# COLLEGE OF THE DESERT
## COLLEGE PLANNING COUNCIL MEETING

Friday, May 13, 2016
10:00 a.m. to 12:00 p.m.
PSA 19 A & B

## Agenda

**Committee Members:** Joel Kinnamon, Kelly Hall, Lisa Soccio, David George, Rick Rawnsley, Elise King, Sarah Fry, Courtney Doussett, Andrew Johnson, Karen Tabor, Carl Farmer, Linda Emerson, Adell Bynum, Denise Diamond, Cathy Levitt, Robert Holmes, Lauro Jimenez, Mary Lisi, Minerva Montane, Jose Rodriguez, John Ramont, Diaman Amsler, Leslie Young, Annebelle Nery, Jessica Enders, Sheri Willis, Diane Wirth, Lisa Howell, Pam Hunter, Daniel Martinez, Bert Bitanga, Carlos Maldonado, Jeff Baker

1.  Approval of Minutes of April 22, 2016 – *Action Item*

## DISCUSSION ITEMS:

| | | |
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| 2. | Budget Subcommittee | L. Howell |
| 3. | Bookstore Advisory Committee Update | L. Howell |
| 4. | Facilities Advisory Committee | L. Howell |
| 5. | Assessment of Planning and Outcomes Committee<br>    a.  CPC Handbook – Update | A. Nery |
| 6. | Distance Education Policies/Procedures | K. Hall |

## ACTION ITEMS:

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| 7. | Tutoring and Academic Skills Center Recommendations | K. Hall |
| 8. | Bookstore Advisory Committee – Updated Roles and Responsibilities | L. Howell |

**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.

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

9.  Enrollment Management Committee Charter – Revision                                  J. Baker
        - Postponed action from 4/8/16 and 4/22/16 meetings

10. Faculty Prioritization Task Force Process and Rubric Recommendations          A. Phillips
        -   2nd Reading

11. IEPI Goals – 2nd  Reading                                                          C. Doussett

12. Policy/Procedure Review – 2nd Reading                                              J. Kinnamon

        a. BP 1100 Desert Community College District
        b. BP 2010 Board Membership
        c. BP 2710 Conflict of Interest
        d. BP 3520 Local Law Enforcement
        e. AP 3518 Child Abuse Reporting
        f. AP 5130 Financial Aid
        g. AP 3250 Institutional Planning

## INFORMATION ITEMS:

1.  Assessment of Planning and Outcomes Committee                                      A. Nery
        - Strategic Plan

**Next Meeting: September 9, 2016, TBD**

# COLLEGE PLANNING COUNCIL

## MINUTES

APRIL 22, 2016    10:00AM – 12:00PM    CRAVENS MPR

| ATTENDEES | Joel Kinnamon, Lisa Soccio, David George, Rick Rawnsley, Elise King, Sarah Fry, Courtney Doussett, Andrew Johnson, Karen Tabor, Carl Farmer, Linda Emerson, Adell Bynum, Denise Diamond, Cathy Levitt, Robert Holmes, Lauro Jimenez, Mary Lisi, Minerva Montane, Jose Rodriguez, John Ramont, Diaman Amsler, Jessica Enders, Lisa Howell, Pam Hunter, Daniel Martinez, Bert Bitanga |
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Recorder: Angela Walton

10:00 AM

President Kinnamon conducted the roll call. A quorum was established.

Handouts that Committee Members Received: Enrollment Management Committee Charter – Revision, Gender Equity in Athletics Committee Description, Matriculation Advisory Committee Description, AP 6325 Payroll, AP 3200 Accreditation, IEPI Goals, 2017-2018 Academic Calendar, Various Board Policies and Administrative Procedures

## Agenda topics

1. APPROVAL OF MINUTES OF
APRIL 8, 2016

| DISCUSSION | Agenda Correction - Dr. Kinnamon recommended postponed the Enrollment Management Charter since the co-chairs are not at today's meeting.<br><br>The minutes were approved with no corrections. |
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| CONCLUSIONS | Minutes were approved with no additional corrections. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|---|---|---|
| 1. None. | | |

## DISCUSSION ITEMS

2. GREEN COUNCIL
COMMITTEE                                                   L. HOWELL
UPDATE

| DISCUSSION | VP Howell reported that four water refill stations have been installed, and that there has been wide campus support from both students and staff. The Green Council is working with a company named Signal who provides fundraising opportunities to local groups. Signal is working with COD to have COD's branding put on custom built recycling bins with the COD logo. VP Howell reported that they are looking to install six bins over the summer, and are developing a complete plan to make sure they have appropriate containers for trash that will pair with current recycling bins, and these will be distributed throughout the campus. If any funds are raised through these efforts, the funds will go to ASCOD. The custodial staff will manage the emptying of the bins. The Green Council's goals are to get two or three projects done a year. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
|---|---|---|
| 1. None. | | |

## ACTION ITEMS

3. ENROLLMENT MANAGEMENT COMMITTEE CHARTER - REVISION

| DISCUSSION | Dr. Kinnamon postponed this item until the next CPC meeting due to the absence of VP Jeff Baker and Dr. Kelly Hall. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| None. | | |

4. APPROVAL OF DEACTIVATION OF GENDER EQUITY IN ATHLETICS COMMITTEE

A. PHILLIPS

| DISCUSSION | Motion: Motion was made by Linda Emerson, seconded by Elise King, to approve the deactivation of the Gender Equity in Athletics Committee. |
| --- | --- |
| | Discussion: Gary Plunkett addressed the CPC members and provided a brief background on this committee, reporting that this group has not met in over three years. Mr. Plunkett reported that once the plan for his department is completed as required by Title 9, being that this in an inactive subcommittee, he would like to bring the completed plan to CPC instead of the inactive subcommittee. He completes the plan for athletic association, and it is reviewed by two athletic administrators, as well as Carlos Maldonado, and the external state committee reviews the application and provides feedback. There would be no need for the Gender Equity committee if the information Mr. Plunkett provides to CPC is accurate and appropriate. |
| | All voted in favor. |

| CONCLUSIONS | Gender Equity in Athletics Committee is deactivated. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| None. | | |

5. APPROVAL OF MATRICULATION ADVISORY COMMITTEE DESCRIPTION

A. PHILLIPS

| DISCUSSION | Motion: Motion made by Jessica Enders, seconded by Adell King to approve the Matriculation Advisory Committee Description. |
| --- | --- |
| | Discussion: Amanda Phillips discussed the updates to the name of committee, products, meeting schedule and membership. Ms. Phillips announced that the plan has to be approved by the all faculty senate. |
| | Lauro Jimenez made a motion to approve the description after four subcommittees have been added, and Mary Lisi seconded. Ms. Phillips reported that noncredit, orientation, assessment and educational planning and at risk follow-up will be included in the description. |
| | Approved matriculation advisory description with amendments, all voted in favor with the exception of Carl Farmer who opposed. |

| CONCLUSIONS | Committee description will be amended to include the recommended updates. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| None. | | |

6. FACULTY PRIORITIZATION TASK FORCE PROCESS AND RUBRIC RECOMMENDATIONS

A. PHILLIPS

| DISCUSSION | Motion: Jessica Enders made the motion to approve the faculty prioritization recommendations, and Lauro Jimenez seconded.<br><br>Discussion: Amanda Phillips reported that Dr. Hall sent this document to all faculty, but not to CPC members. Ms. Phillips reported that this is strictly faculty prioritization, and that the document is attempting to address concerns of the faculty. Bert Bitanga stated he had an information session at faculty senate meetings, and utilized their comments to incorporate them into this draft.<br><br>CPC members discussed the faculty priority ranking, categorical positions, hiring processes, and what constitutes implementing an emergency hire procedure. Ms. Phillips explained that the document identifies when it is appropriate to hire outside of the process. The committee also discussed appropriately referencing the program discontinuance document because there is a specific procedure for the process. Bert explained that the goal of the task force is to bring the document to the appropriate constituents groups for review, comments and feedback on the draft, then send it back to the task force to incorporate the feedback.<br><br>Carl Farmer inquired if the timeline could be moved up, to which Mr. Bitanga stated that the timeline is aligned with the PRUs.<br><br>At the end of discussion, all voted in favor, and approved this as first reading. Karen Tabor recommended an amendment of taking out the number under timeline, Jan-Feb, and only announce positions. Mr. Bitanga stated that the feedback will be taken back to the task force for updating, but that if this is not approved by the end of semester, they will be forced to revert back to prior process. Dr. Kinnamon stated that suggestions can be sent to task force members or Angela Walton.<br><br>On the original motion, all voted in favor. Approved as a first reading. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| 1. | | |

