety Academy for a training course. She also thanked the faculty and staff from the PSA.

She attended the following:

- Alas con Futuro AB 540 event – she thanked them for allowing her to give opening remarks.
- Riverside County Educational Summit – two valley high schools were highlighted
- Dia de los Muertos event.
- Coachella Valley Economic Partnership Summit – she brought bags from the event for all the members.
- Veterans Day – this was a great event and she thanked Donni Prince for all her hard work with our veteran’s program. She also walked in the Veteran’s Day Parade in Palm Springs.
- SunLine meeting regarding the student passes.
- Meeting with the Desert Hot Springs City Manager about the COD location in Desert Hot Springs.

Trustee Stefan attended the following:

- College of the Desert Fundraiser at California Pizza Kitchen
- EOPS/CARE Academic Recognition Ceremony – Trustee Sanchez gave a wonderful, inspirational speech and it was a great event. Two of the students that received awards were former students of hers.
- Thanked Trustees Broughton and Wilson for attending the open house at Amistad High School.
- Foundation board meeting - they are planning their 30th anniversary and it will be grand.
- Mole day - thanked the faculty for their efforts that day.
- College of the Desert’s production of "Will Any Gentleman" - it was a great show.
- Foundation Event: Keyboard conversations with Jeffrey Siegel.

Trustee Wilson attended the following:

- The Foundation’s Keyboard Conversations event – it was a wonderful event.
- AB540 workshop
- The Jocelyn Center fundraiser – she is a board member for this organization.
- She is also a volunteer on the board of the Friends of the College of the Desert Library – the most recent book sale raised about \$8,000 and it all goes back to our COD library.
- Invited by the Foundation Board President to attend the Foundation board meeting to hear about their new strategic plan.
- Athena Awards with the Foundation Board President – she was able to meet some scholarship recipients and listen to their wonderful stories.
- Amistad High School tour – it was a pleasure to talk with the student guiding her around.
- Coachella Valley conservancy event with Palm Desert Mayor Pro-Tem Jean Benson
- She joined the Gay Straight Alliance club in the Palm Springs Gay Pride Parade – it was an honor for her to walk with the college.
- Cal State San Bernardino fundraiser

- Friend of the Library “Meet the Author” event
- Veterans Day ceremony on campus - great to see the recognition of Donni Prince.
- Women of Distinction Event put on by the Foundation Academic Angels.

Student Trustee Campbell attended the following:

- The Fall 2013 Student Leadership Conference CCCSAA – he attended many different workshops while there. He was also able to meet with the California Association of Student Trustees (CAST), where they discussed the structure, by-laws and how to make it better for the next student trustees.
- HACU conference - he was required to write an essay to get in and he was chosen. While there he also attended the Congress Hispanic Caucus Institution, which exposes young Latinos to the legislative process. Students are able to work with Congress and serve an internship.
- A Las con Futuro event – this event was run by students and it explained AB 540.
- He chaired a committee for ASCOD and they discussed a survey on student orientation. He was invited to participate in an orientation logic discussion.

Trustee Sanchez-Fulton told the student trustee there was a student that was very touched by his comments at the AB 540 event.

Trustee O'Neill attended the following:

- Keyboard Conversations with Jeffrey Siegel – this was an outstanding event and a great way to kick off the season in the desert.
- Board agenda review meeting.

He recognized Donnie Prince for her efforts working with our student veterans.

He commented this is his last meeting as Chair. He thanked President Kinnamon for allowing a parliamentarian at the meetings and he thanked Carlos Maldonado for agreeing to be the parliamentarian. He is pleased with the new chairs and the time clock. We are making some good changes in our structure and are moving forward.

X. ADMINISTRATIVE REPORTS

1. President

Dr. Kinnamon commented on the following:

- Commended those involved with Mole day, as it was great.
- Dr. Ellen Hardy held the 16th Annual Archaeology Symposium.
- Attended the “Women of Distinction” event put on by the Academic Angels recognizing six women of distinction.
- The Ophelia project was here yesterday and he thanked Reva Reynolds for coordinating the event.
- He thanked the Executive Vice President search committee - five finalists will be interviewed starting tomorrow.

- Foundation Board Member Jean Carrus was recognized as the philanthropist of the year at the Association of Fundraising Professionals event this week.
- He thanked the Alumni Association and the Foundation for supporting the MESA students and other students in CTE programs. These students entered a float in the Palm Desert Golf Cart Parade and won the Chairman's trophy. Both Professor Bert Bitanga and Revae Reynolds were instrumental with their assistance.
- He acknowledged Bighorn Charities for providing the resources necessary for the veteran's resource center to expand. He also acknowledged Donni Prince.
- He and Chris joined COD's Gay Straight Alliance in walking in the Palm Springs Pride Parade. He acknowledged Trustee Stefan and Trustee Wilson, who also attended and/or walked.
- We are moving forward with faculty hiring priorities.

He read a letter from a former College of the Desert student which thanks COD for the pivotal role Professor Jack Tapleshay played in this student's continuing education and his life's course.

Trustee Sanchez-Fulton asked that we acknowledge the EOPS/Calworks ceremony.

XI. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.

A. BOARD OF TRUSTEES

1. Annual Organization Meeting Date

B. HUMAN RESOURCES

1. Employment Group C Appointments
2. Reduced Teaching Load

C. ADMINISTRATIVE SERVICES

1. Purchase Orders and Contracts for Supplies, Services and Construction
2. Warrants
3. Payroll #4
4. Out-of-State Travel
5. Notice of Completion – Measure B Bond Projects
6. Memorandum of Understanding
7. Revenue Generating Agreement

Motion by Student Trustee Campbell, second by Trustee Broughton, to approve the consent agenda as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

XII. CLOSED SESSION (12:00 – 1:30)

2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

3. PERSONNEL

a. PUBLIC EMPLOYEE APPOINTMENT

(Government Code Section 54957)
Title: Director, Institutional Research

b. PUBLIC EMPLOYEE APPOINTMENT

(Government Code Section 54957)
Title: Chief of Staff

**4. CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION:
Section 54956.9 (d)(2/3/4) Specify number of potential cases: 6**

5. CONFERENCE WITH REAL PROPERTY NEGOTIATORS: Property: Parcel
Numbers: 669 330 047, 611 211 002, 611 211 008, 611 211 009, 611 211 010, 611 211 015, 717 270 016, 717 270 017, 717 270 020, 717 270 227, 664 190 021, 502 190 003, 502 190 004, 502 190 008, 502 190 015, 502 190 019, 502 190 020

Agency Negotiator or Designee: Dr. Joel Kinnamon

6. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent/President

CLOSED SESSION REPORT:

In closed session a motion was made by Trustee Sanchez-Fulton, seconded by Trustee Stefan, to authorize President Kinnamon to enter into a two year employment agreement to appoint Dr. Daniel Martinez as Director of Research.

In closed session a motion was made by Trustee Sanchez-Fulton, seconded by Trustee Stefan, to authorize President Kinnamon to enter into a two year employment agreement to appoint Anne Taylor as the Chief of Staff.

The motions carried with 5 members voting in favor and no members voting against.

Dr. Kinnamon thanked both search committees for their hard work on these two searches. He spoke briefly about each candidate.

XIII. ACTION AGENDA

A. BOARD OF TRUSTEES

1. Resolution 111513-1: Excuse Board Member Absence

Motion by Trustee Broughton, second by Trustee Stefan, to approve the resolution as presented.

Discussion: None.

Roll Call Vote

Yes: Becky Broughton, Michael O'Neill, Bonnie Stefan, Aurora Wilson
No: None
Absent: Mary Jane Sanchez-Fulton
Abstain: Andrew Campbell

Motion carried.

B. HUMAN RESOURCES

1. Resolution 111513-2: Classified – 60-day Notice of Position Elimination

Motion by Student Trustee Campbell, second by Trustee Stefan, to approve the resolution as presented.

Discussion: Lauro Jimenez, California School Employees Association President, spoke in support of this item.

Roll Call Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. Employment Group A – Non-Renewal of Contract

Motion by Trustee Stefan, second by Trustee Broughton, to approve the non-renewal of contract as presented.

Discussion: Roger Bell, Library Specialist, addressed the board regarding his opposition to this item. He encouraged each to give this careful and thorough consideration.

Vote

Yes: Becky Broughton, Michael O'Neill, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: Mary Jane Sanchez-Fulton & Andrew Campbell

Motion carried.

