

**Institutional Self Study for Reaffirmation of Accreditation
December 2010**



Institutional Self Study Report

In Support of Reaffirmation of Accreditation

Submitted by

College of the Desert
43500 Monterey Avenue
Palm Desert, California 92260

To

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

December 2010

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**Certification
of the
Institutional
Self Study
Report 2010**

DATE:
December 2010

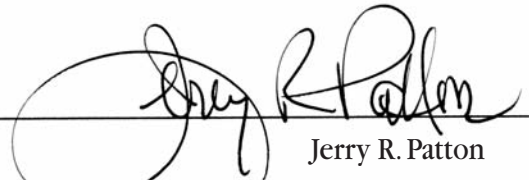
TO:
Accrediting Commission for Community and Junior Colleges
Of the Western Association of Schools and Colleges

FROM:
College of the Desert
43500 Monterey Avenue, Palm Desert, CA 92260

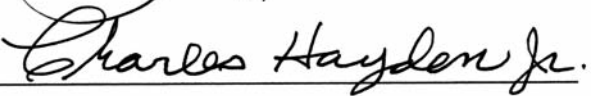
This Institutional Self Study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

SIGNED:



Jerry R. Patton *President*



Charles Hayden, Jr. *Chair, Board of Trustees*



Aries Jaramillo *Student Trustee, Board of Trustees*



Rey Ortiz *President, Academic Senate*



Pamela LiCalsi *Chair of the Self Study*

History of College of the Desert

College of the Desert is located in Palm Desert, California, the geographic center of the Coachella Valley at the eastern end of Riverside County. Located 110 miles from Los Angeles and San Diego, and 100 miles north of the Mexican border, College of the Desert is within the Desert Community College District, which covers 4,120 square miles—an area larger than the state of Connecticut. The district encompasses three K-12 school districts and portions of Riverside, San Bernardino, and Imperial counties. There is no other college within a 70-mile radius of College of the Desert. As the only college located in the Coachella Valley, College of the Desert plays a decisive role in meeting the educational needs of the area.

The district includes the Palm Desert and Eastern Valley campuses with sites in Indio and Mecca/Thermal. In addition, the Western Valley Center operates classes in Palm Springs and Desert Hot Springs, dependent upon demand. A permanent West Valley site is planned for Palm Springs.

The college is led by President Jerry Patton and guided by a five-member publicly elected board of trustees. The college was founded in 1958 and currently enrolls approximately 13,000 students. The current unrestricted general fund operating budget is approximately \$41 million.

In 1958, voters approved the formation of a college district in the Coachella Valley in a vote that created a local two-year college. College of the Desert was founded that year when the initial five-member board of trustees was seated and the new district began to function. College of the Desert received its name from a Palm Springs teenager, Douglas Crocker, who won a contest sponsored by the district and local newspapers.

After three years of study and planning, construction of nine buildings began on 160 acres at Monterey Avenue and Avenue 44 (now Fred Waring Drive) in Palm Desert. College of the Desert's first students arrived in the fall of 1962.

College of the Desert received its first accreditation on October 14, 1963. Within four years, construction was completed on the library, the gymnasium, and the Agricultural Science, Agricultural Technology, Nursing and Engineering buildings. In 2004, voters overwhelmingly authorized the sale of \$346.5 million in bonds enabling the college to renovate the 40-year-old campus and expand for future growth. In 2009, three new buildings were opened: the Public Safety Academy in March; the Coeta and Donald Barker Foundation Nursing Complex in May; and the Alumni Center in November. April 2010 saw the grand opening of the Donald and Peggy Cravens Student Services Center, and in August 2010 the renovated dining hall and student life center were opened.

History of College of the Desert

At College of the Desert we provide students with the opportunity to engage in meaningful learning experiences that challenge and encourage them to become lifelong learners. General education provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them.

The need for skills, the quest for knowledge, and the curiosity of the human spirit is interdisciplinary in nature as reflected by the areas of study that comprise general education at College of the Desert:

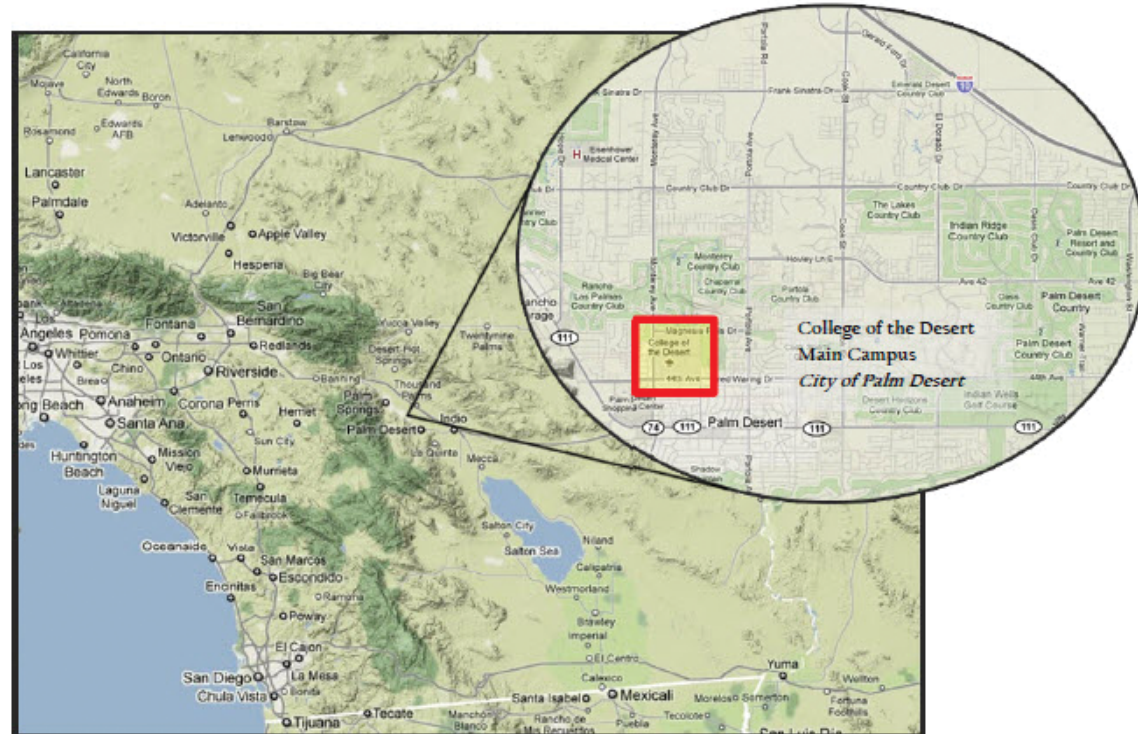
- Natural sciences lay the foundation for understanding living and non-living systems, introducing students to the power of systematic questioning.
- Social and behavioral sciences heighten students' awareness of social, political and economic institutions and human behavior in contemporary, historical, and geographical contexts.
- Arts, humanities, and culture allow students to appreciate and develop philosophical, cultural, and literary perspective, encouraging independence and aesthetic sensibility.
- Language and rationality emphasize the practices of clear communication, logical thought, and quantitative reasoning.

Ultimately, as students are exposed to personal growth and development, they are asked to adapt, respond, and grow in the diverse, global and rapidly changing environment of the twenty-first century as well-rounded global citizens. General education at College of the Desert prepares students to live productive lives with self-understanding, respect for others, and skills critical to lifelong learning.

Demographic Information

DESERT COMMUNITY COLLEGE DISTRICT

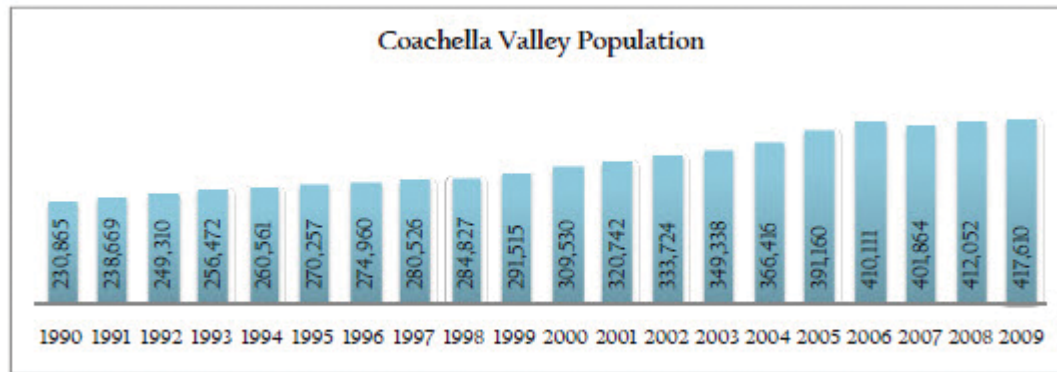
The Desert Community College District serves a sizable portion of the populated regions of Riverside County, primarily in the Coachella Valley. The main campus is located in the city of Palm Desert with additional campuses located in the East Valley (Indio and Mecca/Thermal) and in the West Valley (currently in Palm Springs High School).



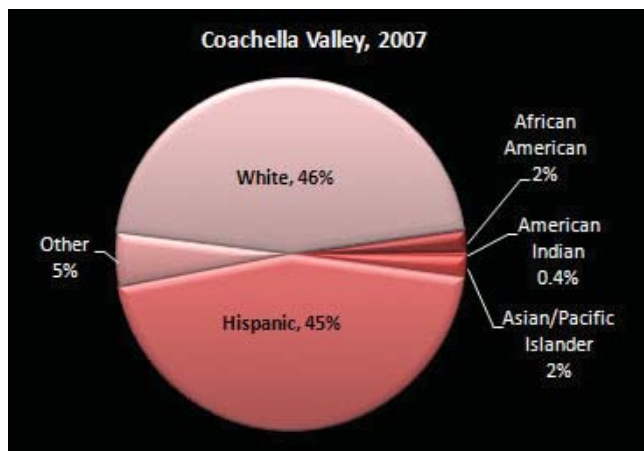
Demographic Information

COMMUNITY POPULATION

The Coachella Valley Communities include Cathedral City, Coachella, Desert Hot Springs, Indian Wells, Indio, La Quinta, Palm Desert, Palm Springs, and Rancho Mirage. The Coachella Valley has grown dramatically in the last two decades. The current population of over 417,610 represents an increase from 230,865 in 1990. Since 2005, the Coachella Valley has increased by 73,550 people. According to the California Department of Finance and the Southern California Association of Governments, between 2000 and 2009, for every household that moved out of the Coachella Valley, three moved in from outlying counties. The main campus is located in the city of Palm Desert with additional campuses located in the East Valley (Indio and Mecca/Thermal) and in the West Valley (currently in Palm Springs High School).



Source: CA Department of Finance & Southern California Association of Governments, 2009



In 2007, the Coachella Valley population was approximately 46% White. Hispanics constituted 45 percent of the population. African Americans made up 2 percent, Asian/Pacific Islander made up 2 percent, American Indian made up 0.4 percent and approximately 5 percent was of Other ethnicity. Non-Hispanic Whites and Hispanics made up approximately 91 percent of the population in the Coachella Valley.

Demographic Information

EMPLOYEE DEMOGRAPHICS

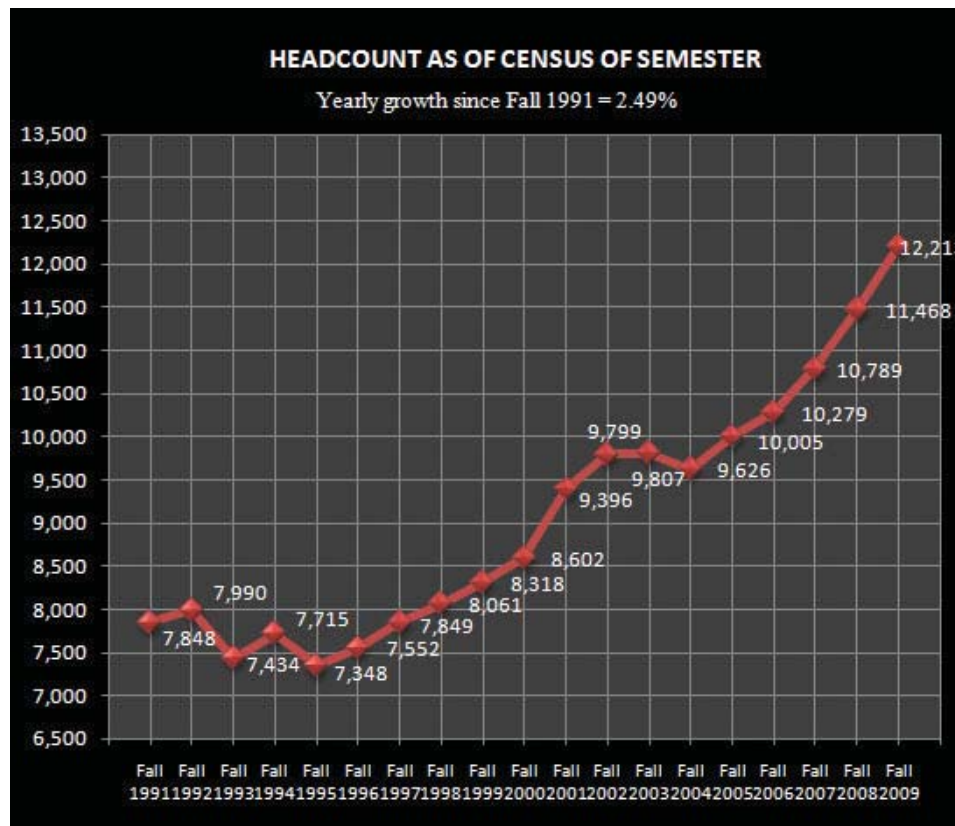
As seen below, the Desert Community College District has worked diligently to bring greater diversity to its faculty and classified employee groups. Hispanic tenure-track faculty at the college has increased from five employees in 2004 to eleven in 2009. Another area that had a significant increase in the Hispanic minority during the same time period, is the Academic Temporary group, which grew from thirty-eight employees in Fall 2004 to sixty-nine employees in Fall 2009. The college's overall employee count went from 660 in 2004 to 772 in 2009.

	Fall 2004										Fall 2009									
	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	WHITE	OTHER	UNKNOWN /NON-RESP	Total	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	WHITE	OTHER	UNKNOWN /NON-RESP	Total
1. Educ. Administrator	1	0	0	5	0	0	9	0	0	15	1	0	0	4	0	0	13	0	0	18
	6.67%	.0%	.0%	33.33%	.0%	.0%	60.00%	.0%	.0%	100%	5.56%	.0%	.0%	22.22%	.0%	.0%	72.22%	.0%	.0%	100%
2. Tenured/Tenure Track	1	3	1	5	0	0	91	0	0	101	2	4	1	11	1	0	91	0	0	110
	.99%	2.97%	.99%	4.95%	.0%	.0%	90.10%	.0%	.0%	100%	1.82%	3.64%	.91%	10.00%	.91%	.0%	82.73%	.0%	.0%	100%
3. Academic Temporary	7	6	0	38	5	0	279	2	0	337	5	10	3	69	2	2	278	2	1	372
	2.08%	1.78%	.0%	11.28%	1.48%	.0%	82.79%	.59%	.0%	100%	1.34%	2.69%	.81%	18.55%	.54%	.54%	74.73%	.54%	.27%	100%
4. Class. Administrator	0	0	0	1	0	0	6	0	0	7	0	0	0	1	0	0	6	0	0	7
	.0%	.0%	.0%	14.29%	.0%	.0%	85.71%	.0%	.0%	100%	.0%	.0%	.0%	14.29%	.0%	.0%	85.71%	.0%	.0%	100%
5. Classified Professional	1	1	1	2	0	0	8	0	0	13	1	0	1	3	1	0	8	0	0	14
	7.69%	7.69%	7.69%	15.38%	.0%	.0%	61.54%	.0%	.0%	100%	7.14%	.0%	7.14%	21.43%	7.14%	.0%	57.14%	.0%	.0%	100%
6. Classified Support	5	5	4	56	3	0	113	0	1	187	3	9	5	65	2	0	116	0	1	201
	2.67%	2.67%	2.14%	29.95%	1.60%	.0%	60.43%	.0%	.53%	100%	1.49%	4.48%	2.49%	32.34%	1.00%	.0%	57.71%	.0%	.50%	100%
Total	15	15	6	107	8	0	506	2	1	660	12	23	10	153	6	2	512	2	2	722
	2.27%	2.27%	.91%	16.21%	1.21%	.0%	76.67%	.30%	.15%	100%	1.66%	3.19%	1.39%	21.19%	.83%	.28%	70.91%	.28%	.28%	100%

Demographic Information

STUDENT POPULATION

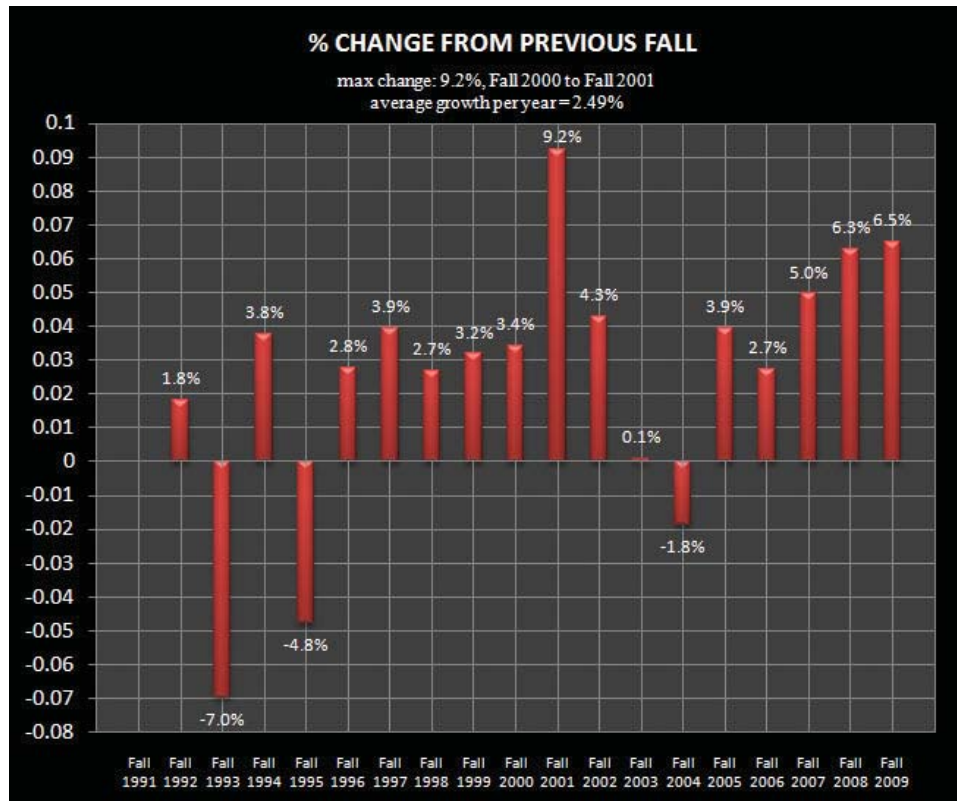
The student population has steadily increased over the past years. During the eighteen year period, for the fall terms from 1991 to 2009, the average student population growth per year (Fall to Fall) has been 2.49%. The growth per year (Fall to Fall) on the average since Fall 1995 has been 3.7%. Unfortunately, state funding has not kept pace with the actual number of students served. In the last two years, this has put a strain on students' ability to access courses needed to meet their educational goals. In many instances faculty have accepted more students than their course maximum limit.



Demographic Information

STUDENT POPULATION

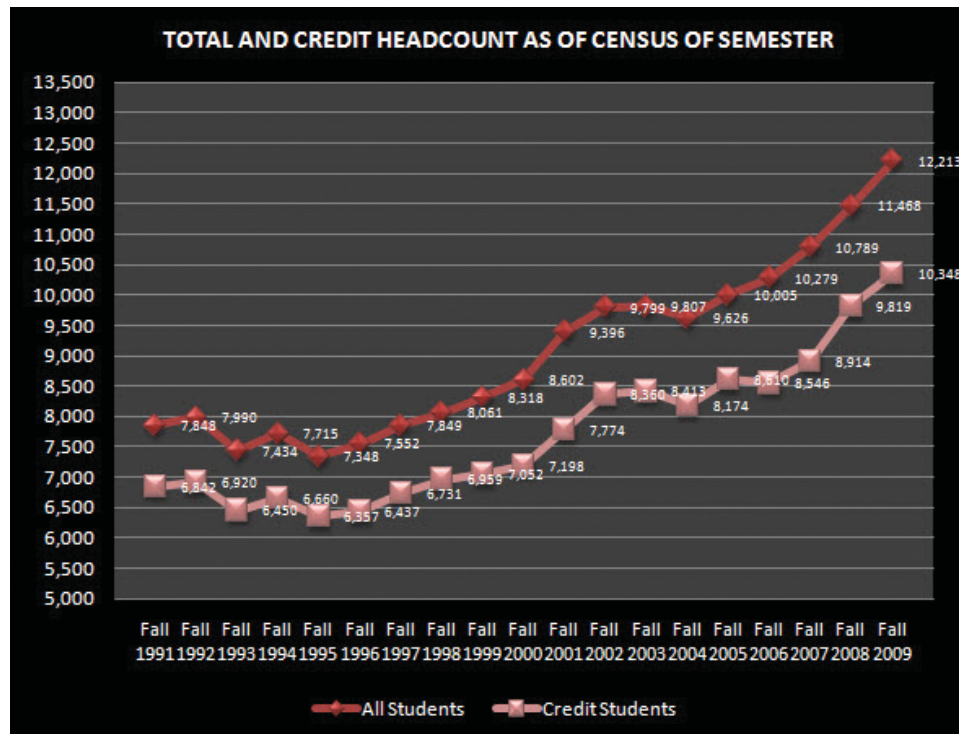
The greatest change in student population from the previous Fall has been 9.2%, (Fall 2000 to Fall 2001). The Fall 2009 to Fall 2008 change in student population has been 6.5%. This growth in student population will continue to place a tremendous demand on delivering education programs, support services and facilities. From a facilities point of view, the opening of the new Mecca/Thermal campus, the planned new East Valley Campus in Indio, and the increase in online offerings will help to meet this demand. Again, unfortunately, state funding lags well behind students' demand for seats and the necessary support services.



Demographic Information

STUDENT POPULATION

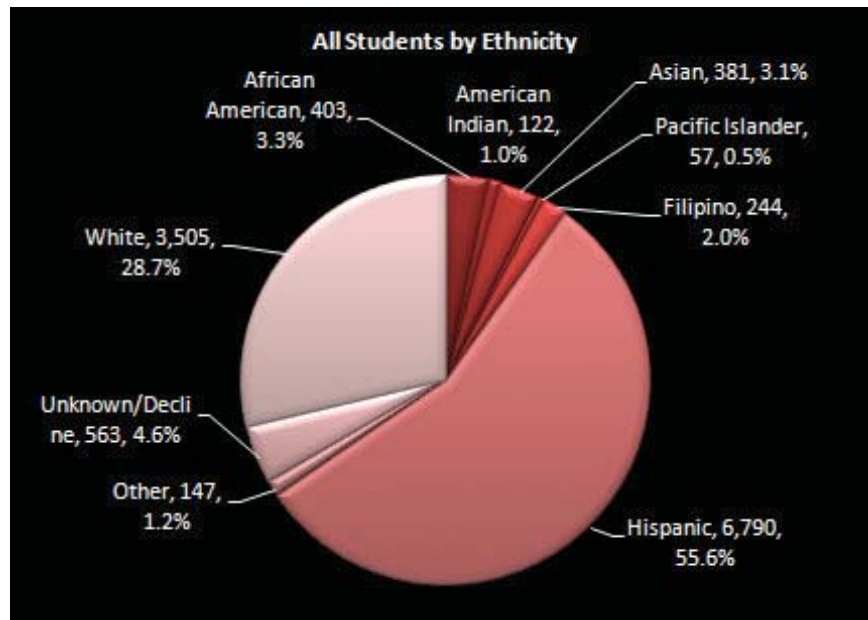
With unemployment reaching as high as 25% in the eastern Coachella Valley more residents are coming back to school seeking to upgrade current job skills or train in new areas of potential employment. The sluggish economy has also played a role in directing more California State University and University of California prepared students to the community colleges. Credit student population increase over the past years follows the same pattern of increase as in the total student population. The headcount as of census for the Fall 2009 semester was 12,213 of which 10,348 students were credit students. This was an increase over Fall 2008 of 5.4% for credit students. It should be noted, the California Community College system experienced a “workload reduction” of 3.2% in the 2009-2010 school year.



