

Institutional Report

College of the Desert

Midterm Report

Submitted by:

Desert Community College District

**43-500 Monterey Avenue
Palm Desert, California 92260**

Submitted to:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
October 15, 2021**

2. Certification of Accreditation Midterm Report, October 15, 2021

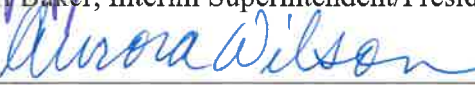
This Accreditation Midterm Report has been prepared and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) as a requirement of the external evaluation team visit of October 2-5, 2017. This report addresses the progress and outcomes on plans arising out of the self-evaluation process. This report addresses all recommendations for improvement in order to increase institutional effectiveness, reflects on the College's assessment processes since the submission of the 2019 Follow-Up Report, reports on outcomes of both Quality Focus Projects, and provides updates on the most recent Annual Fiscal Report.

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


Signatures:




Jeff Baker, Interim Superintendent/President




Aurora Wilson, Chair, Board of Trustees




Kim Dozier, Ph.D., President, Academic Senate



Oceana Collins (Jun 9, 2021 10:34 PDT)
Oceana Collins, President, Faculty Association Union



Catherine Levitt (Jun 8, 2021 16:01 PDT)
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Liliana Casas, President, Classified Staff Union



Ireland Olson (Jun 3, 2021 15:17 PDT)
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4. Statement of Report Preparation

College of the Desert has an Accreditation Work Group that meets throughout the year. This work group includes faculty, staff, leadership, and student representatives who are appointed by the Academic Senate, California School Employees Association (CSEA) Chapter 407, administration, and the Associated Students of College of the Desert (ASCOD).

This group was responsible for reviewing any progress made on planning items, including the Quality Focus Essay, and drafts of the Midterm Report. The draft Midterm Report was made available to the College community. Finally, individual constituent groups, the President's Executive Cabinet, the Academic Senate, and College Planning Council, which includes leadership, faculty, staff, and student representation, reviewed the Midterm Report.

The Desert Community College District Board of Trustee approved a copy of the final Midterm Report with supporting documents at the May 21, 2021, Regular Board Meeting.

5. Plans Arising from the Self-Evaluation Process

Below are the College’s self-identified areas of improvement to strengthen our alignment to the Standards. This section reports on those self-identified improvement plans.

College of the Desert Accreditation Areas of Improvement Planning Agenda Table

This table includes all areas of improvement (AI) identified in the 2017 Institutional Self-Evaluation Report (ISER).

Standard: Identifies section of the Accreditation Standard for AI
 Action Plan: Gives the AI as written in the ISER
 Status: Provides the progress and resulting outcomes of AI

Standard I: Institutional Mission and Effectiveness
Standard I.A.3
The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
Action Plan
In spring 2016, the Assessment of Planning and Outcomes Subcommittee (APO) made recommendations to College Planning Council (CPC) regarding improving and writing the new Strategic Master Plan. One recommendation was to consolidate the last five years of annual program reviews and consolidate the information to create common themes to inform the Strategic Master Plan Work Group and then later to inform the Educational Master Plan Work Group. Recently, the Outcomes and Assessment Committee (OAC), a subcommittee of Academic Senate, completed a faculty survey to discuss and improve the instructional program review update process and how to integrate it with planning. Once the improvements are made, there is a placeholder in the CPC Handbook to document the updated processes. OAC has already begun to discuss the mission, and how the current program review update and annual program review documents can improve evidence of linkages.
Status: Completed
APO consolidated the information and created common themes from five years of annual program reviews. (1.1, 1.2)
Both the Strategic Master Plan and Educational Master Plan were completed with input from APO. (2.1, 2.2, 2.3, 2.4)
The instructional program review update process has been improved and updated with an electronic tool, eLumen. (3.1) The new instructional program review process is called Program Enhancement Plans (PEP)/Program Enhancement Plan Updates (PEP-Up), and

both the comprehensive and annual program reviews are integrated with planning. (4.1, 4.2)

Beginning with the 2019-2020 CPC Handbook, all updates on program review have been included. (5.1)

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes the information.

