Institutional Report

College of the Desert

FOLLOW-UP REPORT

Submitted by:

Desert Community College District

43500 Monterey Avenue
Palm Desert, California 92260

Submitted to:

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

March 1, 2019

Certification of Accreditation Follow-Up Report, March 1, 2019

This Accreditation Follow-Up report has been prepared and is being submitted as a requirement of the external evaluation team visit in fall 2017. The report addresses the progress and resolution on the compliance requirement identified in the January 26, 2018, letter from the Accrediting Commission for Community and Junior Colleges (ACCJC).

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

Signatures:

_____

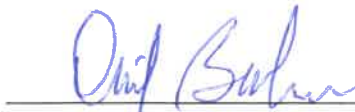Joel L. Kinnamon, Superintendent/President

_____

Bonnie Stefan, Chair, Board of Trustees

_____

Carl Farmer, President, Academic Senate

_____

Denise Diamond, President, Faculty Association Union

_____

David Bashore, President, Adjunct Faculty Union

_____

Keith Prouty II, President, Classified Staff Union

_____

Arturo Delgado, President, Associated Students

_____

Annebelle Nery, Accreditation Liaison Officer

TABLE OF CONTENTS

STATEMENT ON REPORT PREPARATION

In order to prepare for the Follow-Up Report, a small team was convened in spring 2018. The group represented faculty, staff, and administration. Faculty representatives included the outgoing and incoming chairs of the Outcomes and Assessment Committee (OAC), a standing committee of the Academic Senate, and the student learning outcomes (SLO) faculty coordinators. Over summer 2018, the faculty representatives, Accreditation Liaison Officer (ALO), and classified staff put together the initial draft of the Follow-Up Report. This team also represented those individuals who had worked closely with Quality Focus Essay (QFE) Action Project 1 on SLOs and the Compliance Requirement before and since the external evaluation team visit.

OAC and the Accreditation Work Group were responsible for writing and implementing QFE Action Project 1 with goal 1 including 100% assessment of course student learning outcomes. The group worked with campus constituents and departments to gather information and evidence of progress, and to draft the Follow-Up Report. Beginning in fall 2018, the draft Follow-Up Report was made available to the college community on the accreditation webpage. The final Follow-Up Report was reviewed by the President's Cabinet and went through a first and second reading at both the Academic Senate and College Planning Council, which includes leadership, faculty, staff, confidential employees, all bargaining units, and students.

The Desert Community College District Board of Trustees approved a copy of the final Follow-Up Report with supporting documents at its February 8, 2019, meeting.

RESPONSE TO COMMISSION ACTION LETTER

Commission Requirement 1

The Commission determined that the College must demonstrate compliance with the following Standard, as addressed in the College recommendations. This demonstration must be addressed in the required Follow-Up Report.

1. Standard II.A.3 (Commission Requirement 1): In order to meet the Standards, the college must complete the assessment of course student learning outcomes.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years.

In the Team Evaluation Report, the visiting team recognized that after "examination of assessment reports, annual program review updates, and comprehensive program reviews demonstrated that most departments regularly assess course student learning outcomes." As stated in the 2017 Institutional Self-Evaluation Report for College of the Desert (COD), all courses offered at COD have student learning outcomes (SLOs) which are all included on the Course Outline of Record. In addition, COD recognized that not every course offered has been assessed, and submitted this gap as Action Project 1 of the Quality Focus Essay (QFE). Relevant to the compliance requirement is Goal 1 and Goal 4 of the QFE Action Project 1. Goal 1 includes 100% evaluation of course SLOs, and Goal 4 includes the implementation of a systematic and efficient assessment process (1.1). As part of the requirement of the QFE, the college submitted actions/steps to be implemented and a timeline necessary to complete the goals (1.2, 1.3).

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 (1.4). In addition, two SLO faculty coordinators were hired to provide support to faculty with the development of learning outcomes at the department, school, and college level (1.4).

The Outcomes and Assessment Committee (OAC) took the lead and responsibility for monitoring the actions and progress of the QFE Timeline for Action Project 1. At the September 7, 2017, OAC meeting under item 4.5, the SLO coordinators trained OAC on practical guides to SLO assessment (1.5), and they continued those updates to OAC throughout the 2017-2018 academic year (1.6). In addition, OAC regularly reviewed and updated the QFE and timeline throughout the 2017-2018 academic year (1.7).