3. Approval of the 2014-2015 Holiday Schedule

Motion by Trustee Broughton, second by Trustee Stefan, to approve the holiday schedule as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

C. ADMINISTRATIVE SERVICES

1. 2012-2013 College of the Foundation Audit Report

*This item was moved after Human Resources Action Item 1

Motion by Trustee Stefan, second by Student Trustee Campbell, to receive the Foundation audit report as presented.

Discussion: Foundation Executive Director Jim Hummer introduced Wayne Carlson of Brabo & Carlsen, LLP, Certified Public Accountants. The Foundation Board has approved the audit report. Mr. Carlson briefly reviewed the report with the members. The auditing firm gave an unqualified opinion on the audit.

Trustee Sanchez-Fulton asked about the alumni funds. Mr. Carlson reported this item has been resolved and the audit letter references such.

Trustee Broughton commented that the Foundation has been streamlining their books to make them easier to understand and she asked how this process is progressing. Mr. Hummer explained

that the Foundation has approximately 374 restricted accounts. They are looking at each and attempting to consolidations to more easily manage these. He will be meeting with the Vice President Administrative Services Lisa Howell to review how the various departments access these funds.

Trustee Stefan commented she is very impressed with the audit.

Trustee Sanchez-Fulton asked if this audit document is available to the public. Mr. Hummer said it will be posted on the Foundation website and it is also a part of this meeting agenda and posted on the college website.

Dr. Kinnamon commented that the foundation has worked very hard this last year to review their processes and continues to strengthen the operations of the foundation.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. Notice of Intent to Award Contracts for the Child Development Center Project

Motion by Student Trustee Campbell, second by Trustee Stefan, to approve the notice of intent as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

3. Declare Equipment as Surplus

Motion by Trustee Broughton, second by Trustee Stefan, to approve declaring the equipment as surplus as presented.

Discussion: Lisa Howell said this has not been a regular part of the agenda and will, in future, be listed under consent.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

4. Consideration and Approval of Appraisers Report and Exchange of Real Property at District’s Mecca-Thermal Center

Motion by Trustee Broughton, second by Trustee Stefan, to consider and approve the appraisers report as presented.

Discussion: Trustee Broughton commented she is very pleased to see this lot line adjustment, which takes our property and aligns the borders to make it a functioning piece of property.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

D. STUDENT SUCCESS & STUDENT LEARNING

1. Approval of the 2014-2015 College of the Desert Academic Calendar

Motion by Student Trustee Campbell, second by Trustee Stefan, to approve the 2014-2015 Academic Calendar as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. ARCC Scorecard 2013 Presentation

Motion by Student Trustee Campbell, second by Trustee Stefan, to receive the ARCC Scorecard 2013 as presented.

Discussion: Dr. Nery presented a power point on the College of the Desert Scorecard and reviewed it with the members.

This scorecard is an accountability framework for the California Community College. It gives us clear information on student progress and student metrics and is built on an existing report ARCC. It is a direct recommendation from the Student Success Task Force. This report is not intended to rank colleges; instead it provides benchmark data for sustained improvement.

The Student Success Act of 2013 (SB1456) highlights eight focus areas with twenty-two recommendations. Recommendation 7.3 specifies that we must, as a community college in California, review the student success scorecard. Part of our obligation as a public institution is to review and discuss the scorecard.

Our scorecard gives us:

- persistence rates; students who attended College of the Desert three terms in a row
- completion: how are students getting through their pathways in terms of earning a degree, certificate and transfer
- how we do in basic skills and career technical education

Metric 1: College Profile - looks at gender, age, race/ethnicity and other student information. Our profile tells us:

- More females than males attend COD (similar to state average)
- Most students are between “less than 20 to 49 years old (95% of our students). COD’s 50+ student population is half of the state average (9.6%)
- We serve a majority of Hispanic and white students (87.6%), with the majority of 60%+ being Hispanic or Latino students. COD serves almost double the student Hispanic population that the state serves (Statewide 35.9% Hispanic and 31.2% white)
- COD’s average class size for credit courses is slightly higher than the Statewide average. We average 32 and the statewide average is 29.
- The percentage of courses being taught by full-time faculty is below the statewide average.

Chair O’Neill commented that without knowing the statistical base it is difficult to know how accurate our own information is compared to the state. Dr. Nery confirmed this. He reiterated we are only looking at ourselves.

Metric 2: Persistence - students attending three terms in a row. This is an important metric as students that complete that first year of higher education they increase their likelihood of completing a pathway.

- Our college prepared students persist at three terms at 68%
- Underprepared for college persist at 67%

The trends tell us:

- 100% of our 50 and older college prepared students persist for three terms.
- Persistence of COD's college prepared and underprepared for college students persist at higher rates than the statewide average.
- In the underprepared for college, Hispanics persist comparably or higher than most racial/ethnic counterparts, except for Asians.

Chair O'Neill asked how we, as a college, are interpreting the small discrepancy between college prepared and college underprepared. Dr. Nery said these are the kinds of questions we as a college should be asking. These questions will be researched by the leadership team. The Chair said we have spent a lot of time and discussion on our assessment test and prerequisites and this scorecard says this may not be as valid as we think it is. Dr. Nery said these are the questions we need to ask and have answered.

Metric 3: 30 units completed - students who complete 30 units of their higher education are most likely to complete a pathway.

- 69.8% of our college prepared students complete 30 units
- 59%.5% of our unprepared for college students complete 30 units

Chair O'Neill asked if this metric would be affected by our 12 and 18 unit certificate programs. Dr. Nery said Career Technical Education (CTE) classes are usually removed from the equation.

Trustee Broughton thought it would be interesting to know how our off-campus and other-campus students compare to the main campus students. It may help us track what we should be offering at other locations.

- COD college prepared students perform similarly to the statewide average (70%) in students who completed 30 units.
- COD's underprepared for college students perform approximately 6% under the statewide average.

The trends tell us:

- The underprepared for college Asian students complete 30 units at a higher percentage than other racial/ethnic counterparts. The exception is that college prepared African American, Asian, Native American and Filipino students complete 30 units at a higher percentage.
- Hispanics and whites complete 30 units at comparable rates in all categories.

Metric 4: Completion - earning a degree, certificate or transfer. Our college prepared students are completing any of the three at 64%. Our underprepared for college is 35.5%. Our college prepared students have almost double the chance of completion compared to our underprepared students. Trustee Sanchez-Fulton commented that COD needs to address how we can improve that percentage of underprepared students. Trustee Broughton commented we are doing well with persistence and agreed we need to find what those other items are. Student Trustee Campbell commented that the orientation he attended was too long, with too much information

given at one time. The orientation is now longer but there is more interaction with students and should help us. It was agreed that orientation plays a large part in helping students.

- Asians, college prepared or unprepared for college have a higher percentage of completion.
- Hispanics and whites in all categories have similar completion rates.
- Our completion rates are 6-7% lower than the statewide average for both the college prepared and underprepared for college student.

Trends:

- College prepared students have almost double the chance of completion as compared to underprepared college students.

Metric 5: Remedial – Basic Skills to college level: completing a pathway. These are the students who started below transfer level in English, mathematics and/or ESL and completed a college-level course in the same discipline. In math that pathway is completed at 26.1%, for English at 41.3% and ESL at 35.5%.

Trends:

- Females perform at higher percentages than males in math and English.
- In all 3 categories COD is 1-3% above the statewide average.
- Asians are most likely to complete the college level course of the basic skills discipline they enrolled into.
- 100% of African Americans complete their college level course after taking the ESL basic skills course.
- The 50 and older are the least likely age group to complete their college level English or math course.
- Pacific Islanders are the least likely race/ethnic group to complete their college level course after enrolling in basic skills.

Trustee Broughton noted that we have a 100% persistence rate with our 50 and older that are college prepared but if they aren't college prepared we are not as successful.

Metric 6: Career Technical Education (CTE): Doing what matters for jobs and economy. COD's CTE completion rate (59.7%) is higher than the Statewide average (55%).

Trends:

- Filipino and Asian students complete their CTE pathways at higher percentages than any other ethnic/racial counterpart.
- Women complete their CTE pathways at a higher percentage than their male counterparts.
- The 50 and older population complete their CTE pathways at much lower percentages (29.7%) than the other age categories. The 50 and older population represents 5% and the majority represents 95%.

Trustee Sanchez-Fulton commented we need to set the tone on what we can improve on and once we have more data present the findings to the community.

Dr. Nery pointed out one of the trends that speaks to the great work that College of the Desert and the community does. She has analyzed higher education institutions for approximately 15 years at all three public state systems. She has never seen so many comparable rates between Hispanic/Latino and white students. We have some of the best practices here.