Action Plan

Beginning fall 2017, the End-User Data Subcommittee (EUDS) will assess how well the College is achieving the institution-set standards (ISS), and OAC and End-User Data Subcommittee will work with Academic Senate and CPC to improve and make progress towards the ISS. Also, Chairs Council, chairs of the major plans and initiatives of the College, recently voted to include the chairs of the End-User Data Subcommittee and the Strong Workforce Steering Committee. Chairs Council recently mapped all major initiatives and plans to the five Strategic Master Plan goals and the objectives including the Student Equity Plan, Basic Skills Plan, Student Success and Support Program plans (Credit and Noncredit), Enrollment Management Plan, College Planning Council, Accreditation, and Strong Workforce Regional Plan. The role of Chairs Council is to complete a gaps analysis, identify synergistic opportunities, and identify duplicative efforts. By adding the End-User Data Subcommittee chairs to Chairs Council, the ISS will be integrated into the Strategic Master Plan, Educational Master Plan, and the annual planning process.

Status: Completed

The EUDS has been updated and renamed to the Data Evaluation Subcommittee (DES). The DES annually recommends and monitors College goals to address requirements for external constituencies, which include the ISS. The Academic Senate appoints the faculty on the DES. (6.1, 6.2)

The Chairs Council, now renamed to Institutional Plan Coordination Committee (IPlan), completed its gaps analysis, and the co-chairs emailed all faculty and staff to raise awareness of the committee's work. (7.1, 7.2, 7.3, 7.4) APO and IPlan then made recommendations to consolidate committees with duplicate work, deactivate committees, and address initiatives through work groups. (8.1)

APO also created the Key Performance Indicators (KPIs) Dashboard that integrates the College's Strategic Master Plan goals with all other institutional plans and uses the ISS and Vision for Success Goals as measures of outcomes. APO annually reviews and updates this dashboard, and presents that information to CPC. (9.1, 9.2, 9.3)

Standard II: Student Learning Programs and Services**Standard II.A.3**

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Action Plan

- Build consistency in student learning outcome (SLO) assessment, analysis, and modification as necessary across all disciplines and courses;
- Continue to pilot disaggregation of data;
- Continue to train faculty to develop easy tools for assessment and a consistent process of analysis and modification;
- Continue the ongoing effort at the College to build the capacity for disaggregation of SLO assessment data to further inform faculty on course objectives, course design, and teaching methods to strive to meet the learning needs of all students all of the time; and
- Implement the new academic program review and program review update (PRU) formats that will demonstrate with greater ease the manner in which SLO assessment drives program design and modification.

Status: Completed

OAC built consistency in SLO assessment by providing training and creating a handbook. For the 2017-2018 academic year, OAC has worked to create an OAC Handbook that includes topics such as: 1) What is outcomes assessment, 2) Why should faculty do outcomes assessment, 3) What is the faculty role with outcomes assessment, 4) What resources are available, and 5) How do faculty complete outcomes assessment and what is that process. Effective by the March 1, 2018, OAC meeting, the OAC Handbook was posted on the College portal. OAC continues to revise and improve the OAC Handbook. (10.1, 10.2)

Effective 2017-2018, the Office of Institutional Research created the program review dashboard for all instructional units. The dashboard disaggregates data by gender, socio-economic status, ethnicity, age, and education status. (11.1) The dashboard is updated annually for the annual and comprehensive program review updates (PEPs/PEP-Ups). The program review dashboard is an easy tool to use to analyze data for instructional programs.

For the 2016-2017 academic year and related to the compliance requirement, steps included professional development for SLOs and the hiring of two SLO faculty coordinators. There were multiple professional development opportunities, trainings, and workshops offered throughout 2016-2017, which continued into the 2017-2018 academic year. SLO faculty coordinators have reassign time and continue to provide support to faculty with the development of learning outcomes at the department, school, and College level. The two SLO faculty coordinators continue to train faculty in 2018-2019, and for 2019-2020, the College hired three SLO faculty coordinators to continue the training. For

