

**DESERT COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES**

**Meeting Date: 3/21/2014**

**AREA:** President

**ITEM #: 1**

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| <input checked="" type="checkbox"/> <b>ACTION</b> |
| <input type="checkbox"/> <b>INFORMATION</b>       |

**TITLE: APPROVAL OF ACCREDITATION FOLLOW-UP AND MID-TERM  
REPORTS – FIRST READING**

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**BACKGROUND:**

The Accrediting Commission for Community and Junior Colleges took action to reaffirm accreditation for College of the Desert with a requirement the College complete a follow-up report be submitted by October 15, 2012.

An Accreditation Taskforce was made up of faculty appointed by the Academic Senate, staff appointed by CSEA, the Director of Student Life as the student liaison, Research and Leadership. The draft version of the follow-up and midterm reports have been through the Accreditation Taskforce, Assessment of Planning and Outcomes subcommittee and the College Planning Council.

Details on COD website

**FISCAL IMPLICATIONS:**

None.

**RECOMMENDATION:**

Receive the follow-up mid-term reports for a first reading.

<b>Administrator Initiating Item: Becky Broughton</b>	<b>Cabinet Review &amp; Approval: 3/6/2014 Chair &amp; Vice Chair Review: 3/12/2014</b>
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Institutional Report

College of the Desert

Midterm REPORT

**FILE COPY**

Submitted by:

Desert Community College District

43-500 Monterey Ave  
Palm Desert, California 92260

Submitted to:

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

March 15, 2014

## Certification of Accreditation Midterm Report, March 15, 2014

This Accreditation Midterm report has been prepared and is being submitted as a requirement of the external evaluation team visit of April 12, 2013. The report addresses the progress and resolution on the recommendations identified in the July 3, 2013 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) and describes progress on planning agenda items as identified in the 2010 Institutional Self Study.

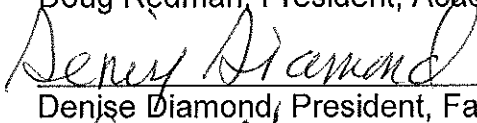
We certify there was a broad participation by the campus community and believe this Midterm Report accurately reflects the nature and substance of this Institution.

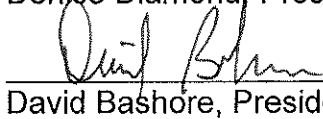
Signatures:

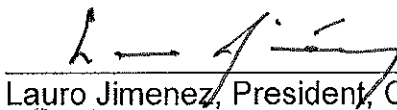
  
Joel L. Kinnamon, Superintendent/President

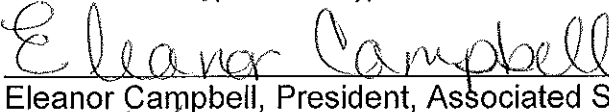
  
Becky Broughton, Chair, Board of Trustees

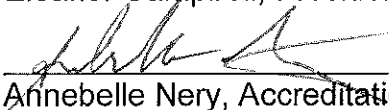
  
Doug Redman, President, Academic Senate

  
Denise Diamond, President, Faculty Association Union

  
David Bashore, President, Adjunct Faculty Union

  
Lauro Jimenez, President, Classified Staff Union

  
Eleanor Campbell, President, Associated Students

  
Annebelle Nery, Accreditation Liaison Officer

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## STATEMENT OF REPORT PREPARATION

In order to prepare for the Midterm Report, a small team was convened in January 2014 to draft the document. This group represented faculty, classified staff, administration, research, and the student liaison. Faculty representatives were appointed by the Academic Senate including the Chair of the Outcomes and Assessment Committee, which is a standing committee of the Academic Senate. This group also represented those individuals who had worked closely with the recommendations since the external evaluation team visit.

This group was responsible for developing a timeline for the preparation of this Midterm Report, to work with all campus constituents and departments to gather information and evidence of progress, and to draft the Midterm Report. The draft Midterm Report was made available to the college community. Finally, the final Midterm Report was reviewed by individual constituent groups, the President's Cabinet, the Academic Senate and the College Planning Council, which includes leadership, faculty, staff, and student representation.

The Desert Community College District Board of Trustees received a copy of the final Midterm Report with supporting documents at the March 2014 Board Meeting.

## Response to the Commission Action Letter

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

### Response

The visiting team acknowledged that “the College has initiated a College Planning Council and a Planning and Institutional Effectiveness Process (PIE),” however, that process was interrupted by the temporary implementation of “Think Tanks” to address the state fiscal crisis in 2011-2012.

