DESERT COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

Meeting Date: 3/21/2014

AREA: President

ITEM #: 1

FILE COPY

☐ **CONSENT**
☒ **ACTION**
☐ **INFORMATION**

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

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.

Administrator Initiating Item:	Cabinet Review & Approval: 3/6/2014
Becky Broughton	Chair & Vice Chair Review: 3/12/2014

Institutional Report

College of the Desert

FOLLOW UP REPORT

Submitted by:

Desert Community College District

43-500 Monterey Ave
Palm Desert, California 92260

Submitted to:

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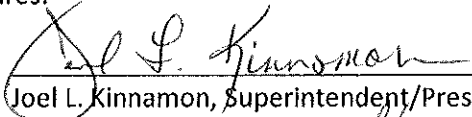Western Association of Schools and Colleges

March 15, 2014

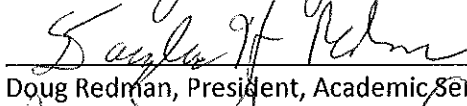**Certification of Accreditation Follow-Up Report, March 15, 2014**

This Accreditation Follow-Up 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).
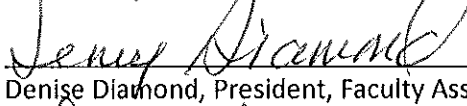
We certify there was a broad participation by the campus community and believe this Follow-Up Report accurately reflects the nature and substance of this Institution.
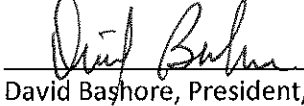
Signatures:
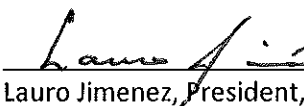
_____
Joel L. Kinnamon, Superintendent/President

_____
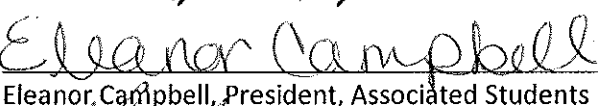Becky Broughton, Chair, Board of Trustees

_____
Doug Redman, President, Academic Senate

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Denise Diamond, President, Faculty Association Union

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David Bashore, President, Adjunct Faculty Union

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Lauro Jimenez, President, Classified Staff Union

_____
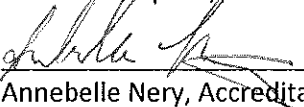Eleanor Campbell, President, Associated Students

_____
Annebelle Nery, Accreditation Liaison Officer

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STATEMENT OF REPORT PREPARATION

In order to prepare for the Follow-Up Report, a small team was convened in January 2014 to draft the document. This group represented faculty, administration, research, and the student perspective. 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 Follow-Up Report, to work with all campus constituents and departments to gather information and evidence of progress, and to draft the Follow-Up Report. The Draft Follow-Up Report was made available to the college community. Finally, the Final Follow-Up 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 Follow-Up 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.I; 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

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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 2nd 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.l.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 5th 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.

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 3rd 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.