Trustee Broughton thought this due, in part, to the college embracing the concept of student success, not the ethnicity/gender/age. It is the student as an individual and as a result we honor everyone and we reach out to support those students with challenges. She commended the team on the hard work they do.

Trustee Stefan asked if there will be rankings once we report this data to the state. Dr. Nery said there will be no rankings, just data and what the California Community Colleges choose to do with this information. Trustee Stefan thought if there was a group we were not reaching, maybe there are colleges that are reaching that group and we would be able to find out what they are doing that we could learn from. Dr. Nery said this information is available and agreed these are the questions we should be asking in order to pursue best practices and modify them to make them work for us.

Trustee Wilson added that working in local government she hears a lot about the disparity between east valley and west valley. It doesn't seem to exist at the college as we have bridged that alleged gap that is out there.

The members all agreed it was a great report. Trustee Broughton said this report should give our high school students the message that if they work hard they can succeed.

Vote

Yes:	Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No:	None
Absent:	None
Abstain:	None

Motion carried unanimously.

XIV. STUDY SESSION

- A. Foundation Audit Presentation
- B. ARCC Scorecard Presentation

XV. SUGGESTIONS FOR FUTURE AGENDAS

Student Trustee Campbell had no suggestions.

Trustee Wilson: No suggestions at this time but she is looking forward to Dr. Clute doing the presentation next month.

Trustee Sanchez-Fulton: requests an update on the Desert Hot Springs learning center. She would like us to consider a roadshow to the entire Coachella Valley of best practices and what we at COD have achieved.

Trustee Stefan: requests a study session on concurrent/dual enrollment and how we are working with the K-12.

Trustee Broughton: concurs with Trustee Stefan as we need to continue to work the K-12 relationship and what we can do to enhance it.

Trustee O'Neill: requests an update on central campus development. Dr. Kinnamon reported that staff met this week and discussed it. Our new Vice President is working with the Director of Facilities and the Bond management staff to develop a schedule.

XVI. BOARD COMMENTS

Student Trustee Campbell: thanked those that presented for the very informative reports.

Trustee Wilson: wished everyone a Happy Thanksgiving.

Trustee Sanchez-Fulton: appreciates having the ARCC report.

Trustee Stefan: thanked everyone at the college for supporting her students at their site and all the faculty involved with Mole day. She commented if there was a way to duplicate Mole day for all students in the Coachella Valley it would generate such success for our college and be an incredible event for the students.

Trustee Broughton: thanked Dr. Nery for presenting the ARCC scorecard as it gives us a chance to know what to work on and what we are doing well.

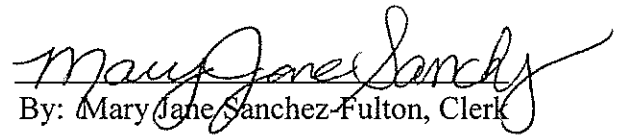
Trustee O'Neill: The student success scorecard is a continuation of all the positive elements we've been hearing about the last few month. The college has started on a new direction and sense the positive. Everyone is working hard and feels good about what they are doing. Thanked Dr. Kinnamon and all his staff for all their hard work. We should be very proud. He also wished everyone a Happy Thanksgiving holiday.

Dr. Kinnamon: thanked Dr. Nery for her wonderful presentation. He also thanked Trustee O'Neill for his leadership this past year as the campus climate has as much to do with the Board as with the administration.

Trustee Wilson reported that she and Trustee Sanchez-Fulton will be attending the Community College League of California Annual Conference next week.

XVII. ADJOURN

Motion by Trustee Stefan to adjourn the meeting.


By: Mary Jane Sanchez-Fulton, Clerk



**DESERT COMMUNITY COLLEGE DISTRICT
RESOLUTION 111513-1**

WHEREAS, Board Policy 2725, Board Member Compensation, states that members of the Board of Trustees who attend all agendaized Board meetings shall receive a stipend of \$240 per month for attendance at Board meetings; and

WHEREAS, A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board; and

WHEREAS, the Board of Trustees held its monthly meeting on October 18, 2013; and

WHEREAS, Student Trustee Andrew Campbell was absent from the meeting of the Board of Trustees as he was attending a conference for student leaders.

NOW, THEREFORE, BE IT RESOLVED, that the above-noted absence of Student Trustee Andrew Campbell is excused and that, in accordance with the applicable provisions of the Education Code, no reduction in monthly compensation will be made for the absences.

The foregoing resolution was adopted this 15th day of November, 2013 at a regular meeting of the governing board hereof by the following vote:

AYES: 5

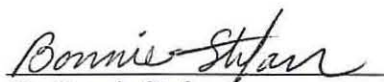
NOES: 0

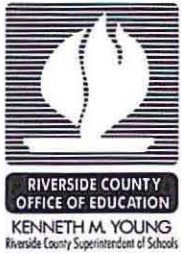
ABSENT: 0

ABSTAINING: 1

As Clerk of the Governing Board of the Desert Community College District of Riverside County, California, I hereby certify that the above and foregoing resolution was duly adopted by the board at a regular meeting thereof on the 15th day of November, 2013, and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 15th day of November, 2013


Dr. Bonnie Stefan
Clerk, Governing Board



Certification

**SELECTION OF DAY, TIME AND LOCATION OF
ANNUAL ORGANIZATIONAL MEETING**
(Education Code Sections 35143, 72000)

This is to certify that the Governing Board of the

College of the Desert

has selected the day, time and location of the **Annual Organizational Meeting** as follows:

December 13, 2013 @ 9:30 a.m.

43500 Monterey Ave., Palm Desert, CA
Cravens Student Services Multi-Purpose Room

Date 11/15/2013

By Bonnie Stora
Secretary or Clerk of the Board

Please E-MAIL this form to SANDRA GUERRERO at sguerrero@rcoe.us
by **WEDNESDAY, NOVEMBER 27, 2013.**

LeeAnn

Add to the minutes

Trustee Mary Jane Sanchez Board Report 10-15

Attendance at:

10/18/2013	COlaboration/COD/Energy Partners
10/20/2013	Desert Hot Springs High School Career Day Gate Opening remarks at the AB 540 Workshop training COD
10/22/2013	Faculty
10/24/2013	Riverside County Office of Education Summit
10/25/2013	Ground breaking Pierson Plaza
10/26/2013	COD -Performance Will Any Gentlemen
10/28/2013	Fall Joint Conference Riverside/San Bernardino County
10/29/2013	DHS High School Students Public Safety Academy-Tour COD
10/29/2013	DIA of Dead COD student celebration
11/1/2013	C/EP Luncheon
11/4/2013	DHS Women Club evening for Student Scholars
11/7/2013	COD Student Veterans Day Celebration
11/8/2013	Guest Speaker So CA Consortium of Hispanic Serving Higher Ed Institutions
11/10/2013	Leadership Luncheon elected awards -Riverside County
11/11/2013	City Desert Hot Springs Veterans Celebration
11/11/2013	Chiraco Summit Veteran festival
11/11/2013	Palm Springs Veterans Parade
11/12/2013	COD Academic Angels
11/13/2013	Speaker COD EOP/CAI works Ceremony
11/13/2013	Met DHS City Manager Bob Adams
11/14/2013	DHS Rotary
11/14/2013	DHS Chamber

Desert Community College District
Board of Trustees Meeting
November 15, 2013
CODAA Report

Last year I submitted to this Board a summary of adjunct parity issues, which I am resubmitting with a summary of progress made since then in achieving parity with the full-time faculty.

In short, nothing has changed, with the exception of item 1. a. Due to the cost of living increase given to all bargaining units, **the gap between full-time and adjunct pay has widened**. We now receive 37% of full-time pay compared to 39% last year.

Following is that report again for your review and consideration:

Adjunct professional employees (including faculty, counselors and librarians) at College of the Desert have worked under unfair conditions for many years. Past efforts to remedy the lack of parity have gone mostly ignored. Even though adjuncts make up the overwhelming majority of the professional staff, their pay, representation, and recognition have never been on a par with full-time faculty, counselors and librarians. Following is a summary of the many issues of unfairness that adjuncts have to tolerate.