As stated in a previous Follow Up Report (2012), the College Think Tanks were created to address the budget crisis and were dissolved once a fiscally responsible plan of action was agreed upon. Since then, the College focused on implementing the planning process and using the College Planning Council. In an effort to integrate assessment, program review, planning, and resource allocation, the College Planning Council convened a Planning Task Force on April 26, 2013 (1.1). One of the charges of the Planning Task Force was to develop a set of assessments to assess this process and the past governance structure (1.2; 1.3). The Planning Task Force had administrators appointed by leadership, faculty appointed by the Academic Senate, classified staff appointed by the Classified Staff Union, and the Director of Student Life as a student liaison. The Planning Task Force completed their report and submitted it to the Assessment of Planning Outcomes (APO) Subcommittee, a subcommittee of the College Planning Council, for review on September 20, 2013 (1.4; 1.5). On September 13, 2013, the chair of the APO, Chris Nelson, acknowledged the summer work of the Planning Task Force and the Task Force’s work on creating a survey focused on what is currently done and as means of a continuous form of assessment of the planning process and the College Planning Council (1.6). On September 27, 2013, the Planning Task Force’s Report and the College Planning Council Survey was reviewed by the College Planning Council, and the Council moved to survey the college community on the planning process and the role of the College Planning Council (1.7). The purpose of this survey is to determine the degree to which faculty, leadership, staff members and students understand the structure of the College Planning Council (CPC). The survey will also determine the degree to which faculty, staff members and students consider the process in the CPC to be effective (1.8). The responses provided will be used as a pre-assessment tool measuring the changes in college constituents understanding of

the CPC. The survey was released in January 2014 and the Office of Institutional Effectiveness will continue to collect the results throughout the spring 2014 semester (1.9). The results of the baseline survey of the College Planning Council and planning processes will be presented to the college constituents including the Assessment of Planning Outcomes Subcommittee and the College Planning Council at the end of the term.

When the CPC moved to survey the existing process on September 27, 2013, there was institutional momentum to implement the Planning and Institutional Effectiveness Process (PIE) immediately beginning with the 2012-2013 Program Review Updates (PRUs). Even though the PIE process for the 2013-2014 academic year should have been completed within the 2012-2013 academic year, there was an institutional commitment to honor the hard work of the faculty, the instructional departments, and the student services departments by completing a full PIE cycle using the 2012-2013 Program Review Updates (PRUs) in the fall 2013 term for funding in the 2013-2014 academic year. Beginning in September 2013, all instructional and student services PRUs were collected and the Office of Institutional Effectiveness began analyzing data and collecting instructional equipment requests and centralized that information into one comprehensive list (1.10). A workgroup was convened to ensure a representative group was available to commit the time and energy needed to complete this cycle within an aggressive timeline. The workgroup consisted of the Executive Vice President, the Deans, Department Chairs and the Executive Committee of the Academic Senate. The first meeting of the workgroup was Friday, September 27, 2013. The workgroup reviewed the centralized equipment list as well as potential criteria that could be used when prioritizing the equipment at the School level (1.11; 1.12). The charge of the representatives in the workgroup and the charge of the Deans was to prioritize the equipment lists at the unit level, which included the School Dean, the Department Chairs and the Faculty within their respective departments (1.13a; 1.13b). The second charge of prioritization had to be completed using the student achievement data and student learning outcome data provided in the PRUs and using a set of criteria. Once the lists were prioritized at the School level, the workgroup reconvened on Friday, October 11, 2013, and each School presented their prioritized equipment list, their supporting data including data from the PRUs, and the criteria used to prioritize. Once each School completed their presentation, the group prioritized an equipment list at the institutional level (1.14). The finalized list along with the corresponding criteria and supporting data, was presented to the College Planning Council and the President accepted the prioritized list as submitted (1.15).

The mission of the College states that "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." As evident in the criteria sheets, College of

the Desert's Mission Statement was a driving force in the equipment prioritization process, which included the building of educational programs, the effective delivery of educational services, the focus on student success, and the labor market demands of the communities we serve. After assessing the fiscal capacity and leveraging multiple funds, the President announced that the entire 2012-2013 equipment list would be funded during the 2013-2014 academic year.