7. AP 6325 PAYROLL – 2ND READING

L. HOWELL

| DISCUSSION | Motion – Motion made by Lisa Howell, seconded by Courtney Doussett to approve this procedure.<br><br>Discussion: VP Howell responded to inquiries from the last CPC meeting regarding the timeline, how requests will be processed, and minor changes in language. She reported that the requests will come directly to Director of Fiscal Services, and that corrections in payroll will be adjusted by the following payroll cycle. Also changed is that receipts may be picked up from the Bursar's office.<br><br>All in favor with changes, approved as second reading. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| 8. AP 3200 ACCREDITATION – 2ND READING | | J. KINNAMON |
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| DISCUSSION | Motion: Jessica Enders made the motion to approve AP 3200, and Lisa Howell seconded.<br><br>Discussion: Dr. Kinnamon briefly addressed the updates (review cycle, accreditation standards) to the procedure. Dr. Kinnamon also informed the CPC members that the ACCJC is under review and there may be changes to this procedure at a later time. Any changes will come back to the CPC committee for review.<br><br>All in favor with changes, approved as second reading. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| 1. | | |

| 9. IEPI GOALS – 1ST READING | | D. MARTINEZ |
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| DISCUSSION | Motion – Motion made by Lisa Howell, seconded by Elise King to approve the IEPI Goals.<br><br>Discussion: Dr. Martinez distributed the goals and explained that the intent of legislation is that the goals are aspirational and achievable. No consequences will be extended if these goals are not met. The required goals are due by June 15. After discussion on the goals, VP Howell commented that discussions need to continue on what defines fiscal health. Dr. Martinez commented that he would welcome more discussion, and VP Howell suggested taking it to Budget Subcommittee for review and recommendations.<br><br>All in favor, approved for first reading. |
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| CONCLUSIONS | Will come back to CPC on May 13 with follow-up information. |
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| 1. Action - | | |
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| | D. Martinez | 5/13/16 |

| 10. 2017-2018 ACADEMIC CALENDAR | | J. KINNAMON |
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| DISCUSSION | Motion – Motion to approve was made by Denise Diamond, and seconded by Lisa Howell.<br><br>Discussion: Dr. Kinnamon reported the Academic Calendar Committee has met twice, and the proposed calendar was approved by committee. Denise Diamond reported that the calendar includes more Flex days and remains in compliance with the collective bargaining agreement. CPC members discussed the impact on starting classes before Labor Day, the impact on funding for veterans, spring break and vacation days. It was noted that the Academic Calendar Committee did share the proposed calendar draft constituents to gain their input.<br><br>All voted in favor. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| 1. None. | | |
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| 11. POLICY/PROCEDURE REVIEW – 1ST READING | | J. KINNAMON |
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| DISCUSSION | **Board Policies:**<br>     BP 1100 Desert Community College District – CCLC update<br>     BP 2010 Board Membership – CCLC update<br>     BP 2710 Conflict of Interest – previously pulled from 4/8/16 agenda due to CCLC update<br>     BP 3520 Local Law Enforcement – CCLC update<br><br>**Administrative Procedures:**<br>     AP 3518 Child Abuse Reporting<br>     AP 5130 Financial Aid<br>     AP 3250 Institutional Planning<br><br>Motion:  Motion made by Lisa Howell, seconded by Courtney Doussett to approve the policies/procedures as a first reading.<br><br>Discussion:  Dr. Kinnamon described the changes, most of which are League updates.<br><br>BP 2010 – VP Howell requested clarification on high school districts and if it includes any K-12, or any unified school district. Denise Diamond inquired if a board member is allowed to serve on a private school board.<br><br>BP 2710 – Denise Diamond asked which employees the change will affect.  VP Howell stated that there are specific designations of employees that are required to report or declare interests.  The group discussed deleting "Trustees" from the title of the policy as it affects employees as well with the new required wording.<br><br>BP 3520 – Amanda Phillips and Elise King both agreed that the wording for pastoral counseling is appropriate for this policy.<br><br>AP 3518 – training of mandated reporters.  Gene Durand, Human Resources Director, will be contacted to determine if there is a training module for mandate reporters. Denise Diamond commented that mandated reporting is not a part of their collective bargaining agreement, so proper protocol and area of responsibility should be determined.  Sarah Fry inquired if this policy covered adult or elder abuse.  Lauro Jimenez commented that CSEA reviews legislation that comes through the state level, and that the policy should be reviewed in conjunction with collective bargaining agreements to ensure compliance as well as assuring the proper training mechanisms are in place.  Linda Emerson suggested that mandated reporters are given clear directions of how and where to report, and training should be included.<br><br>AP 5130 – Brief discussion on transfers and programs.<br><br>AP 3250 – updated standards.<br><br>All voted in favor, approved for a first reading. |
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| CONCLUSIONS | None. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| 1. Policies and Procedures will be presented at next CPC for a second reading and will include feedback from CPC members. | J. Kinnamon | 5/13/16 |

ADJOURNED – 11:50 AM

NEXT MEETING: MAY 13, 2016, PSA

# Discussion

## Item 6

## AP 4105

## Distance Education Procedure

# DISTANCE EDUCATION

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The ~~Exec. VP SS/SL~~ Vice President of Student Learning shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The ~~Exec. VP SS/SL~~ Vice President of Student Learning shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

**Definition:** Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

**Course Approval:** Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

> The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Certification:** When approving distance education courses, the ~~[designate authority]~~ Distance Education Subcommittee will certify the following:

> **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
>
> **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the ~~[designate authority, e.g. faculty, curriculum committee]~~ Distance Education Subcommittee approval procedures.

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

## I. COURSE CATEGORIES (3.48)

### A.  Fully Online Course (FOC)

A Fully Online Course is delivered exclusively over the internet using a Learning Management System. There are **no class meetings on campus** and all assignments and examinations are submitted online in an asynchronous manner. You must have ready access to a computer with Internet. Students enrolled in an online course should possess apt computer skills.

### B.  Proctored Online Course (POC)

All assignments and examinations in a Proctored Online Course will be submitted online in an asynchronous manner but **you will be required to take tests at a proctoring facility**. Your instructor will provide proctoring accommodations at COD. Off-site proctoring services could be available at the discretion of the instructor. Contact the individual instructor to learn more about their off-site proctoring policy. You must have ready access to a computer with Internet. Students enrolled in an online course should possess apt computer skills.

### C.  Hybrid Course (HC)

Hybrid Courses meet both on campus and online. Some of the traditional face-to-face on campus meetings are replaced with online activities. The schedule of classes will indicate the times and dates of the meetings you are required to attend. Access to a computer with internet access is required.

### D.  Web Enhanced Course (WEC)

Web Enhanced Courses are traditional face-to-face classes that make routine use of the Learning Management System. These courses hold all their meetings on campus. The instructor will post required course materials and/or activities online and may require assignments be turned in online. Access to a computer with internet access is required.

## II. SHELL REVIEW (3.52) (==3.52.01==)

Before any faculty can teach an online or hybrid course for the first time, the course must be formally reviewed and approved by the DE Subcommittee to ensure the course meets all COD policy requirements, accreditation guidelines, State and Federal laws, and accessibility compliancy.

A. The faculty member teaching the course is responsible for providing the DE Subcommittee the following materials at least two months prior to the beginning of the semester.
   1. At least 4 fully-developed weekly units (modules, assessments, etc.) with assignments. <u>Courses will be reviewed using the Online Education Initiative's course rubric. Through the review process, all course materials will be assessed for accessibility.</u>
   2. ~~Projects for the entire course.~~
   3. ~~Evidence that course materials are accessible.~~

B. The faculty member will be notified if their course is cleared for teaching or if changes are needed at most one month after the materials are received.

C. In the event that the DE Subcommittee has not completed the approval of a submitted shell by the second week before the beginning of Flex, the shell will be granted a one-semester temporary approval for delivery.

D. Faculty members using an unaltered approved Model Course, do not need to submit any material to the DE Subcommittee. If <u>substantive (new Student Learning Outcomes or objectives, for example)</u> changes are made to the Model Course, the faculty member needs to submit a list of the intended changes along with any new content.

E. Model Courses
   A course can attain the title of Model Course if the following are completed:
   1. Receives department approval.
   2. All 16 fully-developed weekly units are submitted to and approved by the DE Subcommittee.