<p>2020-2021, the College has institutionalized the two faculty SLO coordinators in order to continue supporting the ongoing work for outcomes assessment. (12.1)</p> <p>The instructional program review and SLO process has been improved and updated with an electronic tool, eLumen. (13.1)</p>
<p>Standard III: Resources</p>
<p>Standard III.A.5</p> <p>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 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>Action Plan</p> <p>The College will assess the feasibility of using an electronic tool to assist in tracking evaluations and notifying respective departments and supervisors regarding upcoming or past-due evaluations.</p> <p>The College will provide training opportunities for supervisors related to effective performance evaluation, including providing timely feedback to employees outside of the formal evaluation process.</p>
<p>Status: Completed</p> <p>In 2020-2021, the College purchased and implemented the PeopleAdmin Performance Management System as an electronic tool to assist in tracking evaluations. (14.1)</p> <p>In 2019, the College provided Liebert Cassidy Whitmore’s “An Employment Relations Primer for Community College District Administrators and Supervisors” training for supervisors related to effective performance evaluations. Additionally, the Office of Human Resources has met with new classified employee supervisors to review the classified employee evaluation process and answer questions. Following implementation of the online evaluation system, the Office of Human Resources will conduct a training session in late spring and summer 2021. (15.1)</p>

6. Institutional Reporting for Improvement

6.A Response to Recommendations for Improvement

Even though the visiting team initially presented four recommendations, the Accrediting Commission for Community and Junior Colleges (ACCJC) provided the College a corrected letter on January 26, 2018. The corrected letter included the following modifications:

“The Commission determined that **Recommendation 3** be deleted from the Team Report.”

“Recommendations for Improving Institutional Effectiveness

The Team Report noted Recommendations 1, 2, and 4 for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice but, consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers’ recommendations. The Commission anticipates that you will bring them and the team’s full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team’s improvement recommendations.”

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends that the College complete the implementation of the recently improved program review process to ensure institutional mission, goals, and planning priorities are linked to resource allocation. (I.A.2, III.D.2)

Response

The instructional program review update process has been improved and updated with an electronic tool, eLumen. (16.1) The new instructional program review process is called Program Enhancement Plans/Program Enhancement Plan Updates (PEPs/PEP-Ups), and both the comprehensive and annual program reviews are integrated with planning. In addition, the PEP/PEP-Ups ensure institutional mission, goals, and planning priorities are linked to resource allocation. (17.1, 17.2)

PEPs/PEP-Ups are submitted on March 15 of every year. Part three is linked to strategic planning, and part four is linked to resource allocation/prioritization. (18.1, 18.2)

The noninstructional program reviews are named Program Review Updates (PRUs), and PRUs are linked to the mission, institutional outcomes, program outcomes, and resource allocation. PRUs have also been improved and are now submitted electronically through a Laserfiche system. (19.1, 19.2)

Recommendations and consolidated lists for resource allocation for faculty, staff, and equipment/technology come directly out of the program reviews. Prioritization committees prioritize faculty, staff, and equipment/technology using information from the PEPs/PEP-Ups, PRUs, institutional research, mission, and College goals. (20.1, 20.2, 20.3) The

superintendent/president announces funded resources in an email message that goes out to the entire College multiple times a year. (21.1, 21.2)

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the College ensure a broader understanding among College constituents of institutional metrics and how they measure progress in accomplishing the College’s mission and strategic goals. (I.B.1, I.B.3, I.B.4, I.B.5)

The End-User Data Subcommittee has been updated and renamed to the Data Evaluation Subcommittee (DES). The DES annually recommends and monitors College goals to address requirements for external constituencies, which include the Institution Set Standards (ISS). (22.1) The Academic Senate appoints the faculty on the DES. DES is the designated committee designed to ensure a broader understanding and ease of use of institutional metrics among College constituents.

In addition, the Assessment of Planning and Outcomes Subcommittee (APO) created the Key Performance Indicators (KPIs) Dashboard that integrates the College’s Strategic Master Plan goals with all other institutional plans and uses the ISS and Vision for Success Goals as measures of outcomes. (23.1, 23.2, 23.3) APO regularly reviews and updates this dashboard and presents that information to College Planning Council (CPC). (24.1, 24.2, 24.3) This dashboard also measures progress in accomplishing the mission and strategic goals.

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that the College complete the implementation of its employee evaluation tracking process and associated training in order to ensure performance evaluations are completed in a timely manner. (III.A.5)

In 2020-2021, the College purchased and implemented the PeopleAdmin Performance Management System as an electronic tool to assist in tracking evaluations. (25.1)

In 2019, the College provided Liebert Cassidy Whitmore’s “An Employment Relations Primer for Community College District Administrators and Supervisors” training for supervisors related to effective performance evaluations. Additionally, the Office of Human Resources has met with new classified employee supervisors review the classified employee evaluation process and answer questions. Following implementation of the online evaluation system, the Office of Human Resources will conduct a training session in late spring and summer 2021. (26.1)

6.B Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Reflection on Improving Institutional Performance: Student Learning Outcomes (for colleges reviewed after spring 2016)

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

Reflect on the College’s assessment processes since the last comprehensive review:

What are the strengths of the process that helps lead the College to improve teaching and learning?