Concurrently, while completing a PIE cycle from the 2012-2013 Program Review Updates for funding in the next academic year, the College and the Academic Senate agreed to work together again to implement a PIE cycle using the 2013-2014 PRUs for funding in 2014-2015 academic year. The Outcomes and Assessment Committee (OAC), a standing committee of the Academic Senate, reviewed the 2012-2013 PRUs in order to streamline the current 2013-2014 PRUs, the committee created multiple addendums (1.16). Also as a result of the recent funding of the 2012-2013 equipment priority list, the OAC created an information and training campaign to retrain faculty on the PIE process and the how PRUs are integral to planning and resource allocation (1.17). The 2013-2014 PRUs were submitted to the OAC by October 15, 2013, and once again the Office of Institutional Effectiveness centralized a list of faculty positions (1.18). As in the previous cycle, the workgroup consisted of the Executive Vice President, the Deans, Department Chairs and the Executive Committee of the Academic Senate. The first meeting took place on November 1, 2013 and the 2<sup>nd</sup> meeting took place November 13, 2013 (1.19). As in the previous cycle, this prioritization cycle was informed by student achievement data and student learning outcome data provided in the PRUs and an agreed upon set of criteria, which was forwarded to the Academic Senate, College Planning Council, and then ultimately, the President (1.20; 1.21). After reviewing the quantitative and qualitative data, as well as the PIE process that was followed, the President responded to the recommendations on Friday, December 13, 2013. President/Superintendent Dr. Joel Kinnamon announced which positions would be funded, citing the mission, the goals, the quantitative and qualitative data, and Program Review Updates that informed his decision (1.22a; 1.22b).

The College has completed two cycles of the PIE process (13-14 equipment prioritization and the 14-15 faculty prioritization), and is now in the process of completing yet another cycle within the process for an equipment prioritization list to be funded in the 2014-2015 academic year. Also the Office of Institutional Effectiveness will be creating multiple assessments to evaluate all three cycles of the prioritization process that integrated program review, data including student learning outcomes and student achievement data, and resource allocation. The Office of Institutional Effectiveness will also be assessing the student learning outcome cycles and how the



student learning outcomes listed on the Program Review Update improve student learning and measure both program and institutional outcomes.

College of the Desert has implemented a consistent, three-semester assessment cycle across all academic disciplines. In the first semester, the SLO's and corresponding assessment tools are identified. The tools are administered and data is collected. Faculty and staff are expected to complete their assessment reports up to section 3A before the end of that semester (1.25a). During the second semester of assessment, the results are analyzed, reported and discussed. Assessors must complete sections 3B through 5 on an assessment report and discuss the results within their discipline (1.25b). Reports are typically brought to department meetings during this phase. The third semester of the assessment cycle gives faculty and staff the opportunity to document and implement changes as a result of what they learned from their assessments. Finally, they are expected to complete the final section of the assessment report and submit it to their OAC Representative who will upload it to the Outcomes and Assessment Website on the College Portal. The assessment cycle is designed to start again in the following semester, allowing them to immediately gather data regarding any changes they have made. The assessment schedules for all disciplines are available to view on the College's portal as well (1.23; 1.24). Individual course assessments can also be found on the College's portal including changes that resulted from measuring student learning outcomes.

Also in progress, the Office of Institutional Effectiveness has collected three cycles of CCSSE (Community College Survey of Student Engagement) and will be analyzing the data and how it measures the progress of the College's Institutional Outcomes. The College, the college constituents, and its respective committees continue to dialogue and improve our PIE process, which include assessment, program review, planning, and resource allocation (1.26).

The College has begun to build a strong Institutional Research Department that consists of a seasoned Research Director and three Research Analysts. The focus and charter of this department is to continue to develop the data warehouses focusing on quantitative and qualitative data and analysis in all areas of student learning and institutional planning processes (1.27).

### **College of the Desert satisfies Recommendation 1.**

**Recommendation 5:** In order to meet Standards, the team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes (III.A.I.c).

## **Response**

In the July 3, 2013 ACCJC letter, the visiting team acknowledge that "The College is still in the process of negotiating draft language for evaluation with respective bargaining units."

For 2011-2014, the first College bargaining unit to incorporate student learning outcome language into their contract was College of the Desert Adjunct Association (CODAA). In Article XII: Evaluation, Section 5.d., the CODAA contract states that one of the mandatory components of the adjunct faculty evaluation process includes a "Mandatory Self-Evaluation" (2.1). Within Appendix D-4 of the CODAA contract labeled "Adjunct Faculty Self-Evaluation," the form includes "Participation in the Assessment of Student Learning Outcomes" (2.2).