Demographic Information

STUDENT DEMOGRAPHICS

Desert Community College District is made up of a very diverse student body. In terms of ethnicity, Hispanic students are the majority with 6,790 (55.6%) students, as of census for the Fall 2009 semester. For the same term, the second largest ethnicity grouping is White with 3,505 (28.7%) students. In comparison to our service delivery area, the Coachella Valley reflects a 45% Hispanic and a 46% White population (Coachella Valley, 2007 American Community Survey, U.S. Census Bureau).

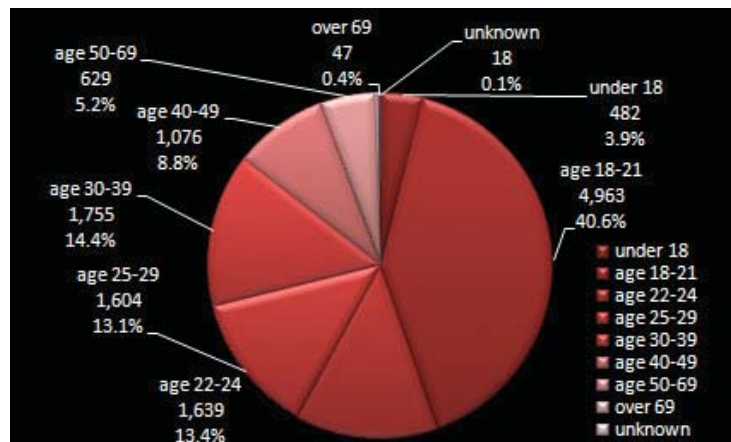
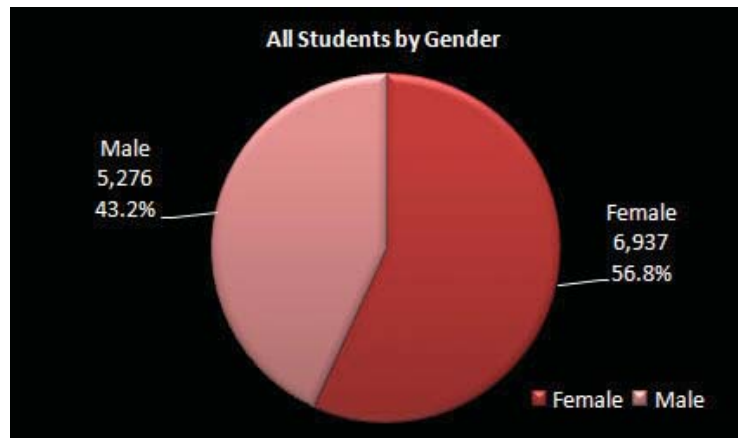


Demographic Information

STUDENT DEMOGRAPHICS

As of census for the Fall 2009 semester, of the 12,213 students, 6,937 (56.8%) are female and 5,276 (43.2%) are male. The rise in female population on college campuses is a growing trend nationwide.

The largest group of students is in the age range of 18-21 years, 4,963 (40.6%), as of census for the Fall 2009 semester. The average age of the students is 27.2 years, for the same term. The percentage of younger students (age range 18-21) has increased from 33.9%, Fall 2000, to 40.6%, Fall 2009. Driving this dramatic growth are our K-12 feeder school districts.

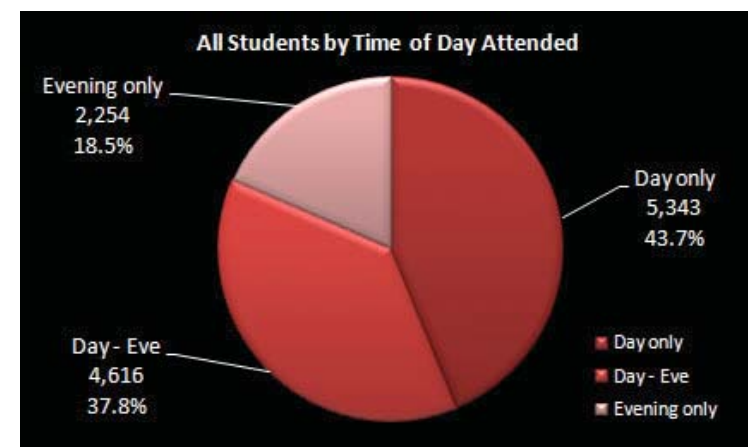
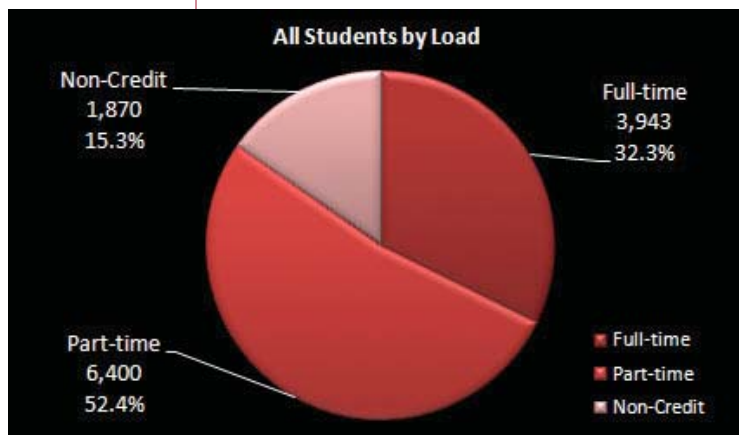


Demographic Information

STUDENT DEMOGRAPHICS

In terms of load, as of census for the Fall 2009 semester, there are 3,943 (32.3%) full-time students. The ratio of full-time to part-time students has increased for the full-time students by 6.7% from Fall 2000 to Fall 2009. The ratio has declined for the part-time students by 5.7% from Fall 2000 to Fall 2009. This may be in part due to the need for much higher skill levels required of today's entry level jobs coupled with very high unemployment rates.

Among all students in Fall 2009, 5,343 (43.7%) students are enrolled in day classes only. The remainder of the students, 37.8%, are enrolled in day and evening classes, and 18.5% in evening classes only. The percentage of students enrolled in day classes only, has increased from 40.9%, Fall 2000 to 43.7%, Fall 2009. There has been an increase in the students taking both day and evening classes. This is a result of more students with access to a limited amount of class sections. Fewer students have been "evening only" enrolled. From Fall 2000 to Fall 2009, there has been a drop in "evening only" enrolled students. This drop in evening enrollment has caused us to pause and take a look at our evening course offerings.



Demographic Information

STUDENT DEMOGRAPHICS

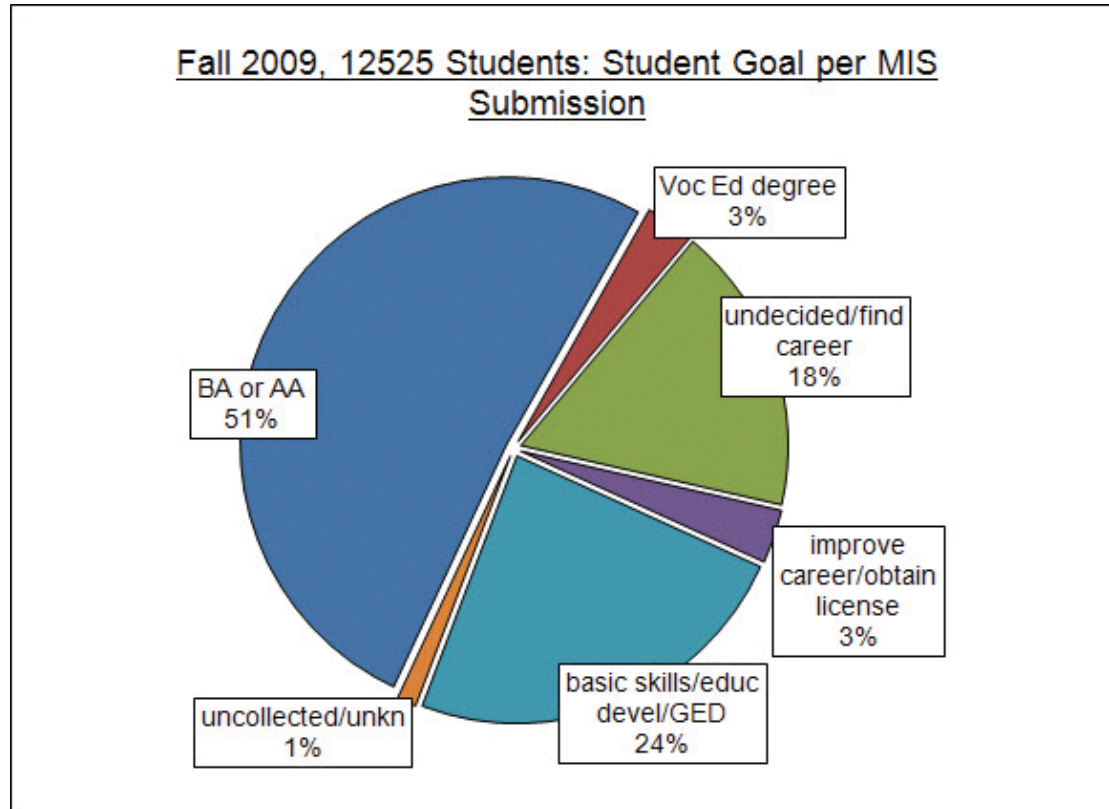
Most of the Fall 2009 students reside in Indio, a total of 2,049 (16.8%). Indio is the largest city in the Coachella Valley with a population of 82,230. The next largest feeder city is Palm Desert, with 1,755 students (14.4%), and then Cathedral City, with 1,721 students (14.1%). Cathedral City, with a population of 52,447, and Palm Desert, with a population of 51,509, are the next two largest cities in the Coachella Valley. About 40% of the student body resides in the Eastern Valley. Looking out over the next decade, the Mecca/Thermal and Indio campuses will be able to serve these growing populations.

Zip	City	Frequency	Percent
92201	Indio	2049	16.8%
92260	Palm Desert	1755	14.4%
92234	Cathedral City	1721	14.1%
92253	La Quinta	1167	9.6%
92236	Coachella	1073	8.8%
92240	Desert Hot Springs	836	6.8%
92262	Palm Springs	828	6.8%
92203	Bermuda Dunes	659	5.4%
92274	Thermal	311	2.5%
92270	Rancho Mirage	308	2.5%
92254	Mecca	260	2.1%
92276	Thousand Palms	228	1.9%
92284	Yucca Valley	123	1.0%
92202	Indio PO Boxes	108	0.9%
92263	Palm Springs PO Box	66	0.5%
92210	Indian Wells	49	0.4%
92256	Morongo Valley	44	0.4%
92277	Twentynine Palms	43	0.4%
92223	Beaumont	41	0.3%
92220	Banning	34	0.3%
92252	Joshua Tree	30	0.2%
92399	Yucaipa	24	0.2%
92225	Blythe	19	0.2%
92258	North Palm Springs	19	0.2%
92561	Mountain Center	18	0.1%
92275	Salton City	17	0.1%
92539	Anza	14	0.1%
92230	Cabazon	13	0.1%
92551	Moreno Valley	13	0.1%
92004	Borrego Springs	12	0.1%
92282	White Water	10	0.1%
92227	Brawley	9	0.1%
92373	Redlands	9	0.1%
92243	El Centro	8	0.1%
92268	Pioneer Town	8	0.1%
92503	Riverside	8	0.1%
92543	Hemet	7	0.1%
92231	Calexico	5	0.0%
92336	Fontana	5	0.0%
92591	Temecula	5	0.0%
Other Zip Codes		257	2.1%
District Total		12,213	100%

Demographic Information

STUDENT EDUCATIONAL GOAL

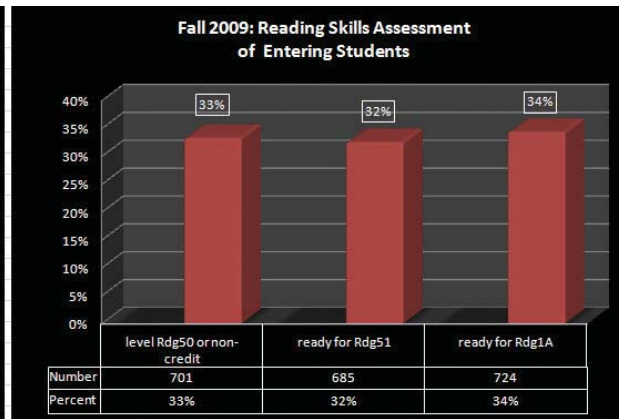
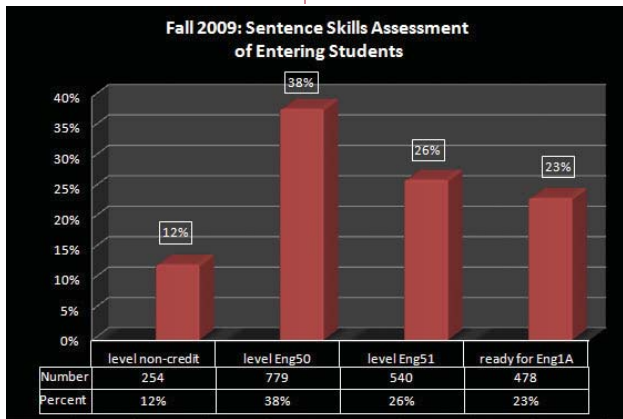
Fall 2009 data shows that 51% of students express the intention to obtain associate degree or transfer and obtain a bachelor degree. More than 20% of students cite a vocational goal or finding/improving career, as their reason for coming to College of the Desert. This represents students' interests as declared on their Desert Community College District Application.



Demographic Information

STUDENT PREPAREDNESS FOR COLLEGE

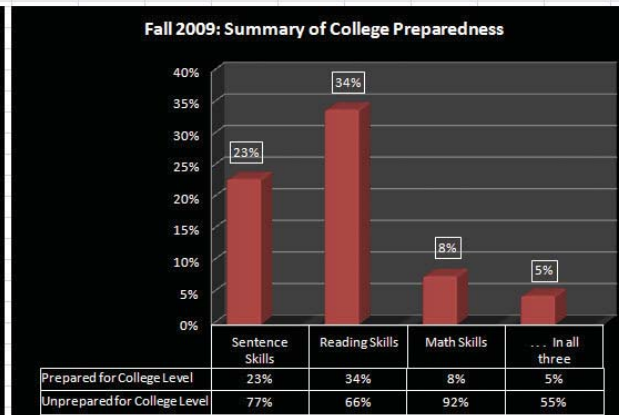
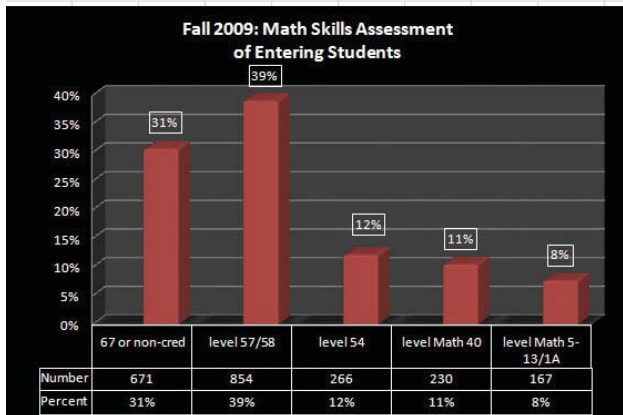
College of the Desert has a rigorous assessment testing program for incoming students. Over 90% of the incoming students take the Accuplacer Sentence Skills, Reading and Mathematics assessment test. The results indicate most incoming students are not sufficiently prepared to do college level work in at least one of the assessed areas. The college's Basic Skills Initiative has been working to implement systemic change to our institution to address these deficiencies. These activities are inclusive of partnering with our local K-12 school districts and universities to assure there is alignment of curriculum as students move through their respective educational institutions. Both our Math and English departments have been very responsive in examining their assessment information and then making the appropriate adjustments to their course/programs.



The results are as follows for the Fall 2009 semester:

23% of Fall 2009 entering students are college ready in sentence skills (ready for Eng1A).

34% of Fall 2009 entering students are college ready in reading skills (ready for Rdg1A).



8% of entering students are college ready in mathematics skills (placed > Math 040). 5% of entering students are college ready in all three assessed skills areas.

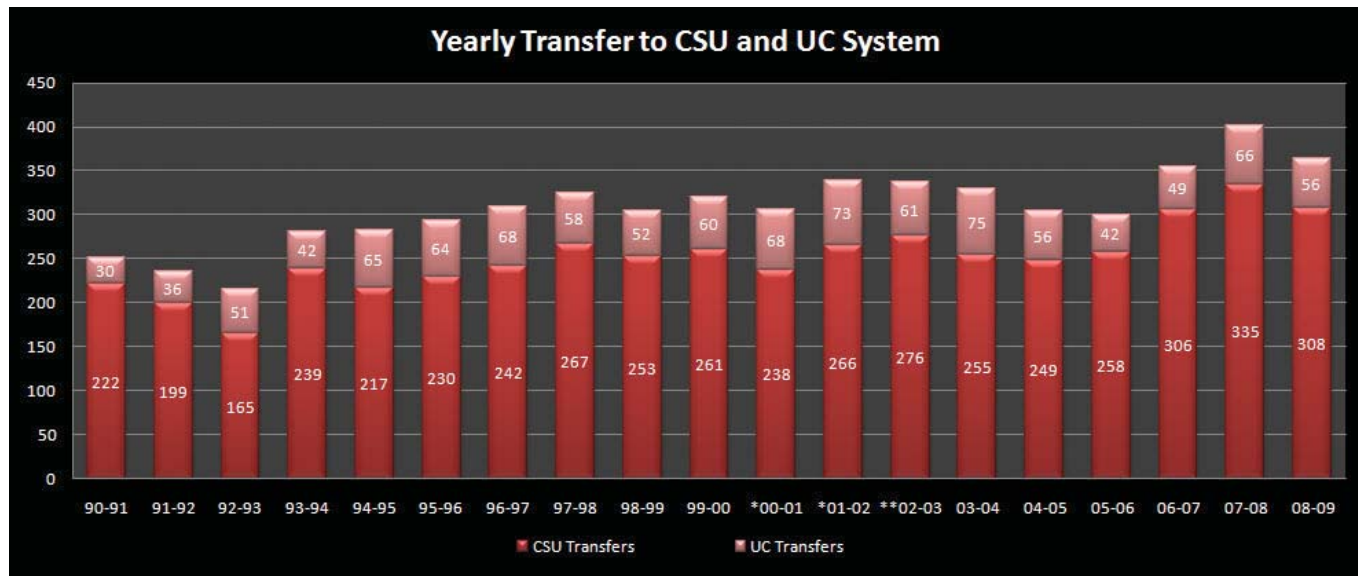
Demographic Information

TRANSFER TO CSU and UC

In 2008/09 academic year, there were 308 transfers to CSU system, which was a decline of 8% from the 2007/08 academic year. The majority of transfers were to CSU San Bernardino, 211, (68.5%). CSU San Bernardino is our closest California State University.

In 2008/09 academic year, there were 56 transfers to UC system, which was a decline of 15% from the 2007/08 school year. The most UC transfers, 25 (47%) were to UC Riverside, our neighboring UC system. We are closely examining this information and all other related data to determine why there was a drop in transfer rates.

Through the support of our new Title V grant partnership with CSU San Bernadino, we are developing a series of new interventions to increase the transfer rate of our Hispanic students. Certainly, these interventions will assist all students of the Desert Community College District.



Source: CPEC-Transfer Pathways

* Copper Mountain transfers no longer in data (CSU transfers)

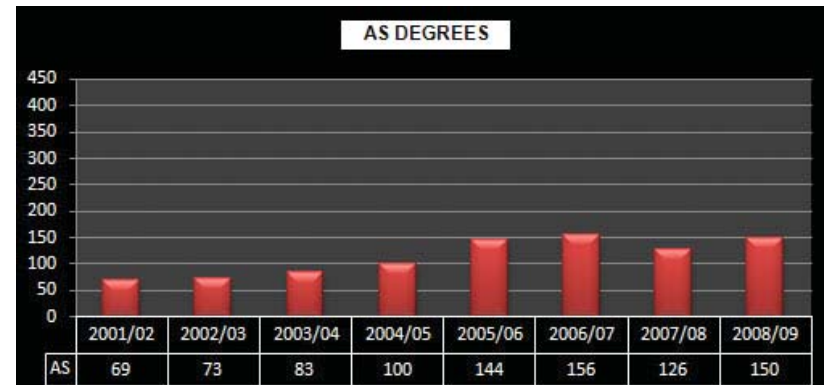
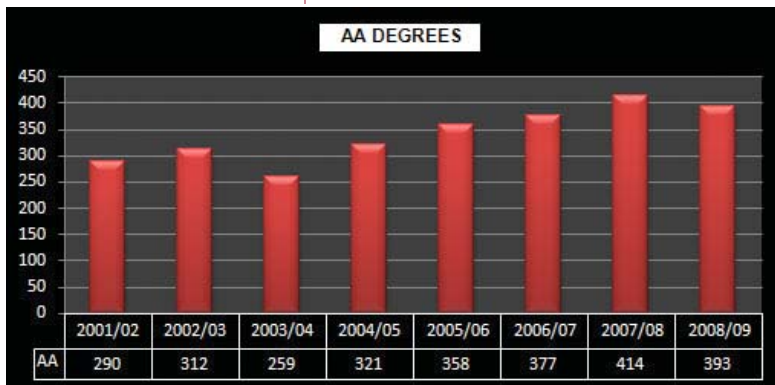
** Copper Mountain transfers no longer in data (UC transfers)

Demographic Information

NUMBER OF DEGREES & CERTIFICATE AWARDED

In academic year 2008/2009, the Desert Community College District awarded 646 AA/AS degrees and/or certificates by 49 different TOP codes. The most awards were by the following TOP codes:

- 1230.20 Licensed Vocational Nursing
- 0505.00 Business Administration
- 1230.10 Registered Nursing
- 4901.10 Transfer Studies



Demographic Information

STUDENT PROGRESS AND ACHIEVEMENT

The tables below provide data on Success Rate, Persistence, Course Completions and Improvements in Basic Skills from the District's ARCC Report for 2010.

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.5%	42.1%	45.4%

*The table above is based on the percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.2%	67.9%	67.5%

*The table above is based on the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills	58.0%	57.7%	60.7%

	2004/05 to 2006/07	2005/06 to 2007/08	2006/07 to 2008/09
ESL Improvement Rate	75.3%	71.5%	73.9%
Basic Skills Improvement Rate	51.4%	53.4%	57.5%

*The table above is based on the percentage of students who have enrolled in a credit basic skills course, and who then in a subsequent term completed a higher level credit course with a course program code in the same discipline (English, ESL, or Math).