For fall 2017, the timeline states that 50% progress will be made in terms of the SLO coordinators meeting with the various constituent groups on campus, and 50% progress will be made in the implementation of Advanced SharePoint or alternative software. By fall 2018, the Advanced SharePoint or alternative software would be implemented and selected. In summer 2018, a full account of all assessment reports and cycles was completed and inputted into the Advanced SharePoint system. As part of that process, there was a full upgrade to the SharePoint system including adding additional features to support the tracking of SLOs. Between fall 2015 and fall 2017, there were 647 unique courses offered, and out of these, 418 were assessed. Assessment completion of course-level SLOs was

at 64.6% at the time of the accreditation visit in October 2017, which meant that 229 courses were without a documented assessment. (1.8)

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 continued to revise and improve the OAC Handbook well into fall 2018. (1.9)

While that was occurring, OAC reviewed multiple software vendors to support, track, and enhance the SLO assessment process. At the December 7, 2017, OAC meeting, the committee selected eLumen as the SLO software that would be implemented. (1.10) In spring 2018, the eLumen software was purchased, and an implementation team was identified which includes faculty, staff, and leadership representatives from OAC, Curriculum Committee, Information Technology, and Student Services. eLumen was implemented, and a pilot was launched in fall 2018. Full implementation of eLumen is expected in 2019-2020. As stated earlier and in the meantime, the college is still using the Advanced SharePoint software for SLO assessment and tracking. Once the eLumen implementation is complete, the SLO assessment information from Advanced SharePoint will be archived and imported into the eLumen software system.

Also on April 5, 2018, OAC passed a first reading of a resolution on an SLO assessment cycle moving course SLO assessment cycles from three-semester cycles to up to three-year cycles (1.11). First year, the course SLO assessment will be conducted. Second year, the faculty/department will analyze the assessment results. Year three, the faculty/department will make course or teaching practice changes. However, some departments/faculty have chosen to complete shorter assessment cycles within the three years. The resolution went through second and third readings in fall 2018, and it was forwarded to the full Academic Senate for approval with first and second readings approved on October 11, 2018, and October 25, 2018, respectively. (1.12)

For 2018-2019, OAC, working with academic units, finalized the timeline for the three-year course SLO assessment cycle.

In fall 2018, there are 439 unique courses being offered, and 128 courses were without a documented course SLO assessment. OAC representatives and SLO Coordinators worked with discipline faculty to complete the course SLO assessments for the 128 courses. Prior to the start of fall 2018, the assessment completion rate for course-level SLOs was at 70.8%. (1.8)

By the end of the 2018-2019 academic year, the college expects that 100% of all courses offered will have completed an assessment of course-level student learning outcomes.

College of the Desert satisfies Commission Requirement 1 on Standard II.A.3.

EVIDENCE LIST

1.1   Quality Focus Essay Goal 1

1.2   Quality Focus Essay Timeline

1.3   Revised Quality Focus Essay Timeline

1.4   SLO Assessment-related Professional Development Opportunities and Individual and Group Training Opportunities, 2016-2019

1.5   Outcomes and Assessment Committee minutes: September 7, 2017

1.6   Outcomes and Assessment Committee minutes: September 21, 2017; October 5, 2017; October 19, 2017; November 2, 2017; December 7, 2017; February 15, 2018; March 1, 2018; April 5, 2018; and May 3, 2018

1.7   Outcomes and Assessment Committee minutes: October 19, 2017, and November 2, 2017

1.8   Course Student Learning Outcomes Assessment Tracking

1.9   Outcomes and Assessment Committee Handbook; Outcomes and Assessment Committee minutes: September 6, 2018; October 4, 2018; November 1, 2018, and December 6, 2018

1.10   Outcomes and Assessment Committee minutes: December 7, 2017

1.11   Outcomes and Assessment Committee minutes: April 5, 2018

1.12   Outcomes and Assessment Committee minutes: September 6, 2018, and October 4, 2018; All Faculty Senate minutes: October 11, 2018 and October 25, 2018