Prior to the 2013 ACCJC visit, the full-time faculty July 1, 2012-June 30, 2013 contract had no such language, but as the visiting team noted, the College was in the process of negotiating draft language for evaluation. For the July 1, 2013-June 30, 2015 full-time faculty contract of the CTA, the College full time faculty union, the contract included language incorporating student learning outcomes into the evaluation process for full-time faculty. In section 19.7 of the CTA contract, the self-evaluation packet includes "Reflection on participation in the student learning outcomes process," which is the 5<sup>th</sup> component of the self-evaluation packet (2.3). The previous CTA contract included only four components. In the "Classroom Observation and Evaluation Narrative Form" (Appendix C-2 of the CTA contract), there is also a rating scale on "To what extent does the instructor demonstrates the following: 2) sets clear outcomes for student learning" (2.4). All faculty are encouraged to highlight their contributions to the development, implementation, and assessment of student learning outcomes as a component of their self-evaluation process.

In 2013, The College negotiated with the Classified Staff bargaining unit, California School Employees Association (CSEA) to include language into the Bargaining Unit contract as follows:

**The following factor shall only be considered for self-evaluation purposes, and shall not be a factor in the supervisor's evaluation of the unit member:**

- **Participation, when applicable, in the Assessment of Student Learning Outcomes.**

Thus allowing the College to include as a component of his/her self-evaluation any classified member's contributions to, "Participation, when applicable, in the Assessment of Student Learning Outcomes" (2.5).

All new full-time and adjunct faculty are made aware of all areas of evaluation upon their initial employment at the College. Additionally, the Office of Institutional Effectiveness provides a FLEX training session before the beginning of the Fall and Spring terms

where staff provide an overview and training as to the evaluation process specifically addressing student learning outcomes and the faculty's expected participation in their development, implementation and assessment on a continuous and ongoing basis (2.6).

To date, the evaluation forms for full-time and adjunct faculty contain a process for faculty to state and be assessed on their involvement in the development, implementation and assessment of student learning outcomes.

**College of the Desert satisfies Recommendation 5.**

## **Response to Self-Identified Issues**

The majority of the self-identified planning issues were incorporated into the team recommendations and the ACCJC letter. Therefore, the responses and evidence from the earlier part of the report are not repeated. For the self-identified planning issues not addressed in the team recommendations, status updates, corresponding information and evidence are addressed in the table below.

**COD Accreditation Self-Identified Issues  
Planning Agenda Table**

This table includes all planning agenda (PAs) identified in the 2010 Institutional Self Study.

Standard Column =identifies section of the accreditation standard for the PA  
 Planning Agenda Column =gives the PA as written in the self-study  
 Status Column =gives the completion status of the PA

Abbreviations Used

Done =Completed  
 IP =In Progress  
 Planned =College is still intending to accomplish

Standard:	Planning Agenda	Status
<p><b>Standard I.</b> <b>Institutional Mission and Effectiveness</b></p>		
<p>IA1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</p>	<p>The BSI Committee will be leading the faculty dialogue about the CCSSE 2008 and 2010 results.</p>	<p><i>IP—See response to Recommendation 1</i></p> <p><i>The College has increased its research capacity and has invested resources in the Office of Institutional Effectiveness and Institutional Research. As a result, this office has begun leading the dialogue of CCSSE results that span over 6 (2008, 2010, 2012) years. <u>MT1</u></i></p>
<p>IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement</p>	<p>Although we meet this standard, in the process of continuous quality improvement:</p> <ul style="list-style-type: none"> <li>• A recommendation of the Evaluation Subcommittee</li> </ul>	<p><i>IP—See response to Recommendation 1</i></p> <p><i>The Outreach/Training Subcommittee has not met in two years. However, as seen in the response of</i></p>

Standard:	Planning Agenda	Status
<p>of student learning and institutional processes.<sup>1</sup></p>	<p>provides training throughout the institution to ensure a more consistent use of the planning process. In fall 2010, the CPC created a sub-committee, the Outreach/Training Subcommittee, designed to provide that training.</p>	<p><b><i>Recommendation 1, both the Outcomes and Assessment Committee of the Academic Senate and the Assessment and Planning of Outcomes Subcommittee have taken more proactive roles in providing information and training on the planning process.</i></b></p>
	<p>The college will improve our understanding and use of data, implementing additional strategies to increase the faculty and staff members' awareness of the wealth of data that currently exists, and how to most effectively use the data to improve programs and services. To assist in this process, the CPC's End User Data Subcommittee was created in spring 2010. Training of those subcommittee members is planned for the 2010–2011 academic year and will improve the connection between Information Services, the Office of Institutional Research, the Office of Institutional Effectiveness, and data users. End users of the data will also receive training that will</p>	<p><b><i>IP- Due to the accomplishments of the College Planning Council's End User Data Subcommittee, which included training and data sharing, the function of the End User Data Subcommittee has ended. The College has increased its research capacity and has invested resources in the Office of Institutional Effectiveness and Institutional Research.</i></b></p> <p><b><i>In May 2013, the College integrated Information Services/Information Technology, the Office of Institutional Research, and the Office of Institutional Effectiveness into one department (Institutional Effectiveness, Educational Services &amp; Planning) under one administrator. <u>MT2</u>; <u>MT3</u></i></b></p>