1. Pay.

- a. Adjunct pay should be at 79% of Column V, Step 1 of full-time rates. This level has never been achieved, yet it remains in our collective bargaining agreement. Based on current pay schedules, adjuncts earn only **37%** of full-time pay. *
- b. Not only are the pay rates higher for full-timers, but also their raises are more frequent, and they are eligible for longevity stipends.
- c. Pay schedules allow for greater compensation for educational qualifications by providing seven pay columns compared to only five for adjuncts.
- d. Full-time employees have first priority for many of the release-time opportunities, regardless of the qualifications of adjunct applicants.
- e. Pay rates for adjuncts are among the lowest in California, while full-time pay is among the highest (NEA Salary Survey, March, 2013). All this in spite of the fact that compared to full-time faculty, the adjunct faculty have a much higher percentage of terminal degrees, and more years of professional experience (both in and out of the classroom).
- f. Full-time faculty receive pay by instructional units, but adjunct faculty are paid by contact hours resulting in lower pay for the same amount of instruction. For example, full-time pay is not impacted by holidays, whereas adjuncts receive no pay for classes not taught on holidays. A 3-hour class is to have 54 billable contact hours but if the class meets on Monday and Wednesday, the SIU's payable to the adjuncts are under 50 hours. All of which result in less pay for adjuncts.

2. Assignment of Classes.
 - a. The full-time faculty have first right of refusal for overloads, which would otherwise be assigned to adjuncts.
 - b. They have first right of refusal for summer and intersession classes. Granting these benefits to full-timers is unfair treatment and adversely disadvantages adjuncts.
3. Benefits. The college provides full-time faculty with medical, dental, prescription, vision, employee assistance, long-term care, and accidental death and dismemberment insurance, at a cost of \$15,000 per person, paid by the college. None of these are available to adjuncts.
4. Seniority.
 - a. While the full-timers are granted tenure, adjuncts enjoy no job security, whatsoever. Many other community colleges have a tiered, or vesting system to give priority to more senior, but qualified, adjuncts when making class assignments. Such a system has been proposed repeatedly at COD and rejected every time, without consideration, compromise, or explanation.
 - b. Adjuncts serve at the whim of their Deans and have no recourse if passed over for available course assignments.
 - c. Adjuncts have no recourse when wrongful actions are taken against them. Filing a grievance against one's Dean, for example, could cause resentment and retaliation, in the form of not being given work in the future (for which there is also no recourse).
5. Participation in College Governance.
 - a. Adjunct committee membership is mostly limited to one person per committee, with a couple of exceptions that allow for two. This is grossly disproportionate to the number of adjuncts employed, and the number of sections taught by adjuncts.
 - b. Committee chair positions are not available to adjuncts, while full-timers not only have that opportunity, they receive release-time to serve.
6. Participation in Departmental Decision-making. Adjuncts are not given equal, or any, representation in departmental decisions such as textbook selection, preference of course assignments, program review preparation or updates, etc., **a violation of California Education Code, Section 87482.8.**
7. Recognition. Adjuncts, by nature of their years of service with no job security, have demonstrated their loyalty to the college. While full-timers are recognized for their years of service during a Flex presentation and are given awards by the college president, adjuncts must plan, organize, host and present service awards at their own event in order to receive this recognition.
8. Facilities and Support. Adjuncts are generally not given office space, clerical support by staff assistants, business cards, or ID cards; **another violation of California Education Code, Section 87482.8.**

While it is recognized that some of these issues are not subject to negotiation, all of them represent the overall unfair treatment of the largest employee group at the college.

* Based on \$48.99 per hour in Step 1 of Column 3 of 4 for adjuncts compared to \$132.90 per hour in Step 1 of Column 5 of 7 for full-time (\$63,792, divided by 32 weeks a year [16 weeks per semester] divided by 15 units per week).

C O D A A

College of the Desert Adjunct Association

College of the Desert, 43500 Monterey Avenue, Palm Desert, CA 92260



TO: Desert Community College District Board of Trustees

CC: Dr. Joel Kinnamon, Stan Dupree, Douglas Redman

FROM: David Bashore *David Bashore*

DATE: November 22, 2013

RE: California Part-time Faculty Association 2013 Wage, Salary, and Parity Analysis

Attached is a copy of the salary report I briefly summarized for you at the November Board of Trustees' meeting. As you will see, not only are COD part-time faculty near the bottom of the list in pay rates, as I reported to you, we are also among the lowest in average parity with full-time faculty.

I hope that this information reinforces the many appeals I have made over the years for the need to close the gap between full-time and part-time salary rates.

Thank you for giving this information your full consideration.

COD Board of Trustees
Alumni Association Report
November 14, 2013

Each day more and more customers are showing up at the Street Fair. We have a giant three day Street Fair on Friday, Saturday, and Sunday November 29, 30, and December 1.

The Alumni Association provided a shuttle cart to Palm Desert Rotary for the annual golf cart parade. Their float came in 2nd place for non-profits.

The Alumni/Pathways Student Scholarship Club meets every other week. Currently they have planned a Thanksgiving pot-luck dinner at the Hilb Center on Friday, November 22. They are also making plans to return to the Palm Springs Aerial Tram.

The Alumni Association is sponsoring their Annual Pie Social on Wednesday, November 20 from 9:30 – 11:30 a.m. The Annual Donut Social will be held on Wednesday, December 18 from 9:30-11:30 a.m.

On a sad note, Shirley Chandler, who was my Administrative Assistant for over 15 years, has decided to retire when she turns 65 on December 6. We will miss her expertise, skills, and talent she had in dealing with our Street Fair merchants.

Academic Senate Board Report

November 2013

The semester is moving by quickly! There is, as always, a lot of activity.

I would like to thank the administration and Board of Trustees for approving \$265,000 in instructional equipment which was identified from last year's PRUs. I would also like to thank the administration and Board for approval of updating out-of-date faculty office computers. The process for identifying and prioritizing the equipment was excellent! The team was comprised of key high level administrators, the Deans, the faculty chairs, the Executive Senate and a few others. Everyone involved in the process should be proud of the professionalism and cooperation. Best of all, the students win! This equipment will improve programs and allow the College to improve the student learning experience and student success.

The same outstanding team is now focusing on providing Dr. Kinnamon with a prioritized list of much needed full-time faculty. On Wednesday of this last week each school shared their prioritized list. It was educational to hear the faculty needs of each school. We meet again this Wednesday and hope to have the final list ready for Dr. Kinnamon to consider. It is our request, and hope, that the College will be able to hire some full-time faculty to begin teaching in the Spring semester. The winners will, once again, be our students!

Standing Senate Committees Update:

- Curriculum Committee, chaired by Dr. Carl Farmer, is hard at work updating courses, working on a prerequisite policy, developing TMCCs and various other activities.
- Educational Policies, chaired by Dr. Darlene Romano, is continuing to look at the registration process and the Student Success Initiative, the faculty emeritus policy and various other activities.
- Outcomes and Assessment Committee, chaired by Professor Bert Bitanga, is continuing the revision to the PRU forms and process and is working on various other activities.
- Faculty Development, chaired by Dr. Lisa Soccio, is well into the process of planning and implementation for the Spring Flex and continuing to work with the submitted sabbatical requests via the sabbatical leave sub-committee, and various other activities.
- Ed Tech, chaired by Professor Felix Marhuenda-Donate, is developing distance education standards and Felix will lead a sub-committee to revise our Technology Master Plan. They are also working on various other activities..

Other happenings and observations:

- The Equivalency sub-committee, chaired by Professor Clayton Mayes, has been active in reviewing equivalency requests.
- I attended the ASCCC Fall Plenary session. The session was educational and a great time to network and become more involved at a state-wide level.
- It has been a pleasure getting to know and working with our new VP of Administrative Services, Lisa Howell. She is professional and has been sensitive and supportive of faculty issues.
- The EVP selection committee has forwarded candidates to Dr. Kinnamon. We look forward to having this spot filled. The committee was able to send up a strong group for the final selection.
- Faculty Chairs and the Deans have been working hard on the Spring Schedule. It is exciting to see restoration of course sections.
- I am working on my goals as Academic Senate President and working on updating our Senate Issues Matrix which tracks the Senate activities.
- Dual Enrollment work is continuing. The ASCCC is holding a Dual Enrollment Summit in January. The College is going to send a strong contingent. The Summit will include K-12 and Community Colleges.

Thank you for the opportunity to provide this report.

Douglas H. Redman
College of the Desert
Academic Senate President

November Report to the Board of Trustees

From: CODFA, President Denise Diamond

The Executive Board of the Faculty Association requested a meeting with Don Berz to hear his presentation on Funding Formula for College of the Desert. We invited the Executive Board of the Adjunct Association as well. The meeting went well and we appreciate the information and discussion.

The Faculty Association has filed what is called a Demand to Bargain related to Dual Enrollment. This has been prompted by numerous concerns from faculty regarding the Pilot program. We have received a response from HR and are reviewing it and will respond to it. Among the concerns related to this pilot program are: lack of faculty involvement, identification of appropriate pilot courses, hiring and evaluation issues.