Among the strongest parts of this institution’s process for improving teaching and learning are the faculty-driven, long-term commitments to interconnected measures that ensure teaching and learning are always on the rise. The Outcomes and Assessment Committee (OAC), an Academic Senate subcommittee, is a group of faculty that meets regularly to explore, discuss, and guide the assessment process at the College. This group works collaboratively from the faculty perspective to develop processes that ensure meaningful engagement with the ways in which we actively pursue excellence in teaching and optimal learning experiences for our students.

The OAC works to ensure that assessment of student learning outcomes does not exist in a vacuum. Indeed, the improvement of teaching and learning practices is embedded in the assessment process, departmental culture, the program review process, and numerous professional development activities. Assessment and its connection to the ways in which it can improve teaching and learning is a well-discussed and pervasive topic on the campus. It is the voice and guidance of the OAC in clarifying the importance of these measures that ensures their success.

What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?

Now that faculty have become familiar with our assessment software, eLumen, assessment has started to take off as a natural part of teaching duties. While nearly every faculty member understands their obligation to assess, many are still misunderstanding the importance of authentic and meaningful assessment. Collaborative discussions at the department level are common as faculty share the results of their assessments, but conversations regarding best practices in teaching and learning could have an amplified voice campus wide to better emphasize the potential of engaging with assessment in a more significant way. Flex activities where faculty share the results of their assessments and how they put them to work frequently occur, but it would be ideal if they grew.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Through our program review process (PEPs and PEP-Ups), departments directly connect their assessment results with requests that would enhance student learning. For example, in the sciences, an assessment of lab work showed a lack of microscopes was directly impeding students having the opportunity to demonstrate the skills they had developed. This was also seen in the arts where scarce photography equipment was preventing students from submitting final projects that would speak to their learning. (27.1)

Beyond equipment requests, in recurrent campus wide Flex sessions, faculty from a diverse range of disciplines share how they put their assessment data to work. A math instructor shared how her assessment results revealed inconsistencies in wording were confusing students and preventing them from understanding test questions. (28.1) An English instructor shared how they've used discussion boards to offer multiple points of assessment for students to show their skills. (29.1) An art instructor explained how lackluster assessment results inspired her to revise not only her course but the SLOs guiding her teaching. (30.1) These stories are plentiful across campus and reveal how assessment is making both small and overarching changes to our teaching strategies.

In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule.

There are several mechanisms in place to ensure the timely assessment of all student learning outcomes. First, departments create three-year cycles that account for the assessment of all student learning outcomes per an Academic Senate resolution. Because this process begins at the department level, it is more realistic for the variety of course that our institution offers. For example, one career and technical education program offers one course every second summer which the presiding faculty are sure to account for in their cycles. By making this work faculty-driven, all courses are accounted for and scheduled at a reasonable time for assessment. These cycles are uploaded into our assessment software, eLumen, to add a reminder to faculty that a course is due for assessment. (31.1)

Next, the OAC has a member from each school that works as a liaison to ensure faculty are kept abreast of assessment policies and supports in assessment efforts. This work is reinforced by two faculty SLO coordinators that maintain resources, answer questions, provide training, and remind faculty of missing assessments. The general idea is that many reminders and consistent access to peer support prevent gaps in assessment. (32.1)

Finally, several audits throughout the semester occur to ensure that no area is struggling to complete their assessments. If a discipline is found to be falling behind, they are offered immediate support in completing their assessments and implementing any changes to their course through one-on-one trainings. (33.1)

If these measures are unsuccessful, there is a failsafe measure managed by administration that requests student self-reported gains in achieving SLOs. A survey is issued to students

that asks them to note their achievement of course goals. The results are submitted to the leading faculty member to reflect on and apply. These faculty members are largely in the minority of assessment results and tend to be new to our campus and processes. Afterwards, they are offered early, additional support in assessment for the next semester. (34.1)

Institution Set Standards (ISS) Process at College of the Desert

The College started the work to establish floor and aspirational goals during the 2017-2018 academic year. The End-User Data Subcommittee (EUDS) (subsequently renamed to the Data Evaluation Subcommittee) was charged with the task. After reviewing examples from other institutions, the EUDS discussed and approved a process for establishing these goals. The process first determines the average (mean) for five years for each metric and then subtracts two standard deviations from the average for the floor goal and adds two standard deviations to the average for the aspirational goal. This process was vetted through the College's governance committees (College Planning Council and Academic Senate) and approved in spring 2018. (35.1, 35.2, 35.3)

Has the College met its floor standards?