## III. FACULTY TRAINING PROCESS AND REQUIREMENTS (3.53) (<mark>3.53.01</mark>)
### A. New, or Continuing, Distance Education Instructors

**1. Certification:** Faculty who are new to distance education and would like to teach an online or hybrid course at COD will need to become DE Certified. Certification is attained by <u>completing the following courses:</u>
   <u>1. Introduction to Online Teaching and Learning</u>[KD1]
   <u>2. Creating Accessible Online Courses</u>
   <u>3. Orientation to Distance Education at COD</u>

<mark>~~taking two 4-week courses. These fully online classes are offered through the @One Project and COD's OTA: Introduction to Online Teaching and Learning and Creating Accessible Online Courses.~~</mark>

**2. Orientation:**
<u>All faculty, regardless of other certification waivers, must take the Orientation to Distance</u>[KD2] <u>Education at COD course.</u>

<mark>~~In addition to completing the required courses, faculty will be required to participate in a COD Distance Education Orientation which meets on campus and transmits live through the internet. The orientation details COD's policies and procedures regulating distance education. The orientation also introduces faculty to the learning management system. It is best if this orientation is taken after they have completed the Introduction to Online Teaching and Learning course.~~</mark>

**B. Training Waivers and Postponements**

**1. Previous Online Teaching Experience:** <mark>~~Faculty members who have continuously taught DE courses the past 3 years may be eligible to waive some of the faculty training requirements for initial DE certification. Faculty applying for a training waiver need to submit a narrative detailing their online teaching experience and present a course (or courses) taught in the past to the DE Subcommittee. Faculty who initially qualify for waiver status, are also encouraged to complete a series of professional development courses. It is highly recommended refresher training be taken to maintain skills with changing technologies and to meet State legal requirements for online instructor certification.~~</mark>

<u>Faculty members who have taught regularly online over the previous three years may be eligible to waive some of the faculty training requirements for initial DE certification. Faculty applying for a training waiver still must complete the "Orientation to Distance Education at College of the Desert</u>[KD3]<u>" course and then may submit a narrative detailing their online teaching experience and present a course (or courses) taught in the past to the DE Subcommittee for review. The course should be in alignment with the Online Education Initiative's rubric before submission.</u>

Faculty who initially qualify for waiver status will be required to then complete full certification within 2 years of the initial waiver. This certification will adhere to Section III. A of this procedure. Faculty in this category will need to complete one of the @One Trainers Bureau's advanced courses or another advanced course in designing effective online assessments, integrating/using social media in online courses, or effective practices in online teaching. Courses must be approved by the DE Subcommittee BEFORE they begin. Additional training may be provided by COD.

2. **Previous Online Training/Certification**: Faculty who have not taught online but have taken the equivalent training coursework within the past 5 years may be eligible to waive some or all of the training requirements. Faculty applying for certification need to submit appropriate evidence of the completion of the coursework/certificate and course descriptions to the DE Subcommittee—evidence must show hours/units of course work and include a detailed description of course work. Since technology changes so quickly, any training coursework that was finished more than 5 years ago needs to be repeated.

Faculty who initially qualify for waiver status, are also encouraged to complete a series of professional development courses. It is highly recommended refresher training be taken to maintain skills with changing technologies and to meet State legal requirements for online instructor certification.

3. **Emergency Hires**: In the case an emergency hire does not fulfill the training requirements for teaching online, the faculty member must complete the training requirements within their first semester of employment.

4. Even if some of the training requirements have been waived, faculty will need to take the Orientation to Distance Education at COD course Distance Education Orientation[KD4] prior to being cleared to teach. Additionally, Blackboard Learning Management System training is highly recommended.

## C. Maintaining Certification

In order to maintain DE certification, the faculty member shall demonstrate continued professional growth through such activities such[KD5] as, but not limited to: course work, attendance at workshops, seminars, professional meetings, professional reading and study, publications, and conference presentations. Faculty are encouraged to attend appropriate FLEX sessions as related to distance education.

These activities must should be completed at least once per two-year five year period and must be approved by the DE Subcommittee; activities should be equal to 40 hours.

## IV. REGULAR EFFECTIVE CONTACT (3.50)

### A. Introduction:

Like the Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACCJC), College of the Desert strives to ensure that distance learning is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instruction. College of the Desert defines "distance education" as a formal interaction which uses one or more technologies to deliver instruction to students who are separated by the instructor and which supports regular and effective interaction between the students and the instructor, either synchronously or asynchronously.

In face-to-face courses, regular instructor/student contact occurs at each class meeting via lecture, discussion, and other in-classroom teaching/learning methods. The question arises, of course, as to how comparable contact occurs in a distance education (DE) modality. According to Title 5 and the Distance Education Guidelines for the California Community Colleges, each community college must have a policy regarding regular effective contact between instructor and student (including the nature and frequency of the contact) in any course that is fully or partially conducted through DE. See the Regulations section of this document for the specific language.

### B. COD Regular Effective Contact Policy:

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

   • Initiated interaction: Instructors will regularly initiate interaction with students on a one-to-one and/or group basis. In doing so, the instructor should be, on a regular basis, cognizant of the degree to which students are participating in the course – similar to how a face-to-face instructor is constantly aware of how many students are attending class. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

   Frequency and duration: In a DE course, the frequency and duration of contact should be comparable to that of the "equivalent" face-to-face course. At the very least, the number of instructor contact hours per week that would be available to face-to-face students will also be available, in asynchronous and/or synchronous mode, to DE students. Given the nature and variety of DE contact, especially asynchronous contact, it is not expected that contact will necessarily occur during well-defined blocks of time as in a face-to-face course. Nevertheless, over the course of the week, an individual student can expect contact that is comparable in frequency and duration to that which would be experienced in an "equivalent" face-to-face course.

- Establishing expectations and managing unexpected instructor absence: An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

2. Mandatory types of contact: In all COD DE courses, instructors will, at a minimum, make use of the following to initiate and maintain contact with students:

   - Threaded discussion forums within the Learning Management System (LMS) with appropriate instructor participation
   - General email and/or messaging through the LMS
   - Weekly announcements in the LMS
   - Timely feedback on student work
   - Instructor prepared material that, possibly combined with other course materials, creates the "virtual equivalent" of the face-to-face classroom.

3. Other types of contact: The following are other forms of communication that DE instructors may wish to make use of to initiate and maintain contact with students:

   - Chat Room/Instant Messaging/Texting/Twitter
   - Online quizzes/exams
   - Telephone/Voicemail
   - USPS mail
   - E-Portfolios/Blogs/Wikis
   - Scheduled face-to-face group or individual meetings
   - Regular virtual office hours
   - Field trips
   - Library workshops
   - Posted audio/video □ Live audio/video
   - E-conference (CCCConfer)

**Regulations:**

The following are Title 5 regulations (italicized) and guidelines from the chancellor's office - Distance Education Guidelines (2008).

**55202. Course Quality Standards.**

*The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.*
*NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.*

**Guideline for Section 55202**
*This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.*

**55204. Instructor Contact.**
*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:*
*(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. 9b)Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*
*NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

**Guideline for Section 55204**
This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education. Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions

between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define "effective contact" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

## V. DROP PROCEURES FOR ONLINE COURSES

### A. NO SHOW DROP PROCEDURE FOR ONLINE CLASSES (3.49)

Online courses must be available on or before 8 A.M. on the first day of class.

Online course materials must clearly state to the students what constitutes checking into the course.

> Examples of check-in activities include participation in discussion forums or blogs, a syllabus quiz, or any other meaningful activity that requires meaningful student interaction.

> Simply logging into the Learning Management System ( Blackboard) is not considered a meaningful activity.

Faculty have the right to drop, as a No Show, a student who does not complete the check-in procedure within 48 hours. The 48 hours begins at 8 AM on the first day of class.

### B. NON PARTICIPATION PROCEDURE FOR ONLINE CLASSES (3.51)

The COD Faculty Enrollment Services Guide describes the importance of recording a student's last date of attendance or activity if they received a grade of 'F' or 'FW' in the course. The guide states:

> "*Last date of 'known activity' is the last date of physical presence in the classroom or last date of participation in an online class.*"

New federal guidelines regarding the "last date of attendance" in online classes state that it is not enough to evaluate a student's attendance based solely on the number and frequency of

logins or through course statistics on the LMS. Instead, we need to document the date the student stopped being engaged in the work of the class (i.e. submitting assignments, assessments, posting to discussion forums, etc.). Faculty will have to document the student's work until the point of dropping the student and save whatever work has been submitted up to that point.

Furthermore, instructors should drop students based on their participation in class. 'Attendance' (through logins) is not the same as participation. Participation means actively completing course activities in the LMS such as submitting assignments, assessments, posting on discussion forums, etc.

It is the right of the faculty member to determine their own participation policy but must state it in their syllabus.

The new DOE guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class.