I will be meeting with Stan to work out the MOU for Board Policy 7141. We will have 2 more faculty using the Pre-Retirement plan in the spring of 2014. We appreciate the support HR has recently given to a faculty member in need of attention.

The Association is preparing for bargaining in the Spring semester; we will be sun shining our 3 items before the semester ends. We remain concerned on the reorganizational plan for the college and its effect on working conditions of the faculty. We are waiting to hear what the budget will be for new faculty hires, which are currently being prioritized.

Dr. Kinnamon,

I am writing this letter as a former College of the Desert student and few weeks after entering into my second year of law school at California Desert Trial Academy (Indio, CA). The purpose of this letter is to thank College of the Desert for its commitment to education and to acknowledge the pivotal role that Professor Jack Tapleshay has had on my continuing education and my life's course.

Qualitative research shows that the single most important factor determining the excellence of an education is the quality of the teacher. When I first enrolled in English Composition taught by Professor Tapleshay, I had no idea that I was about to encounter a Professor whose dedication to his subject matter is matched only by a passion for teaching. Professor Tapleshay finds ways to motivate and engage everyone. He builds relationships with students from a variety of backgrounds, and provides each student with the support that they need to succeed.

Prior to successfully completing Professor Tapleshay's course, I had very limited writing abilities. As a result of the improvement that I made in his class, I have recently achieved one of the most important milestones in my life.

Not only did I pass the California First Year Law Students Examination on the first attempt, I had the highest average in the writing section of this exam of my entire first year law school class.

As a result of Professor Tapleshay's influence on my writing and education, I am well on my way to achieving my educational goals.

I sincerely thank Professor Tapleshay and College of the Desert.

Warmly,

Nicole L. Ebarb

Nicole L. Ebarb

(760) 409-9696 Mobile

(760) 324-6848 Fax

ADDRESSING THE BOARD OF TRUSTEES

1. Complete a "Request to Address the Board of Trustees" form (see below) and present it to the Board Executive Assistant prior to the beginning of the meeting at which you wish to address the Board.
2. You will be called to speak at the section set aside for PUBLIC COMMENTS. Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen (15) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. *(per Board Policy 2350)*
3. You will be asked to state your name and appropriate affiliation for the record before your statements to the Board.
4. The Board Chair may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive. *(per Board Policy 2350)*

**For the complete text of Board Policy 2350 www.collegeofthedesert.edu – "Community", "Board of Trustees", "Board Policies and Procedures".*

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 2013-11-15

NAME: ROGER BELL
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF X
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. XI, C, 2 ^{action} H. R. 2

TITLE EMPLOYMENT GROUP A - NON-RENEWAL OF CONTRACT.

ADDRESSING THE BOARD OF TRUSTEES

1. Complete a "Request to Address the Board of Trustees" form (see below) and present it to the Board Executive Assistant prior to the beginning of the meeting at which you wish to address the Board.
2. You will be called to speak at the section set aside for PUBLIC COMMENTS. Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen (15) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. *(per Board Policy 2350)*
3. You will be asked to state your name and appropriate affiliation for the record before your statements to the Board.
4. The Board Chair may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive. *(per Board Policy 2350)*

**For the complete text of Board Policy 2350 www.collegeofthedesert.edu – "Community", "Board of Trustees", "Board Policies and Procedures".*

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/15/2013

NAME: LAURO JIMENEZ
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF ✓
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. ACTION HR #1

TITLE LEAD BURSAR POSITION LAY OFF

ADDRESSING THE BOARD OF TRUSTEES

1. Complete a "Request to Address the Board of Trustees" form (see below) and present it to the Board Executive Assistant prior to the beginning of the meeting at which you wish to address the Board.
2. You will be called to speak at the section set aside for PUBLIC COMMENTS. Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen (15) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. (per Board Policy 2350)
3. You will be asked to state your name and appropriate affiliation for the record before your statements to the Board.
4. The Board Chair may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive. (per Board Policy 2350)

*For the complete text of Board Policy 2350 www.collegeofthedesert.edu – "Community", "Board of Trustees", "Board Policies and Procedures".

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11-15/13

NAME: JOANIA CILURASH
(Please print legibly)

AFFILIATION: PUBLIC FACULTY STAFF STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Chemistry event
TITLE "Mole Day" event

ADDRESSING THE BOARD OF TRUSTEES

1. Complete a "Request to Address the Board of Trustees" form (see below) and present it to the Board Executive Assistant prior to the beginning of the meeting at which you wish to address the Board.
2. You will be called to speak at the section set aside for PUBLIC COMMENTS. Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen (15) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. *(per Board Policy 2350)*
3. You will be asked to state your name and appropriate affiliation for the record before your statements to the Board.
4. The Board Chair may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive. *(per Board Policy 2350)*

**For the complete text of Board Policy 2350 www.collegeofthedesert.edu – "Community", "Board of Trustees", "Board Policies and Procedures".*

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/15/2013

NAME: Gisele Osuna
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF _____
FACULTY _____ STUDENT ✓

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Mole Day

TITLE _____

ADDRESSING THE BOARD OF TRUSTEES

1. Complete a "Request to Address the Board of Trustees" form (see below) and present it to the Board Executive Assistant prior to the beginning of the meeting at which you wish to address the Board.
2. You will be called to speak at the section set aside for PUBLIC COMMENTS. Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen (15) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. *(per Board Policy 2350)*
3. You will be asked to state your name and appropriate affiliation for the record before your statements to the Board.
4. The Board Chair may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive. *(per Board Policy 2350)*

**For the complete text of Board Policy 2350 www.collegeofthedesert.edu – "Community", "Board of Trustees", "Board Policies and Procedures".*

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11 | 15 | 13

NAME: JAMES RUBALCABA
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF _____
FACULTY _____ STUDENT X

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. _____

TITLE _____

Scorecard Guidelines for Interaction with the Board of Trustees

The legislation behind the original accountability framework (ARCC) contains specific language regarding interaction of the report with local district board of trustees. This requirement carries over to the new accountability framework, the Scorecard.

Per the Education Code, Section 84754.5(d):

“As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

The Chancellor’s Office guidelines include:

- Although the colleges technically have until March 31st (one year from the release of the Scorecard), we ask that you submit your board minutes to us no later than March 16th since we now include the dates from the board presentations in the Scorecard’s *Board of Trustee Interactions* document.
- The board minutes should include:
 - Reference to the Scorecard and the specific report’s year (e.g., the 2013 Scorecard).
 - Reference to the areas or metrics discussed in the Scorecard (e.g., completion rate overall, remedial rate for Hispanics students, etc.)
 - Reaction, including questions and comments, from board of trustee members.
- Please plan to present the final Scorecard report to your board as soon as possible.
- Send your board of trustee minutes (or a link to the meeting minutes) to scorecard@cccoco.edu. No hard copies are necessary. Also, we do not require that you send the officially approved board minutes (unofficial copies are acceptable).

In closing, we appreciate the sincere effort that districts have shown with respect to local performance evaluation through the Scorecard, and we hope that this form of locally-enacted review will help everyone serve the public good.

If you have any questions, please contact us at scorecard@cccoco.edu.

**California Community Colleges
Student Success
2013 Scorecard**

College of the Desert

Board of Trustee Presentation

Nov. 15, 2014



Why are we reviewing the Scorecard?