Yes, the College has met its floor standards. Since measuring the College's ISS, none of the metrics have fallen below the floor goal. If a metric falls below a floor goal, the DES would bring this to the attention of the College's participatory governance committees so that a work group could be established to look at factors that may have contributed to the lower outcome. (36.1)

Has the College achieved its (stretch) aspirational goals?

The progress on the College's ISS is presented to the governance committees annually. Out of four of the College's aspirational goals, the College achieved three aspirational goals. For successful course completion, the aspirational goal is 71.3 percent, and the College exceeded that goal for 2019-2020 with a successful course completion rate of 71.4 percent. For degree completion, the aspirational goal is 1,082, and the College exceeded that goal for 2019-2020 with a degree completion of 1,299. For transfer, the aspirational goal is 675, and the College exceeded that goal for 2019-2020 with 739 transfers. (37.1)

What initiative(s) is the College undertaking to improve its outcomes?

As cited in our 2017 Institutional Self-Evaluation Report and as a commendation by the visiting team, the College is continuing to scale, replicate, and expand our state and national best practices, which include but are not limited to EDGE/pLEDGE, counseling, support services, faculty development, and distance education. These practices continue to improve the ISS outcomes. (38.1)

How does the College inform its constituents of this information?

After the initial goals were established, the EUDS was renamed to the Data Evaluation Subcommittee (DES). The DES is tasked with reviewing the metrics from the prior year to compare them to the floor and aspirational goals. After discussing the goals, the DES presents this review to the governance committees, which include the Academic Senate, College Planning Council, Assessment of Planning and Outcome Subcommittee, and the Institutional Plan Coordination Committee. All shared governance committees have constituent representation from students, faculty, staff, and leadership. Since 2017, progress on the ISS College goals has been and continues to be reviewed annually. (39.1, 39.2)

6.C Report on the Outcomes of the Quality Focus Projects

The Quality Focus Essay that was submitted as part of the College's 2017 Institutional Self-Evaluation Report (ISER) identified two action projects. Action Project 1 is the systemic integration of learning outcomes, assessment, and program review in the prioritization and planning process. Action Project 2 is the role of human resources in the professional development process for all College of the Desert employees.

For Action Project 1, there were five stated goals. Goal 1 is 100 percent evaluation and revision of student learning outcomes (SLOs). After reaching 99 percent in fall 2019, Goal 1 was met in spring 2020 and fall 2020, and the College continues to meet the compliance requirement of continuous evaluation and revision of all student learning outcomes going forward. (40.1, 40.2, 40.3, 40.4)

Goal 2 is 100 percent of revision of program learning outcomes (PLOs) and assessment of PLOs. PLOs are currently mapped to SLOs and institutional outcomes (IOs), and as stated in the 2017 ISER, assessment of PLOs was at 100 percent and ongoing. The College is set to complete 100 percent revision of PLOs in spring 2021. (41.1) Once the revision of 100 percent of the PLOs is complete, the revised PLOs will be mapped to SLOs and IOs to ensure that assessment continues. In addition, the Outcomes and Assessment Committee, a subcommittee of the Academic Senate, will continue discussions and strategies on ongoing assessment for PLOs.

Goal 3 is to consolidate to a unified, comprehensive program review process with annual evaluation and update. Goal 3 was completed in fall 2018. There were five implementation steps associated with this goal, and all five steps were completed. The instructional program review update process has been improved and updated with an electronic tool, eLumen. (42.1) The new instructional program review process is called Program Enhancement Plans/Program Enhancement Plan Updates (PEPs/PEP-Ups), and both the comprehensive and annual program reviews are integrated with planning. (43.1, 43.2) In addition, the PEPs/PEP-Ups ensure institutional mission, goals, and planning priorities are linked to resource allocation. In addition, the college will be adding the following questions to the PEPs/PEP-Ups to encourage more robust program reviews that include diversity, equity, and inclusion: Do the data suggest equity in your program? Do you see the opportunity to improve equity, and how? Is the success rate in your online courses better than face-to-face or vice versa? Are program success/retention rates higher at a specific time of day, or perhaps in a course offered numerous days vs. one day per week?