Below is a sample drop policy you can include in your syllabus:
> *If a student has not participated in discussions or other forms of communication and/or has not submitted assignments for _____ consecutive days/weeks, the instructor has the right to drop the student from the course.*
> *OR*
> *If a student has not participated in _____ consecutive discussions or other forms of communication and/or has not turned in _____ consecutive assignments, the instructor has the right to drop the student from the course.*

Faculty have the right to set the amount of time or assignments missed before they drop a student; however, you must document the student's work until the point of dropping. This means saving the assignment as well as recording the date of the assignment

## VI. DISTANCE EDUCATION SUBCOMMITTEE (3.54)

The Executive Vice President of Student Learning and Student Success, in consultation with the Academic Senate shall administer these regulations.

The Distance Education subcommittee will report to the Academic Senate Educational Technologies Committee.

A. Distance Education Subcommittee Membership
   1. Standing committee
      a. At least four (4) voting faculty members with recent distance education experience.
         i. At least one (1) from disciplines in which a master's degree is generally accepted.

      ii. At least one (1) from disciplines in which a master's degree is not generally expected or required.

      iii. At least one (1) adjunct faculty

      iv. Curriculum Chair or designee.

    b. One (1) voting faculty representative from DSPS.

    c. Distance Education ~~Department Chair.~~ Coordinator

    d. Representative from the administration selected by the Executive Vice President of Student Learning and Student Success.

  2. Temporary Members

    a. At least one (1) voting faculty representative from the discipline in question.

    b. For DE training requirement applications and DE Course Shell, the originating faculty cannot serve on the committee.

B. Distance Education Subcommittee Chair

The Distance Education ~~Department Chair~~, Coordinator or designee approved by the Academic Senate, shall be the Chair of the Distance Education Subcommittee.

C. Quorum

The quorum for the Distance Education subcommittee shall be constituted of four (4) members, present and voting.

D. Responsibilities of the Subcommittee

1. Evaluate and approve, or make suggestions if necessary, Distance Education course shells according to the DE Course Shell Procedures.

2. Monitor fulfillment, grant waivers, and track certifications of DE training requirements of Distance Education Faculty according to the DE Faculty Training Process and Requirements Procedures.

3. Evaluate and approve submitted DE Form applications for course delivery through Distance Education.

E. Deliberations

1. For each application, at least one faculty representative from the discipline shall be present at the DE Subcommittee meeting.

2. Standing members and invited temporary members will each have a vote.

3. All DE Subcommittee decisions shall be made by the defined quorum.

4. Results of the balloting shall be recorded by number and reported to the Academic Senate Educational Technologies and Distance Education Committee

F. Appeals

1. Applicants who are not granted approval for a DE course shell will receive notification at most one month after the materials are received along with a list of recommended changes. Applicants may reapply for DE course shell approval any time after the refusal notice.

2. Applicants who are not granted DE certification approval will receive notification at most one month after the materials are received along with a list of recommended additional training. Applicants may reapply for DE certification any time after the refusal notice.
3. If a course is not granted DE modality, the faculty member originating the DE form will receive notification at most one month after the materials are received along with a list of recommended changes to the DE form. The DE form may be resubmitted any time after the refusal notice.

G. Review and Revision

This policy and its standards and procedures are subject to review and revision at the request of the Academic Senate or the Board of Trustees. Changes to this policy, standards, or procedures shall be determined by mutual agreement of the Board of Trustees (or designee) and the Academic Senate, consistent with College of the Desert's shared governance policy and with California law pertaining to shared governance.

All discussions and deliberations occurring in the subcommittee, and all records involved in the proceedings, shall be confidential.

**References:**
Title 5 Sections 55200 et seq.;

References: U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 C.F.R. § 602.17.

Academic Senate Approval: Resolution 3.48 10/31/2011 Administrator: Exec. VP SS/SL
                          Resolution 3.49    2/9/2012
                          Resolution 3.50   4/12/2012
                          Resolution 3.51   4/17/2014
                          Resolution 3.52   4/17/2014
                          Resolution 3.53   4/17/2014
                          Resolution 3.54   4/17/2014
College Planning Council Info: February 22, 2013
College Planning Council Info:  November 7, 2014
Board Information:  March 15, 2013
Board Information:  February 11, 2015
Academic Senate Approval:  Resolution 3.52.01 update March 31, 2016
Academic Senate Approval:  Resolution 3.53.01 update March 31, 2016
Next Review:  March 2018

# Action

## Item 7

# Tutoring and Academic Skills Center Recommendations

**Readings:** 4/28/2016     5/12/2016     To COD President:_____ Board: _____

**DATE:  May 12, 2016**
**RESOLUTION NO.  1.103**
**ORIGIN OF RESOLUTION:  Academic Senate Executive Committee**

**SUBJECT: Tutoring and Academic Skills Center Recommendations: Hiring Process and Structure**

**BE IT RESOLVED THAT THE ACADEMIC SENATE FOR DESERT COMMUNITY COLLEGE DISTRICT REQUESTS THAT THE BOARD OF TRUSTEES ADOPT THE FOLLOWING:**

---

**WHEREAS,** the Tutoring and Academic Skills Center (TASC) taskforce recognizes the need for faculty with discipline expertise to participate in the hiring of tutors for the TASC; and

**WHEREAS,**  the TASC taskforce recognizes that faculty alone are unable to solely hire tutors; and

**WHEREAS,**  the TASC Director is an administrative position that is able to hire and supervise tutors; therefore

**Be It Resolved** that the TASC taskforce recommends that all peer tutors hired for a discipline be hired by a committee consisting of the following members:
   1. TASC Director (chair of committee)
   2. TASC Assistant Tutorial Coordinator
   3. TASC faculty liaison in the discipline, if one exists
   4. One other faculty from the discipline

If discipline faculty are not available, then the TASC Director and TASC Assistant Tutorial Coordinator may proceed with interviews of faculty-recommended tutors; however, discipline faculty will always be provided the opportunity to participate. Further, the TASC Director should primarily rely on the recommendation of the faculty on the committee when making hiring decisions.

**Furthermore, Be It Resolved** that the TASC taskforce recommends that no other changes need to be made to the overall structure of the TASC.

I, Kelly Hall, President of the College of the Desert Academic Senate, do hereby certify that the foregoing resolution was duly adopted by the said Faculty Senate.

_____
Kelly Hall, MBA, PhD, CPA

# Action

## Item 8

# Bookstore Advisory Committee – Updated Roles and Responsibilities

# COLLEGE OF THE DESERT – COMMITTEES

**Name** __**Bookstore Advisory Committee**__    **Type** ☐ Academic Senate
☐ Superintendent/President
☐ Student Success
☐ Student Learning
☒ Administrative Services
☐ Other: _____

**Mandate**    ☐ AB 1725
☐ Ed Code
☐ Other: _____

## Role

To provide direction and guidance to the contracted bookstore operations to ensure quality bookstore service to students, faculty, and staff.

## Products

Receive and discuss the annual review
Recommend policies related to the Bookstore
Help to ensure effective textbook adoption
Help to ensure timely and comprehensive textbook inventory is available for sale
Advise on other matters conducive to an effective Bookstore operation including:
  – Provide lowest cost textbooks to students through used book sales, negotiations with publishers, competitive textbook sources, and any other means
  – Provide a retail bookstore facility that is comparable to retail bookstores for convenience and functionality
  – Encourage retail marketing of goods in demand by students, faculty, and staff
  – Ensure friendly, courteous service to students, faculty, and staff
* Review and recommend a contract for bookstore management

**Meeting Schedule**    Once per semester

**Reporting Relationship**    College Planning Council

**Chair**    Vice President of Administrative Services

## Membership (titles, not names)

Vice President of Administrative Services
Vice President of Student Success and Vice President of Student Learning (2)
Academic Senate President or designee
Bookstore Manager
Adjunct Representative
Dean from Student Success or Student Learning (1)
Exec. Director of Educational Technology/CTO
Faculty Representation (2)
Director, Student Life
Student Representation (2)
Classified Staff (1)
Director, Education Centers

Updated: 5/9/16

## Action

# Item 9

# Enrollment Management Committee Charter – Revision

# COLLEGE OF THE DESERT – COMMITTEES

**Name** _____ **Enrollment Management** _____

**Mandate**
- ☐ AB 1725
- ☐ Ed Code
- ☒ Other: _____

**Type**
- ☐ Academic Senate
- ☐ Superintendent/President
- ☐ Student Success
- ☐ Student Learning
- ☐ Administrative Services
- ☒ Other: <u>Reports to College Planning Council</u>

┌─────────────────────┐
│  PROPOSED REVISIONS  │
└─────────────────────┘

## Role
Coordinates and facilitates the development of discipline plans that enable the college to meet or exceed annual SIU/FTEF targets. Works in consultation and collaboration with faculty and administrators to allocate SIU and to set productivity targets.

## Products
- Provides enrollment data and other supporting information to enable faculty in each discipline to develop discipline plans that correspond to the college's productivity/enrollment targets.
- Targets and maximizes student success, access, and equity.
- Evaluates discipline plans and recommends them to the appropriate vice president for approval and scheduling.