Student Progress and Achievement rate, Course Completion Rate for Basic Skills and ESL, as well as Basic Skills improvement rate have increased over the past year.

The District will be continuing efforts focused on improving student success in all courses as identified in its Basic Skills Initiative Strategic Plan. Moving forward, the District will build a strong foundation of diverse programs, and achieve higher success and transfer rates by:

- Evaluating model programs at other colleges designed to improve Persistence and Success such as learning communities, writing centers, Summer Bridge, first-year experience and supplemental instruction.
- Creating a professional development learning community focused on improving teaching and learning.
- Implementing new transfer degree programs to CSU as outlined in Senate Bill 1440.

Demographic Information

SUMMARY

Throughout the four standards the District's Self Study, the additional data have been presented regarding students, our institution, and the communities we serve. Additionally, data is available in many College resources such as the Fact Book, Educational and Facilities Master Plans, Program Reviews, Research Office reports, and other documents. The reports, cited and referenced throughout District's Self Study, are available on the District's website, as well as in hard-copy publications.

Planning and Institutional Effectiveness

College of the Desert has created a comprehensive planning and institutional effectiveness (PIE) process that was approved by the College Planning Council (CPC) and Board of Trustees and is published for all to follow.

Institutional Effectiveness is defined as the extent to which an institution achieves its mission and goals. The college's institutional effectiveness process is an on-going, collegewide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission and goals and continuously improving its programs and services. The process is a continuous planning-implementing-improving cycle that is applied at every level of the college.

College of the Desert takes seriously its commitment to student success, achievement, and quality in every aspect of the institution. Assessing institutional effectiveness is a cyclical process, and the college recognizes that planning and assessment take place in countless encounters, discussions, dialogues, and meetings during the workday and throughout the year. Nevertheless, the college has created and follows a formal cycle to capture, organize, synthesize, and document the results of these on-going exchanges.

Planning is the process by which the college accomplishes its mission. The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. Planning occurs and benefits everyone at all levels within the college, from the smallest unit to the college as a whole. Not only does planning focus the activities of the unit to achieve its goals, it also lets all other units of the college know about the goals on which each area intends to work. Thus,

planning improves the efficiency with which the college functions and avoids conflicting goals. It also helps individuals make better informed decisions about allocation of resources and the future of the college. At College of the Desert planning is not just a process to request new resources but is designed to improve efficiency and effectiveness.

The college's strategic planning process builds upon the 2003 Education and Facilities Master Plans. During 2004 and 2005, several interim processes were developed that guided the college toward master planning. In 2006, a Strategic Education Master Plan Process Committee (SEMPPC) began developing a process to create a current strategic master plan. In 2007, SEMPPC became the Planning Council charged with creating a current strategic plan. The Planning Council ultimately merged with the College Council to become the College Planning Council (CPC), a collegial consultation committee comprised of all employee groups, Academic Senate, leadership and students. A consultant was engaged to assist the college in completing and implementing a new strategic education master plan, and a draft was complete by the end of the spring 2008 and finalized by the end of the 2008-2009 fall semester. The update of the Educational Master Plan in 2009-2010 included several interrelated phases: a complete review and assessment of the prior plan, internal and external scans, a comprehensive campuswide examination of programs and subject areas based on the annual program review update (PRU) information, as well as several surveys of faculty, staff, and students.

Program Review Summary

College of the Desert has developed a comprehensive program review process that is designed to improve the quality of education at

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College of the Desert and is an integral component of the planning and resource allocation process. This continuous process includes a five-year program review as well as annual PRUs that are completed by all areas of the institution, including Academic Affairs, Student Affairs, and all administrative programs and services.

At the program level, the program review processes (both the five-year program reviews and annual PRUs) are used to determine effectiveness, drive planning, and make improvements where necessary for all instructional and non-instructional programs and support services. Program Reviews are the basis for program/unit/area, long-term goal setting and strategic planning, and are the foundation of the Educational Master Plan. In the instructional area, both the program reviews and the PRUs serve to help College of the Desert systematically evaluate courses, certificates, and programs (including general and vocational degrees) and to assure currency and measure achievement of stated learning outcomes at every level. Program reviews also generate dialogue among and between faculty and staff about the college mission as it relates to student success and community vitality.

The processes, forms, timelines, and data for the program reviews are determined by the Senate Curriculum Committee for instructional program reviews and the CPC for all of the other program reviews. Each year the Curriculum Committee and the CPC evaluate and improve the program review process, data, and forms as needed. These assessments and modifications are based on feedback from faculty and staff who have completed the review process.

The five-year program review process has been ongoing for several years, is deeply ingrained in the

culture at College of the Desert, and is the driving force behind program improvement. This extensive self study requires all full-time faculty and/or staff within each program to participate and encourages the involvement of part-time faculty as well.

The components of the program review for academic units are:

- I. Mission
- II. Need
- III. Attributes
 - A. Faculty Section
 - B. Course Section
 - C. Program Section
 - D. Students Section
- IV. Student Learning Outcomes (SLOs) and Assessment
- V. Compliance
- VI. Resources
 - A. Faculty and Staff
 - B. Facilities
 - C. Equipment
 - D. Services
 - E. Other
- VII. Program/Unit/Division Objectives (Five-Year Outlook)
- VIII. Program Review Appendix Index

Each section includes:

1. program accomplishments;
2. program challenges; and
3. program objectives.

The Office of Institutional Research (OIR) populates the electronic forms with data for each program including data about the SLOs of that program, and the OIR works closely with faculty to ensure that all relevant and requested data is available and

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organized for the program reviews. As shown in the timeline below, this data is made available to faculty at the beginning of the fall semester. Program reviews are then completed and submitted to the Curriculum Committee by the following spring. Academic program reviews are celebrated and shared broadly during Flex sessions.

Timeframe:	AY 0												AY 1											
	Summer	F	Sept	Oct	Nov	Dec	Jan	F	Feb	Mar	April	May	Summer	F	Sept	Oct	Nov	Dec	Jan	F	Feb	Mar	April	May
Full Program Review																								
Data Compiled for 5-year program reviews																								
Program Review Teams receive data for full program review																								
Program Review Teams work on 5-year Program Reviews																								

Integrating regular assessment of courses and programs has added more depth to the process. While academic program reviews provide a more comprehensive and long-term view of courses and programs, PRUs provide an annual snapshot of all academic programs and disciplines campuswide. The PRUs serve as a lens through which all constituencies involved in the planning process can view the college curriculum on a yearly basis. The PRUs and assessment reports are the newer, more current, and more refined processes that allow faculty ongoing control of course and program improvements with greater frequency.

PRUs were first implemented in the 2008-2009 school year and were designed to achieve the following:

- allow faculty to inform and affect planning

directly with documented evidence in a compact and user-friendly format;

- provide an opportunity for ongoing dialogue within and across disciplines to improve learning;
- serve as a valuable resource for documenting the changes, assessments, accomplishments, and challenges that programs face annually;
- provide the CPC with evidence-based analysis across the curriculum that reveals not only student achievement numbers but outcomes assessment data that may characterize students' broader and deeper learning experiences;
- simplify the five-year academic program review;
- create equity and unity across disciplines with regard to planning;
- track faculty needs and wishes over time, so ideas don't get lost in the five-year cycle;
- improve educational master planning;
- inform decisions about student learning with data;

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- allow the faculty to lead decision-making by documenting what goes on in classrooms; and
- strengthen the college as we move away from “crisis management” and into thoughtful and creative planning.

The components of the PRU are:

- program description;
- students served;
- discipline/program learning outcomes;
- program accomplishments;
- program challenges;
- course-level assessments completed;

- changes implemented as a result of the assessments;
- program requirements from outside agencies;
- student success data provided by the Office of Institutional Research;
- resources, including staffing, facilities, equipment and supplies, with narratives that assesses the adequacy of the various resources;
- current program objectives (from the previous year’s PRUs); and
- program objectives for next year.

The timeline for the PRU process is shown in the table below:

Timeframe:	A Y U											
	Summer	F	Fall Semester				Jan	S	Spring Semester			
	F	Sept	Oct	Nov	Dec	Jan	F	Feb	Mar	April	May	
Annual Program Review Update												
Data Compiled for yearly updates to program reviews												
Program Review Teams receive populated PRU forms; Assessment dialog												
Program Review Teams work on Program Review Update												
Planning Proposals Developed												

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Faculty and staff receive data at the beginning of the fall semester, and the PRUs are finished by the middle of the fall semester. PRUs are submitted to the Curriculum Committee and to the CPC for analysis and prioritization during the planning process. The PRUs are the foundation for any planning proposals, and completion of a PRU is required for any requests for resources. The PRU process dovetails with the CPC's resource allocation timeline, allowing all constituencies involved in planning and prioritization to make informed decisions about learning based upon achievement and assessment data gathered directly from students' classroom experiences. Decisions about student learning can then be guided by evidence from the experts in the classrooms, ensuring student degrees and certificates maintain the integrity promised by College of the Desert's Institutional Outcomes.

In addition, the Vice-President of Academic Affairs, working with a committee comprised of members of the CPC, evaluates all the PRUs and uses them in the creation and implementation of the Educational Master Plan.

Similar to the instructional program review process, Student Affairs areas complete a five-year Student Affairs program review and annual PRUs that are systematic and ongoing. A planning cycle and timeline has been created for all Student Affairs programs and services. Prior to the introduction of the PRU in 2008-2009, each area completed an in-depth end-of-year report to evaluate and reflect upon assessment outcomes, goals, and challenges. The end-of-year reports were also the venue in which goals for the upcoming year were identified based upon Institutional Outcomes and Goals. The end-of-year reports have been discontinued as the data is now reported on the annual PRUs.

As with instructional programs, the PRUs capture annual goals, objectives, assessments of Student Learning/Service Outcomes, and action plans. Within the PRU, Student Affairs faculty and staff also report on assessments they have administered and submitted to the Outcomes and Assessment Committee (OAC). Completion of a PRU is required for any requests for college resources.

In addition to the PRUs, each area within Student Affairs completes an Annual Unit Report due 30 September of each year that clearly states the program description, mission, funding sources/levels, and achievements. The Annual Unit Report provides the foundation for the PRU which is due in mid-fall.

The process, format, and forms for both the comprehensive program review process and annual PRUs were initially created by a task force of the Curriculum Committee. Once established, necessary modifications were made to that system so that it was applicable to Student Affairs. These two systems were then used as the foundation with which to create the process, format, and forms for the comprehensive program review process and annual PRUs for the non-instructional support services programs.

Program review in its entirety is an extensive in-depth self-examination and evaluation of the strengths and weaknesses of a program and explains how well the program is meeting its mission. There is an extremely close relationship between program review and planning. Program review is the basic core element of planning, and the annual planning process focuses upon updating the program review plan and keeping it current.

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SLOs and Assessment

To be an effective learning institution, the college must also consciously and robustly produce and support student learning by developing SLOs at the course, program, and degree levels.

At College of the Desert, SLOs are identified for all courses and programs of study (SLOs in course outlines; OAC Web pages). In the last three years, the Curriculum Committee of the Academic Senate has worked with the OAC to establish evaluation practices that complement and complete traditional achievement data as captured by the Office of Institutional Research. Course-level assessments are now an integral part of the program review process. All courses are assessed on a three-semester cycle, so completing an assessment loop could take one-and-a-half years or less. This process is ongoing, cyclic, and maintained by the OAC. Assessment data is gathered, processed, analyzed, and discussed by discipline faculty at department meetings, during Flex activities, and via e-mail. Courses and programs are under continuous scrutiny by the instructors as they coordinate assessments and exchange learning strategies. Improvements and changes to programs are recorded in academic program reviews every five years, PRUs annually, and Assessment Reports every semester (Curriculum Committee Portal; OAC Web pages).

Institutional Outcomes have been created to cover all programs and services at the college. Additionally, all courses align with program and institutional outcomes as they enter into the assessment cycle. Program level and institutional assessment will take place in the 2011-2012 academic year. The OAC meets weekly or bi-weekly to maintain assessment records, review assessments, and coordinate ongoing practice of course and program-level assessment.

Faculty are increasingly working with the Office of Institutional Research to obtain data specific to their programs based on assessments they are using to evaluate improvements in program and changes to curriculum.

The Office of Institutional Research also prepares the data for faculty to use in their PRUs. The annual PRU designed by the Curriculum Committee, OAC, and the CPC during the 2008-2009 school year was implemented in the 2009-2010 school year. Almost half of the disciplines offered at the college participated in the annual review process. This process integrates achievement data with assessment information to provide a comprehensive and current evaluation of courses and programs.

This ongoing and systematic review allows faculty campuswide, as well as other constituencies engaged in the planning process, to make informed decisions about prioritization and resource allocation based on student and community need and the college mission. PRUs played a central role in the development of the Educational Master Plan, allowing faculty's experience of students' needs in the classroom to affect and direct instructional planning. It is expected that in the 2010-2011 school year, 90 to 100 percent of all disciplines will complete PRUs. PRUs are received and evaluated by the Program Review Subcommittee. Then, they are routed to the CPC for consideration during prioritization and resource allocation process. PRUs are also routed to school deans for evaluation and inclusion in action plans for each school. In this way the college is ensuring that the planning process is directly related to student needs and the achievement of learning outcomes as evaluated by faculty in the classroom participating in course-level assessment for the purpose of program improvement.

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These documents serve as valuable sources of program information and evidence of improvement and change that will move College of the Desert forward as we continue to make strides in the direction of thoughtful planning based on the achievement of SLOs.

The timeline below organizes the history of outcomes assessment at College of the Desert.

Spring 2005

College of the Desert publishes the self study for reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC).

ACCJC team visits College of the Desert 15 March.

June 2005, ACCJC reaffirms accreditation subject to the college producing a progress report by 15 October 2006 with special focus on several recommendations. Recommendation 1 refers to Student Learning Outcomes (SLOs):

The college is urged to continue diligently with the efforts already underway through the program review process and to assure that all programs and organizational units develop, assess, analyze, and use SLO information for program improvement. The college must especially place some urgency on the need to develop a process for student services (Standards I.B; I.B1; I.B.2; I.B7; II.A.1.a,c; II.A.2.e,f,g,I; II.A.6; II.B1; II.B3.c; II.B4; II.C.2; III.A.1.c; IV.A.5; IV.B.1.g; IV.B.2.b).

Summer 2006

SLO training begins.

Fall 2006

In October College of the Desert produces a progress report for the commission. The Learning and Assessment Committee is formed, members attend Outcomes and Assessment Conference, SLO training continues.

Flex activity: SLO workshops are offered to train faculty in defining SLOs for instruction.

Student Affairs designates the EOPS/CARE coordinator to represent the entire division because the coordinator had been an active member of the Student Affairs Coordinating Council since 2005–2006 and could serve in a dual role unifying both aspects of Student Affairs student services outcomes/student learning outcomes for programs and services and SLOs for academic coursework.

Spring 2007

ACCJC accepts report from College of the Desert subject to the preparation of a focused midterm report by 15 March 2008. The midterm report indicates progress toward meeting the visiting team's recommendations including a forecast for the next comprehensive evaluation. A focused midterm report requires college-identified plans for improvement as well as evidence of progress made on recommendations emphasized by the commission. The report is followed by ACCJC team visit scheduled for 14 April 2008.

Faculty continues writing SLOs for courses; Flex workshops on writing SLOs expand.

Learning and Assessment Committee continues.

Work on general education outcomes begins.

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Fall 2007

SLO Task Force is formed out of the Learning and Assessment Committee and assigned to the Curriculum Committee. The SLO Task Force is charged with the following:

1. Assisting the Curriculum committee in improving the quantity and quality of SLOs approved by the Curriculum committee and posted on COD portal.
2. Acting as a resource to faculty in developing assessment of student learning at the course, program, and college levels.
3. Informing the faculty about new approaches to teaching and new ideas about learning and assessment by identifying and organizing professional development.
4. Working with the Curriculum Committee to document SLO standards for the course, program, and institutional levels.
5. Working with the Curriculum committee to develop an appropriate long-range plan for managing SLOs.

Spring 2008

The SLO Task Force efforts address these items in the following way:

1. Works with Curriculum and assists in producing SLOs and provides guidelines by which to evaluate the quality of statements and assessments.
2. Works with faculty to create SLOs and begin assessment.

At the time:

- 371 of 770 courses have SLOs written, 48%;
- 246 defined assessments to measure outcomes, 32%;
- 9 programs have defined SLOs; and
- 2 programs through one cycle of assessment.

3. Worked with Curriculum to develop Curriculum Web page on Portal.

The Portal offers:

- Senate statement on SLOs;
- course-level, program-level institutional SLOs and assessments;
- three workshop presentations;
- OAC writing checklist; and
- SLO writing guide.

4. Produced the following:

- COD statement of SLOs;
- recommendation to Senate for first part of SLO structure: SLO Coordinator, based on research of other colleges and “Agents of Change” document created by ASCCC;
- plan of action for SLO Coordinator and job description for SLO Coordinator;
- five professional development workshops on SLOAC;
- guidelines for writing acceptable SLOs; and
- prioritization proposal for SLO Coordinator.

5. Coordinate visit with Mira Costa College (MCC) to create venue for Q & A about MCC process, progress, structure, and timeline.
6. Attend SLO Regional Meeting and bring back best practices, news, and information about California Community Colleges in local region.
7. Research: Modesto Junior College, Bakersfield College, Cabrillo College, and Mira Costa College.
8. Three Flex activities are created to train faculty at writing, refining, and assessing SLOs.

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College of the Desert produces a focused midterm report required by the ACCJC on 15 March in preparation for a visit by commission representatives on 14 April. SLOs are the special emphasis of Recommendation 1 stating:

The college is urged to continue diligently with the efforts already underway through the program review process and to assure that all programs and organizational units develop, assess, analyze, and use SLOs information for program improvement. The college must especially place some urgency on the need to develop a process for student services (Standards I.B; I.B1; I.B.2; I.B7; II.A.1.a,c; II.A.2.e,f,g,I; II.A.6; II.B1;II.B3.c; II.B4; II.C.2; III.A.1.c; IV.A.5; IV.B.1.g; IV.B.2.b).

The SLO Task Force makes a formal recommendation, including a job description, to the Academic Senate to create a faculty SLO Coordinator position along with eight faculty assistant coordinators campuswide including student services. The Academic Senate president in conjunction with the college president approves the recommendation. The Student Success Initiative Committee approves the president's application for funding the positions effective fall 2008. The SLO Task Force meets one more time to create a summer plan of action to systematize and implement the Student Learning Outcome Assessment Cycle.

Summer 2008

In June ACCJC meets to review the report drafted by the visiting team. The evaluation of the College of the Desert's focused midterm report and subsequent visit states that the college is to continue to work diligently on efforts on projects related to SLOs and program review already underway at the college. Deadline to address commission requirements 15 March 2009.

The SLO Coordinator and two other faculty members work to create an organizational structure for SLOs and assessment to be systematically integrated into the college at the course, program, and institution level at the beginning of fall 2008. The new team, Outcomes and Assessment Committee (OAC), comprised of eight division representatives and one campuswide coordinator is formed. This committee takes responsibility for outcomes assessment collegewide from instruction through student services.

Fall 2008

Five Flex activities are offered in August to train faculty on 1) writing SLOs; 2) refining SLOs; 3) beginning assessment; 4) program assessment; and 5) "Climbing SLOAC Mountain: Implementing the New, Quick, and Efficient Outcomes and Assessment Procedures."

Outcomes and Assessment Web pages up and running including SLOAC steps, forms, procedures, calendar, deadlines, and faculty resources.

September 2008

"SLO Writing Bonanza" All faculty (full time and adjunct) participate in an all-day event including lunch, SLOAC implementation overview, and division break-out sessions.

One course in every discipline begins assessing one or more SLO(s).

Throughout the semester, OAC coordinators work with faculty to write and revise assessable SLOs and begin administering assessment tools and gathering data.

By December 2008, all course SLOs are completed

Planning and Institutional Effectiveness

and published. One hundred percent of all outcomes for both Academic Affairs and Student Affairs are complete. Academic Affairs and Student Affairs continue to collaborate on outcomes assessment efforts.

Spring 2009

Flex activities continue. All faculty (full time and adjunct) gather for an “Assessment Shindig.” OAC Workshop 6, “Shining the Light on Assessment” and Workshop 7, “Meaningful Assessment” are offered. Focus is on course-level assessment and mapping courses to program and institutional outcomes.

One or more courses in every discipline enter into the assessment cycle. Program SLOs are developed. Basic skills, career and technical education, general education, and Student Support Services program SLOs are drafted. Several models are developed and revised in order to study the most effective way to gather data and improve student learning collegewide.

The OAC, Curriculum Committee, and the College Planning Council (CPC) work together to develop and draft the Program Review Updates (PRUs) in order to track achievement and assessment data annually to ensure program review feeds the planning process.

The OAC drafts institutional outcomes based on College of the Desert’s mission, vision, and values and sends to CPC and Senate for vetting. The OAC creates a three-year assessment plan for all courses to enter into assessment in an ongoing three-semester cycle for both Academic and Student Affairs.

COD has an institutional framework for assessing SLOs at the course, program, and institutional level. COD writes and sends report to ACCJC, responding

to four recommendations, two of which are related to general education curriculum and SLOs.

Summer 2009

ACCJC accepts COD report and follow up on remaining recommendations and accepts the report with no further action.

Fall 2009

The OAC retains its original structure with one collegewide OAC coordinator position and eight division coordinators, one administrative representative, and one Student Affairs representative.

COD Accreditation self study process comprised of five teams begins. The OAC will work with several faculty members to work on Standard II A and B. In November, the OAC provides overview to accreditation standards teams during the “Accreditation Work Day.” Teams meet throughout the semester to study the college efforts in response to the standards.

Flex activities continue. Workshop 8: “Catching the Assessment Wave” initiates collegewide assessment and the link to planning, followed by three breakout sessions: 8a: 8b: 8c: “Diggin’ the Dialogue . . . Oh the Places You’ll Go.” Faculty and staff are fully engaged in SLOs and outcomes assessment strategies.

The PRU Workshop explains new process and report form for gathering, analyzing, and assessing outcomes and achievement data for all programs collegewide to facilitate the planning process, educational master planning, and program-level assessment at COD. Faculty and staff put into practice the use of assessment results to improve learning and improve services to students.

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Three hundred and thirty courses enter the assessment cycle. Courses previously assessed begin the data evaluation, dialogue, and change implementation stage of SLOAC. Outcomes assessment status reports are filed regularly with the OAC and published on OAC Web pages.

Courses are aligned to institutional outcomes.

Division and discipline meetings have regular time designated for assessment dialogue and discussion. In areas across campus, the value of cross-curricular dialogue and interaction is captured through assessment practices as observed in spring 2010 Flex activities.

The OAC updates the CPC, Board of Trustees, and President's Cabinet on campuswide assessment efforts including a report from the Strengthening Student Success Conference on fostering a culture of evidence and inquiry.

Spring 2010

The fourth round of course assessment begins. Courses previously assessed continue on in their respective stages. Courses having completed the third semester, thereby closing a course-level assessment loop, begin a second cycle for tracking course changes in the outcomes assessment status reports and program-level changes in the PRUs.

During the spring 2010, the OAC modified the outcomes assessment status report, now assessment report, to reflect reporting by the four programs within College of the Desert: basic skills, career and technical education, general education, and Student Support Services.