Standard:	Planning Agenda	Status
	facilitate the dialogue about improving student learning.	
	The institution will work with the Director of Student Life to schedule training for students regarding planning and their role in the process.	<p><i><b>IP—The Director of Student Life holds transitional retreats and trains the incoming student leadership on the planning process and the role of the College Planning Council. This retreat trains the incoming student body president of his/her role as a member of the College Planning Council.</b></i></p> <p><u><i>MT4c; MT4d</i></u></p> <p><i>During the standing student body meetings, the planning process and items from the College Planning Council are discussed.</i></p> <p><u><i>MT4a; MT4b</i></u></p>

Standard:	Planning Agenda	Status
<p>IB2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	<p>The college will strengthen the assessment and feedback component of the PIE process to ensure that it more fully incorporates unit PRUs and closes the loop with documenting and evaluating annual outcomes.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IB3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p>	<p>1. Continue the dialogue with all campus constituencies to ensure continuous quality improvement to benefit the institution and its planning process</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>2. As the End-User Data Subcommittee is implemented, assessment of its effectiveness will be essential.</p>	<p><i>IP- See second response to Planning Agenda item IB1. (MT2)</i></p>



Standard:	Planning Agenda	Status
<p>IB4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>	<p>1. Further institutional support and training is needed to encourage all constituencies to understand and participate fully in the planning process and the avenues of communication that inform planning. This will be led by the CPC's Subcommittee for Outreach and Training.</p>	<p><i>IP—See response to Recommendation 1 and first response to Planning Agenda item IB1</i></p>
	<p>2. Evaluate and assess organizational restructuring, especially as it pertains to planning and institutional dialogue and effectiveness.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>	<p>Evaluate results of the Beta test of the Institutional Research page and make appropriate adjustments.</p>	<p><i>IP-- The College has increased its research capacity and has invested resources in the Office of Institutional Effectiveness and Institutional Research. This office will continue to improve the effectiveness of the Institutional Research page.</i></p>
	<p>Implement the approved Strategic Communications Plan.</p>	<p><i>IP-- The College has increased its research capacity and has invested resources in the Office of Institutional Effectiveness and Institutional Research. This office will continue to evaluate and improve communications on assessment results and</i></p>

Standard:	Planning Agenda	Status
		<i>quality assurance of data and methods.</i>
IB6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	The CPC's Assessment of Planning and Outcomes (formerly Evaluation) Subcommittee will evaluate, assess and recommend process improvement changes as needed.	<i>IP—See response to Recommendation 1</i>
IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	College of the Desert will implement needed change as determined through the ongoing cyclic evaluation process included in the PIE process.	<i>IP—See response to Recommendation 1</i>
	The End-User Data Subcommittee of the CPC will work with all faculty and staff to ensure that the data is available in an understandable format and is utilized as appropriate for planning.	<i>IP—See the second response to Planning Agenda item IB1</i>
<b>Standard II.</b>  <b>Student Learning Programs and Services</b>		
IIA1. The institution demonstrates that all instructional programs	Fully implement CurricUNET within the next school year and train faculty and staff	<i>Done—The College has completed its implementation of CurricUNET and has</i>

Standard:	Planning Agenda	Status
<p>regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>	<p>across campus throughout the year;</p>	<p><i>continued to train faculty through FLEX and one-on-one trainings. <u>MT5</u></i></p>
	<p>Engage all disciplines in the PRU process by 2012;</p>	<p><i>Done—See response to Recommendation 1</i></p>
	<p>Continue to close assessment loops at the course and program level by 2012; and</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Use the faculty gathered assessment data to guide school dean action plans.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p>	<p>Use the results of CCSSE to improve student satisfaction and engagement in the learning process.</p>	<p><i>IP—See response to Recommendation 1 and Planning Agenda item IA1</i></p>
<p>IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the</p>	<p>Through the use of SLO assessment and Distance Education approval processes, continue to implement and</p>	<p><i>IP—See response to Recommendation 1</i></p>