## Meeting Schedule
Twice monthly

## Reporting Relationship
College Planning Council

## Co-Chairs
Vice President of Student Learning, Vice President of Student Success and Faculty Senate President

## Membership (titles, not names) – voting members: 6 faculty (appointed by Faculty Senate), 6 administrators (appointed by Superintendent/President), and Superintendent/President
The 6 instructional voting faculty will represent each Instructional Dean area (5), plus Counseling (1). The instructional voting faculty will rotate between the different disciplines within each Dean area on an annual basis if requested.

- Superintendent/President Joel Kinnamon
- Vice President of Administrative Svcs Lisa Howell
- Vice President of Student Learning Pamela Ralston
- Vice President of Student Success Jeff Baker
- Executive Dean of Institutional Effectiveness, Educational Services & Planning Annebelle Nery
- Dean of Applied Sciences & Business Zerryl Becker
- Dean of Arts & Social Sciences Tony Killian
- Dean of Communication & Humanities Sheri Jones
- Dean of Health Sciences & Education Leslie Young
- Dean of Math & Science Karen Tabor
- Dean of Student Success & Student Learning Scott Cooper
- Faculty Member – Applied Sciences _____
- Faculty Member – Arts & ~~Social Sciences~~ Media Lisa Soccio
- Faculty Member – ~~Applied Sciences &~~ Business Jake Kevari
- Faculty Member – Communication ~~& Humanities~~ David Bashore

- Faculty Member – Counseling Veronica Daut
- Faculty Member – English _____
- Faculty Member – Health Sciences/Early Childhood Education _____
- Faculty Member – Health Sciences/Kinesiology & ~~Education~~ Courtney Doussett
- Faculty Member – Mathematics ~~& Science~~ John Learned
- Faculty Member – Nursing _____
- Faculty Member – Science _____
- Faculty Member – Social Science _____
- Faculty Senate President Kelly Hall
- Director of Admissions & Records Curt Luttrell
- Director of Education Centers Jessica Enders
- Director of Institutional Research Daniel Martinez
- Scheduler Roz Weissmann
- ASCOD Representative Minerva Montane
- Classified Staff Representatives (2) Kim Worlow & _____
- Adjunct Faculty Representative Julius Varga

# Action

# Item 10

# Faculty Prioritization Task Force Process and Rubric Recommendations

# 2nd Reading

# FACULTY PRIORITIZATION

**General:**

A. Faculty positions requested through the Program Review Update (PRU) will be identified as being funded by either:
   i. unrestricted funds
   ii. categorical funds
   iii. grant funds

B. Categorical funded faculty positions that are identified in a Plan that has been approved by the District and the Academic Senate need not be ranked through the prioritization process as the institution has already determined, via the approved plan, the need for such position.

C. Grant funded positions that are identified in a grant application that has been approved by the District and the Academic Senate need not be ranked through the prioritization process as the institution has already determined, via the approved grant application, the need for such position.

D. Replacement request due to tenure track attrition is filled automatically, unless extenuating circumstances exist.

E. Tenured faculty departures shall be replaced. The replacement may be set aside, temporarily or permanently, if compelling circumstances exist. (See Process, step 14.)

F. If the replacement is set aside temporarily (due to fiscal constraints or other institutional need as determined by the president/superintendent) that positon shall be hired in the next hiring cycle unless extenuating circumstances exist. (See Process, step 14)

G. In the case of an unexpected departure of a tenured faculty, the use of the Faculty Emergency Hire Procedure will be initiated immediately.

H. Faculty positions identified in B, C, D, E, and F above do not need prioritization ranking. They will be included on the prioritization list for informational purposes.


**Membership of the Prioritization Committee:**

- Academic Senate President or designee (Faculty Co-Chair)
- One member of Senate Executive Committee or designee
- Outcomes and Assessment Faculty representatives (2)
- At-large Faculty representatives selected by the Academic Senate Executive Committee (2) (Note: Faculty from Student Services should be included on the Committee)
- Vice President, Student Learning (Administrative Co-Chair)
- Vice President, Student Success
- Deans or Directors or designees (4)

**Process:**

1. Each academic year, as part of the Program Review Update (PRU) process, Department Chairs/Area Coordinators/Discipline Faculty will have the opportunity to fill out a Faculty Position Request Form, providing relevant data and a narrative justifying the need for a fulltime position.

1

2. All Program Review Updates will be uploaded to the Outcomes and Assessment webpage by the Outcomes and Assessment Committee (OAC) representatives.

3. The faculty request forms will be extracted from the PRU by the Office of Institutional Effectiveness and prepared for the Prioritization Committee.

4. Faculty requests for new programs (those not yet in existence) may be submitted via the faculty request form by the appropriate dean or faculty member, directly to the OAC.

5. The budget sub-committee will communicate an estimate of the number of positons funded with unrestricted funds no later than October 15th.

6. The prioritization committee will rank 150% of the estimated number of positons funded with unrestricted funds.

7. The data required on the Faculty Request forms and the criteria used for ranking on the Prioritization Rubric will be articulated and revised as necessary by joint agreement of the OAC, the Academic Senate, and the College Planning Council

8. Each year, prior to the evaluation of the faculty position requests, members of the Prioritization Committee will be trained (normed) in using the criteria on the Prioritization Rubric. Data will be used as much as possible in evaluating the requests, but as every program is different, many factors must be considered. Not all criteria are hierarchal in nature.

9. The Prioritization Committee will review the data from the Faculty Request forms and will evaluate each request on the basis of the specified criteria (See Prioritization Rubric and Directions).

10. The Co-Chairs of the Faculty Prioritization Committee are voting members.

11. In the event that the Prioritization Committee needs more information, the co-chairs of the committee may ask for a representative from the department in question to come forward to answer questions about the position; however, no presentations will be made.

12. The initial ranking will be done by ballot as follows: each member will assign a score to each rubric category for each position request. The total of the average scores in each rubric category will determine the initial ranking. The initial ranking may be revised as described in (13) below.

13. Once the draft list has been completed, any member of the Faculty Prioritization Committee can suggest an override of a ranking. Overrides are permitted when a supermajority (8/12 of the committee members are required) votes to re-rank a single position. In positions 1-5, a position may be moved one slot up or down; in positions 6-10, a position may be moved two slots up or down; in positions 11-20, a position may be moved three slots up or down.

14. Once a prioritization/replacement list is completed, it will be presented to the college president, the Academic Senate, Budget Planning Committee, and the College Planning Council. Should the president override any of the ranked/replacement positions, he or she

must present a detailed written explanation of that decision to the Academic Senate and to the College Planning Council within one month.

15. The timeline shown below is for typical prioritization and faculty hiring cycle. The process will also apply to out of cycle faculty requests.

16. Requests shall be campus and site specific. In the case of a failed search, a new search will proceed automatically.

**Timeline:**

| | |
|---|---|
| Oct | Faculty/Deans/Area Coordinators fill out faculty request forms as part of the Program Review Update. |
| Nov | Faculty Prioritization Committee evaluates and ranks the requests using the Prioritization Rubric. Ranked list is forwarded to the President, the Budget Planning Committee, and to the Academic Senate. |
| Jan/Feb | President announces the number of positions to be funded for the next academic year. HR initiates the process for faculty hiring. |
| | Faculty Prioritization Committee reconvenes, debriefs, and evaluates the process (in order to improve it). Where is the APOs part in the assessment? |
| March | Screening committees review applications. |
| April/May | Candidates interviewed; finalists selected. |
| May/June | Board of Trustees approves contracts |

**Directions for Using the Rubric:**

1) Prior to the Full-Time Faculty Prioritization meeting, each Co-Chair will be tasked with determining three interests.

2) During the Full-Time Faculty Prioritization meeting, the group may decide upon a single shared interest that will be scored under the category "Other." This category will allow the committee to incorporate criteria not covered elsewhere in the Rubric. Possible examples of a shared interest are:

   a) The District has made a commitment to build a Center in the west valley and a Full-time faculty member dedicated to this location is needed.

b) The positon is needed to address a demonstrable gap in student success among student veterans.

3) All faculty requests will fall into either Block 1A or 1B on the rubric: **Growth Positions** (for established programs requesting additional FT faculty); **New Program/Discipline Position** (for programs/disciplines not yet established or newly established with no full-time faculty).

4) Within the appropriate block, each request will be assigned 0-5 points based on the criteria listed.

5) <u>All</u> requests will be evaluated in Blocks two or three, and if applicable, Block four. In each of these blocks, each request will be assigned 0-5 based on the criteria listed.