The PRUs are used at the CPC to prioritize goals across all areas of campus. The conversation about

program improvements becomes integral to the planning process within disciplines, divisions, and across areas of service.

Program Review Showcase gives faculty the opportunity to highlight program accomplishments, evaluate challenges, and discuss the results of the evaluation process.

Fall 2010

The OAC and offices of Institutional Effectiveness and Research begin planning and designing assessments for institutional outcomes for basic skills, career and technical education, general education, and Student Services programs. Dialogue on outcomes, assessment, and program improvement continues regularly, captured in such places as meeting minutes, the OAC Web pages, PRUs, and assessment reports by program. Ninety-five percent of PRUs are completed for all programs and services.

Course-level assessment continues following the assessment schedule for Academic and Student Affairs, with the goal of 50 percent completion of one or more assessment cycles for all courses.

The OAC reports on improvements to programs based on last year's assessment efforts.

Spring 2011

The next round of course assessment begins. Courses previously assessed continue on in their respective stages. The goal of 75 percent course-level assessment completion is set. The OAC and offices of Institutional Effectiveness and Research continue working together to design assessments for institutional outcomes for basic skills, career and technical education, general education, and Student Services programs. Dialogue on outcomes, assessment, and program improvement continues regularly, captured in such places as meeting minutes,

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the OAC Web pages, PRUs, and assessment reports by program.

Use assessment tools, such as capstone projects, portfolios, performance, surveys, team projects, and/or licensing exams through basic skills, career and technical education, general education, and Student Services programs to begin institutional outcomes assessment.

The PRUs are used at the CPC to prioritize goals across all areas of campus. The conversation about program improvements becomes integral to the planning process within disciplines, divisions, and across areas of service.

Program Review Showcase in March gives faculty the opportunity to highlight program accomplishments, evaluate challenges, and discuss the results of the evaluation process.

Fall 2011

The next round of course assessment begins. Courses previously assessed continue on in their respective stages. The goal of 100 percent course-level assessment completion is set. By the end of fall 2010 we expect all courses to be deeply engaged in the assessment cycle on a regular schedule that allows for continuous evaluation and improvement of programs.

College of the Desert embarks upon the path of sustaining ongoing SLO processes to maintain the integrity of assessment and college planning.

The OAC reflects on results of assessments and the evaluation process to further align institutionwide practices with institutional outcomes. Design tool(s) and administer assessment to evaluate the college based on institutional outcomes. Ensure that the

dialogue about student learning is ongoing, pervasive, and robust.

Evaluation and fine-tuning of organizational structures to support student learning is ongoing.

Improvement of student learning is a visible priority in all practices and structures across the college. At this time, we expect all areas of the campus to be evaluating programs and services as reflected by institutional outcomes.

Spring 2012

The next round of course assessment begins. Courses previously assessed continue on in their respective stages.

The OAC and offices of Institutional Effectiveness and Research continue to work together to design and refine assessments for institutional outcomes for basic skills, career and technical education, general education, and Student Services programs. Dialogue on outcomes, assessment, and program improvement continues regularly, captured in meeting minutes, the OAC Web pages, PRUs, and assessment reports by program and reflected in student success.

The PRUs are used at the CPC to prioritize goals across all areas of campus. The conversation about program improvements becomes integral to the planning process within disciplines and divisions and across areas of service.

Program Review Showcase continues to give faculty the opportunity to highlight program accomplishments, evaluate challenges, and discuss the results of the evaluation process.

Off-Campus Centers and Distance Learning

EDUCATION CENTERS IN EASTERN & WESTERN COACHELLA VALLEY

In addition to its campus in Palm Desert, College of the Desert has a number of education centers located throughout the eastern and western Coachella Valley. A designated Office of Education Centers with an administrative director and staff is housed at the Eastern Valley Center's (EVC) Indio site and is responsible for the administration of all of the off-campus facilities. The establishment of our off-campus facilities located throughout the eastern and western Coachella Valley began in 1988. At present, COD has well over half a dozen sites where college classes are offered. The accessibility of these sites to residents of the Coachella Valley is important when considering the Desert Community College District (COD) is one of the largest community college districts in square miles in the state of California. These off campus sites provide critical access and opportunity to our students and communities in pursuit of higher educational endeavors and enrichment. The passage of Measure B, a \$346.5 million bond, in 2004 specifically provided for creating education centers in the eastern and western portions of the district.

Eastern Valley Center, Indio Campus (EVC)

The Eastern Valley Center site in Indio houses the instructional courses and programs along with basic student support services. Academic credit, basic skills and general education transfer courses as well as non-credit Adult Education classes, English as a Second Language (ESLN) and GED/High School Completion programs are available at the center.

Each semester the college offers between 65 and 70 credit and non-credit courses at the EVC Indio facility. Both day and evening classes, as well as

limited counseling, assessment testing, registration, Financial Aid and referral services are available at this location. In addition, eight evening ESLN classes are also held at Rivers Springs Charter School, located in downtown Indio. With the increased enrollments of students at EVC Indio, we have seen an increased demand for college staff to assist and support our students within the student support services component. The college is currently working to address this need.

Eastern Valley Center, Mecca-Thermal Campus (MTC):

In early February of 2009, the college completed the first stage of construction at MTC, which included 6 classrooms, student lounge, academic skills center and an administrative office area. Credit classes were offered for the first time in spring semester of 2009, with an enrollment of 260.

This fall 2010 semester enrollments are up to 580, with 12 credit, and 2 noncredit ESLN courses. For the first time a GED/High School Completion Program is also offered. As with our other east valley facility in Indio, the college is in the process of putting in place a plan of action directed at increasing the staffing needs in counseling, Financial Aid and Admissions & Records to address student demand and needs in these areas.

Coachella Valley High School (COD Dedicated Classroom Modules)

In a collaborative MOU established between the Coachella Valley Unified School District (CVUSD) and COD, a limited number of college general education, transferable courses are offered early in the afternoon at the high school designated COD module classrooms each semester. By offering the COD courses in the early afternoon timeframe, it allows a number of the high school seniors to enroll

Off-Campus Centers and Distance Learning

in the college courses. In addition a number of senior students from Desert Mirage High School are bused to CVHS to attend class. This MOU arrangement between CVUSD and COD in support of high school seniors enrolling concurrently has been very positive in getting high school seniors enrolled in COD community college courses.

Western Valley Center (WVC)

In order to provide local access to college classes for students living in the western Coachella Valley, College of the Desert offers a variety of credit courses at the Palm Springs High School (PSHS) campus in the evening. Currently COD offers approximately 14 credit classes each semester consisting of college basic skills and general education courses, some of which are UC/CSU transferable. In the past, based on demand, COD has also offered credit classes at Desert Hot Springs High School as part of our service to the western part of the Coachella Valley.

Development of New East Valley Education Center in Indio

Currently, college officials are working collaboratively with educational consultants towards the establishment of a new education center building in downtown Indio. The new education center will be located at the corner of Oasis & Requa Streets. Currently, COD is offering classes in three leased spaces in the City of Indio. Our largest leased spaced is in a Riverside County owned building that includes the Workforce Development Center. The consolidation of the leased sites will allow COD to increase its quality of services to our community while being more fiscally efficient. The entire new education center will be approximately 40,000 square feet. Of that 40,000 square feet 10,000 square feet will be used for retail space to provide a

revenue stream and 30,000 square feet will be used to support instruction as well as provide student services. The retail spaces will include a space for food service and a bookstore to support our campus environment. The new facility will include 18 brand new classrooms; two of which are dedicated to lab sciences. Two classrooms located on the ground floor will open up to over 1800 square feet each, making them ideal to also support community functions. Completion and move-in is projected for fall 2014.

Development of New West Valley Campus

Following an established process for selecting a west valley site, the board of trustees selected a location in the north end of Palm Springs. The City of Palm Springs in collaboration with the college has embarked on a unique initiative to establish a self-sustainable satellite 119-acre campus on the northwest corner of Indian Canyon Drive and Tramview Road. To serve the needs of the West Valley, the college has tentatively identified four program 'pillars' for the new campus that each present significant opportunities for partnerships with business, industry, and other educational institutions: (1) Hospitality & Tourism; (2) Media & the Arts; (3) Allied Health; and (4) Sustainability Technology. COD's Educational Master Plan will determine the mix and pace of programs to be offered at the West Valley campus. Major focus in the establishment of the new campus will be placed on 'integrated sustainability', which will feature prominently in design, construction and operation of the West Valley campus to address issues such as waste management, water conservation, energy efficiency and reduction, and renewable energy generation. Phase 1 of the campus is slated to open September 2014.

Off-Campus Centers and Distance Learning

Distance Learning

The College of the Desert currently has 114 online courses approved by the Curriculum Committee. Of these 114 courses, 66 of them continue to experience high demand and are offered nearly every semester. The number of online course sections offered each term has increased from 17 courses in fall 2004 to 84 in Spring 2010. The average retention rate for our online courses is 79.71%, which is roughly equivalent to the retention rate for face to face courses in the classroom (83.6%).

College of the Desert has criteria in place, similar to that used with classroom instruction, to assure the quality of our online instruction. The faculty teaching online courses are subject to the same standards of evaluation as all other faculty at COD. Support is provided through a lead faculty member, an educational technologist in the Information Technology Department and a 24/7 telephone call center. In order to bring even more cohesiveness to distance education programming, the college recently hired a dean to oversee distance education along with the library and other learning resources.

**Off-Campus
Centers and
Distance
Learning**

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While dealing with state funding cutbacks, the college has been the beneficiary of a \$346.5 million bond measure that has provided funds to update and upgrade existing facilities as well as to build new facilities on the main campus and new education centers to the east and west of the existing campus. Planning of these facilities has been driven by the Strategic Master Plan, the Educational Master Plan, and the Facilities Master Plan. Each of these plans was created with significant input by the practitioners who will teach and provide services in these facilities.

Themes have been prevalent in the self study, including institutional commitments, evaluation, planning, and improvement, student learning outcomes (SLOs), organization, dialogue, and institutional integrity. Beginning with institutional

commitments, the college worked to refine its mission, vision, and values statements to assure that the college was clear in terms of what we do to serve our community and our students. Mission is at the core of planning including strategic planning and other institutional plans at the college level and program review at the program, area, and unit levels. Mission drives instruction and services, informing curriculum, student services support services, and resource allocation.

The theme of evaluation, planning, and improvement was a major emphasis for the institution for the last several years and is strongly present throughout all of the standards. The college has worked hard to build its culture of evidence over the past six years. Although data collection and research are currently centralized in the Information Technology and Institutional Research area, the analysis of the data and the dialogue around the data and how it affects student learning is shared throughout the organization. The college is continuing to refine what data is important and how to use it effectively for program review, evaluation, planning, and continuous process improvement. The college's annual plan, which drives achievement of the strategic plan, contains key performance indicators and requires progress reports three times per year to ensure that all areas are on target to achieve their goals. Decision making is focused on data-informed practices.

The theme of SLOs is becoming an integral component of the institution and its planning. Evidence of this progress is present in each of the standards. SLOs are identified for all courses and programs of study. Institutional outcomes have been created to cover all programs and services at the college. Additionally, all courses align with program

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and institutional outcomes, as they enter into the assessment cycle. Faculty are learning to work with the Office of Institutional Research to obtain data specific to their programs based on assessments they are using to evaluate improvements in program and changes to curriculum.

The theme of organization is clear in the manner in which learning and learning outcomes are planned, measured, assessed, and communicated to the public. As described in Standard II, curriculum is created, assessed, and modified when necessary by faculty in a cycle that includes program review and dialogue about the process. Standard I outlines a planning process that is also organized in a cycle that begins with the college's mission, establishes goals, objectives, and key performance indicators, includes program review in all units, and assesses their effectiveness as the foundation for establishing the goals for the following year. Standard III reflects a structure that ensures resource allocation is organized around the planning process. Standard IV makes clear that decision making is based upon a participatory process that is evaluative.

Dialogue is an essential component of all decision making and as such is a recurrent theme in each of the standards. The college has a strong culture of participatory governance that includes the utilization of dialogue as described in the accreditation themes. One of the college's expressed values statements is to "communicate with authenticity in pursuit of broad understanding, effective dialogue, and inclusive decision making." The college implemented dialogue training during the last self study process in 2004 and has continued to utilize the technique for effective decision making throughout the institution. Numerous committees addressing various issues and processes such as

strategic planning, budget development, information technology, curriculum, research, SLOs and assessment, and program review, exist for the purpose of broad dialogue and informed decision making. This same philosophy exists for dialogue at the program, area, and unit levels. As defined, research reports and data inform the dialogue, and everyone "at the table" has an equal voice.

Institutional integrity is reflected in each area of the standards, with the shared governance structure providing the checks and balances that assure integrity in all that the college does. As stated, the college values are:

- Student Success: Student learning and growth are central to all we do.
- Diversity and Inclusion: We embrace the diversity of our community and uphold the dignity and worth of the individual.
- Integrity: We are open, honest, and reliable.
- Respect: We value the thoughts, words, and actions of our students, colleagues, and community.
- Dedication: Our faculty, staff, and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.
- Professionalism: We are current in our areas of expertise and embody high standards of conduct.
- Communication: We communicate with authenticity in pursuit of broad understanding, effective dialogue, and inclusive decision making.
- Lifelong Learning: Learning is essential to living for our students, faculty, and staff.

The college strives to be transparent in its planning and decision making, utilizing internal and external data scans and sharing outcomes with all campus

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constituents and the community. The college works to provide clear expectations of our faculty, staff, and students and to provide the public with clear and effective communications.

Standard I: Institutional Mission and Effectiveness

IA: Mission

As part of the Strategic Master Plan process, the college's mission, vision, and values statements were rewritten. Annually, as the first step in the planning process, they are reviewed and affirmed or amended if necessary. Establishing the mission is an organic process and must be responsive to the college's and the community's needs. The mission, vision, and values statements are the basis for all planning and evaluation endeavors at the college. The Educational Master Plan, Technology Plan, Facilities Master Plan, and all resource planning and allocation support our mission.

IB: Improving Institutional Effectiveness

Institutional effectiveness has been and continues to be a major area of focus for the college. Since the previous self study and subsequent reports, College of the Desert has devoted significant time and effort to improving the process designed to ensure institutional effectiveness. A Strategic Master Plan was developed as well as an Educational Master Plan, Technology Plan, and Facilities Master Plan. A new overarching strategic planning process was developed and improved to provide the integration needed as well as to link planning to resource allocation.

The college's long-established program review process has matured into an integrated approach that encompasses both the five-year comprehensive

review and an annual program review update. The process was initially established in instruction and then mirrored in all other units on campus. Program Review continues to be the locus of campus planning and resource allocation. SLOs have followed a similar path. The comprehensive planning process, which includes program review and SLO data, is designed to evaluate and assess the effectiveness and quality of the institution.

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

The college's instructional program is guided by the Curriculum Committee, which utilizes program review information and the SLOs and assessment cycle while adhering to state and district policies. The use of CurricuNet was initiated in 2009 and will assist faculty and staff with the management and assessment of student learning, assessment, and curriculum. The instructional area delivers classes to a diverse student body and balances new class offerings between academic, basic skills, noncredit, and career/technical classes. The college also serves business and industry in the community through the Partnership and Community Education program.

Standard IIB: Student Support Services

Although the current economic crisis in California has had a devastating effect on categorical program budgets, the area has continued to provide a high level of student support and services. Dialogue and cooperation among the various Student Affairs programs and the rest of the college community have permitted the numerous programs, including matriculation, Extended Opportunity Programs and Services, Disabled Student Programs and Services, Upward Bound, outreach, student health, financial

aid, student life, counseling, transfer services, and the career center to provide the needed support necessary for student success.

Since the 2004 Self Study, Student Affairs has developed and is beginning to assess SLOs for all of its service areas. They are also a part of the college's robust and integrated program review process. Student Affairs has made improvements through technology so that students have increased ways to access and support their educational experiences and to be successful in achieving their academic goals.

The Cravens Student Services Center, a one-stop facility that includes the majority of Student Affairs, was opened in fall 2010 and greets students at the main entrance to the campus.

Standard IIC: Library and Learning Support Services

The recent reorganization resulted in the creation of the School of Library, Learning Resources, and Distance Education. The College of the Desert library provides library and other learning support services that support the educational programs at the college by providing a wide variety of information resources, information services, equipment, facilities, and technology to fulfill its institutional goals. The library has risen to meet the challenges created by the development of new satellite educational centers and the growth of courses offering instruction through online delivery.

The library provides online databases, electronic books, periodical articles, and reference materials. Within the last year, the library staff has begun to add online tutorials to assist students in using the online databases. As part of a "multi-agency library,"

access is also provided to materials that the COD library does not generally purchase.

Standard III: Resources

Standard IIIA: Human Resources

The college, through its Human Resources department, seeks highly-qualified personnel to staff its positions and support its mission and purpose, adheres to established policies, orders staff development opportunities, encourages diversity, and incorporates human resources values and objectives into the strategic plan. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support the college's programs and services. The Board of Trustees has outlined policies for recruitment and hiring of personnel, and the college has developed detailed hiring policies and procedures. The college's integrated program review process provides planning direction and supports decision making in the allocation of human resources.

Standard IIIB: Physical Resources

The college now serves over 13,000 students on our Palm Desert, Indio, and Mecca/Thermal campuses. The availability of bond funds has enabled the college to leverage its state funds in order to expedite construction of many new buildings. The college has done extensive planning to maximize the use of the bond funds, updating the facilities master plan in 2002-2003 and again in 2010 with substantial opportunity for faculty, staff, and community members to provide input. The college has been successful in integrating its institutional planning by department program reviews and strategic goals, which drives its Education Master

Plan and Facilities Master Plan. The added space that has been created as a result of the bond funds has allowed the college to meet the increased demand to meet student's needs and is designed to integrate and promote interdisciplinary relations and student learning.

Standard IIIC: Technology Resources

The institution makes decisions regarding the use of technology services, facilities, hardware, and software by examining a multitude of areas. Program review, the annual planning process, and the Facilities Master Plan are all tied to the Technology Plan and then directly linked to the Educational Master Plan. The Technology Plan is concerned with all aspects of technology at the college in accordance with, and in support of, the college's mission. The Information Technology and Institutional Research department aims to provide the level of technology and support needed for instructional programs and college operations and is deeply committed to improvement and planning. The department provides administrative support to assure consistent, reliable, responsive services, including those in support of the college's online offerings. The Information Technology and Institutional Research department, in collaboration with the Academic Senate's Education Technology Committee, also acts as the clearing house for purchasing all equipment and software.

Standard IIID: Financial Resources

While the primary objective of institutional planning is to successfully meet the educational needs of the student body in the college's service area in the context of the mission, a prerequisite objective of the college is to ensure the financial health and viability of the institution. Institutional planning at College of the Desert emphasizes the realistic

assessment of availability of financial resources and of expenditure requirements. The college strives to manage its planning and assessment of programs and services and to incorporate the results into the operating budget. The College Planning Council reviews all planning and priorities that are produced at the unit level in order to evaluate their relationship to program review and student learning as well as their impact on the financial budget for the coming year; this process ultimately drives the budget development. Financial statements and unqualified audit opinions demonstrate that the college's finances are expended in a manner that supports the mission and goals of the college.

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Standard IVA: Decision-Making Roles and Processes

College of the Desert prides itself on its multiple avenues of communication to enable participatory decision making and collegial consultation. "The College Planning Council Handbook" specifically outlines the college's "Decision Making through Collegial Consultation" process including the various committees and their membership, role, and desired products that are involved in ongoing dialogue and collegewide decisions. The college also has numerous advisory committees and business and community partnerships through which it gathers input to assist in evaluation, planning, improvements and decision-making.

Standard IVB: Board and Administrative Organization
The College of the Desert Board of Trustees is an experienced five-member independent policy-making body that reflects the public interest in their activities and decisions. They have established and monitor policies that support student learning and

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the fiscal stability of the district. The board reviews all policy documents, financial records, and planning documents with decision, commitment, and integrity. Both the board and the president take their fiduciary responsibilities seriously. As a team, they ensure that the district goals and needs are fiscally sound.

The current president was selected and continues to be evaluated using existing policies. He is delegated appropriate authority and responsibilities as defined by policy and is responsible for planning, organizing, budgeting, selecting, and developing personnel as well as assessing institutional effectiveness. The president delegates appropriate responsibility and authority to his vice presidents, who in turn administer their areas. With participatory governance in place, there is support for effective conduct of business and decision-making at the college level.

Organization for the Self Study

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Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

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The College of the Desert Board of Trustees is an experienced five-member independent policy-making body that reflects the public interest in their activities and decisions. They have established and

Organization for the Self Study

monitor policies that support student learning and the fiscal stability of the district. The board reviews all policy documents, financial records, and planning documents with decision, commitment, and integrity. Both the board and the president take their fiduciary responsibilities seriously. As a team, they ensure that the district goals and needs are fiscally sound.

The current president was selected and continues to be evaluated using existing policies. He is delegated appropriate authority and responsibilities as defined by policy and is responsible for planning, organizing, budgeting, selecting, and developing personnel as well as assessing institutional effectiveness. The president delegates appropriate responsibility and authority to his vice presidents, who in turn administer their areas. With participatory governance in place, there is support for effective conduct of business and decision-making at the college level.

Organization for the Self Study

Organization for the development of College of the Desert's self study began in spring 2009. The college president appointed the Executive Director of Institutional Effectiveness as the Accreditation Liaison Officer. Standard II was divided into IIA and IIB and C, creating five self study teams. Co-chairs for Standard III were an academic administrator and a classified employee. For all other standards, one academic administrator and one full-time faculty member were chosen to serve as co-chairs. These ten co-chairs comprised the Steering Committee for the self study. In preparation for this undertaking, several members of the Steering Committee attended the training session presented by the ACCJC in March 2009.

Beginning in April 2009, the co-chairs first responsibility was to solicit participation for each team campuswide. Teams were comprised of faculty (full-time and adjunct), classified staff, leadership, and students. On average, each team consisted of approximately 15-20 members that represented a cross section of all campus constituencies. The Director of Student Life was particularly helpful in working with the Associated Students of College of the Desert to ensure student participation on all five teams. The task of each team was to respond to every section and subsection of the standard doing four things for each: 1) research appropriate supporting data and documentation; 2) write an evaluation based on that support material; 3) identify areas that the college does well or needs to improve; and 4) develop planning agendas to address any problems discovered. It was expected that teams would need to reach out to various additional people across the campus as needed to get a complete picture.

The Steering Committee met monthly for the 2009-2010 year, starting 20 July 2009. At that meeting, notebooks were distributed that contained various reference materials, including: the commission's Rubric for Evaluating Institutional Effectiveness, writing style guidelines, and the commission's Guide to Evaluating Institutions (including questions to guide the writing). With respect to institutional effectiveness, the Steering Committee discussed that the commission describes four progressive levels of implementation: 1) awareness, 2) development, 3) proficiency, and 4) sustainable continuous quality improvement. The committee noted that showing data is not the same as providing evidence of effectiveness. The commission expects colleges to attain level-four sustainable quality improvement for planning and SLOs. The Steering Committee also discussed the six themes described by the commission that should be addressed throughout the self study: 1) institutional integrity, 2) organization, 3) dialogue, 4) student learning outcomes, 5) institutional commitments, and 6) evaluation, planning, and improvement.

All members of the Steering Committee received College of the Desert's 2004 self study, the resulting report, College of the Desert's follow up progress report (October 2006), College of the Desert's focused midterm report (May 2008), and the follow-up report of March 2009. The same items were also posted on the college Web site in order to allow access to the materials to all members throughout the development and editing process of the college's self study. The co-chairs noted that a clear understanding of the previous self study process, recommendations, and resulting planning agendas and actions are essential to writing the current self study. The Steering Committee agreed that simply responding to the guiding questions may

Organization for the Self Study

limit a college's response. At the same time, the group agreed that the writing should not be formulaic but must address the guiding questions clearly and unmistakably.