**1. Recommendation of the State
STUDENT SUCCESS INITIATIVE**

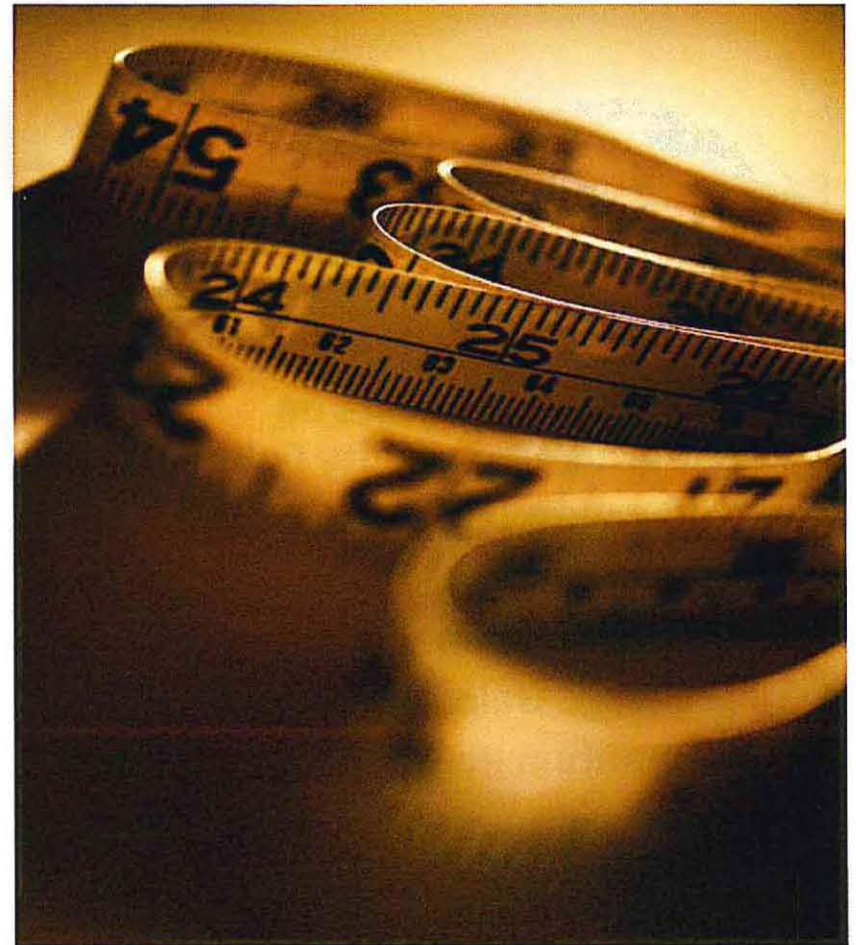
**2. Review
Benchmark data for
College of the Desert**

**3. How OUR benchmark data compares to
the Statewide Average**



STUDENT SUCCESS **SCORECARD**

- An accountability framework for the California Community Colleges
 - Clear information on student progress and student metrics
 - Built on an existing report ARCC (Accountability Reporting of the Community Colleges)
 - Student Success Task Force Recommendation



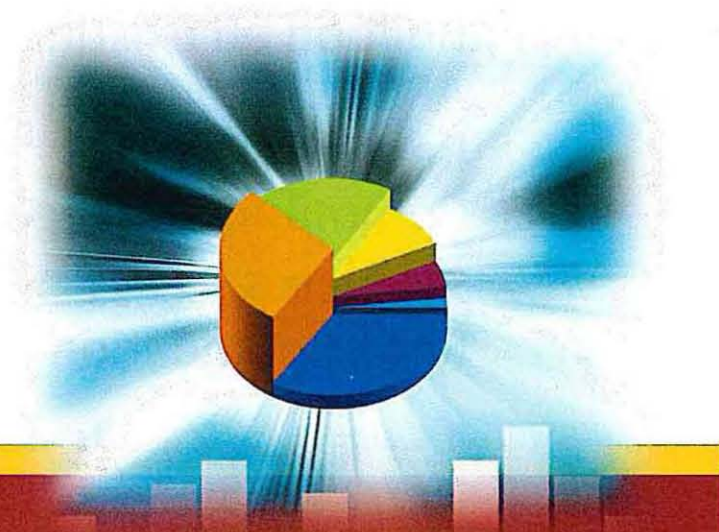
STUDENT SUCCESS SCORECARD

**NOT INTENDED TO
RANK COLLEGES—
provide benchmark
data for sustained
improvement**

- **Part of Student Success Act**
- **New Accountability Tool**
- **WHY?**
 - **Performance metrics on California Community Colleges**
 - **College-preparedness in HS**
 - **Success Metrics**
 - **Completion**
 - **Wage Gains**
 - **Momentum Points**



Source: Paige Marlett Dorr, "Student Success Scorecard Talking Points," California Community Colleges Chancellor's Office, September 30, 2013

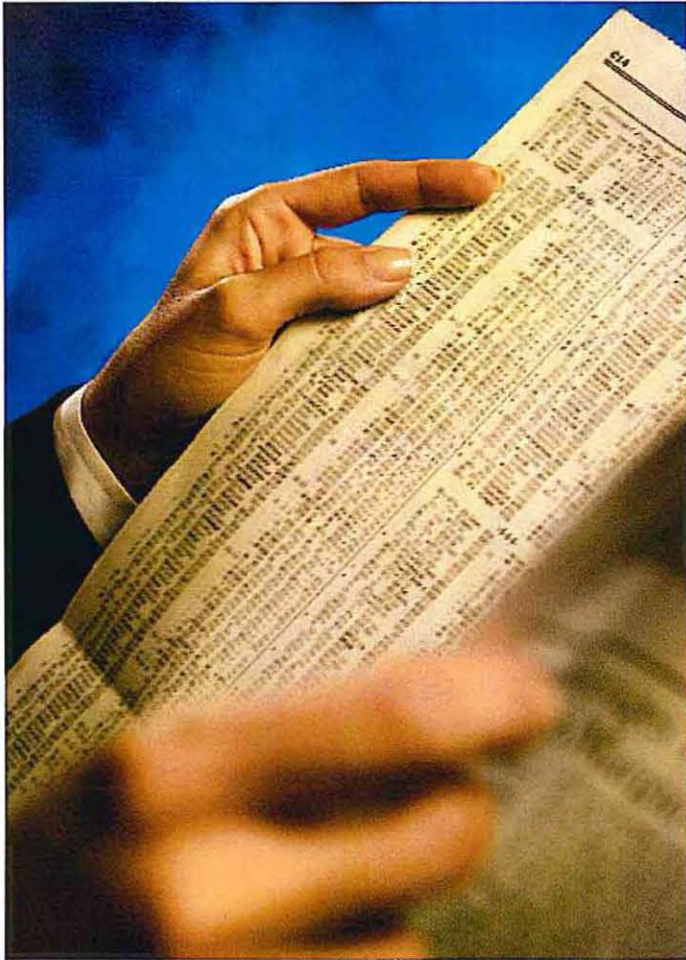


STUDENT SUCCESS ACT OF 2012 (SB1456)

The screenshot shows the website for the California Community Colleges Chancellor's Office. The page is titled "SB1456 Student Success Act of 2012". The main content area includes a "Division Menu" with links to "Division Home", "Staff Directory", "Meet the Vice Chancellor", "Mission and Value", and "Programs". There is a "Resources" section with links to "SB 1455 Bill", "Amendments Overview", "SSACT2012 Overview Draft", "Principles & Considerations", "Coming Soon", "Timeline", and "Communication Plan". A "News" section features a post from September 27, 2012, titled "Gov. Brown Signs Student Success Act of 2012 into Law, Ushering in Improvements at California Community Colleges - New law will help students complete educational goals, bolster economy". A "Workgroups" section lists "Matric Title 5 Revision Workgroup", "Matric MIS & Allocation", "Formula Workgroup", "Student Equity Workgroup", "Program Reporting Workgroup", and "BOG Fee Waiver Workgroup". A "Contact Us" section provides the email address "SB1456@cccco.edu". The footer contains navigation links and copyright information: "Copyright © 2012 by California Community Colleges Chancellor's Office | 1102 Q Street, Suite 4554, Sacramento, CA 95811 | 916.445.8752".

- 8 Focus Areas
- 22 Recommendations
- 7.3 Student Success ScoreCard
 - Links funding to support
 - Implement the accountability scorecard
 - Section 84754.5
 - implement the board of governors' accountability scorecard, pursuant to Section 84754.5, when established during the period in which it receives that funding. (SB 1456)

MEDIA COVERAGE



Launch Date April 8, 2013

30 news stories released

More positive and neutral themes

Scorecard Interaction with the Board of Trustees



Per the Education Code, Section 84754.5(d):

“As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

Address
Questions and
Comments
from
The Board of
Trustees

Reference All Metrics in the Scorecard

Review 2013 Scorecard

College of the Desert's

Scorecard*

What's on it?