<b>Standard:</b>	<b>Planning Agenda</b>	<b>Status</b>
objectives of the curriculum and appropriate to the current and future needs of its students.	evaluate delivery modes for appropriateness and effectiveness.	
IIA1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	Continue to implement the course-level assessment schedule;	<i>IP—See response to Recommendation 1</i>
	Continue to coordinate program-level assessment and engage the remaining disciplines in the PRU process in 2010–2011; and	<i>IP—See response to Recommendation 1</i>
	Begin collegewide assessment of institutional outcomes.	<i>IP—See response to Recommendation 1 and Planning Agenda item IA1</i>
IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	Continue to train and assist faculty in all areas of course and program level assessment;	<i>IP—See response to Recommendation 1</i>
	Begin collegewide assessment of institutional outcomes; and	<i>IP—See response to Recommendation 1</i>
	Continue with CurricUNET training.	<i>Done—See response to Planning Agenda item IIA1</i>

Standard:	Planning Agenda	Status
<p>IIA2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>	<p>Train all faculty and staff in PRUs and Assessment Reports and collaborate with the Office of Institutional Research; and</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Continue to facilitate broadly based participation in the planning process.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IIA2i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</p>	<p>Begin assessing institutional outcomes in spring 2011.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IIA3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty,</p>	<p>Continue to ensure that as new courses are proposed and existing courses are updated, faculty provide general education worksheets to maintain the integrity of courses included in the general education curriculum.</p>	<p><i>Planned—The College is committed to creating a formal and transparent process to incorporate the general education worksheets through the Curriculum Committee.</i></p>

Standard:	Planning Agenda	Status
<p>determines the appropriateness of each course for inclusion in the general education curriculum by examining recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	<p>General education has comprehensive learning outcomes for the students who complete it, including the following: natural science, social and behavioral sciences, arts, humanities and culture, language, rationality, communication, analytical thinking, and personal growth and development.</p>	<p><b><i>Done—The comprehensive learning outcomes for general education are listed in the College catalog. <u>MT6</u></i></b></p>
	<p>Proceed with assessment of institutional outcomes.</p>	<p><b><i>IP—See response to Recommendation 1</i></b></p>
<p>IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course</p>	<p>Leads and/or chairs will work with assistant Outcomes and Assessment Committee coordinators to ensure the transparency and adherence to SLOs for every course and program.</p>	<p><b><i>IP—See response to Recommendation 1</i></b></p>

Standard:	Planning Agenda	Status
<p>syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>		
<p>IIA6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>Implement the plan and a timeline for the elimination process for programs. If it is recommended that the program be eliminated, the plan should address the needs of affected students, faculty, staff, and operations.</p>	<p><i>Done—The program discontinuance policy, Administrative Procedure 4021, was created and approved by the Academic Senate on November 11, 2011 and presented to the Board of Trustees in November 16, 2011.</i> <u>MT7</u></p>
<p><b>Standard IIC.</b>  <b>Library and Learning Support Services</b></p>		
<p><b>Standard III.</b>  <b>Resources</b></p>		
<p>IIIA1b. The institution assures the effectiveness of its Human Resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned</p>	<p>Assess the effectiveness of the evaluation process to determine if there is a correlation between the evaluation processes and the improvement of the employee in areas that have been determined to be in need of improvement.</p>	<p><i>IP—The College provides performance improvement options for those managers who request assistance.</i></p>

<b>Standard:</b>	<b>Planning Agenda</b>	<b>Status</b>
<p>duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>There is a clearly defined procedure for the timeline for all employee evaluations. The college is aware of the need to refine the procedures relative to staff evaluations and is working to strengthen procedures for ensuring that all evaluations are completed in accordance with current policy.</p>	<p><i>IP—The College expects to have a process in place for staff/faculty evaluations to be completed in a timely manner.</i></p>
	<p>Connect staff development to the evaluation process in a meaningful way that fosters improvement in the areas indicated by the written process.</p>	<p><i>IP—See first response to Planning Agenda item IIIA1b</i></p>
<p>IIIA1c. Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	<p>To stimulate new and innovative teaching modalities that affect SLOs, the college is working to develop a practice of searching out those faculty whose teaching styles stimulate SLOs in a positive manner. The Academic Senate is currently debating and exploring the various proposals brought forward by the many instructors employed by the college as well as those actions already taken by other colleges.</p>	<p><i>IP—See response to Recommendation 5</i></p>