The Steering Committee was shown the Accreditation Web page that has electronic versions of all the documents distributed as well as links to other exemplary self study reports. Additionally, each team was given a Portal page on the college intranet that was designed as a way to communicate with their team members, track their progress, share resources, accumulate evidence, and manage drafts of their documents. Each team identified an administrative assistant who would provide all the needed clerical support and maintain the Portal page. The Executive Assistant to the President was designated as the support staff for the Steering Committee.

The Steering Committee determined that all teams would meet during Flex on 27 August 2009; no other Flex sessions were scheduled for the same time slot so that maximum participation would be possible. At that session, the standards, themes, rubrics, four levels of implementation, and the guiding questions were shared with each team. The Steering Committee also showed teams how to use the accreditation Web page and Portal pages.

During the fall 2009 Flex, there was also a general presentation by the faculty team leaders that provided an overview of the accreditation process and standards. The college president sent an electronic e-mail to all employees encouraging them to attend so that there would be campuswide awareness of the self study process and timeline.

All five teams worked throughout the fall 2009

semester including a full day in November that was designed as an opportunity for team members to investigate, reflect, dialogue, and discuss the guiding questions and evidence in support of the responses.

In January 2010, a Flex session was also scheduled to share progress made and to kick-off the spring semester's self study work. Teams met regularly throughout the semester and another full day in March. During the workday in March, teams reviewed the drafts of the description sections, dialogued about the evaluation component, summarized that dialogue in writing, and wrote any necessary planning agendas. In May 2010, drafts were distributed campuswide, and focus groups were created to review each of the five standards. The focus groups were comprised of people who had not participated in writing that particular standard. This provided for additional participation throughout the college.

A full-time English professor who had served as the editor of the 2004 self study agreed again to serve in that capacity. He began his work during summer 2010 and was granted 40 percent release time for the fall semester to allow him appropriate undisturbed time to work on this project. He provided all teams with a writing style guide and spent countless hours editing and re-editing drafts provided to him by the teams. After the edits were completed, the reports were returned to the teams to ensure that no change had been made to the factual content and intent of the self study.

At the fall 2010 Flex, there was a presentation by the faculty team leaders to provide an update about the self study, gather feedback and remind all faculty members about the electronic access to the reports. During the early part of the fall semester, team

Organization for the Self Study

co-chairs incorporated changes based on the editing process and then redistributed the document to the team members for review and feedback. The Steering Committee met twice a month in the fall 2010 semester.

Final drafts were distributed in October 2010 to the Academic Senate and to the College Planning Council. The College Planning Council representatives further distributed the draft to their respective constituent groups and compiled feedback. Throughout the entire process, the most recent draft of all standards reports was made available campuswide on the accreditation Web site for review and feedback. During the Board of Trustees Retreat in October, the Accreditation Liaison Officer again provided an update on the self study process and assisted the board members in accessing the draft documents on the Portal for their review.

In November 2010, the self study report was finalized after thorough distribution and campuswide dialogue and feedback, and it was followed by approval of the College Planning Council and the Academic Senate. In December 2010, the Board of Trustees approved College of the Desert's 2009 Institutional Self Study for Reaffirmation of Accreditation.

ACCREDITATION SELF STUDY TEAMS

Steering Committee

Pam LiCalsi
*Executive Director, Institutional Effectiveness
(Accreditation Liaison Officer, Self Study Chair)*

Farley Herzek,
Vice President of Academic Affairs

Dr. Diane Ramirez
Vice President of Student Services

Dr. Edwin Deas
Vice President of Business Affairs

Dr. Rey Ortiz
Counselor

Dr. Jim Berg
Dean - Liberal Arts & Sciences

Amy Dibello
Faculty Member

Dr. Doug MacIntire
Faculty Member

Chris Nelson
Faculty Member

Tom Jones
Classified

Dr. Richard Rawnsley
Faculty Member (Self Study Editor)

Organization for the Self Study

Team 1 (Std. I)

Co-Chairs:

Pam LiCalsi; Dr. Doug MacIntire

Admin. Support:

Pam Chapman

Educational Administrators:

John Jaramillo; Dr. Leslie Young

FT Faculty:

Steve Beno; Ron Evans; Dr. Victor Rios;
Wendy Sanders; Ty Thomas

Adjunct Faculty:

Susan Evans; Ted Grofer

Classified Supervisor

Florante Roa

Classified:

Terri Fleck; Kim Goldberg; Joanie Peters;
Misti Santana

Student:

Aries Jaramillo

Team 2 (Std. IIA)

Co-Chairs:

Farley Herzek; Amy Dibello

Admin. Support:

Margie Eklund

Educational Administrators:

Tony DiSalvo, Dr. Jim Parvizi

FT Faculty:

Betty Baluski; Mary Boyd; David Catazarite;
Denise Diamond; Kim Dozier; Dr. Carl Farmer;
Dr. Jon Fernald; Tom Gillman; Geoff Hagopian;
Dr. Kelly Hall; Kurt Leuschner; Jeff Place; Ed Reed

Adjunct Faculty:

Jessica Bollinger; Barbara Smart

Classified Supervisor:

Christina Delgado; Dianne Russom

Classified:

Jojie Mugbuhat; Emila Rahimic

Student:

Daniel To

Team 3 (Std. IIB & IIC)

Co-Chairs:

Dr. Diane Ramirez; Dr. Rey Ortiz

Admin. Support:

Sharon Bentzen

Educational Administrators:

Dr. Nathan Church; Adrian Gonzales

FT Faculty:

Dr. Dustin Culhan; Claudia Derum; Kathlyn Enciso;
Carol Lasquade; Renate Senters

Adjunct Faculty:

Dr. Joel Murphy; Cynthia Vasquez

Classified Supervisor:

Stephanie Paramore; Reva Reynolds

Classified:

Joanne Decapite; Cynthia Garcia; Matt Housewright;
Carlos Maldonado; Maggie Negron; Donni Prince

Student:

Ryan Everling

Organization for the Self Study

Team 4 (Std. III)

Co-Chairs:

Dr. Edwin Deas; Tom Jones

Admin. Support:

Linda Costagliola

FT Faculty:

Dr. David George; Alejandro Jazan;

Dr. Anthony Tesch; Lisa Wilander

Adjunct Faculty:

Ralph Dorre; John Guarino; Bruce Johnson

Classified Supervisor:

Kevin Snyder

Classified:

Anita Corral; Mark Demry; Mike Hadley;

Lynn Sacher

Student:

Juan Gonzalez; Omar Ruiz

Team 5 (Std. IV)

Co-Chairs:

Dr. Jim Berg; Chris Nelson

Admin. Support:

Cheryl Houston

Educational Administrators:

Becky Broughton (Board Member);

John Loera

FT Faculty:

Maria Jasso; Felix Marhuenda-Donate;

Dr. Hushang Shahidi

Adjunct Faculty:

Dr. Fergus Currie; Cindy Janssen

Confidential:

Susan Kitigawa; Lee Ann Weaver

Classified Supervisor:

Wade Ellis

Classified:

Marcia Aguirre; Robert Chancey; Michael Harlow

Student:

De Lane Marianowits; Michelle Price

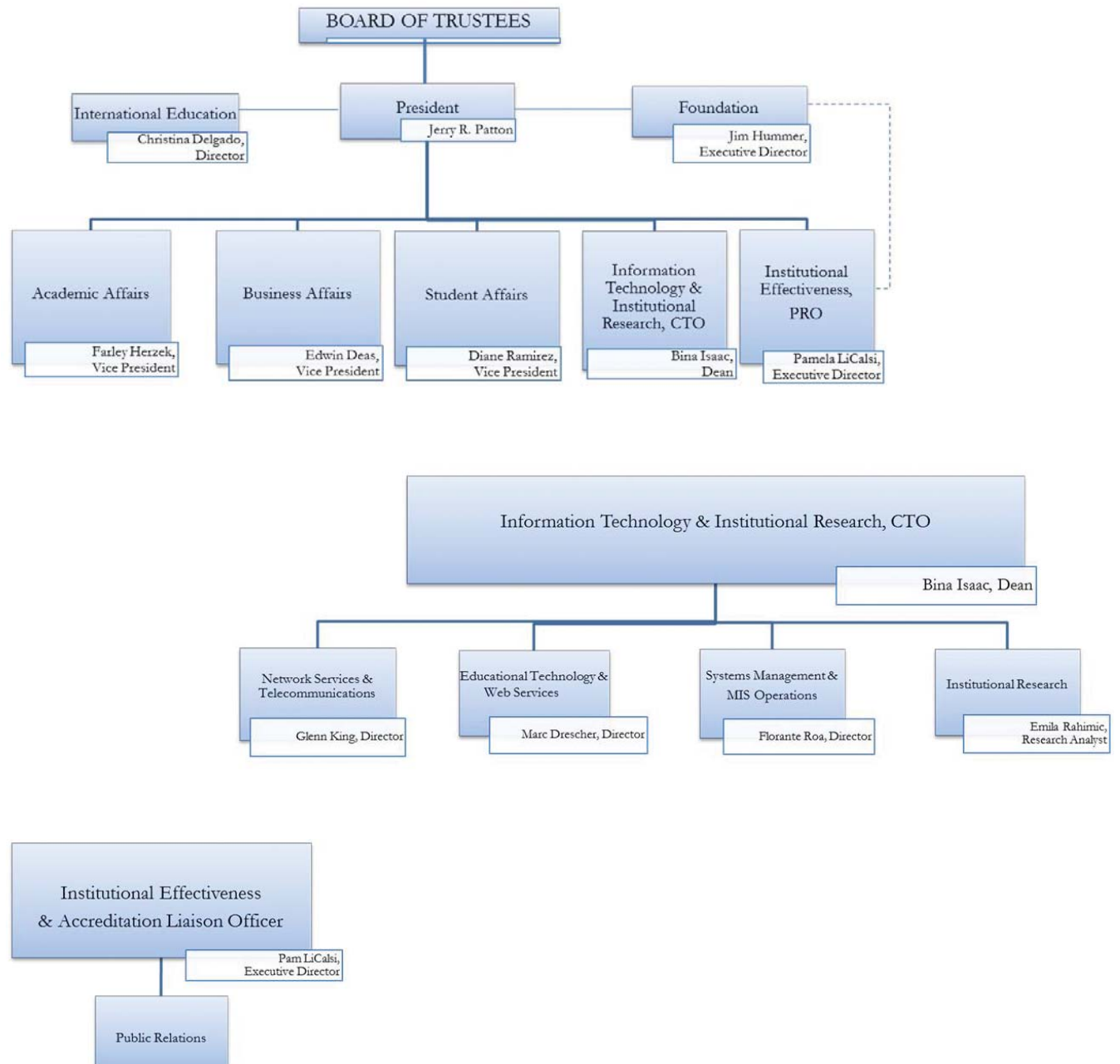
Many other faculty and staff were involved in the Self-Study process by serving on Focus Groups, providing input electronically, and attending presentations of many different entities and constituency groups to review and comment on the document.

The Steering Committee particularly wishes to acknowledge the help of Revae Reynolds, Executive Assistant to the President, Pam Chapman, Administrative Assistant to Pam LiCalsi and Tom Jones, Instructional Services Specialist.

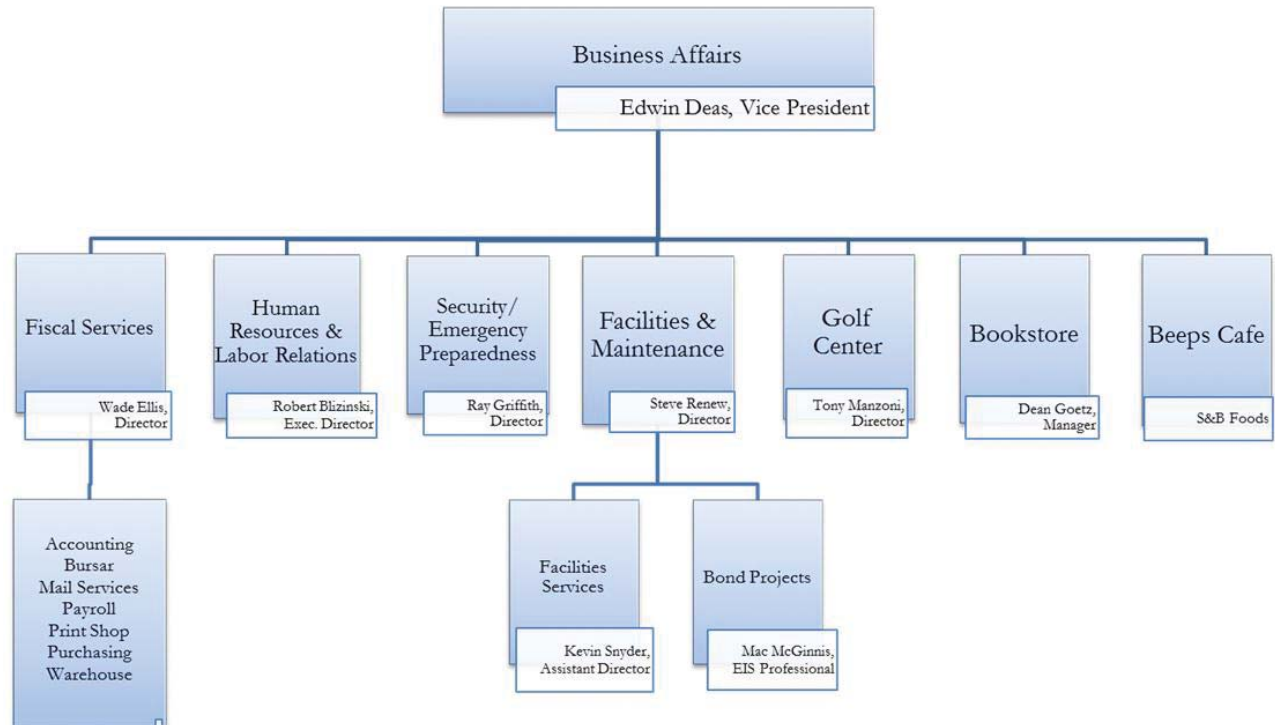
Organization for the Self Study

Organization of the Institution

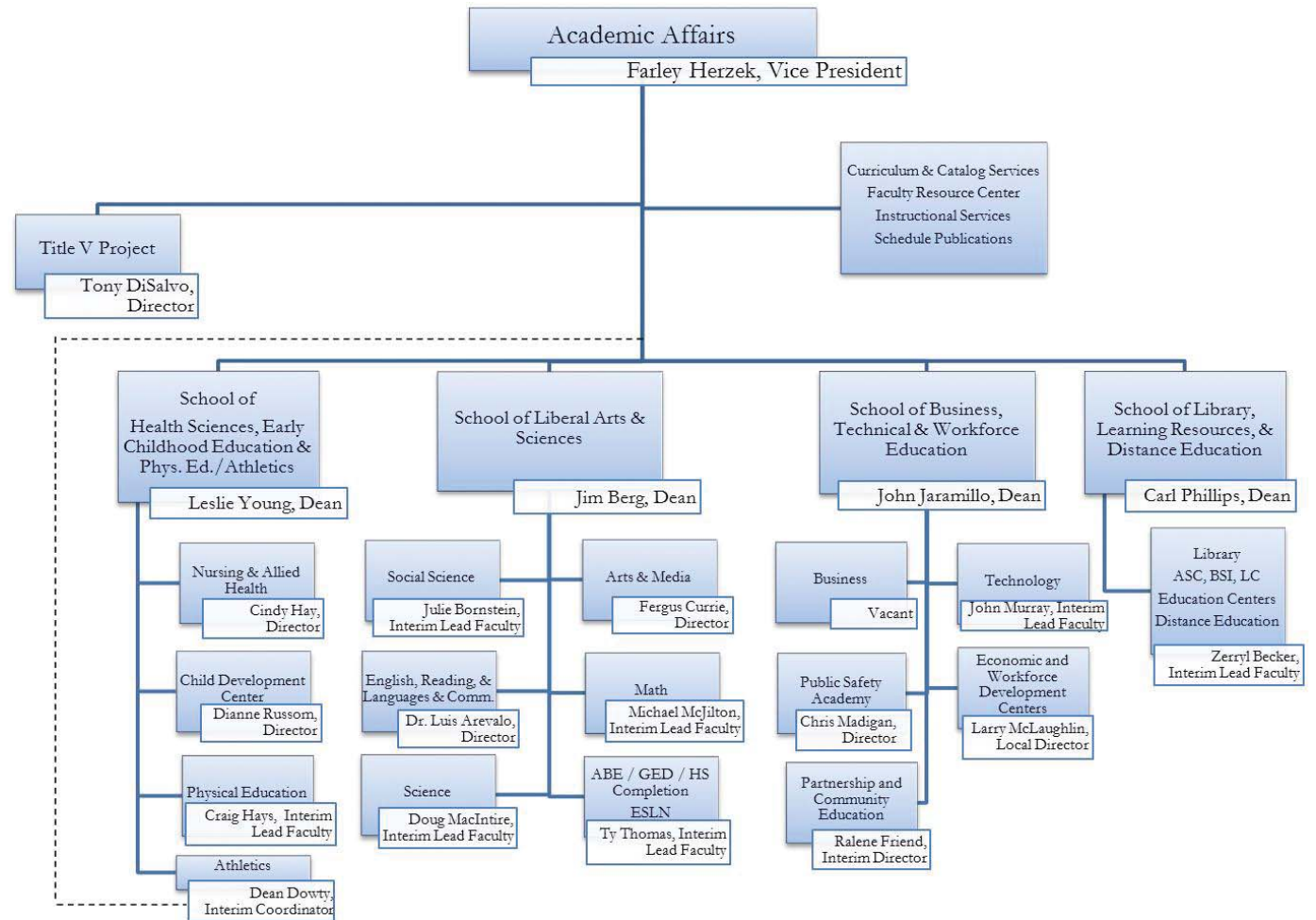
DESERT COMMUNITY COLLEGE DISTRICT



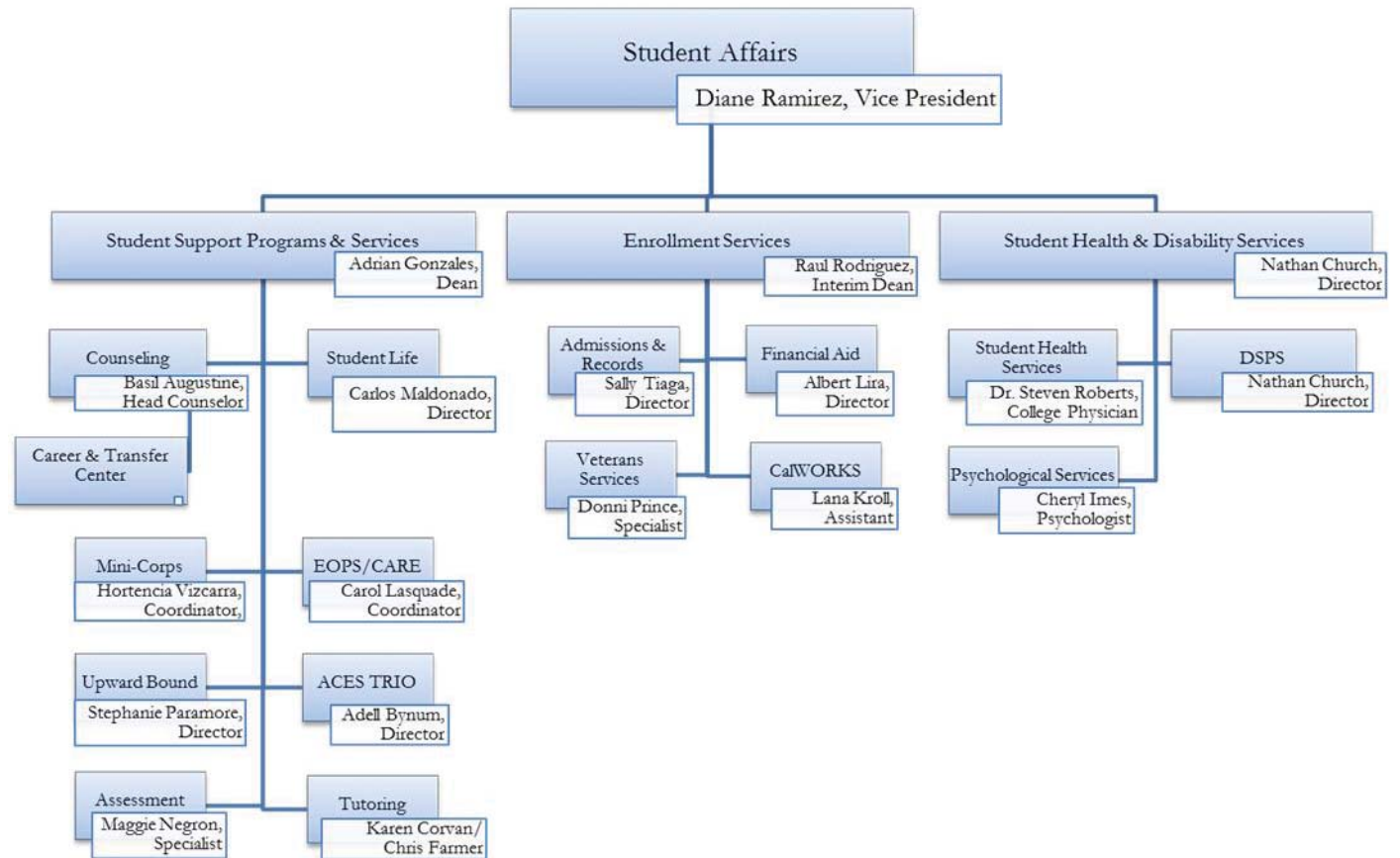
Organization of the Institution



Organization of the Institution



Organization of the Institution



Certification of Continued Compliance with Eligibility Requirements for Accreditation

Certification of Continued Compliance with Eligibility Requirements

The Accreditation Self Study Steering Committee has reviewed the eligibility requirements for accreditation. The committee agrees that College of the Desert continues to meet the eligibility requirements set forth by the Western Association of Schools and Colleges.

1. Authority

The California State Board of Education approved a resolution to establish a junior college district January 1958. Initial accreditation was granted to the college by the Western Association of Schools and Colleges October 1963. College of the Desert has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. Mission

The Board of Trustees approved the current mission statement and the vision and values statements December 2009. These statements are published in the college catalog and various other publications as well as on the college Web site. The statement is consistent with the California Community College system mission.

3. Governing Board

College of the Desert has an elected five-member governing board responsible for the quality of educational programs, the institution's fiscal stability, and the overall integrity of the college. It is a policy-making body that reflects the public interest in its activities and decisions. The student body elects a Student Trustee who votes on college business (except for closed session issues) in an advisory capacity. The board holds monthly meetings

open to the public with notices and agendas widely posted in advance. No member of the board has employment, family, or personal financial interest in the institution.

4. Chief Executive Officer

The college's current president was appointed by the Board of Trustees in 2007, and his primary responsibility is to the institution with the authority to administer board policies. The board appoints the president as the secretary to the board.

5. Administrative Capacity

College of the Desert employs well-qualified administrative personnel to support the institutional mission and purpose. With recent fiscal constraints, the college has evaluated its administrative structure and in 2009 reduced the number of instructional deans from eight to four and reduced the classified supervisors by three. College of the Desert evaluates the sufficiency of its staff regularly through its annual planning process.