   NOTE: Not all criteria within a block are hierarchal in nature. Requests must be evaluated holistically within each block, based on a variety of factors.

6) The positions will then be ranked in order of the total points earned. In the case of ties, the committee will vote to rank the positions; a simple majority is all that is required for this procedure.

# RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS
## BLOCKS 1-A or 1-B: EVALUATE REQUEST USING ONE SINGLE BLOCK.

| | | |
|---|---|---|
| **BLOCK 1A** | **Program Growth Position**<br><br>• Enrollment data over past two years indicate program is *growing*<br>• Enrollment data over past two years indicate program is *stable*<br>• Enrollment data over past two years indicate program is *declining*<br>• Independent marketing or other data indicate growth potential | Points (0-5): |
| **BLOCK 1B** | **New Program/Discipline Position**<br><br>• Program Initialization process complete<br>• State curriculum approval complete<br>• New Program has shown significant growth without FT faculty<br>• Independent marketing data suggest viability of new program | Points (0-5): |

## EVALUATE ALL REQUESTS IN BLOCKS 2 & 3 AND, IF APPLICABLE, BLOCK 4

| | | |
|---|---|---|
| **BLOCK 2** | **Supporting Data**<br><br>• Program has no full-time faculty<br>• FT/PT ration below 50/50 percent<br>• FT/PT ratio below 60/40 percent<br>• FT/PT ratio below 75/25 percent<br>• FT/PT ratio results in critical lack of effective support for adjunct faculty<br>• Reliable pool of well-qualified adjunct faculty is unavailable<br>• Counselor to student ratio<br>• Librarian to student ratio | Points (0-5): |
| **BLOCK 3** | **Program/Student Outcomes**<br><br>• Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes<br>• Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes | Points (0-5): |
| **BLOCK 4** | **Other (Shared Interest)**<br><br>• Shared interest determined by the Prioritization Group. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest. (See Directions for Using the Rubric # 2) | Points (0-5): |
| | **TOTAL** | |

# Action

## Item 11

## IEPI Goals

## 2nd Reading

**IEPI Goals, 2016**
Daniel Martinez, PhD
May 12, 2016

The Institutional Effectiveness Partnership Initiative (IEPI), launched in fall 2014, is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness while promoting student success. As a condition of receipt of Student Success and Support Program funds, each college is required to develop, adopt and post a framework of indicators or goals, both short term (2016-17) and long term (6 year), that address the four categories listed below:

- Student performance and outcomes
- Accreditation status
- Fiscal health
- Programmatic compliance with state and federal guidelines

Most of these areas have sub-goals, with the exception of the accreditation status, for a total of 21 goals. However, for year two, each college is only required to report on seven[1].

**Student Performance and outcomes**

Goals are required in two specific areas: Overall completion rate and a basic skills improvement rate for either math, English, or ESL. These proposed goals are based on the 2015-16 Student Equity plan.

Overall completion rate. In the SE plan, goals were established to increase the completion rate for three groups – Black/African American, Foster Youth (FY), and Hispanic/Latino. The goal for Black/African American and Foster Youth students was between 3 and 6% so a middle ground of 4% was chosen. For Hispanic/Latino students, the goal is to eliminate the 1.7% difference in completion rate.

Because FY and ethnic groups are not mutually exclusive, it was decided to reduce the ethnic groups by the percentage of FY compared to the overall population. The number of FY enrollments represent 1.6% of all enrollments in the SE plan (951/60,647). Therefore, the ethnic populations were reduced by that percentage.

The following table (Table 1) shows the current enrollment and completion rates for the three groups and how many completions are represented by the proposed increase.

Table 1: Enrollments, completions, and proposed goals for overall completion

| Group | Enrollments | Completions | Proposed Increase |
|---|---|---|---|
| Black/African American | 1,869 | 1,176 | 75 |
| Foster Youth | 951 | 554 | 38 |
| Hispanic/Latino | 39,886 | 27,383 | 678 |
| **TOTAL** | **42,706** | **29,113** | **791** |

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[1] A "required" eighth goal is optional.

The total enrollments for all students was 60,647 and the total of all completions is 42,667 (70.4%). With the proposed increase of 1.3%, the proposed overall completion rate (short term) would be 71.7%.

It is further proposed that the long term goal over the next six years be half of the proposed short term goal of 1.3% (i.e., 0.65%). Table 2 shows the increase in completion rates with this rate over the next six years.

Table 2: Proposed goal and changes in completion rates based on an increase of 0.65%

| Year | Additional Completions | Overall Completions | % Increase |
|---|---|---|---|
| 2016-17 | 791 | 43,458 | 71.7% |
| 2017-18 | 283 | 43,741 | 72.1% |
| 2018-19 | 285 | 44,026 | 72.6% |
| 2019-20 | 287 | 44,313 | 73.1% |
| 2020-21 | 289 | 44,602 | 73.5% |
| **2021-22** | **291** | **44,893** | **74.0%** |

Basic Skills Progression, Math. In the SE plan, goals were established to increase the number of students (not enrollments) who started in a basic skills math course and progressed to a college-level math course. The SE plan identified three groups who were progressing in fewer numbers compared to other groups: Black/African Americans (9.8% lower), Hispanic/Latinos (2.2% lower), and males (2.1% lower).

Because males and ethnic groups are not mutually exclusive, it was decided to reduce the ethnic groups by the percentage of males compared to the overall population. The number of male students represent 44.3% of all enrollments in the SE plan (741/1,671). Therefore, the ethnic populations were reduced by that percentage.

For IEPI, it is proposed that the goal for these groups is to eliminate the gaps. The following table (Table 3) shows the current number of students who successfully complete a basic skills math class, the number who currently progress and proposed increase in students.

Table 3: Enrollments, completions, and proposed goals for basic skills progression, math

| Group | Number of students wo were successful in basic skills math | Number of students who progressed to college level math | Increase |
|---|---|---|---|
| Black/African American | 29 | 6 | 3 |
| Hispanic/Latino | 558 | 148 | 12 |
| Males | 741 | 197 | 16 |
| **TOTAL** | **1,328** | **351** | **31** |

The current progression rate is 28.7%. With the proposed increase of 1.8%, the proposed basic skills progression rate for math (short term) would be 30.5%.

It is further proposed that the long term goal over the next six years be half the difference between the current Scorecard rate of 32.2% and the proposed short term goal of 30.5% - that is, (32.2-30.5=1.7)/2= 0.09% for a total increase of 2.7% or 31.4%

Table 4: Proposed goal and changes in basic skills progression rates for math based on an increase of 2.7%

| Year | Additional Students | Total Students | % Increase |
|---|---|---|---|
| 2016-17 | 31 | 510 | 30.5% |
| 2017-18 | 3 | 513 | 30.7% |
| 2018-19 | 3 | 516 | 30.9% |
| 2019-20 | 3 | 519 | 31.0% |
| 2020-21 | 3 | 522 | 31.2% |
| **2021-22** | **3** | **525** | **31.4%** |

**Accreditation Status**

There are several options under this metric. For the short term goal, COD has the status of, "Accredited – No Action." The six year goal would be, "Accredited – Reaffirmed," since our next comprehensive visit is in 2017.

**Fiscal Health**

There are several goals under this metric but the only one required this year is the Fund Balance. The fund balance is the ending unrestricted general fund balance as a percentage of total expenditures.

The budget subcommittee discussed this goal and what factors impact the ending balance. After reviewing information for several and discussing the ramifications of the ending balance, it was decided to set the short-term goal at 16% and the six year goal at 13%.

**Programmatic compliance with state and federal guidelines**

There are three goals under this metric and all of them are required. All of them have to do with audit findings at the local, state, and federal level. The goal is that the college will achieve an unmodified or unqualified audit finding in each area. It is proposed that COD's short term and six year goal will be an agreement to achieve this status for each.

# Action

## Item 12

# Policy/Procedure Review

## 2$^{nd}$ Reading

a.     BP 1100 Desert Community College District

b.     BP 2010 Board Membership

c.     BP 2710 Conflict of Interest

d.     BP 3520 Local Law Enforcement

e.     AP 3518 Child Abuse Reporting

f.     AP 5130 Financial Aid

g.     AP 3250 Institutional Planning

# THE DESERT COMMUNITY COLLEGE DISTRICT

The District has been named the Desert Community College District.

The name is the property of the District. No person shall, without the permission of the Board, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

**Reference: Ed Code 72000(b)** ~~Election Code Section 18304,~~ *Outdated reference deleted*

Board Approval Date: April 21, 2005
Updated: October 17, 2008
Next Review: October 2013
Executive Cabinet Review/Approval: April 12, 2016
College Planning Council Review/Approval, 1st Reading: April 22, 2016
College Planning Council Review/Approval, 2nd Reading: May 13, 2016
Board of Trustees Review/Approval, 1st Reading:
Board of Trustees Review/Approval, 2nd Reading:

# BOARD MEMBERSHIP

The Board shall consist of five members elected by the qualified voters of the District. Members shall be elected by and represent the registered voters of the Trustee Area in which they reside. Any person who meets the criteria contained in law is eligible to be elected or appointed as a member of the Board.