Standard:	Planning Agenda	Status
<p>III A1d. The institution upholds a written code of professional ethics for all of its personnel.</p>	<p>In 2010, the college issued new procedures for behavior for leadership, faculty as well as other employee groups on campus. Leadership as well as the Academic Senate will evaluate the effectiveness of these procedures and facilitate campus discussion to ensure they are consistently applied to all employees.</p>	<p><i>Planned—The College is committed to creating a code of professional ethics for all of its personnel.</i></p>
	<p>Codes of conduct for all levels of employees including the “Student Code of Conduct” should be easily found on the school Web site as “stand-alone” documents.</p>	<p><i>Planned—The College has recently revised its policy on “Student Code of Conduct” and the revised policy is currently going through its respective review process.</i></p>
<p>III A3b. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.</p>	<p>Although the college satisfies the current standard for maintaining personnel files in a safe and accessible location, considering the geographic location of the College of the Desert in relation to the San Andreas Fault, the leadership recognizes a need for procedures to be established to maintain backup files in an off-site location in the event of catastrophic event that could cause the current</p>	<p><i>Planned—Currently the College is revising its Technology Master Plan and this plan will address backup systems at off-site locations.</i></p>

Standard:	Planning Agenda	Status
	singular storage location to be inaccessible.	
IIIB1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	The Safety Committee continues to discuss, offer training in safety related issues, and seek out innovative practices that will make the college community safer through the use of technology and discussion.	<i>IP—The Safety Committee continues to meet, address safety-related issues, and create sound practices to make the college community safer.</i>
IIIB1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	The college should develop an effective means of maintaining essential equipment within the confines of fiscal limitations.	<i>Planned— Currently the College is revising its Technology Master Plan. The plan will create a calendar and policies for upgrading and replacing equipment.</i>
IIIB1b. The institution assures that the physical resources at all locations where it offers courses, programs, and services, are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Continue to monitor and identify safety hazards on campus, either environmental or criminal, and develop action plans as needed for prompt correction. Safety inspections conducted by local Fire department in concert with COD maintenance staff annually. Employee and Student Reporting process documented and published.	<i>IP—The College continues to monitor and identify safety hazards.</i>

Standard:	Planning Agenda	Status
<p>IIIB2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	<p>While the college is affected by the state fiscal situation that impairs its ability to expand educational programs to meet the demand for them, it recognizes the requirement to tailor long-term capital planning to accommodate increases in student numbers that are likely to emerge once the economy improves.</p>	<p><i>Planned—The College is currently in the process of revising its Educational Master Plan and will create a long-term capital plan that addresses increased student enrollment.</i></p>
<p>IIIC1c. The Institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	<p>The Information Technology and Institutional Research department will take appropriate action to improve communication with the college community.</p>	<p><i>IP—See response to Planning Agenda item IB5.</i></p>
	<p>The college will evaluate and implement appropriate ways to improve the coordination of administrative and instructional technology.</p>	<p><i>IP—See response to Planning Agenda item IB1.</i></p>
	<p>Develop and implement a lifecycle replacement plan with supporting procedures to facilitate the replacement of outdated computers and technology equipment on a recurring basis consistent with priorities established through the planning, budgeting, and assessment</p>	<p><i>Planned—See response to Planning Agenda item IIIB1.a</i></p>

Standard:	Planning Agenda	Status
	process and the availability of funds.	
IIIC1d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.	The college will implement and fund Technology program review recommendations where fiscally possible.	<i>IP—See response to Recommendation 1</i>
<b>Standard IIID.</b> <b>Financial Resources</b>		
IIID1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	The Business Office will provide more training for staff who use the automated budget system. "Technology Day" training and "FLEX" presentations will be scheduled a minimum of two times annually.	<i>Done—The second cycle of training will be offered in Spring 2014.</i>
<b>Standard IV.</b> <b>Leadership and Governance</b>		
IVA. The institution recognizes that ethical and effective leadership throughout the	Rethink communication strategies at several levels of the college.	<i>IP—The President continues to provide email messaging on the institutional direction and goals.</i>

Standard:	Planning Agenda	Status
<p>organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p>		<p><i>In Spring 2014, the President announced the 24 month agenda for the "Advancement of Student Success and College/Community Development" to the entire college community. <u>M10</u></i></p>
	<p>Continue refining the Planning and Institutional Effectiveness Process to assure a more effective implementation in coming years.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IVA1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>Make "better communication" a major topic of planning in the CPC.</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Use orientation to new faculty and staff to communicate values and goals, how they are used, and their important role in planning.</p>	<p><i>Done—Institutional goals are communicated to the faculty through orientation, the evaluation process, the student learning outcomes process, and the program review process.</i></p> <p><u>MT11</u></p>
	<p>Continue use of Program Review Updates.</p>	<p><i>IP—See response to Recommendation 1</i></p>