6. Operational Status

College of the Desert is fully operational with a main campus in Palm Desert, a center in Indio, and a newly-opened center in Mecca/Thermal (both of which comprise the Eastern Valley Center). There are plans for a Western Valley Center to be located in Palm Springs. Approximately 13,000 students are enrolled in a variety of courses that lead to placement in the workforce, two-year degrees, certificates of achievement, specializations, skills certificates, and transfer to other institutions of higher learning.

7. Degrees

College of the Desert offers 56 associate degree programs and 51 certificate degree programs (including those locally approved and non-credit) in recognized fields of study. Degree opportunities and transfer courses are clearly delineated in the college catalog. Fall 2009 data shows that 51 percent of

students express the intention to obtain an associate degree or transfer and obtain a baccalaureate degree. More than 20 percent of students cite a vocational goal or finding/improving career as their reason for coming to College of the Desert.

8. Educational Programs

College of the Desert's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing, and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as a Second Language Noncredit courses. Programs are developed with information from external scans and recommendations from discipline experts, input from industry advisory committees, and as appropriate, input from transfer institutions.

9. Academic Credit

Academic credit for coursework is awarded in accordance with Title 5 of the California Code of Regulations.

10. Student Learning and Achievement

College of the Desert's catalog defines the requirements for every degree and certificate offered by the college. The listings include prerequisites, course numbers, names, and units as well as descriptive program information. Student Learning Outcomes are identified for all courses and programs of study. All courses are assessed on a three-semester cycle. This process is ongoing, cyclic, and maintained by the Outcomes and Assessment Committee of the Academic Senate. Institutional outcomes have been created to cover all programs and services at the college. All courses align with program and institutional outcomes as they enter into the assessment cycle.

11. General Education

At College of the Desert students are provided with the opportunity to engage in meaningful learning experiences that challenge and encourage them to become lifelong learners. The purpose of general education is that it provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them. In each category in the general education curriculum, specific competencies are identified (including outcomes and assessment); all students receiving an associate degree from College of the Desert must fulfill a minimum of 18 units in general education. General education at College of the Desert prepares students to live productive lives with self-understanding, respect for others, and skills critical to lifelong learning.

12. Academic Freedom

On 19 April 2006 the Board of Trustees approved Policy Number 4030 concerning academic freedom. It states in part: "College faculty are entitled to freedom in the classroom in discussing their subject. The faculty member has license to present whatever he or she may feel is appropriate, and the faculty member's individual judgment and discretion shall be exercised." The statement in this policy also addresses the student's right to academic freedom. College of the Desert faculty members are secure in their right to have and express personal convictions appropriately with the understanding that these convictions are expressed as private citizens just as students are encouraged to do so.

13. Faculty

College of the Desert has a core of well-qualified and experienced full-time faculty, augmented by a substantial number of adjunct faculty, to support the college's educational programs. The degrees and date

of hire for all full-time faculty are listed in the college catalog. Faculty is responsible for curriculum review and development and all assessment of learning in courses and programs.

14. Student Services

The college provides comprehensive student services that support student learning and development. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. Major areas of student services are as follows: admissions and records, financial aid, counseling, matriculation, career and transfer centers, course and program articulation, special programs such as Extended Opportunity Programs and Services, Disabled Student Programs and Services, CalWORKS, and Upward Bound, student outreach, international student programs, associated student government, clubs and activities, and student employment.

15. Admissions

College of the Desert's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. They are published in the college catalog, the schedule of classes, and on the college's Web site. Admissions personnel are qualified for and understand their role relative to established policies.

16. Information and Learning Resources

College of the Desert provides access to information and learning resources and services to support its educational mission. These resources and services are provided to students through the library, the online databases to which it subscribes, and a number of computer laboratories on the college campuses.

17. Financial Resources

The college maintains fiscal soundness through careful management of state funding,

donations, and grants. College of the Desert follows recognized accounting practices and engages in annual planning and budgeting. The college planning process ensures that all constituent groups have an opportunity to participate in the allocation of resources that are expended to support student learning programs and services. The college maintains a Board of Trustees mandated contingency reserve of five percent.

18. Financial Accountability

College of the Desert undergoes an external audit annually by an independent auditing firm. The college has implemented all recommendations from the external audits consistently over the years. The annual external audit is comprehensive, thorough, and adheres to recognized public accounting standards. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm.

19. Institutional Planning and Evaluation

College of the Desert has developed and implemented an annual planning and evaluation process that assures that college activities are consistent with its stated mission and designed to achieve identified goals. The Planning and Institutional Effectiveness (PIE) process, as documented in the PIE handbook, is a collegial process involving all governance bodies. The PIE is overseen by the College Planning Council, which along with its sub-committee structure, is primarily responsible for addressing planning and budgeting issues.

20. Public Information

College of the Desert reviews and publishes the college catalog each year and class schedules are published each term. The schedule is also available electronically. These publications provide comprehensive and accurate information regarding

Certification of Continued Compliance with Eligibility Requirements for Accreditation

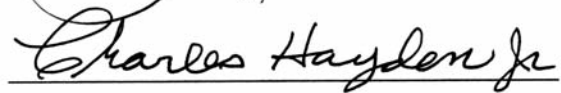
admission, rules and regulations, degrees and curricular offerings, student fees, financial aid, refund policies, transfer requirements, and hours of operation. The catalog also contains information about college policies and procedures, names and contact information of appropriate staff and faculty, and names of the governing board members. The college Web site is also used to provide students and the general public with this information. The college provides information about various activities and important deadlines by direct mail, E-mail, postings on the college Web site, and through several other media. The college works with local media to ensure publication of information as appropriate.

21. Relations with the Accrediting Commission

The Board of Trustees affirms that College of the Desert adheres strictly to the eligibility requirements, accreditation standards and policies of the ACCJC, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. Moreover, the college complies with commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosures in all communications.



Jerry R. Patton,
President, College of the Desert



Charles Hayden, Jr.
President, College of the Desert Board of Trustees

Responses to Previous Accreditation Recommendations

RESPONSES TO PREVIOUS ACCREDITATION RECOMMENDATIONS IN THE VISITING TEAM EVALUATION REPORT OF MARCH 2005

Team Recommendation 1

The college is urged to continue diligently with the efforts already underway through the program review process and to assure that all programs and organizational units develop, assess, analyze, and use student learning outcomes (SLOs) information for program improvement. The college must especially place some urgency on the need to develop a process for student services (Standards I.B; I.B. 1; I.B. 2; I.B. 7; II.A. 1.a,c; II.A. 2.e,f,b,I; II.A. 6; II.B. 1; II.B. 3; II.B. 3.c; II.B. 4; II.C. 2; II.A. 1.c; IV.A. 5; IV.B. 1.g; IV.B. 2.b).

Response

The program review process for instructional, student support and administrative areas is well established, ongoing and systematic at College of the Desert. Programs are reviewed systematically every five years for the Academic Program Review Comprehensive Report (APR) to help guide and direct long term planning, as well as every year using the Program Review Update (PRU) process for the purpose of program assessment, improvement and short term planning. Student Learning Outcomes have been developed at the course, program and institutional level. Courses are mapped to program and institutional outcomes in order to evaluate and improve learning at multiple levels during students' educational experiences. Course Assessment occurs in three stages (assessment, analysis, improvement) on a three semester cycle. Student support services evaluate courses on the same cycle. Student Services programs undergo assessment on a two-year cycle, matching external agency evaluation. Administrative Services participate in program review on two and

three year cycles according to department. All areas of the college map to Institutional Outcomes (IOs).

In the fall of 2007, the Curriculum Committee's SLO Task Force spearheaded a coordinated approach to create, develop, structure, and systematize the SLO assessment cycle. The task force met and determined a college-wide framework for outcomes and assessment, integrating the program review process with planning and prioritization. In the fall of 2008, nine instructional programs completed the review process and presented their results during the spring Flex. In addition, since 2007, one course in every discipline every semester for all academic units has assessed SLOs. In the summer of 2008, three faculty were charged with planning and developing college-wide outcomes and assessment processes for the future of program improvement at the college. The Outcomes and Assessment Committee (OAC) was formed as a result of this planning process.

Since 2008 the college has supported a campus-wide faculty OA Coordinator with 80 percent release time and eight academic unit coordinators (AU), including a coordinator for student support services with 20 percent release time. By the beginning of the fall of 2008 semester, all program SLOs were defined and Institutional Outcomes (IOs) were being developed. Under the guidance and direction of the OAC, the entire campus community was charged with defining SLOs for the remaining courses needing them and assessing courses systematically in every discipline. To accomplish this work, the OAC offered five in-depth, hands-on workshops during Flex. With a timeline, structure and process in place, and with the leadership of the SLO and AU Coordinators, faculty now shares an understanding and participates fully in all parts of the SLO assessment

Responses to Previous Accreditation Recommendations

cycle. By December 2008, 92 percent of all courses had defined SLOs, and currently 100 percent of courses have defined SLOs. In the fall 2008, the OAC reviewed all newly written SLOs in order to normalize and standardize the format. By December 2008, one course in every discipline with previously defined SLOs had completed one assessment cycle. By the end of 2009-10, 30% of all courses had completed the assessment cycle. By the end of the fall 10 semester 50% of all courses will have completed assessment; by spring 11, 75% of the course level assessments will be complete; and by Fall 11, 100% of all courses will be fully engaged in the assessment process which will from then on be cyclic and ongoing. Program improvement is documented in the APRs and PRUs.

The OAC coordinator reports at the full Academic Senate meetings once a month and to the Board of Trustees every semester. At the beginning of every semester, faculty reports assessment data at Academic Unit meetings to discuss findings and make improvements in student learning. After school and academic meetings, discipline breakout sessions are dedicated to working with SLO assessment data. For example, in an Early Childhood Education course practicum during a recent Flex, faculty evaluated and discussed assessment and determined that a rating scale needed to be used for observations to provide feedback on the mentor teacher relationship. Another example emerges out of the English program which recently redesigned its curriculum and assessment practice and engage and encourage student retention and success.

The college OAC website provides useful resources such as assessment tools and rubrics. It outlines clear, in-depth and detailed steps for the SLO

assessment cycle. Faculty and staff access the Flex work-shop presentations, as well as the Assessment Reports and SLO forms, via the Outcomes and Assessment Website. Course SLOs are stored as addendums to the Course Outlines of Record on the Curriculum Committee pages of the Senate Website and in CurricUNET. As courses are updated in CurricUNET faculty will have the opportunity to align courses to Program Outcomes (POs) and Institutional Outcomes (IOs). Institutional Outcomes assessment will be generated out of this mapping process. The college has identified four programs under which all instructional and support services are housed: Basic Skills, General Education, Career and Technical Education, and Student Support Services. The OAC is currently developing these assessment measures to evaluate POs and IOs, as well as considering the use of various web-based systems to manage the process, including CurricUNET, Task Stream and Elumen.

Systematic implementation of SLOs and SLO assessment is firmly developed at the college. A lucid, user-friendly, and effective SLO assessment cycle is evidenced by the Outcomes and Assessment Website. SLOs are defined at every level of the institution including Student Services, organizational units, and instructional courses and programs. Assessment reports house course level assessments. PRUs document program level assessments. CurricUNET serves as the mechanism by which courses are mapped to POs and IOs. PRUs and APRs show how faculty evaluated programs on a short term and long term basis to effectively guide and direct the planning process.

In 2009-10 six programs presented their APRs at a spring Program Review Showcase. Faculty across many disciplines attended the event and discussed

Responses to Previous Accreditation Recommendations

program improvements resulting from assessments. Dialogue was widespread, engendering a deep appreciation for how programs measure success and evaluate student needs based on course level assessments, program review and relationships with external agencies and community employers. In 2010-11, eleven more programs will compose and present Academic Program Reviews (APRs).

Program Review Updates (PRUs) were developed in 2008-09 for the purpose of providing snapshot views of all instructional and student support programs and services on an annual basis, in addition to the comprehensive APR. This report (PRU) is generated by discipline/counseling faculty using student achievement data, assessment information and staffing data to evaluate student and faculty needs and document changes, challenges and improvements within programs. This process has evolved into an integrated approach to planning that allows the college to incorporate the results of program review, so that faculty input based on student learning outcomes directly effects how COD uses its resources to achieve overarching educational goals. PRUs are validated by the Curriculum Committee and disseminated to the Deans for use in creating School Action Plans and to the College Planning Council for the purpose of planning and prioritizing resources based on student learning and achievements. In March 2010, the first round of PRUs were submitted with approximately 30% of the disciplines reporting. In October 2010, ninety-eight percent of CODs programs participated in the PRU process, allowing the college to effectively commit to planning based on the achievement of outcomes and the improvement of programs based on qualitative and quantitative data gathered through course assessment and program review.

The results of multiple course level assessments act as a guide for program planning in the PRU. Dialogue about teaching pedagogy and the sharing of teaching practices emerge from course level assessments. This information is captured by the Assessment Reports (ARs) as courses assess Student Learning Outcomes (SLOs). Discussion of students' needs and curricular issues takes place every Flex during discipline breakout sessions, as well as during academic unit meetings throughout the year, as shown by Flex activities, professional development and academic unit minutes. Faculty has regularly implemented changes to the curriculum in the following semester. As action is taken and changes implemented, the record of improvement reflected in the OASRs becomes a permanent part of the program review report designed to guide thoughtful review of measurable outcomes. The data emerging from program assessment has become a driver to ensure planning and prioritization based on improving student learning.

In the fall of 2007, the president presented a model and set of guidelines for non-instructional program review to the Planning Council. The council approved the model at its March of 2008 meeting. At least one non-instructional program or department in each organizational unit in the college has completed its program review according to this new process. SLO assessment continues to expand in non-instructional areas. The Strategic Educational Master Plan process (described in Planning Agenda Standard I) relies on objectives resulting from unit reviews, and evidenced-based improvements are enhanced as the non-instructional program evaluation process proceeds in all areas for institutional effectiveness. Thus, the non-instructional program review process has become standardized after it was piloted during the spring of 2008 by a

Responses to Previous Accreditation Recommendations

number of units. As part of the strategic planning process, all nonacademic units now utilize this defined comprehensive process on a timeline established in concert with the OAC in order to improve institutional effectiveness. All non-instructional units cycle through program review to evaluate their areas based in part on the assessment of outcomes. This information can then be used to ensure the college is effectively supporting learning in operations other than instruction.

From 2005–2008, all units in Student Affairs completed in-depth annual program reviews entitled Annual Unit Reports and End-of-Year Reports which were incorporated into the annual institutional PRU process in 2008–2009. In 2008, a decision was made to move toward a comprehensive five-year review process as well to aid in strategic planning. A Program Review process for administrative functions was drafted to be piloted in one of the areas under each respective vice president. Student Affairs chose the Financial Aid Office to pilot the new review process in spring of 2008, and thus established a timeline to complete five-year reviews in all of its units.

Extended Opportunity Programs and Services/ Cooperative Agencies Resources for Education (EOPS/CARE) completed their five-year review in winter of 2009, and discovered that the template needed further refinement to capture the essence of Student Affairs, which incorporates both academic and service components. Therefore, in the spring of 2010, a more inclusive Student Affairs Five-Year Program Review template was developed through the collaborative efforts of the Academic Senate, the Curriculum Committee, the OAC, and Student Affairs. The General Counseling unit was the first to utilize the new format and found it works well in

evaluating the effectiveness of the program. Additionally, Student Affairs will implement the second round of the Community College Survey of Student Engagement in spring of 2010 and will be able to compare data with the 2008 survey results.

In the fall of 2009, a representative from noninstructional units joined the OAC in order to foster communication of program review results in all areas of the college. As noninstructional units cycle through the assessment process, the college president is better equipped to guide institutional improvement to ensure that educational planning is integrated with resources planning and distribution to achieve SLOs. Thus, in sum, the college has established its program review processes (both five-year comprehensive and annual PRUs) in Academic Affairs, Business Affairs, Student Affairs, and the President's Office. SLOs information is playing a key role in the review processes, and the review processes are closely linked to planning and budgetary decisions.

Team Recommendation 2

To achieve an appropriate balance of courses in the curriculum and a "Class Schedule" that meets student needs, the college must assure that the general education philosophy and the criteria, standards, and process for identifying requirements for general education courses are established and approved through the college's shared governance bodies and the Board of Trustees in a timely fashion (Standards II.A. 1.a; II.A.3,a,b,c).

Response

In the fall of 2007 the General Education Subcommittee proposed the following process to continue improving balanced curriculum

Responses to Previous Accreditation Recommendations

appropriate to general education and a “Class Schedule” to meet students’ needs. Faculty creating new courses and updating existing courses consult the general education requirements in the Education Code (Title 5 CCR 55063) and dialogue with faculty within the discipline and in related disciplines to make an initial determination where courses fit into general education. The next step uses the general education SLOs as guiding principles for selecting a general education category for each course. Faculty then consults with the Articulation Officer, identifies like courses at College of the Desert, and identifies like courses at CCC, CSU, and UC. Then, faculty submits Course Outlines of Record to the General Education Subcommittee prior to Curriculum Committee and provides rationale for course placement into the general education pattern. Once approval has been granted by the General Education Subcommittee, the Course Outlines of Record go to the Curriculum Committee for final consideration. The College Articulation Officer submits these courses for approval for articulation with the appropriate institutions.

During 2007–2008, as the General Education Subcommittee evaluated the general education SLOs created under the General Education Think Tank, it determined that the approved general education SLOs were neither easily assessable nor commensurate with Title 5. In fall 2008, as the OAC worked to develop the course and program level SLOs, it became apparent that the general education SLOs would require revision. With all college constituents sharing a vision and with an understanding of the practical application of outcomes to the assessment process, the General Education Subcommittee created a general education worksheet to evaluate and designate courses to categories within newly revised general

education SLOs using Title V Guidelines and both CSU and UC transfer requirements.

This worksheet establishes criteria for general education guiding principles for a course, including scope, integrity, generality, critical thinking, continuing study, and cultural diversity. Courses must meet all the criteria in order to be considered the appropriate depth for a general education course. The rest of the worksheet provides category definitions along the new general education SLOs: natural sciences, social and behavioral sciences, humanities, language and rationality, traditions and cultures. Faculty completes the worksheet assigning a course to a particular general education SLO by providing evidence that course objectives meet the criteria defined by the general education outcomes.

In the fall of 2008, the Curriculum Committee and the Catalog Advisory Group determined that the General Education philosophy that was listed in the catalog, which follows the CCLC policy template AP 4025, needed to be revised to reflect the newly adopted general education Program Outcomes (POs). By the spring of 2009, the General Education Subcommittee and the OAC worked to revise the general education philosophy to reflect general education program outcomes as well the college’s commitment to assessing outcomes and multiple levels in order to ensure College of the Desert meets the varied educational needs of students consistent with their educational preparation, diversity, demographics, and economics.

I. General Education Outcomes

The purpose of general education is that it provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster

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better understanding of themselves and the world around them. The need for skills, the quest for knowledge, and the curiosity of the human spirit is interdisciplinary in nature, as reflected by the areas of study that comprise general education. General education at College of the Desert prepares students to live productive lives with self understanding, respect for others, and skills critical to lifelong learning.

C1—Natural Sciences

Natural sciences lay the foundation for understanding living and nonliving systems, introducing students to the power of systematic questioning.

Students completing courses in this category will demonstrate an ability to:

- explain concepts and theories related to physical, chemical, and biological natural phenomena;
- apply the scientific process and its use and limitations in the solution of problems;
- draw a connection between natural sciences and their own lives;
- make critical judgments about the validity of scientific evidence and the applicability of scientific theories;
- demonstrate knowledge of the use of technology in scientific investigation and human endeavors and the advantages and disadvantages of that technology; and
- use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

C2—Social and Behavioral Sciences

Social and behavioral sciences heighten students' awareness of social, political, and economic institutions and human behavior in contemporary, historical, and geographical contexts.

Students completing courses in this category will demonstrate ability to:

- identify and analyze key concepts and theories about human and/or societal development;
- critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
- understand and think critically about different cultures (including topics such as race, gender, and class) and their influence on human development or society;
- examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective; and
- develop individual responsibility, personal integrity, and respect for diverse people and cultures.

C3—Arts, Humanities, and Culture

The arts, humanities, and culture areas allow students to appreciate and develop philosophical, cultural, and literary perspectives, encouraging independence and aesthetic sensibility, and to adapt, respond, and grow in the diverse, global, and rapidly changing environment of the twenty-first century.

Students completing courses in this category will demonstrate an ability to:

- communicate effectively in many different situations involving diverse people and viewpoints;
- analyze the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

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- show how and why the visual and performing arts are unique and how inherent meaning in the arts transcends written and verbal communication;
- effectively communicate and express them and make them understood through visual, auditory, tactile, and symbolic means;
- understand and appreciate diverse local, national, and world context;
- connect knowledge of self and society to larger cultural contexts; and
- articulate the differences and similarities between and within cultures.

C4.A—Language and Rationality

Language and rationality emphasize active participation in clear communication, logical thought, and quantitative reasoning.

Students completing courses in this category will demonstrate an ability to:

- communicate in many different situations involving diverse people and viewpoints;
- listen and analyze the substance of others' comments;
- summarize and analyze fiction and nonfiction;
- conduct research, synthesize and evaluate information, develop arguments, and organize evidence into oral and written presentations using proper research methods and documentation; and
- recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

C4.B—Communication and Analytical Thinking

Communication and analytical thinking emphasize active participation in clear communication, logical thought, and quantitative reasoning.

Students completing courses in this category will demonstrate an ability to:

- raise questions and problems, formulating them clearly and precisely;
- gather, assess, and interpret relevant information;
- compare and contrast ideas from conclusions and solutions based on relevant criteria and standards;
- recognize and assess assumptions, implications, and practical consequences of alternative systems of thought;
- express solutions to complex problems using language and logic; and
- apply logical and critical thinking to solve problems, explain conclusions, and evaluate, support, or critique the thinking of others.

C5—Personal Growth and Development

Personal growth and development emphasizes the integration of mind and body, and enhancement of unique gifts, capabilities, and skills.

Students completing courses in this category will demonstrate an ability to:

- value learning as a lifelong endeavor designed to enrich one's life;
- exhibit habits of intellectual exploration, personal responsibility and well being;
- interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values;
- participate in teams to make decisions and seek consensus;
- recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging; and

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- make informed decisions with self awareness in practical matters including college and career choices.

Faculty within the disciplines is responsible for teaching class according to the course outlines of record. The teaching process engages learners in the subject matter, and the assignments are used as assessments of general education learning outcomes at the course level. Once several courses within a discipline have completed assessment cycles, assessment reports are written and analyzed in the context of annual PRUs.

To reflect the work done by the General Education Subcommittee, Curriculum Committee and the OAC, the 2010–2011 College of the Desert Catalog has been revised to publicize outcomes at the program and institutional level. Along with basic skills, career and technical education and Student Support Services, general education is one of the programs featuring program outcomes. All program outcomes are listed in the College of the Desert Catalog (as well as in CurricUNET).

Through shared governance bodies, the college has created a unique general education philosophy and the criteria as well as standards and a process for identifying general education requirements. The general education philosophy and worksheet have been approved by the Curriculum Committee, the Academic Senate and the Board of Trustees. College of the Desert has been using this general education process for two-and-one-half years, going into the spring 2011 semester.

Recommendation 3

The team recommends that College of the Desert evaluate staffing patterns to ensure sufficient staffing in all areas to support the college mission (Standards I.B; I.B. 7; IIA.1; IIA.2; II.B.1; II.B.3.a,c; II.B.4; III.A.2; II.A.6).