Persistence-
3 terms

Completion-
Degree, Certificate,
Transfer, 30 units

Basic Skills
& Career
Technical
Education

Challenges with the Scorecard



- 6 year cohort
- Reported up until 2011-2012
- Do not know the Sample Size “the number of students”
- Future Improvements by the State
 - Upgrade down the road
 - Discussions have reconvened

College Profile: Gender, Age, Race/Ethnicity & Other Student Information

College of the Desert

[Click here to select a different college](#)

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION

College Profile

Description of the student population and course sections offered in 2011-12

STUDENT INFORMATION				OTHER INFORMATION	
Students				Full Time Equivalent Students	7,561.7
		13,164		Credit Sections	1,818
GENDER		ETHNICITY/RACE		Non-Credit Sections	211
Female	54.4%	African American	3.6%	Median Credit Section Size	32
Male	45.6%	American Indian/Alaska Native	0.5%	Percentage of Full-Time Faculty	49.9%
Unknown	0.0%	Asian	2.9%		
AGE		Filipino	1.8%		
Less than 20 years old	26.9%	Hispanic			
20 to 24 years old	33.0%	Pacific Islander			
25 to 49 years old	35.1%	White			
50 or more years old	4.9%	Two or more Races			
Unknown	0.1%	Unknown			

College of the Desert (COD), opened in 1962 in Palm Desert, Riverside County, is the to CSU San Bernardino, Palm Desert campus. COD offers a number of vocational pro Sciences, Digital Design and Production, Turf Grass Management, Advanced Transpo Arts, and Administration of Justice courses. The COD leads the way in developing Gr training. It is the administrative home to Advanced Transportation Technology and E develop curriculum and conduct training for workforce development in emerging tran

COD's average class size for credit courses is slightly higher than Statewide Size (29)

% of Full-Time Faculty is below Statewide Average (56.9%)—
(% of courses taught by Full-Time Faculty)

What are the Trends?

- More Females than Males attend COD (similar to state average)
- Most students are between "less than 20 to 49 years old" (95%)
 - Interesting trend, COD 50+ student population is half of the State AVG. (9.6%).
- Serve Majority Hispanic and White Students (87.6%)
 - COD serves almost double the student Hispanic population that the state serves (Statewide 35.9% Hispanic and 31.2% White)

Reports:
Year

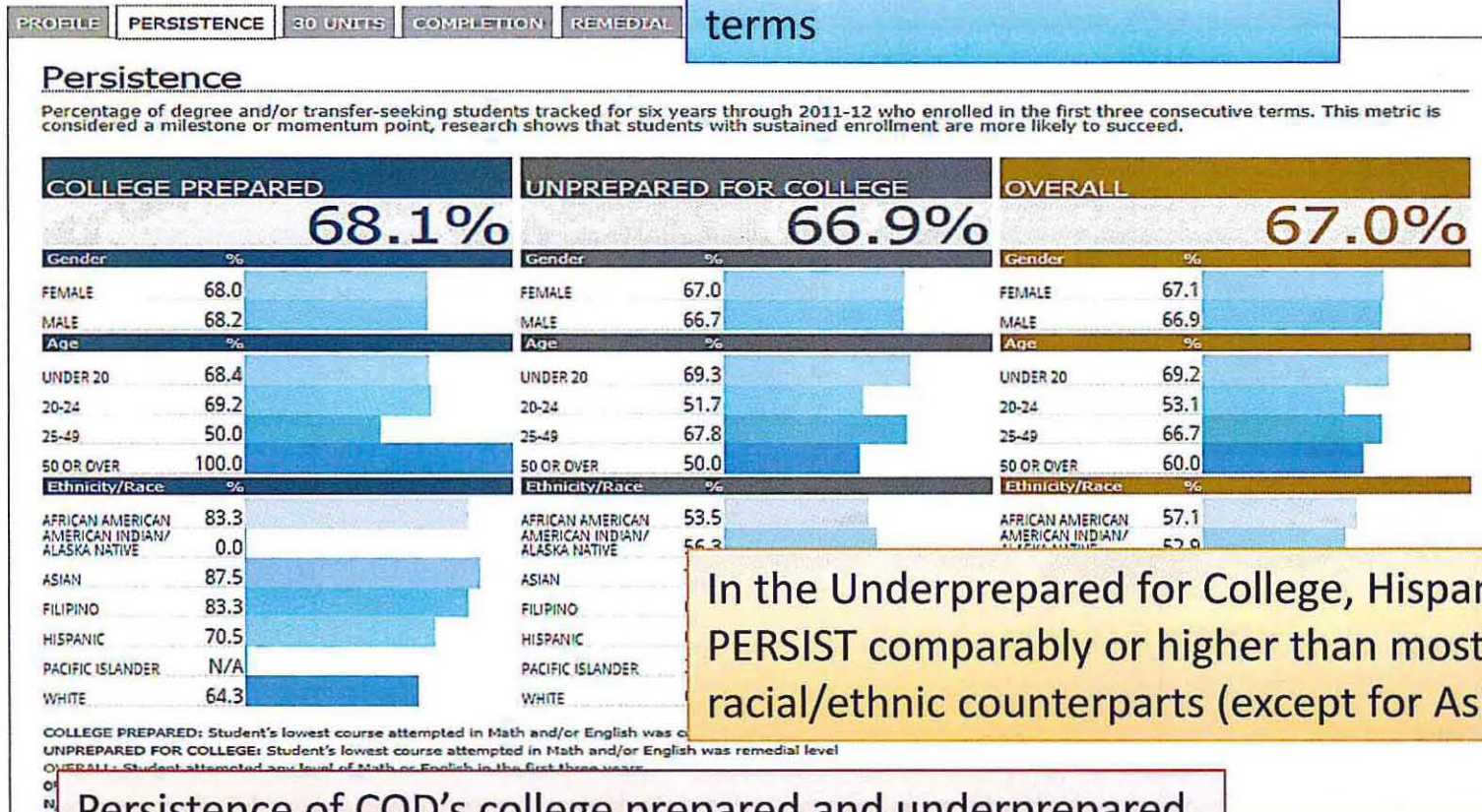
COLLEGE
DESERT

PERSISTENCE—attended 3 terms in a row

College of the Desert

100% of 50 and older College Prepared students PERSIST for 3 terms

different college



In the Underprepared for College, Hispanics PERSIST comparably or higher than most racial/ethnic counterparts (except for Asians)

Persistence of COD's college prepared and underprepared for college students PERSIST at higher rates than the statewide average (62.2% college prepared & 67.3% underprepared for college)

View Printable Scorecard Reports:

Current Year Five Year

Who at COD completed 30 units?

College of the Desert

[Click here to select a different college](#)

PROFILE | PERSISTENCE | **30 UNITS** | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION

30 Units

Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
69.8%		59.5%		60.9%	
Gender	%	Gender	%	Gender	%
FEMALE	71.1	FEMALE	59.4	FEMALE	60.9
MALE	68.2	MALE	59.6	MALE	60.8
Age	%	Age	%	Age	%
UNDER 20	70.9	UNDER 20	62.6	UNDER 20	63.8
20-24	61.5	20-24	44.2	20-24	45.6
25-49	75.0	25-49	53.9	25-49	55.3
50 OR OVER	33.3				
Ethnicity/Race	%				
AFRICAN AMERICAN	83.3				
AMERICAN INDIAN/ ALASKA NATIVE	100.0				
ASIAN	87.5				
FILIPINO	83.3	FILIPINO	65.3	FILIPINO	65.7
HISPANIC	67.2	HISPANIC	59.8	HISPANIC	60.4
PACIFIC ISLANDER	N/A				
WHITE	71.4				

COD College Prepared Students perform similarly to Statewide average (70%) in students who completed 30 units

Hispanics and Whites complete 30 units at comparable rates in all categories

COD's underprepared for college Students perform about 6% under the Statewide average

Trends:

- Underprepared for College Asian students complete 30 units at higher % than other Racial/Ethnic counterparts
- Except, College Prepared African American, Asian, Native American & Filipino students complete 30 units at higher %

COMPLETION: earning a degree, certificate or transfer

College of the Desert

Click here to select

Asians, college prepared or unprepared for college, have a higher % of completion

PROFILE | PERSISTENCE | 30 UNITS | **COMPLETION** | REMEDIAL | CAREER TECHNICAL EDUCATION

Completion

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
64.3%		35.5%		39.2%	
Gender	%	Gender	%	Gender	%
FEMALE	68.0	FEMALE	35.0	FEMALE	39.2
MALE	60.0	MALE	36.1	MALE	39.2
Age	%	Age	%	Age	%
UNDER 20	64.6	UNDER 20	37.4	UNDER 20	41.3
20-24	61.5	20-24	24.5	20-24	27.5
25-49	62.5	25-49	32.2	25-49	34.1
50 OR OVER	66.7	50 OR OVER	50.0	50 OR OVER	53.3
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	83.3	AFRICAN AMERICAN	32.6	AFRICAN AMERICAN	38.8
AMERICAN INDIAN/ ALASKA NATIVE	0.0	AMERICAN INDIAN/ ALASKA NATIVE	31.3	AMERICAN INDIAN/ ALASKA NATIVE	29.4
ASIAN	100.0	ASIAN	58.6	ASIAN	67.6
FILIPINO	83.3	FILIPINO	26.7	FILIPINO	36.1
HISPANIC	62.3	HISPANIC	34.3	HISPANIC	36.6
PACIFIC ISLANDER	N/A	PACIFIC ISLANDER	25.0	PACIFIC ISLANDER	25.0
WHITE	61.9	WHITE	37.4	WHITE	42.2