An employee of the District may not be sworn into office as an elected or appointed member of the Board unless and until he or she resigns as an employee, except as permitted under Section 72103(b) of the *Education Code.*

No member of the governing Board shall, during the term for which he or she is elected, hold an incompatible public office.

No member of the Governing Board shall, during the term for which he or she was elected, be eligible to serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district.

**References:**
    Education Code Sections 72023, 72103, and 72104;
    ACCJC Accreditation Standard IV.C.6

Revised 9/01, 4/16

Approval Date: August 16, 2007               Administrator: Superintendent/President
Revised: March 16, 2012
Next Review: March 2017
CCLC Revision: April 2016
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# BOARD POLICY     2710
## DESERT COMMUNITY COLLEGE DISTRICT

## CONFLICT OF INTEREST - ~~TRUSTEES~~

~~Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members~~

Board members <u>and employees</u> shall not be financially interested in any contract made by the<u>m in their official capacity,</u> ~~Board~~ or in any ~~contract they make in their capacity as Board members.~~<u>body or board of which they are members.</u>

A Board member shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Board shall disclose his or her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District.

In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

**Reference: Government Code Sections 1090, et seq.; 1126; 87200, et seq.; Title 2, Sections 18730 et seq.**

Approval Date: April 21, 2005        Administrator: Superintendent/President
Executive Cabinet Revised: February 15, 2011

College Planning Council Review: February 25, 2011
Board Information: March 17, 2011
Next Review: March 2016
Executive Cabinet Review: February, 2016
CCLC Update: April 2016
Executive Cabinet Review: April 12, 2016
College Planning Council Review/Approval, 1st Reading: April 22, 2016
College Planning Council Review/Approval, 2nd Reading: May 13, 2016
Board of Trustees Review/Approval, 1st Reading:
Board of Trustees Review/Approval, 2nd Reading:

# LOCAL LAW ENFORCEMENT

~~The District, on behalf of each campus or center, shall enter into a written agreement with local law enforcement agencies. The agreement shall clarify operational responsibilities for investigations of Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault, occurring at each location.~~

The District, on behalf of each campus or center, has a written agreement with local law enforcement agencies. The agreement clarifies operational responsibilities for investigations of: Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault; sexual assaults, including, but not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of any of these; and hate crimes as defined by law, occurring at each location.

~~The written agreement shall designate which law enforcement agency shall have operational responsibility for violent crimes and delineate the specific geographical boundaries of each agency's operational responsibility, including maps as necessary.~~

The written agreement designates which law enforcement agency has operational responsibility for violent crimes, sexual assaults, and hate crimes, and delineates the specific geographical boundaries of each agency's operational responsibility, including maps as necessary.

~~The written agreements required by this policy shall be public records and shall be made available for inspection by members of the public upon request. The Desert Community College District encourages accurate and prompt reporting of all crimes to the Security Department.~~

The written agreements required by the Board policy are public records and are made available for inspection by members of the public upon request to the Security Department. Written agreements shall be reviewed and updated if necessary every five years.

The Desert Community College District encourages accurate and prompt reporting of all crimes to the campus police and/or the appropriate police agencies. The President/Superintendent shall establish procedures that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

**Reference: Education Code Section 67381; 34 Code of Federal Regulations 668.46(b)(4)**

**Education Code Sections 67381 and 67381.1;**

Approval Date:  April 21, 2005                                          Administrator:  Superintendent/President
Revised & Board Approved: March 16, 2012
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College Planning Council Review/Approval, 2nd Reading: May 13, 2016
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Board of Trustees Review/Approval, 2nd Reading:

# CHILD ABUSE REPORTING

The District recognizes the responsibility of its staff to report to the appropriate agency when there is a reasonable suspicion that an abuse or neglect of a child (under the age of 18 years) may have occurred. "Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (Penal Code, Section 11166(a)(1))

**Definition of Child Abuse or Neglect**
"Child abuse" is defined as physical abuse, sexual abuse, and/or serious emotional maltreatment, as well as sexual assault, sexual exploitation, and/or the willful cruelty or unjustifiable punishment of a child; incidents of unlawful corporal punishment or injury against a child; or abuse in out-of-home care. (Penal Code, Section 11165)

"Neglect" means the negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. It includes the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision such that the child's health is endangered. (Penal Code, Section 11165.2)

**Mandated Reporters**
Mandated reporters include faculty members, educational administrators, and classified staff. Volunteers are not mandated reporters but are encouraged to report suspected abuse or neglect of a child. (Penal Code, Section 11165 (b))

**Reports of Child Abuse or Neglect**
If a mandated reporter suspects child abuse or neglect, he or she must first make a verbal report to the Department of Children & Family Services Child Protection Hotline at 1-800-540-4000. Mandated reporters must report immediately any reasonable suspicion of child abuse to a local child protective agency such as the Hotline and follow up with a written report within 36 hours. (Penal Code, Section 11166(a))

After a verbal report of abuse or neglect is made, the Hotline will provide mandated reporters with a 19-digit referral number which will be needed to complete the mandatory written report. This report of child abuse and/or neglect must be made on Form SS 8572; on the web at http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf .

**Immunity and Failure to Report when Required**
No mandated reporter who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by the Penal Code.

Any person other than a child care custodian reporting a known or suspected instance of child abuse shall not incur any liability as a result of making any report of child abuse, unless it can be proven that a false report was made and the person knew that the report was false (Penal Code, Section 11172(a)).

Any person not mandated by law to report suspected child abuse has immunity unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident (Penal Code, Section 56 11172(a)).

Reporting is an individual responsibility. An employee making a report cannot be required to disclose his or her identity to the employer. (Penal Code, Section 11166(h)(2)) However, a person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (Penal Code, Section 11166.5(b)).

**Obligation and Compliance Information Provided to Mandated Reporters**
The District shall provide each mandated reporter with a statement informing him or her of the fact that he or she is a mandated reporter and of his or her reporting obligations and confidentiality rights under Penal Code, Section 11166.5(a) and of his or her confidentiality rights under subdivision Penal Code, Sections 11166.5(a) and 11167(d)(1).

The District shall provide a copy of Penal Code, Sections 11165.7 (Mandated Reporter), 11166 (Report: Duty, Time & Method), and 11167 (Report: Confidentiality of persons reporting) to each mandated reporter, along with the statement. Prior to commencing his or her employment and as a prerequisite to that employment, the employee shall sign and return the statement to the District. The signed statements shall be retained by the District (Penal Code, Section 11166.5).

The District shall distribute this procedure to all mandated reporters.
Offices of Primary Responsibility: Vice Superintendent/Superintendent/President, Student Services and Human Resources

**Reference: Penal Code Sections 261,264.1, 273A, 273D, 285, 286, 288, 288A, 289, 647, and 111.64-111.74.3; Welfare and Institutions Code Sections 300, 318, and 601; Family code Sections 7802, 7807, 7808, 7820-7829, 7890, 7892**

Cabinet Approval Date: August 24, 2010                    Administrator: VP Business Affairs
College Planning Council Approved: September 10, 2010
Next Review: September 2015
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College Planning Council Review/Approval, 1st Reading: April 22, 2016
College Planning Council Review/Approval, 2nd Reading: May 13, 2016
Board of Trustees Review:

# ADMINISTRATIVE PROCEDURE   5130
### DESERT COMMUNITY COLLEGE DISTRICT

# FINANCIAL AID

College of the Desert offers a variety of financial aid programs in the form of scholarships, grants, employment, and loans work study. These funds are intended to assist students with educational costs, which include: enrollment fees, books, supplies, food, housing, transportation, and personal expenses.

The Financial Aid Office is committed to assisting students who might not otherwise be able to attend college without financial aid. Although the primary responsibility for financing an education lies first with the student and his or her family, many families with limited resources are unable to meet the cost of a college education. The financial aid programs available at College of the Desert were designed to try to meet these needs. In determining a student's financial need, three primary areas are reviewed: family income and family assets; student's income, assets and earnings; and all other financial resources available to the student. provide financial assistance to meet these needs.