Response

For the last five years, College of the Desert has evaluated staffing needs through its annual prioritization process, which is based on what the college community considers most important to accomplish each year. During the five cycles of the process, the college has had the opportunity to assess and validate the prioritization process as effective. Still, in developing and implementing the college's new Strategic Educational Master Plan, adjustments and improvements were planned for the prioritization process.

The visiting team report expressed concern about the level of college staffing in Student Services specifically. At the time of the visit, several counselors had retired or resigned—including the transfer and articulation counselor—leaving students underserved. Student Services conducted a careful analysis of staffing needs, and each unit considered workload issues, general student population growth, increased special cohorts of students, efficiencies of assignments and duties, organizational structure, and future staffing needs with eastern and western valley expansions. Based on a study conducted and presented by the Dean of Student Support Programs and Services, the Deans' Council established a counselor to student ratio of 1 to 1000 as a goal. These analyses have supported the prioritization of faculty and other positions in Student Services.

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The annual prioritization process is crucial to faculty and staff hiring decisions, and the process begins with each area of the campus conducting a self-assessment and bringing forward its objectives for improvement with associated costs—including human resources—needed for accomplishment. This occurs naturally as programs create and update their program reviews.

Through a series of prioritizations, beginning with Academic Affairs and ultimately including all areas of the campus, a list of priorities is created. Once this list is established, a second prioritization process occurs to decide faculty hiring. Each objective from the priority list that has associated full-time faculty hiring needs is identified. The Office of Academic Affairs supplies quantitative and qualitative evidence for each discipline. These data include actual and projected growth in enrollment, hours taught by full-time compared to adjunct faculty (full-time/part-time ratio), the student to faculty ratio (for Counseling and Nursing), full-time equivalent faculty (as a measure of program size), programs with zero to one full-time faculty member, and external mandates (for EOPS, for example). The Deans' Council ranks the disciplines according to this information, and then reviews the list to make certain that it represents the needs of the college. The CPC reviews and forwards the prioritized list to the president.

Since the number of needed hires invariably exceeds the resources available, the Budget Committee determines the number of available faculty positions. The availability depends on meeting the college's full-time faculty obligation as determined by the CCC System Office, the number of retirements and resignations, enrollment growth that might allow the college to increase the number of full-time faculty beyond the full-time faculty obligation, and positions

sustained by categorical or external funding. The president, in consultation with the Executive Cabinet, gives final approval to hire faculty from the top of the list down in accordance with the number of slots available, and the process to hire faculty begins.

This process resulted in the hiring of 38 new and replacement faculty, including ten Student Services faculty, since the 2004 accreditation visit. The overall increase in faculty was the result of enrollment growth. Because the prioritization process redistributes positions, the college has been able to increase the number of counselors by four. As a result of the 2008–2009 process, the college recruited 17 faculty, five of whom added to the total number of full-time faculty. The results of the process that year included faculty recruiting in the areas of English, Psychology, Math, Theatre Arts, Business, HVAC, Sociology, Speech, Music, Nursing, Biology, Reading, Disabled Student Program and Services, Early Childhood Education, ESL, and a Tutorial Coordinator.

Classified and administrative positions are also identified on the priority list. When a vacancy occurs, the vice president of the area articulates to the President's Executive Cabinet whether there is a need to fill it. New positions must be on the priority list. However, since additional positions are supported nearly always by increase to the college's general fund, they generally occur only when there has been growth in enrollment. As a result, most increases in classified and administrative staffing occurred prior to 2008–2009. Those increases occurred in the following areas:

- Office of the President: Secretary for Academic Senate;
- Library: Director of Library and Learning

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- Initiatives;
- Art Gallery: Senior Office Assistant;
 - Information Systems: secretarial support staff, evening classroom technology support staff;
 - Office of Human Resources: Human Resources Information Systems Specialist; and
 - Administrative Services: Assistant Director Maintenance and Operations, a groundskeeper, custodians (two).

The college has filled vacancies and added to the total number of Student Services personnel as well:

- Counseling: Director of Articulation and Matriculation, Psychologist; an adjunct Counselor for Psychological Disabilities;
- Admissions and Records: Lead Evaluation Specialist, Admissions and Records Technician, financial aid specialists (three);
- Student Support Services: Administrative Assistant;
- Academic Skills Center: Coordinator Tutorial Services, Testing Services Technician; and
- Office Manager for Student Health Services, Disabled Student Programs and Services, and Psychological Services.

Additional needs are identified annually through the prioritization process. With the current lack of state funding, there have been essentially no new hires in recent years.

In 2005, an analysis of instructional administration occurred resulting in the redistribution of divisions according to a plan similar to one approved by the Academic Senate in 2002. The number of instructional deans increased from seven to eight, with the result that the deans' workloads in Off-Campus Programs, Mathematics, Science, Social

Sciences, Arts, Physical Education and Athletics, and Communication were significantly adjusted. In 2006 a Director of Nursing was hired, and in 2007, a Director of Library and Learning Initiatives position was approved.

In 2009–2010 the California state budget began decreasing financial support to higher education including the community college system. It became apparent in the college's budget studies and pro forma projections, the ability to secure the necessary and needed positions for the college was uncertain. Therefore, the president called for the establishment through and reporting to the CPC of four efficiency task forces to identify best ways to provide the college's mission and maximize staffing priorities in the face of dwindling resources. The four Efficiency Task Forces were: Academic Affairs, Student Affairs, Business Affairs, and the President's Office, each chaired by respective vice-presidents and the latter by the president. These Task Forces met in 2009–2010 and delivered their recommendations for implementation. As a result of the Academic Affairs Efficiency Task Force, academic divisions were reorganized and downsized into four major schools: School of Liberal Arts and Sciences, School of Business, Technical and Workforce Education, School of Library, Learning Resources, and Distance Education, and School of Health Sciences, Early Childhood Education and Physical Education/ Athletics. This decreased the number of academic deans from eight to four. Additionally, the new reorganization provided for academic directors and the implementation of faculty "Leads." The Leads positions were to begin as interim to allow for study and recommendations whether these positions should be Leads or Chairs. The college is currently in discussions regarding lead faculty and support for administrative functions.

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In Student Affairs, the major organizational changes were reassignment of Academic Skills Center to Academic Affairs under a new school and dean, Library, Learning Resources, and Distance Education; and International Education programs reporting directly to the president, both effective July 1, 2010.

The work of the Efficiency Task Forces for Business Affairs and President's Office is still in progress.

In 2005–2006, the Vice President of Business Affairs provided a five-year pro-forma budget including the costs of additional staffing for the East Valley sites in Indio and Thermal based on the input from the vice presidents of Academic Affairs, Student Affairs, and the Dean of Off-Campus Programs. Instructional support needs were based on enrollment projections for each year from 2007 through 2010 and the experience of developing the existing center in Indio. Student Affairs deans identified and projected their staffing needs to be efficient and meet the service needs of the off-campus population soon to be expanded to larger facilities. Student Affairs and instructional support positions were identified, approved, and included in the current and future budgets. These include phasing in full-time Admissions and Records Specialist, a full-time secretary, three full-time security officers, and part-time positions including an instructional support assistant, a librarian/LRC, counselor, a tutor specialist, custodian and maintenance positions, and administrative positions. The recent decreases in categorical funding and uncertainty of state funding have affected the college's ability to implement all of these positions.

In addition to processes that identify and prioritize new hires, Human Resources conduct an ongoing internal review of positions. This review can lead to

extensive reclassification processes in which the district reviews classified and administrative positions allowing for changes to existing positions or the creation of new positions. Since the 2005 accreditation visit, 32 reclassifications have occurred. With the addition of the program review process for noninstructional areas and the development of the Strategic Educational Master Plan, the college is better positioned to predict growth of programs and services and maintain a staffing level that supports the college plan.

Team Recommendation 4

The college must, with urgency, review the counseling and advising functions to ensure effective academic advising, general counseling services, and articulation activities (Standards I.B; II.A.6.a,b,c; II.B.1; II.B.3; II.B.3.a,c).

Note the following from the Focused Midterm Report of the Evaluation Team, 14 April 2008, regarding findings of Team Recommendation 4:

Conclusion:

“The college has made significant progress in addressing the concerns in this recommendation regarding counseling, advising, and articulation. Its actions have been slowed given contract negotiations and reorganization demands, but progress has been made. Although more work is needed to ensure ongoing compliance, the staff, training, and processes are aligned to allow the college to fully address this recommendation in the next academic year.”

Response

Since the original evaluation team visit, College of the Desert has continually reviewed the counseling and advising functions and developed a systematic

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approach for ongoing compliance, staff, training, and processes to ensure effective academic advising, general counseling services, and articulation activities. In September of 2008, an Advising Task Force consisting of the Vice President of Student Affairs, the Vice President of Academic Affairs, the Dean of Student Support Programs and Services, and the President of the Academic Senate was created. The task force established a timeline of activities and responsibilities. An advising handbook was written and approved through the Academic Senate, which distinguished the roles between counselors and faculty advisors. The “Advisor Handbook” was placed on the College of the Desert Portal for easy access by all staff to review. During the spring of 2009, the Academic Senate President developed an advising Web site now under evaluative review by the faculty through the Educational Policies Committee. Faculty development Flex activities regarding Academic Advising have been held each semester as well as presentations through a variety of venues that included all academic divisions, the Deans’ Council, and the College Forum. The Advising Subcommittee of the Matriculation Advisory Committee was established and met during the spring of 2009 to address ongoing advising and counseling activities. This produced an advising handbook that was presented as a report on 8 May 2009 to the CPC; to the Educational Policies Committee of the Academic Senate on 14 May 2009 and received by the Academic Senate on 14 May 2009. The “Advising Handbook” is on the Portal for staff accessing and referencing with the purpose of constant review for improvement and inclusion in orientation of new faculty.

The number of general counselor positions has doubled since the last self-study when the college only had four full-time general counselors. A

counselor handbook was established that defined the roles of counselors at the college and is being used for in-service activities for all full-time and adjunct counselors. The college continues to address articulation with a full-time counselor committed to a percentage of her time to these activities. This Articulation Officer works closely with the Articulation Specialist and sits on the Curriculum Committee and the General Education Subcommittee and keeps the faculty informed. To assist the faculty, which is deeply involved in articulation, the Articulation Officer made an articulation presentation at the August 2008 Flex activities. To maintain currency, the Articulation Officer attended both the Regional Southern California Intersegmental Articulation Council in October of 2008 and the California Intersegmental Articulation Council conference in San Luis Obispo in April 2008. The current Articulation Officer provides continuity to the institution, students, and colleagues. The institution is analyzing the amount of time necessary for articulation activities to determine appropriate workload for the Office of Articulation and make appropriate adjustments as needed.

The creation of the “Advisor Handbook” significantly improved the relations between Student Affairs and Academic Affairs. Delineation of the duties of faculty advisors and counselors is clear as well as the listing of support personnel and resources for advisors’ reference. More divisions are appropriately utilizing the inclusion of an assigned counselor to their respective divisions who assists them with their mutual roles in guiding students. By reading the “Advisor Handbook” as well as through in-service training, faculty advisors and deans have become more aware of the role of advisors and how advising differs from counseling. The faculty is in a better

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position to participate in improving its role as advisors and has moved ahead in more robust discussions of their roles and needs.

Utilizing the benchmarks established by the first Community College Survey of Student Engagement in spring 2008, the college has contracted to conduct the survey every other year. The survey was also administered during the spring 2010. The 2008 survey yielded important data regarding students and the advising and counseling services at College of the Desert, which were reflected and addressed in several Student Affairs program reviews. The results of the 2008 and 2010 Community College Survey of Student Engagement are now being compared and evaluated.

Articulation specific to local high schools has increased dramatically with the formation of California Partnership for Achieving Student Success (CalPASS) professional learning communities in the areas of healthcare, English, mathematics, and career technical education. The cooperative efforts of College of the Desert with its high schools have been one of the great success stories of the past two years, due to the Education Consortium. It is comprised of: secondary school and district representatives of the three local unified school districts; College of the Desert's instructional and student services vice presidents and several deans; the president/representatives of California State University, San Bernardino at Palm Desert Campus; and the representative of the University of California Riverside, Palm Desert. These discussions are bringing about collaborative efforts through identification of mutual needs in promoting student success. Additionally, all of the unified school districts joined College of the Desert in becoming members of CalPASS. The three unified school

districts and College of the Desert now share significant data about academic success and articulation as students move from high school to and through College of the Desert. All participants are engaged in the continuing dialogue and collaborations regarding student success data and articulation. The English and math faculty of College of the Desert and the unified school districts had begun informal conversations around curriculum alignment. This has been formalized with the implementation of the CalPASS Professional Learning Councils. The math professional learning council worked on piloting a new math assessment tool for incoming high school students. This assessment was initially administered by high school faculty on the high school campuses. In addition to the English and math councils, the college has also engaged the unified school district in implementing an Allied Health professional learning council and a Career Technical Education professional learning council. This is the first career technical education professional learning council in California.

Additionally, the college is actively engaged in high-school-to-college pathway development and articulation. The Tech Prep Coordinator has been actively pursuing articulated Career Pathways development with all three local school districts. The Regional Tech Prep Consortium recently had their five-year plan approved by the State Chancellor's office. The Tech Prep Coordinator participates on the Articulation Workgroup of our local Educational Consortium with College of the Desert, all three local school districts, and California State University, San Bernardino. To date, the college has articulated courses in Automotive Technology, Drafting, and Environmental Design with Palm Springs Unified School District and is seeking approval from Coachella Valley Unified School

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District. Faculty from the college and the local district meet several times yearly to complete the articulation agreements. The Tech Prep Coordinator is working with the Dean of Business, Technology, and Workforce Education and the Dean of Student Support Programs and Services, to update the K-12 Articulation Handbook. It is anticipated that the handbook will be fully updated by the end of the spring 2010 term.

Team Recommendation 5

“The college needs to use its Facility Master Plan and bond-related construction program definition to engage in a specific planning endeavor to identify service-level requirements and to plan strategically for the human resource and financial resource needs that new facilities will require (Standards I.B.4, II.A.1, II.A.2, III.A.2, III.B.2.a).”

Response

In conjunction with its bond-related construction program and 2010 Educational Master Plan, the College of the Desert uses its Facility Master Plan to identify service-level requirements and to plan for the human and financial resources that the new bond-related facilities will require.

The priority for College of the Desert in relation to its expansive construction program, funded by a \$346.5 million bond measure, is to ensure congruity between the Educational Master Plan and Facilities Master Plan and to commit appropriate resources in the budget planning process to operate the new facilities. This is particularly important in the case of new education centers being planned for the East Valley (Mecca/Thermal) and West Valley (Palm Springs). While a further new campus is in design stage for Indio, it is a straight replacement for a

leased facility and, as such, has no new operating ramifications. Such integrated operating and capital expenditure planning is being made more difficult as the college faces the dichotomy of shrinking operational resources due to the serious state economic situation and a well-resourced capital budget from the bond measure. While acknowledging the difficulty, the college is, however, committed to an effective expansion program to meet growing educational needs of the valley.

Staffing requirements and financial support plans are in place for the new Mecca/Thermal campus in the East Valley, which opened the spring semester of 2009. At present 14 classes are being offered, and enrollments are better than projected with 580 students occupying 677 seats in the temporary classrooms. The Mecca/Thermal Campus will likely provide a fairly modest but steadily increasing program of classes for at least three to five years in temporary modular buildings. There will be little or no increase in funding for faculty since, as projected at present, there will be little or no increase in the number of classes offered districtwide. If there is an increase, it will be funded with growth income. The support staffing is consistent for the number of classes offered. The funds for staffing are included in the current college budget and in multiple-year forecasts.

The college recently completed an Educational Master Plan that includes program recommendations for the future at the Mecca/Thermal Campus when permanent changes to further buildings are added. Using the information from this plan, a separate master plan for the Mecca/Thermal Campus outlines the programs to be offered, staffing requirements, and a cost analysis. The financial plan includes the recognition that when this location has sufficient

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enrollment to qualify as “center” status, under AB361, the district will receive an additional \$1 million income each year. That threshold can be anticipated based on extensive demand surveys and present activity levels at the Indio and Mecca/Thermal facilities and the application for center status is at an advanced stage.

In the spring semester of 2009, two new buildings were occupied on the Palm Desert Campus, namely the new Nursing Building and the new Public Safety Building. Both have endowments to cover most of the maintenance costs. The balance required is included in the operating budget. The Nursing Building is staffed by the current staff that moved from a building that was just remodeled. Therefore, there will be no additional cost for faculty. The Public Safety Building houses the present Public Safety Program moved from various locations.

Similarly in 2010, the Cravens Student Services Center was opened on the Palm Desert campus. This building accommodates a total consolidation of all existing student services that were previously dispersed across campus. As such, the building has no real operating ramifications staffing-wise or maintenance-wise because many of the former facilities are portables that have been or are scheduled to be demolished.

Future building projects on the Palm Desert Campus largely are focused on consolidation of existing programs and replacement of substandard or temporary facilities. Consequently, increased faculty and support costs will be minimal and will be confined to state-funded growth. In addition, the development of new, highly efficient, green buildings to replace inefficient buildings should lead to quantifiable future cost avoidance in operating costs

if not actual reduction in operating costs. Such savings are being calculated and reflected in multiple-year budget forecasts.

The plans for the West Valley Campus are still in the development stages. The programs to be offered there will be determined by considering our Strategic Master Plan, input from focus groups from that area, and other identified needs of the college. A clear educational vision is now articulated in the new Educational Master Plan. Construction on that site is not scheduled for at least three years. Our plan will include the ongoing financial requirements to operate that campus. The Campus Master Plan will likely reflect a college-funded core within a substantially larger campus funded by community, business, and other public agency services. It is intended that the larger campus will operate on a self-sustaining basis without recourse to the college utilities budget.

The expansion program is likely to continue through the next five years and may not be completed until the following five-year period. That timeframe enables College of the Desert to ensure that all operational consequences—program, service, and operating costs—are incrementally built into the budget and multiple-year forecasts.

Recommendation 6

College of the Desert must explore new efforts and initiatives to identify and address the barriers that limit the diversity of their faculty and to ensure that faculty reflect the rich diversity of their student body (Standard I.A.1, II.A.1.a, II.A.2.d, II.A.3.c, II.B.3.d, III.A.4.b).

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Response

College of the Desert has increased its efforts to attract and retain a diverse faculty and staff. Shortly after the accreditation team visit of 2005, College of the Desert earned an Administrators Award for Progress in Diversity. Since then, the college has taken concrete steps to increase the diversity of our applicant pool, track the diversity characteristics of our applicants and our existing staff, improves diversity within hiring committees, and provides diversity awareness training to our faculty and staff.

Changing Demographics of Full-Time Faculty: The College is acutely aware that significantly changing the demographics of full-time faculty will take many years of sustained effort. There have been relatively few faculty hires since 2005 but the table below shows a steady decline in White faculty along with an increase in both Hispanic and Black faculty, with other ethnicities staying stable. In the same period, the number of male faculty has fluctuated but remained fairly stable, while the number of female faculty has increased.

	2005	2006	2007	2008	2009	2010
White	97	96	94	96	95	93
Black	5	5	5	6	6	7
Hispanic	6	11	13	13	12	12
Asian	4	4	4	5	4	4
Nat. Amer.	0	0	1	1	1	1
Female	51	55	53	60	57	57
Male	61	61	64	60	60	59
Total FT Faculty	112	116	117	120	117	116

A Commitment to Diversity: In response to Board Policy 7100, Commitment to Diversity, the college discussed implementation procedures in several venues, including the College Planning Council and the Diversity Council, and in August 2010 the President’s Executive Cabinet approved Administrative Procedure 7100, Commitment to Diversity, which explicitly requires that the college follow State Equal Employment Opportunity guidelines in the following areas:

- training of screening committees;
- advertising practices;
- use of a “Voluntary Recruitment Information Form” to be made available to all applicants; and
- use of adverse impact analysis to track gender, age, ethnicity, and disability status at each stage of the hiring process.

In the meantime, the college has been developing an Equal Employment Opportunity Plan that will spell out details of how these requirements will be implemented. Development of this plan has been delayed while state level equal employment opportunity requirements from the Chancellor’s Office have been developed. At this reporting, those requirements are not finalized, but College of the Desert’s Equal Employment Opportunity Plan is nearing the point of final approval.

Recruiting and Hiring Procedures: Since the accreditation visit, the Office of Human Resources has revised its recruiting and hiring procedures. Reviews of these procedures have taken place among numerous groups in the college, including Student Affairs, classified supervisors, instructional deans, and the academic senate. The college recently adopted “People Admin,” an electronic recruitment and hiring software, which allows real time tracking

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of the status of all current hiring processes. This software increases the ability of Human Resources staff to study the effects of diversity at various stages of the hiring process. The college has also made efforts to include more diverse membership within interview committees by assuring that each committee includes members representing a range of areas in the college.

Advertising: Advertising practices have been revised to be broader and more inclusive with a special focus on minority recruitment. Over the last two years, the college has used more than 35 different advertising outlets, including La Prensa Hispana, Black Careers, Asian Pacific Careers, Women in Higher Education, Diverse Issues in Higher Education (websites: www.latinosinhighered.com, www.asiansinhighered.com, www.blacksinhighered.com, and www.hispanicsinhighered.com).

Equal Employment Opportunity Training: The Office of Human Resources assures that everyone on a selection committee has been trained in recognizing various ways in which bias and discrimination can enter into hiring decisions. Other areas that are addressed through the new Equal Employment Opportunity Program include:

- revised training programs;
- an increase in the number of Equal Employment Opportunity-trained staff;
- the inclusion of specific demographic information in the academic division when training hiring committees for new faculty positions;
- keeping records of training in personnel files with certificates issued to those that are trained; and

- a two-year cycle of updating training, as has been recommended by the Diversity Council after review, to keep the critical need foremost in the search committee member's thoughts.

Diverse Faculty Represented at Job Fairs: In years when College of the Desert has hired a large number of new faculty positions, a diverse faculty population represented the college at hiring fairs. Potential applicants had more opportunity to talk to women and minorities employed by the college at these job fairs—more so than at any time previously.

SEED Forum and Seminar: Seeking Educational Equity and Diversity (SEED) has been part of the college since 2002. These seminars are open to all staff and provide continuing in-depth seminars on equity and diversity issues. Funding for this program has allowed the regular training of new SEED leaders and the opening of five SEED seminars, all of which ran for at least two years, with one meeting continuously since the inception of the program. This has greatly increased the number of faculty and staff who have completed this training over the last eight years.

Diversity Council: The Diversity Council has six primary functions that include a wide range of efforts to support and respect diversity and equity at the college. To meet these varied functions, it has developed and continues to assist in several celebrations of diversity, including National Hispanic Heritage Month, National Disabilities Awareness Month, Day of Respect, Women's History Month, Black History Month, Cesar Chavez Day, International Day, and Asian/Pacific Islander Month.

Another primary function of the Diversity Council is the formal role it plays in the development of policy,

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procedures, and planning regarding diversity. It has been closely involved in developing the Equal Employment Opportunity Plan based upon the CCC System Office Model Plan. As mentioned above, this plan is not complete at this time due to ongoing consultation with the Chancellor's Office, but the current draft of the Equal Employment Opportunity Plan includes the following recommendations:

- The Diversity Council will act as the college's advisory council to the district's Equal Employment Officer; and
- Equal Employment Opportunity Training will be reviewed by the Diversity Council for improvements as necessary. (Note: the Diversity Council already reviews the training programs of the district in conjunction with the Office of Human Resources, but in the Plan it will be recommended to be formalized.)