Hispanics and Whites in all categories have similar Completion Rates

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student attempted any level of Math or English in the first three years
 0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

View CDCP (Non-credit):
 Career Development/College Preparation

6-7% lower than the Statewide average for both the College Prepared & Underprepared for College (Statewide: College Prepared 71% and Underprepared 41%)

Trends: College Prepared Students have almost double the chance of completion as compared to underprepared college students

Basic Skills to College Level: COMPLETING A PATHWAY

Females perform at higher % than males in math and English

In all 3 categories, COD is 1-3% above the Statewide Average

College of the Desert

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | **REMEDIAL** | CAREER TECHNICAL EDUCATION

Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
26.1%		41.3%		35.5%	
Gender	%	Gender	%	Gender	%
FEMALE	27.6	FEMALE	44.8	FEMALE	33.9
MALE	24.2	MALE	37.2	MALE	37.8
Age	%	Age	%	Age	%
UNDER 20	28.5	UNDER 20	45.2	UNDER 20	34.6
20-24	21.3	20-24	32.8	20-24	44.0
25-49	24.8	25-49	35.7	25-49	24.0
50 OR OVER	14.3	50 OR OVER	22.2	50 OR OVER	60.0
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	10.1	AFRICAN AMERICAN	28.2	AFRICAN AMERICAN	100.0
AMERICAN INDIAN/	0.0	AMERICAN INDIAN/	0.0	AMERICAN INDIAN/	0.0

Trends:

Asians are most likely to complete the college level course of the basic skills discipline they enrolled into

100% of African Americans complete their college level course after taking the ESL basic skills course

50 and older are the least likely age group to complete their college level English or Math course

And, Pacific Islanders are the least likely Race/Ethnic group to complete their college level course after enrolling in basic skills

Record Reports:
Five Year

COLLEGE
DESERT

Career Technical Education: Doing What Matters for Jobs and Economy

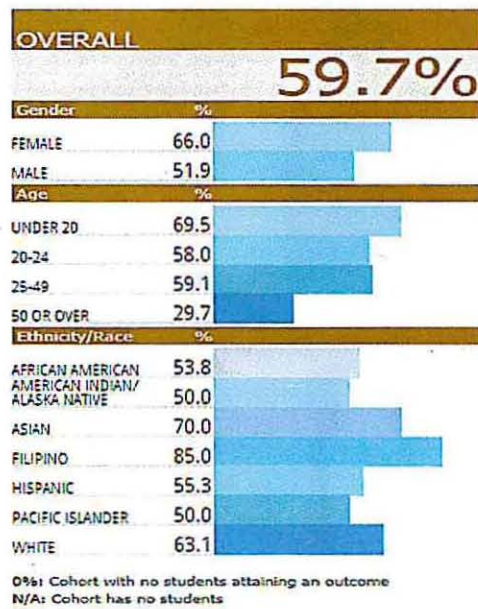
College of the Desert

[Click here to select a different college](#)

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | **CAREER TECHNICAL EDUCATION**

Career Technical Education

Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical discipline and completed a degree, certificate or transferred.



COD's CTE completion rate is higher than Statewide Average (55%)



What are the Trends?

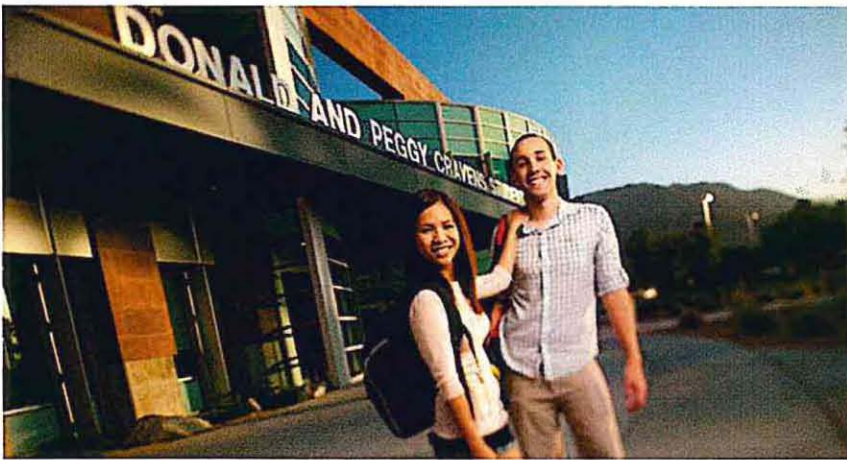
- Filipino & Asian students complete their CTE pathways at higher % than other Ethnic/Racial counterparts
- Women complete their CTE pathways at higher % than their Male counterparts
- The 50 & older population complete their CTE pathways at much lower % than the other age categories

WHAT'S NEXT?

- Today, Review and Accept information presented
- Tomorrow, the Institution reviews College of the Desert's Scorecard and reports findings
- Future: Student Success Plan



THANK YOU!








QUESTIONS OR
COMMENTS

Dr. Annebelle Nery
Executive Dean, Institutional
Effectiveness, Educational
Services & Planning

anery@collegeofthedesert.edu

760-776-7441

-  **CSEA Chapter 407 Holiday Celebration** – As a reminder the classified staff hopes that Dr. Kinnamon and our trustees will join CSEA chapter members in our holiday celebration at the Cravens Student Services Center Multi-Purpose Room on December 20th. We had originally scheduled the end of semester celebration for one week earlier as not to conflict with the Board of Trustee meeting on the 20th. When it was decided to make your meeting a week earlier, we postpone our celebration such that you might be able to attend. This worked well since this freed this room for your meeting on its new date. If you would kindly let us know through Lee Ann if you are likely to attend, we'd appreciate it so that we can have a good count as we plan the meal.
-  **CSEA Chapter News** – Seems hard to believe that only one year ago, together we – trustees, administration, faculty, classified staff, community members and most importantly students were celebrating our success with the passage of Proposition 30. We continue to be thankful for the 3% salary increase across all groups and for the flexibility that Prop 30 funds are allowing our district to identify needs and provide staffing resources to needs that have been left unfilled and to address workload issues resulting both from unfilled vacancies and from increased demand for administrative and instructional support.
-  **Staffing for New EVC Facilities** – Classified staff both at the Indio location and at the Palm Desert Campus are excited about the upcoming opening of the new facility. We hope that the new facility will provide the needed space and resources to expand course offerings and student services for students living nearby. We have brought up the topic of staffing levels and increases to provide services and support for the increase in students. We are beginning discussions on the need for additional administrative and instructional support staff as well as security, maintenance and operations, custodians, and IT staff. This is a consideration as we transition from a leased facility supported by the county to one owned by the College. Not unlike when someone becomes a homeowner after years of renting. When the garage opener or water heater breaks (as mine did over the weekend) the landlord we call is ourselves.
-  **CSEA History** – My August report included the first in a series on the history of the California School Employees Association beginning with the 1920's. Next we will look back at the following two decades as recorded on the CSEA website:
- 1930's** – For classified employees (known at the time simply as “non-certificated” workers), the Great Depression era meant more hours and less pay. By the end of the decade, classified employees won the right to paid leaves of absence for illness.
- 1940's** – In the years following World War II, CSEA established itself as an important part of the education community. In just 10 years, membership shot up from 1,400 members to nearly 10,000. Having found strength in numbers, CSEA demanded that basic rights and benefits, which had been enjoyed by teachers for years, should finally be extended to classified employees. *To be continued...*

 **Action Agenda HUMAN RESOURCES ITEM #1**— The District identified the need to reorganize positions in fiscal services and the bursar's office. As CSEA and the District have a collegial relationship and as CSEA has standing demand to bargain the effect of reorganization, we immediately met to review a new position that would replace the lead bursar position. We agreed that the new position would better fulfill the needs of the district and students. The new position also provides better promotional opportunities to existing staff. I would like to thank Dr. Kinnamon and Stan for their excellent efforts to include CSEA early in these discussions. We hope to continue to nurture our collaborative relationship as we resolve issues to the benefit of both the district and the classified bargaining unit and most importantly to the benefit of the students we all serve.

Lauro Jimenez
Chapter President, CSEA Chapter 407