The Financial Aid programs offered at College of the Desert may include, but are not limited to:

- Federal Pell Grants
- Academic Competitiveness Grant (ACG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Cal Grants B and C
- Chafee Grant
- Bureau of Indian Affairs (BIA) Grant
- Board of Governors Enrollment Fee Waiver (BOG)
- Federal Work-Study (FWS) and Alumni Work-Study
- Federal Family Education Loan Program (FFELP)
- COD Scholarships (and pass through accounts)
- AmeriCorp and Golden State ScholarShare
- Scholarships (COD Foundation and outside donors)
- CalWORKs

**Application procedures and deadlines:**

To be considered for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). Students may complete the application via the internet at www.fafsa.ed.gov or by completing a paper FAFSA. To have the student's information

~~electronically submitted to College of the Desert, the student must be sure to list the college's Title IV Institutional Code – 001182 – on the FAFSA.~~

~~FAFSA applications are available beginning January 1st of each year for the following academic year. If the student is interested in a applying for a California state grant (commonly referred to as Cal Grants), the FAFSA and a Grade Point Average (GPA) verification form must be completed. March 2nd and September 2nd are the deadline dates each year to apply for the Cal Grant. Both the FAFSA and GPA Verification forms must be submitted by these dates to apply for Cal Grants. Student GPAs will be electronically transmitted to the California Student Aid Commission (CSAC) for those who have at least 16 cumulative degree credit units posted on College of the Desert's academic transcript.~~

Information about applying for financial aid can be found on our website:
http://collegeofthedesert.edu/students/fa/Pages/ApplyingforfinancialAid.aspx

Deadlines can be found on our website:
http://collegeofthedesert.edu/students/fa/Pages/fatimeline.aspx

**Student Eligibility**

To be eligible for specific state and federal financial aid, an individual must be enrolled as a regular student in an eligible program. A regular student is defined as a person who enrolls for the purpose of obtaining a degree or certificate; or is enrolled in a transfer program offered by the institution. The student must:

- Declare an educational goal at the Admissions and Records Office and be taking courses towards an Associate of Arts (AA) or Associate of Science (AS) degree, Certificate of Achievement, or a transfer program;
- Have a high school diploma, ~~a~~ GED, pass the California Proficiency Exam, or have passed an Ability-to-Benefit (ATB) test that has been approved by the U.S. Department of Education prior to July 1, 2012; ~~The ATB test is administered at the Assessment area in the Academic Skills Center~~;
- Be a U.S. citizen or eligible non-citizen for federal aid;
- Meet AB 540 criteria for state aid;
- Register with Selective Service (this applies to all males born after December 31, 1959 and are between the ages of 18-25). Students, who believe that they are not required to be registered with Selective Service, need to contact the Selective Service Office at 1-847-668-6888 for information regarding exemptions in order to receive a Student Status Information Letter. Students, still within the age range, must register online at www.sss.gov;
- Not owe a refund on any grant received at any institution or be in default on any educational student loan, such as the Perkins Loan or Stafford Loan; and
- Maintain Satisfactory Academic Progress (SAP) as described in the Financial Aid Office's Satisfactory Academic Progress requirements as listed in the office's website and on the Financial Aid Information Page mailed to all financial aid students.

**Payment Procedures:**

Disbursement information is available on our website:
http://collegeofthedesert.edu/students/fa/Pages/CheckDisbursementInformation.aspx

Most financial aid awards are based on full time enrollment. "Enrollment status" is indicated as follows:

- Full-time – 12 units or more (100% of the semester award)
- Three-quarter time – 9-11.5 units (75% of the semester award)
- Half-time – 6-8.5 units (50% of the semester award)
- Less than half time – .5-5 units (pro-rated as per federal regulations)

Students receive 50% of their award(s) per semester based on the number of units they are enrolled in at the time the funds are disbursed. The number of disbursements per semester varies depending on the type of grant. The number of disbursements during the summer session may also vary. In addition, in order to receive funds from most state or federal financial aid programs, students must be enrolled in at least one course that is neither PE activity course nor a remedial course. Title IV funds are awarded to a student based on the assumption that the student will attend college for the entire period for which the assistance is awarded.

**Student Withdrawal and the Return of Title IV Funds:**

Federal financial aid recipients who withdraw or are dropped from all classes by the instructor are subject to federal regulations regarding the Return of Title IV funds. Students who withdraw or are dropped from all classes prior to completing more than 60% of the enrollment period are subject to these federal rules. Based on the date of the withdrawal or drop, the Business Office will determine the amount, if any, of "unearned" federal financial aid received by the student. The calculation determines the percentage of the enrollment period completed by the student as follows: the number of instructional days completed divided by the total number of instructional days in the semester. The result equals the percentage of the enrollment period completed. The amount of federal financial aid that was paid or could have been paid to the student will be based on this percentage. If the student received more financial aid than the amount earned, the student will be billed for the overpayment.

Financial aid recipients should be cautioned to:
1. Avoid total withdrawal from all classes,
2. Successfully complete at least one class during the term, and
3. Repay any "unearned" financial aid in order to regain eligibility for financial aid.

Any financial aid recipient who needs to withdraw from all classes should contact the Financial Aid Office. Students are encouraged to discuss alternatives to withdrawing from class(es) with their instructor(s) or an academic counselor before making a final decision.

**Overpayment Recovery:**

The repayment and Return of Title IV Funds policy can be found on our website: http://collegeofthedesert.edu/students/fa/Pages/Drops-Withdrawals-and-Repayment-of-Funds.aspx

**Accounting Requirements:**

The District ensures internal checks and balances by separating the functions of authorizing payment and disbursing or delivering funds so that no single person or office exercises both functions of any student receiving Federal Student Aid (FSA) funds or State funds.

**Satisfactory Academic Progress:**

The Satisfactory Academic Progress policy is available on our website: http://collegeofthedesert.edu/students/fa/Pages/SatisfactoryAcadProgress.aspx

Federal and state financial aid guidelines require that the Financial Aid Office establish, publish, and apply quantitative, qualitative, and incremental standards by which the office can determine whether a student requesting and/or receiving aid funds is maintaining satisfactory academic progress in his/her course of study. The Financial Aid Satisfactory Academic Progress (SAP) requirements are outlined in the Financial Aid Information Page provided to all financial aid recipients and are also found on the Financial Aid Office's website.

The Financial Aid Office's website at: www.collegeofthedesert.edu/financialaid also includes additional information describing financial aid procedures and the Financial Aid Office includes important financial aid information in the current catalog and Class Schedule.

These procedures may change from time to time and may be superseded by current federal and state laws and regulations.

**Misrepresentation:**

Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

**Loss of Eligibility for BOG Fee Waiver**

A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

The District shall notify students of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification must clearly state that two consecutive primary terms of probation

will lead to a loss of the BOG Fee Waiver until the student is no longer on probation. The notification must also advise students about the available student support services to assist them in maintaining eligibility.

The District shall adopt, prominently display, and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing eligibility BOG Fee Waiver eligibility. Dissemination includes, but is not limited to, information provided in college catalogs and class schedules.

The District shall establish written procedures by which a student may appeal the loss of a BOG Fee Waiver due to extenuating circumstances, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.

Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code section 66025.9(c).

**Reference:**
    Education Code Sections 66021.6, 66025.9 and 76300;
    Title 5 Sections 55031, 58600 et seq.;
    20 U.S. Code Sections 1070 et seq.;
    34 Code of Federal Regulations Section 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
    ACCJC Accreditation Standard III.D.15

Approved by College Council: 11-16-05
Updated: 3-24-08
CCLC Update Fall 2011
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College Planning Council Review/Approval, 1st Reading: 4/22/16
College Planning Council Review/Approval, 2nd Reading: 5/13/16
Board of Trustees Review:

# INSTITUTIONAL PLANNING

The College Planning Council, through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, physical, technology, and financial resources to the Superintendent/President. The Superintendent/President will present all institutional plans to the Board of Trustees for approval.

Applying the criteria of accreditation standards I and III, the planning process will be guided by adopted vision, mission and core values statements and will develop specific goals, objectives and strategies, which have measurable outcomes and specific accountability. Action plans will be reviewed and revised annually and approved by the College Planning Council.

Institutional effectiveness research, program reviews and individual unit plans are utilized in the planning process, which is intended to complement and inform the resource allocation process.

The Board may assist in developing the general institutional mission and goals for the comprehensive plans through a variety of means, including, but not limited to, the Superintendent/President's evaluation process, the Board Retreat, and any time the Board reviews curriculum items.

**Reference:** Education Code Sections 71091 and 76200 et seq.;
Title 5 Sections 54600 et seq.;
20 U.S. Code Section 1232g(j) (U.S. Patriot Act);
Civil Code Section 1798.85;
ACCJC Accreditation Standard II.C.8

ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2. IV.B.3, and IV.D.5 (formerly I.B);
Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, and 56270 et seq.

Adopted by Cabinet: January 11, 2011       Administrator: Superintendent/President
College Planning Council Review: February 25, 2011
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