

College of the Desert Accreditation Newsletter

Desert Community College District

April 3, 2017

Edition II, Volume I

Our New and Improved Mission Statement

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

Visit our Accreditation webpage to view the latest information and progress of meetings, schedule, and everything affiliated with Accreditation.

<http://collegeofthedesert.edu/aboutus/Accreditation/Pages/default.aspx>

Development of the New Mission Statement

In June 2014, new accreditation standards were adopted by ACCJC. By Spring 2016, cochairs for Standard I, Dr. Courtney Doussett and Dr. Daniel Martinez identified areas where our current mission met the new standards and areas where it did not. In the Summer of 2016, the cochairs provided an assessment and draft for Standard I.A.1-Mission which was then reviewed by the Assessment of Planning Outcomes (APO) Committee last September. In total, APO met three times before a draft of the new mission was derived. Three revisions to the draft were made after vetting it to different constituent groups on campus. The development to the new mission statement was presented to the Board of Trustees on November 16, 2016 and was unanimously approved. *To view the PowerPoint presented by Dr. Nery to the Board of Trustees, please visit:*

<http://www.collegeofthedesert.edu/fs/CPC/APO/Documents/Forms/AllItems.aspx?RootFolder=%2Ffs%2FCPC%2FAPO%2FDocuments%2FHandouts%2F2016%2D17> and click on the file (v2APO recommendation – 1st reading of the Mission for CPC 9/30/16) .

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What's New in Accreditation Disaggregation of Data

Standard I.B.6 of the Accreditation Standards states that *"The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."* The ACCJC affirms the position that acquiring, reporting, and using data on learning outcomes does not readily lend itself to a singular definition of data sets or to a reporting template that is common among institutions or even among programs within a college. Some software vendors have developed academic support software products in which institutions can input their course or program level outcomes which are then cross linked to anonymous student records. These records are then merged with demographic characteristics allowing faculty to track students' learning by cohort and demographic subcategories. Some institutions are developing proprietary data systems that are adaptive to their distinct programs and student populations. Nevertheless, documenting and disaggregating learning outcomes data is certainly new to many institutions and regarded in the ACCJC region as an emerging practice to the extent that the commission is looking for institutions to provide best practices to use as examples that could be shared with the larger ACCJC learning community.

Common Accreditation Acronyms and Definitions

- **ISER – Institutional Self-Evaluation Report**

A document providing the opportunity for an institution to conduct a thorough evaluation of its educational quality and institutional effectiveness against the eligibility requirements (ERs), accreditation standards, including federal requirements, commission policies and the institution's mission and goals.

- **DE – Distance Education**

A formal interaction that uses one or more technologies to deliver instruction to students who are separated from the instructor and that supports regular substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the Internet; one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications device; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

- **CE – Correspondence Education**

Education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced and correspondence education is not distance education.



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