Goal 4 is to plan and implement a systemic and efficient assessment process that will include disaggregation of data in the program review process. (44.1) Goal 4 was completed in fall 2017. Effective 2017-2018, the Office of Institutional Research created the program review dashboard for all instructional units. The dashboard disaggregates data by gender, socio-economic status, ethnicity, age, and education status. The dashboard is updated annually for the annual and comprehensive program review updates (PEPs/PEP-Ups). The program review dashboard is an easy tool to use to analyze data for instructional programs. The Outcomes and Assessment Committee is in the process of developing a component of the

PEPs/PEP-Ups that includes a thoughtful analysis of the disaggregated data including reviewing equity gaps and how the faculty will address those in the future.

Goal 5 is an evaluation of our goals. The Outcomes and Assessment Committee and the Office of Instruction, which oversees Institutional Effectiveness and Institutional Research, have evaluated the goals every semester since 2018-2019. (45.1)

For Action Project 2, there were five stated goals, and all five state goals are completed. On February 22, 2019, the College Planning Council approved the formation of the Professional Development Work Group (PDWG). (46.1) The PDWG met multiple times to create a recommendation for a permanent body and a committee description for the Professional Development Committee (PDC) and to create a Professional Development Plan. (47.1, 47.2, 47.3) The committee description for the PDC went to College Planning Council for first and second readings on February 28, 2020, and March 13, 2020, respectively, (48.1) and to Academic Senate for first and second readings on April 23, 2020, and May 14, 2020, respectively. (49.1) The PDC was officially approved as a standing committee on March 13, 2020. (50.1) The PDC reviewed the previous work of the PDWG, including the current draft of the Professional Development Plan. The PDC approved and moved the Professional Development Plan to the College Planning Council for approval. The College of the Desert Professional Development Plan was approved by the College Planning Council on May 8, 2020, and by Academic Senate on May 14, 2020. (51.1, 51.2) As part of the Professional Development Plan, there is a professional development calendar and planned professional development activities for staff, leadership, and faculty. (52.1)

6.D Fiscal Reporting

In Appendix B is the most recent ACCJC Annual Fiscal Report for the Midterm Report. The College is meeting its fiscal goals, and the College is not on enhanced fiscal monitoring. Therefore, there is no additional narrative.

Appendix A – Evidence List

[1.1 Assessment of Planning and Outcomes Subcommittee Recommendation regarding Strategic Master Plan](#)

[1.2 College Planning Council Minutes - March 11, 2016](#)

[2.1 Strategic Master Plan - 2016-2021](#)

[2.2 Strategic Master Plan Webpage](#)

[2.3 Educational Master Plan - 2017-2022](#)

[2.4 Educational Master Plan Webpage](#)

[3.1 eLumen](#)

[4.1 Geology Program Enhancement Plan - 2019](#)

[4.2 Health Sciences Program Enhancement Plan - 2019](#)

[5.1 College Planning Council Handbook - 2019-2020](#)

[6.1 College Planning Council Minutes - April 26, 2019, and May 10, 2019](#)

[6.2 Data Evaluations Subcommittee Minutes - September 9, 2020](#)

[7.1 College Planning Council Minutes - November 9, 2018, and December 8, 2018](#)

[7.2 Chairs Council Minutes - February 21, 2018, and Gaps Analysis](#)

[7.3 Electronic Goals Mapping Table](#)

[7.4 What is Chairs Council? Email - April 16, 2018](#)

[8.1 Chairs Council Minutes and Agendas - 2016-2017](#)

[9.1 Key Performance Indicators Dashboard - Spring 2021](#)

[9.2 Assessment of Planning and Outcomes Subcommittee Minutes - March 11, 2021](#)

[9.3 College Planning Council Minutes - March 26, 2021](#)

[10.1 Outcomes and Assessment Committee Handbook](#)

[10.2 Outcomes and Assessment Committee Webpages](#)

[11.1 Program Review Dashboard](#)

[12.1 Student Learning Outcomes Assessment Materials](#)

[13.1 eLumen](#)

[14.1 PeopleAdmin Contract](#)

[15.1 An Employment Relations Primer for Community College District Administrators and Supervisors - March 15, 2019](#)