Standard:	Planning Agenda	Status
<p>IVA2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	<ul style="list-style-type: none"> <li>• Implement Administrative Procedure 3250.</li> </ul>	<p><i>Done—Administrative Procedure 3250 was approved by the Board of Trustees on February 25, 2011. The procedure is scheduled to be reviewed again in February, 2016. <u>MT8</u></i></p>
	<ul style="list-style-type: none"> <li>• Implement Administrative Procedure 2410.</li> </ul>	<p><i>Done—Administrative Procedure 2410 was approved by the Board of Trustees on February 16, 2012. The procedure is scheduled to be reviewed again in February, 2017. <u>MT9</u></i></p>
<p>IVA2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</p>	<ul style="list-style-type: none"> <li>• Develop processes to better communicate all aspects of the planning process.</li> </ul>	<p><i>IP—See response to Recommendation 1</i></p>

Standard:	Planning Agenda	Status
<p>IVA3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	<p>Review and continually refine the effectiveness of the Planning Process annually.</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Continually communicate the revisions in the Planning and Institutional Effectiveness Process and changes in its implementation.</p>	<p><i>IP—See response to Recommendation 1</i></p>
<p>IVA5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>Develop and implement annual self-review procedures for the CPC.</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Incorporate these procedures into the CPC handbook.</p>	<p><i>IP—See response to Recommendation 1</i></p>
	<p>Develop processes for evaluating the Academic Senate.</p>	<p><i>Planned—There is no formal process; however the Academic Senate continues discussions on how to improve their processes including communication.</i></p>





## Evidence List

### Recommendation 1

- 1.1 CPC Minutes- dated 04-26-2013.
- 1.2 Planning Task Force: Agenda 06-27-2013.
- 1.3 Planning Task Force: Agenda 7-09-2013.
- 1.4 Planning Task Force Report 3<sup>rd</sup> Draft: 09-23-13.
- 1.5 CPC Minutes: 09-20-2013.
- 1.6 CPC Minutes: 09-13-13.
- 1.7 CPC Minutes: 09-27-13.
- 1.8 CPC Survey Handbook.
- 1.9 CPC Survey email: 2/3/2013.
- 1.10 Program Review 09-18-13.
- 1.11 School-level Program Review Report.
- 1.12 Draft Faculty and equipment Unit-level Prioritization Report.
- 1.13 Prioritization Process Criteria.
  - a. ASBU Priorities
  - b. Science Meeting
- 1.14 Summary of 10-11-13 meeting- Prioritization.
- 1.15 Equipment List from CPC.
- 1.16 Program Review revised form for Prioritization process.
- 1.17 OAC& PR Procedures Checklist.
- 1.18 Program Review Priority List.
- 1.19 Faculty Priority Meeting: 11-13-13.
- 1.20 Data for Faculty Prioritization.
- 1.21 Faculty Prioritization Criteria: 2014-15.
- 1.22 Outcomes and Assessment documents of discussion.
  - a. O&A Minutes: 12-5-2013.
  - b. President's email.
- 1.23 Assessment Schedule for PRU updates- Health Science.
- 1.24 Assessment schedule- Student Affairs.
- 1.25 Dialogue and improve our PIE processes.
  - a. Student Services Assessment Report.
  - b. PRU 2012-13: English
- 1.26 Outcomes & Assessment Committee Minutes: 2-3-2014
- 1.27 College of the Desert Research Webpage

### Recommendation 5

- 2.1 CODAA Adjunct Evaluation Checklist.
- 2.2 Appendix D-4: CODAA Contract.
- 2.3 Component 5: CODAA adjunct Self Evaluation packet.
- 2.4 Appendix C-2: CTA contract.
- 2.5 CSEA Tentative Agreement- SLOs- 2013
- 2.6 Spring 2014 FLEX Agenda- Faculty Orientation.

Midterm Planning Documents

- MT.1. AOC Agenda 022614
- MT.2. CPC Minutes 051112
- MT.3. 2014 Organizational Chart
- MT.4.
  - a. ASCOD Agenda 101413
  - b. ASCOD Minutes 101413
  - c. ASCOD Retreat Agenda
  - d. ASCOD Retreat Agenda Copy 2
- MT.5. SP14 FLEX Calendar
- MT.6. Program Outcomes from 2013-14
- MT.7. AP 4021
- MT.8. AP 3250
- MT.9. AP2410
- MT.10. President Kinnamon's Two Year Plan
- MT.11. Spring 2014 FLEX Agenda- Faculty Orientation.