[16.1 eLumen](#)

[17.1 Geology Program Enhancement Plan - 2019](#)

[17.2 Health Sciences Program Enhancement Plan - 2019](#)

[18.1 Geology Program Enhancement Plan - 2019](#)

[18.2 Health Sciences Program Enhancement Plan - 2019](#)

[19.1 Veterans Resource Center Program Review Update - 2019-2020](#)

[20.1 Faculty Prioritization Minutes - October 30, 2020](#)

[20.2 Staff Prioritization Minutes - November 15, 2019](#)

[20.3 Equipment Prioritization Minutes - December 6, 2019](#)

[21.1 Faculty Prioritization Results Announcement - December 11, 2020](#)

[21.2 Staff and Equipment Prioritization Results Announcement - January 30, 2020](#)

[22.1 Data Evaluation Subcommittee Minutes - September 9, 2020](#)

[23.1 Key Performance Indicators Dashboard - Spring 2021](#)

[23.2 Assessment of Planning and Outcomes Subcommittee Minutes - March 11, 2021](#)

[23.3 College Planning Council Minutes - March 26, 2021](#)

[24.1 Key Performance Indicators Dashboard - Spring 2021](#)

[24.2 Assessment of Planning and Outcomes Subcommittee Minutes - March 11, 2021](#)

[24.3 College Planning Council Minutes - March 26, 2021](#)

[25.1 PeopleAdmin Contract](#)

[26.1 An Employment Relations Primer for Community College District Administrators and Supervisors - March 15, 2019](#)

[27.1 Student Learning Outcomes Assessment Materials](#)

[28.1 Student Learning Outcomes Assessment Materials](#)

[29.1 Student Learning Outcomes Assessment Materials](#)

[30.1 Student Learning Outcomes Assessment Materials](#)

[31.1 eLumen](#)

[32.1 Student Learning Outcomes Assessment Materials](#)

[33.1 Fall 2020 Assessment Audit and Summary Email - January 4, 2021](#)

[34.1 Create Survey Instruments to Complete Fall 2020 Student Learning Outcomes Assessment Email - December 1, 2020](#)

[35.1 Key Performance Indicators Dashboard - Spring 2021](#)

[35.2 Assessment of Planning and Outcomes Subcommittee Minutes - March 11, 2021](#)

[35.3 College Planning Council Minutes - March 26, 2021](#)

[36.1 Institution Set Standards - Fall 2020](#)

[37.1 Institution Set Standards - Fall 2020](#)

[38.1 2017 Institutional Self-Evaluation Report - College of the Desert](#)

[39.1 Institution Set Standards - Fall 2020](#)

[39.2 Academic Senate, College Planning Council, Assessment of Planning and Outcomes Subcommittee, and Institutional Plan Coordination Committee Minutes - October and November 2020](#)

[40.1 Spring 2020 Student Learning Outcomes Assessment Audit - Coversheet](#)

[40.2 Spring 2020 Student Learning Outcomes Assessment Audit](#)

[40.3 Fall 2020 Student Learning Outcomes Assessment Audit - Coversheet](#)

[40.4 Fall 2020 Student Learning Outcomes Assessment Audit](#)

[41.1 Academic Senate Program Learning Outcomes Resolution - Fall 2020](#)

[42.1 eLumen](#)

[43.1 Geology Program Enhancement Plan - 2019](#)

[43.2 Health Sciences Program Enhancement Plan - 2019](#)

[44.1 Program Review Dashboard](#)

[45.1 Outcomes and Assessment Committee Minutes - Fall 2018 to Present](#)

[46.1 College Planning Council Minutes - February 22, 2019](#)

[47.1 Professional Development Work Group Minutes and Meeting Notes](#)

[47.2 Professional Development Committee Description](#)

[47.3 Professional Development Plan - September 2020](#)

[48.1 College Planning Council Minutes - February 28, 2020, and March 13, 2020](#)

[49.1 Academic Senate Minutes - April 23, 2020, and May 14, 2020](#)

[50.1 College Planning Council Minutes - March 13, 2020](#)

[51.1 College Planning Council Minutes - May 8, 2020](#)

[51.2 Academic Senate Minutes - May 14, 2020](#)

[52.1 Professional Development Plan - September 2020](#)

Appendix B – ACCJC Annual Fiscal Report

[Appendix B - ACCJC Annual Fiscal Report - 2019-2020](#)