In summary, the college continues to work diligently to overcome barriers to true diversity in faculty and staff, and it has done this through innovative techniques and concerted effort.

Recommendation 7

It is recommended that the college increase the involvement of students in the shared governance process (Standard I.B.4, II.B.3.b, III.B.1.b, III.C.1.a, IV.A.2).

Response

With the retirement of the Director of Student Activities in early June 2007, the Dean of Student Support Programs and Services had the opportunity to work with student leaders, expanding their participation in collegial consultation and student governance. The job description for Director of

Student Activities was rewritten to emphasize its new more encompassing title and functions as Director of Student Life. Upon arrival in October 2007, the new director organized and conducted an Associated Students of College of the Desert (ASCOD) retreat with the focus of reviewing and developing a more responsive constitution to improve student leadership participation in collegial consultation. The results of these redesigns were submitted to the general student body for a vote and approved, and they were subsequently approved by the Board of Trustees.

Both the Student Trustee and the ASCOD President are members of and attend the CPC, the collegial consultation body of the college. These two student leaders have worked together, along with the Dean of Student Support Programs and Services and most recently with the new Director of Student Life, to create and sustain a continuing tradition of student participation. Both regularly report to the Board of Trustees on activities and concerns. In 2007–2008 the Student Trustee was given an advisory voting authority on the board, and subsequent student trustees have been modeling strong, informed behavior for student leaders who follow. The Student Trustee and the ASCOD President regularly communicate, and they attend all ASCOD meetings to query and listen for student opinions to relay to the board. Additionally, the ASCOD President and the Student Trustee hold regular office hours to listen to student concerns and solicit student input. The ASCOD president and members have increased communication and involvement with EVC off-campus students in participation of ASCOD elections, student photo identification cards, Club Rush Week, and Homecoming activities. Two students are included as members of the CPC, and a special student forum to gather student input for the

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strategic educational master plan was well attended. These activities are now codified in the new constitution that has been approved, and the new constitution now ensures exemplary student participation.

The process to select student representatives to college committees and task forces was amended, and now there is (or was) participation of students on several committees, including the Bond Committee, Bookstore Committee, the Presidential Search Committee, Student Services Center Building Committee, and the Dining Hall/Student Life Building Committee. Members of ASCOD participate each year on the Commencement Committee and in commencement activities.

ASCOD conducted in spring 2008 a Student Climate Survey, in addition to the campuswide Community College Survey of Student Engagement survey administered by the Research Office. The results assisted campus leaders in the identification of student concerns and successes; these results have been the basis for the student life agenda of the Director of Student Life.

In summary, the impediments to increasing the involvement of students in the shared governance process were identified and addressed since the Accreditation Team visit. Collective efforts have come together and produced a new and dynamic respect and expectation for student involvement, student leadership, and student input into college matters. The student voice is heard in all important committees of collegial consultation in addition to activities that directly affect their lives. Those committees of primary matters in collegial consultation where the students are members are the College Planning Council and the Board of

Trustees. All are well attended with active participation by student representation. Other students serve on a variety of college committees. The college culture has turned to expecting a student representative on their committees and seeking them, and likewise the college culture has come to expect administrative participation in student activities, for example, the president of the college periodically attends ASCOD meetings to discuss student issues.

Recommendation 8

That the Board of Trustees develop a written policy describing its self-evaluation process that is published in the policy manual (Standard IV.B.1.g).

Response

The Board of Trustees, in October 2007, adopted Board Policy 2745 entitled "Board Self Evaluation." This policy established a Board Self-Evaluation Committee that recommends to the full board the instrument and/or process to be used for self-evaluation. The full board considers the recommendation and adopts an instrument and/or process to follow. A summary of the results of the evaluation will be discussed annually at a board meeting scheduled for that purpose. The results will be used to cite accomplishments over the previous year, identify areas for improvement in the board functioning, and provide a basis for setting goals for the upcoming year.

The process established in the Board Policy 2745 has been further delineated in Board Procedure 2745. And following procedure, a Board of Trustees Retreat in December 2007 reviewed a draft self-assessment tool developed from the Association of Community

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College Trustees' "Board Self-Evaluation Item Bank." And at the January 2008 Board of Trustees' meeting, the board approved the self-assessment tool, followed by the February 2008 meeting where the board reviewed the results of their self-assessment. The Policy, along with its accompanying Procedures, continues to be carried out and is functioning.

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The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

College of the Desert's educational purpose, intended student population, and commitment to student learning is clearly defined in its mission, vision, and values statements:

Mission

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.

Vision

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development, and quality of life in the Coachella Valley and surrounding communities.

To accomplish its mission and vision, College of the Desert offers the following programs and services:

- basic skills courses that provide comprehensive support to students in the areas of essential, pre-collegiate language, reading, writing, mathematics, and ESL skills;
- career and technical programs that provide a context for academic coursework and set the standard for challenging and engaging student-centered instruction, preparing students for success in the global workforce;
- transfer programs that are equivalent in content and rigor to lower division programs in four-year colleges and universities, for students wishing to pursue a baccalaureate degree;

- associates degree programs for students fulfilling the general education requirements and the requirements of a major;
- student services, such as counseling, tutoring, study skills, and student development courses designed to support student access, retention, and completion of goals; services provided by Disabled Students Programs and Services (DSPS); and Student Health and Psychological Services, such as confidential psychological counseling and health services;
- international student services such as housing assistance, university transfer assistance, academic advising, tutoring, immigration advising, and student activities; the Intensive English Academy assists students to learn English skills that will be needed for entering an American university or college;
- cultural offerings, including musical and theatrical performances, art exhibitions, readers, and lecturers that enhance the quality of life in our community; and a broad range of lifelong learning opportunities.

Values Statement

College of the Desert is a learning-centered institution that values:

- *Student Success:* Student learning and growth are central to all we do.
- *Diversity and Inclusion:* We embrace the diversity of our community and uphold the dignity and worth of the individual.
- *Integrity:* We are open, honest and reliable.
- *Respect:* We value the thoughts, words, and actions of our students, colleagues, and community.
- *Dedication:* Our faculty, staff, and administrators are responsible leaders who effectively

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- implement programs in support of student learning and efficient college operations.
- Professionalism: We are current in our areas of expertise and embody high standards of conduct.
 - Communication: We communicate with authenticity in pursuit of broad understanding, effective dialogue, and inclusive decision making; and
 - Lifelong Learning: Learning is essential to living—for our students, faculty, and staff.

The College of the Desert is an open access institution of higher education that serves high school graduates or the equivalent from both the local and global communities. We offer programs and courses for students seeking associate's degrees, transfer to four-year institutions, career development, and personal and professional enrichment through credit, noncredit, and not-for-credit instructional offerings both on-site and on-line.

We respond to all the California community college criteria outlined in the system mission statement: offer academic and vocational instruction, provide remedial instruction, supply workforce training and basic skills education, prepare students for transfer to four-year institutions, and offer opportunities for personal enrichment and lifelong learning ([e.IA-1](#)).

As illustrated in the fall 2009 Student Status per MIS submission chart, the college provides opportunities for students to meet all of their identified goals ([e.IA-2](#)).

The college uses a variety of research reports, student profiles, and state guidelines including—demographic data, CalPASS/Cal State Data, MIS reports, CCC Data Mart, CTE Core Indicator Report to the Chancellor's Office, and Accountability

Reporting for the Community Colleges report—to identify its current and potential student population. Enrollment data and student profile information available through the Office of Institutional Research substantiates that the institution's locations, resources, and programs are an effective match for the communities we serve.

According to the State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, CA, July 2007 Riverside County is a "minority/majority" county, and this trend will continue over the next decades. By the year 2030, Hispanics will constitute the majority of the county's population while the White proportion will decrease to little more than one-third of the population base ([e.IA-3](#)). As reported in the Coachella Valley Economic Report, 2008 compiled by Dr. John Husing, in 2007, the share of population in the Coachella Valley that was White was 43.2 percent. Hispanics were 43.4 percent. College of the Desert's Hispanic student enrollments were 49.4 percent of our total student population in fall 2000, rising to 55.6 percent in fall 2009 ([e.IA-4](#), [e.IA-5](#)). Reflecting these demographics, College of the Desert is designated as a Hispanic Serving Institution (HSI).

Our students have diverse skills when they enter the college. In fall 2009, five percent of the 2,116 entering students assessed at college level in all three assessment tests (sentence skills, reading skills, and math skills), 55 percent were underprepared in all three skills ([e.IA-6](#)).

The institution provides a variety of services, programs, and initiatives to assist and enhance student learning.

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These include:

- financial aid;
- orientation programs;
- counseling services;
- assessment testing;
- a matriculation initiative;
- learning communities and basics skills programs such as:
 - Strengthening Pre-Collegiate Education in the Community College (SPECC);
 - Writing, Reading, Academic Advancement Program (WRAAP);
 - the Basic Skills Initiative (BSI);
 - a Math, Engineering, Science, Achievement Club (MESA);
 - alumni services that provide scholarships and bus passes;
 - activities and clubs sponsored by the Associated Students of College of the Desert (ASCOD);
 - California Partnership for Achieving Student Success (CalPASS) with four professional learning communities (English, math, allied health, and career and technical education);
 - summer bridge programs;
 - (DSPS Instructional Support Lab/High Tech Center;
 - Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Academic Counseling and Educational Services (ACES), and TRIO;
 - CalWorks;
 - Upward Bound; and
 - the Child Development Center.

In addition, there are book rental and loan programs available to students through the College of the Desert Bookstore, New Horizons, EOPS/CARE, MESA, and the college library.

In an effort to continually improve student success, College of the Desert created the Outcomes and Assessment Committee (OAC) that provided a campus coordinator and assistant OAC coordinators representing each division that worked collaboratively with full- and part-time faculty to develop Student Learning Outcomes (SLOs) and assessment methodologies. A major result of this effort was that by the end of the 2009–2010 academic year, SLOs were complete for 100 percent of the courses offered at College of the Desert. The processes implemented by the OAC continue and reflect the college's commitment to student learning. The OAC is working to ensure that faculty within disciplines are utilizing the SLOs and assessment information in their dialogue about student learning. This illustrates the process that the Outcomes Assessment Committee (OAC) created, reflecting the collegewide commitment to the continuous cycle of assessment and its positive effect on student success.

College of the Desert's mission statement speaks directly to our commitment to providing excellent programs and services necessary for the success of our students, stating; "College of the Desert provides excellent educational programs and services that contribute to the success of our students" ([e.IA-7](#); [e.IA-8](#)).

I.A.1 *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Descriptive Summary

The college's strategic planning process was built upon the 2003 Education and Facilities master plans developed by an outside consultant, and during 2004 and 2005, interim processes guiding master planning

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at the college were utilized. In 2005, a Strategic Education Master Plan Process (SEMPP) committee was formed, and over the course of 18 months this committee developed an extensive process for strategic planning at the college. This process was approved by the Academic Senate in May 2007 and by the Board of Trustees in June 2007. In September 2007 the Strategic Education Master Plan (SEMP) Committee (later known as the Planning Council) was established and charged with implementing the planning process designed by the SEMPP Committee. Recognizing the critical importance of strategic planning at the college, the Planning Committee merged with the existing college governance collegial consultation committee (College Council) and became the College Planning Council (CPC) in September 2008. The CPC is comprised of all employee groups, the Academic Senate, and leadership. In 2008, the CPC adopted the Planning and Institutional Effectiveness (PIE) process ([e.IA-9](#)).

The PIE is an on-going collegewide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission and goals and continuously improving its programs and services. At the unit level, the process includes: 1) developing a unit purpose or mission statement and annual goals/objectives/action plans and/or SLOs to support the college's strategic mission and goals; 2) developing procedures/assessment methods and criteria for measuring the success of the unit's objectives/action plans/learning outcomes; and 3) documenting the results to show that the unit is continuously improving its programs and/or services. The process is a continuous planning-implementing-improving cycle that is applied at every level of the college.

The college mission statement was developed by the CPC utilizing the information solicited campuswide in the development of the SEMP in 2008 ([e.IA-10](#)).

Discussions at various college levels periodically address the relevance of the mission statement to student learning. Examples are the CPC (minutes), Academic Senate meetings (minutes), dean's meetings (minutes), division meetings (minutes), faculty learning experience meetings (Flex) (agendas), community forums (reports) ([e.IA-11](#); [e.IA-12](#)). The President's Full Cabinet (consisting of the college president, all three vice-presidents, executive director of the Foundation, executive director of Institutional Effectiveness, ASCOD president, Academic Senate president, and the presidents for all three unions) meets twice monthly during the academic year to focus on how the institution serves our students ([e.IA-13](#)). The discussion currently is centered on establishing a culture of student access and success and how to provide opportunities for dialogue throughout the institution about the same ([e.IA-14](#), [e.IA-15](#), [e.IA-16](#)).

Additionally, presentations about the outcomes of the Community College Survey of Student Engagement (CCSSE) and Accountability Reporting for the Community Colleges reports are presented and discussed at various venues, including the CPC, the Board of Trustees, and school/division meetings.

College of the Desert's recent passage of a \$346.5 million bond for facilities improvement and development demonstrates the communities' and the college's commitment for continuous program and infrastructure improvement. In addition to two new facilities for programs in the Public Safety Academy and Allied Health/Nursing, College of the Desert has renovated and updated the business building to include a new computer lab for digital

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design and production and opened a new building (Cravens Student Services Center) to bring all the scattered student services to one primary facility to improve all student support services across the district.

Additional educational and student services and student life centers planned for in the next ten years are evidence of a conscientious effort to provide programs and services that “contribute to the success of our students” ([e.IA-17](#); [e.IA-18](#)).

The BSI has supported faculty stipends for the development of new learning communities, funded field trips to local university campuses to give basic-skills-level students information about future academic avenues available to them, and supported dedicated, course-specific tutorial services across all learning communities and College of the Desert. The BSI has also funded computers, summer bridge model programs, and generally provided extensive support for basic skills classes in math, reading, English and ESL. As of fall 2010, BSI and learning communities have been placed under a single coordinator that we expect shall facilitate greater coordination between these two programs.

College of the Desert utilizes significant research and program review to determine the degree of success our students are achieving (Student Success Data and program review summaries). For example, as math faculty analyzed the SLOs and outcomes data they restructured their remedial math classes and created a common final as an assessment tool. Additionally, as the math faculty has worked with the K-12 math faculty in the Professional Learning Council supported by CalPASS, they have recommended a different assessment/placement instrument for incoming students. The assessment of institutional effectiveness is a

widespread and ongoing effort. It is accomplished at multiple levels of the organization. It is accomplished at the course level through the analysis of SLOs. At the program level the program review processes (both the five-year and annual update) are used to determine effectiveness, drive planning, and make improvements where necessary for all instructional and non-instructional programs and support services.

In order to evaluate learner satisfaction, the college administers the Community College Survey of Student Engagement (CCSSE), a well-known national survey, every other spring. In addition, an ASCOD survey and an Hispanic consortium survey are administered at the same time as the CCSSE survey to determine student satisfaction with the programs and services available at the college.

The SEMP contains student input from surveys as to their thoughts regarding the success they are achieving. In addition, the college conducts student profile studies and utilizes the CCSSE. In 2008 the college administered the CCSSE for the first time creating benchmark responses. The survey was administered again in spring 2010, with the results being available campuswide in October 2010. This now provides an opportunity to evaluate the comparison data, establish goals for the benchmark responses, and data to inform dialogue about student engagement as it relates to student learning and success. The BSI Committee is responsible for leading this faculty dialogue.

College of the Desert also conducts an ongoing program review process in which an assessment of student population and needs is included. Regular instructor evaluation includes student input ([e.IA-19](#); [e.IA-20](#); [e.IA-21](#); [e.IA-22](#); [e.IA-23](#)).

The majority of the career and technical education program advisory committees have student

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members. There are student members on the CPC, the Board of Trustees, and ASCOD as a whole.

During the process of creating the SEMP, the college conducted a number of community surveys and forums. In career and technical education areas, program advisory groups made up of industry, educational partners, faculty, staff, and students, provide input into program development and reviews, curriculum updates, and program development. College of the Desert has over 15 active career and technical education program advisory groups.

Annually, College of the Desert utilizes internal and external information to ensure that its programming reflects the changes in our community as well as the changes in our students' needs. For example, based on student input and external surveys to employers, the Computer Information Systems faculty rewrote their program, created new courses, and updated the course outlines of record ([e.IA-24](#)).

Other examples of recent accomplishments in response to internal and external scans are as follows:

- revised 361 courses;
- developed seven new instructional programs;
- Updated 27 instructional programs;
- created a class schedule that allows a student to complete an associate's degree at the Eastern Valley Campus;
- opened the Mecca/Thermal site of the Eastern Valley Campus;
- established the Education Consortium (regular meetings with all K-12 partners as well as our local transfer institutions, California State University San Bernardino, and University of California, Riverside);

- partnered with the Coachella Valley Economic Partnership in the development and coordination of the Career Pathways Initiative and multiple industry councils;
- provided services to 120 Coachella Valley businesses through the Center for Training and Development;
- reached an agreement with the County of Riverside EDA/WIB (\$1.2 million) and provided 23,000 hours of skills training to retool displaced and underemployed workers;
- opened the Desert Energy Enterprise Center in Palm Springs to meet the needs of the growing renewable energy industry;
- created the SEMP in 2008; and
- updated the Educational Master Plan (EMP) in 2010 ([e.IA-25](#); [e.IA-26](#); [e.IA-27](#)).

Self Evaluation

The college meets this standard.

The planning, prioritization and program review processes are coordinated by the CPC working with the Senate Curriculum Committee (in the case of instructional program review) and ensure that the college has strategic directions that are aligned with its mission, community needs, and student needs. Individual program unit plans and annual program review updates (PRU), which are part of the planning and program review process, ensure that our programs' effectiveness is evaluated on a regular basis. We have an active and well-established Outcomes and Assessment process that has coordinated the creation of SLOs for all courses in the college, and assessment of SLOs has been ongoing since fall of 2009. As of spring 2010, 100 percent of the courses have assessed their SLOs. In cases where multiple sections of courses are taught by several faculty members, there are

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common Course Outline of Record and SLOs that serve to unify the teaching and the outcomes in the classroom.

Planning Agenda

The BSI Committee will be finalizing a five-year strategic plan in fall 2010.

The BSI Committee will be leading the faculty dialogue about the CCSSE 2008 and 2010 results.

I.A.2 *The mission statement is approved by the governing board and published.*

Descriptive Summary

The mission statement was approved by the Board of Trustees during the December 2009 meeting. The mission statement is regularly published in the college catalog, schedule of classes, faculty and student handbooks, and throughout the college Web site.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

I.A.3 *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Descriptive Summary

The college has a process to periodically review its college mission statement. Within the college's system of shared governance, it is the responsibility of the CPC to coordinate the periodic review and update of the mission statement. The CPC meets

twice per month and includes representatives from all college constituencies. The most recent review process in 2007-2008 was part of a larger effort of creating an updated SEMP. To assist in the development of the SEMP, the CPC employed the services of an outside consultant, Dr. Rick Voorhees. In the environmental scan phase of his study, Voorhees administered a mission and values survey to the campus community, and based on this and the overall conclusions within his report, Voorhees developed a proposed new mission statement. Voorhees presented his report and proposed mission statement to the CPC on May 5, 2008, and subsequently the CPC reviewed, revised, and ultimately approved a revised mission statement on August 29, 2008. President Patton and the Academic Senate president made presentations of this statement to the college community during the fall of 2008, and the Board of Trustees approved the mission statement at their December 2009 meeting.

Self Evaluation

The college meets this standard.

Previous mission statements are available in the old college catalogues and the SEMP Process Committee documents that are on the college campus portal for the CPC under the SEMP Process Committee 2005-2007 tab. The mission statement underwent a major review in 2008-2009 and the revised statement was approved by the Board of Trustees in December, 2009. The CPC process incorporates a continuous cycle of planning, evaluation, and improvement that includes review of the mission statement ([e.IA-28](#)).

Planning Agenda

Since we fully meet this criterion, there is no planning agenda other than to continue the CPC process that includes annual review of the mission statement.

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I.A.4 *The institution's mission is central to institutional planning and decision making.*

Descriptive Summary

At the institutional level, the CPC, which serves as the primary policy and planning recommendation group for the college, uses the mission statement as its guiding document in determining college goals and directing its efforts in the areas of strategic and operational planning. At the unit level, the mission of the college is upheld and protected by ensuring that the individual units and committees align their goals with the collegewide goals and by welcoming participation and communication from, not only the college community, but from the community at large.

Planning is the process by which the college accomplishes its mission. The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. Planning occurs and benefits everyone at all levels within the college from the smallest unit to the college as a whole. Through the planning process, units examine where they are now, where they want to be or how they can be improved, and then create a plan for how to get where they want to be. College of the Desert uses a planning strategy that integrates “bottom-up” action planning with “top-down” goal setting. The “bottom-up” planning is organized around four levels of the institution. The first level is the program. Programs can be disciplines within a division, such as Accounting in the BTWE School, or they can be offices or programs within a unit, such as the Financial Aid Office within Admissions and Records unit, or Maintenance and Operations within the Facilities unit.

The next level of planning is the unit—examples are instructional divisions, Admissions and Records or

Information Systems. Generally, several programs will make up a unit, especially in the case of divisions such as Social Sciences or Communication, each of which contain several programs; however, it is possible that a unit may consist of only one program, especially in the areas outside Academic Affairs. For example, the Public Relations Office contains only public information. Such exceptions aside, the plans developed at the unit level are based upon the plans developed by the programs that make up the unit.

The third level of planning involves four areas: Academic Affairs, Student Affairs, Business Affairs (now contains Human Resources), and the President's Office. The plans developed at the area level are based upon, built upon, and include the plans of the units that make up that area.

The fourth and largest planning area is the entire college. The college-level plan is developed by the CPC and its sub-committees. It uses the program/unit/area level plans to develop the overall goals of the college.

It is important to note that the “bottom-up” planning is complemented by a “top-down” process for establishing goals. For example, collegewide goals drive area goals, area goals drive unit goals, and unit goals drive program goals. Each level of planning assists the respective program, unit, area, and college to achieve its vision, mission, and global goals. The “bottom-up” plans are a compilation of goals by level. Each level plan comprises the plans of the levels beginning at the program level.

As outlined in the PIE, all institutional plans and goals are expected to reflect the college's mission statement as well as available research information. Unit plans and goals are designed to further these institutional plans and goals. Essential decisions

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regarding resource allocation, program development, enhancement, or reductions result from these planning processes ([e.IA-29](#)).

Self-Evaluation

The college meets this standard.

As we continually monitor, assess, and evaluate outcomes to align the purpose of the college with its resources (budget), mission (education), and output (successful students), the mission statement drives our efforts to move forward with effective planning and decision-making as defined by the PIE. The mission statement has transitioned from a statement that defines College of the Desert into a viable working guiding principle embraced by the CPC and subsequently incorporated by the college community.

As evidenced by the PIE handbook, the college's mission, vision, and values serve as preface to and act as the basis for the SLOs that are nested into the course outlines that are in turn nested into SLOs assessment and program review. They also are the cornerstone for the college goals and objectives, and the goals and objectives presented in the EMP ([e.IA-30](#)).

College of the Desert prides itself on delivering high-quality instruction to maximize student learning and success. Focusing over the past three years on SLOs has caused the faculty to reflect on and evaluate all aspects of their course outlines, teaching practices, and student evaluation. Since the development and implementation of SLOs for all courses, this mission statement has become a functional reality at College of the Desert.

The major objective of program review is to improve the quality of education at College of the Desert.

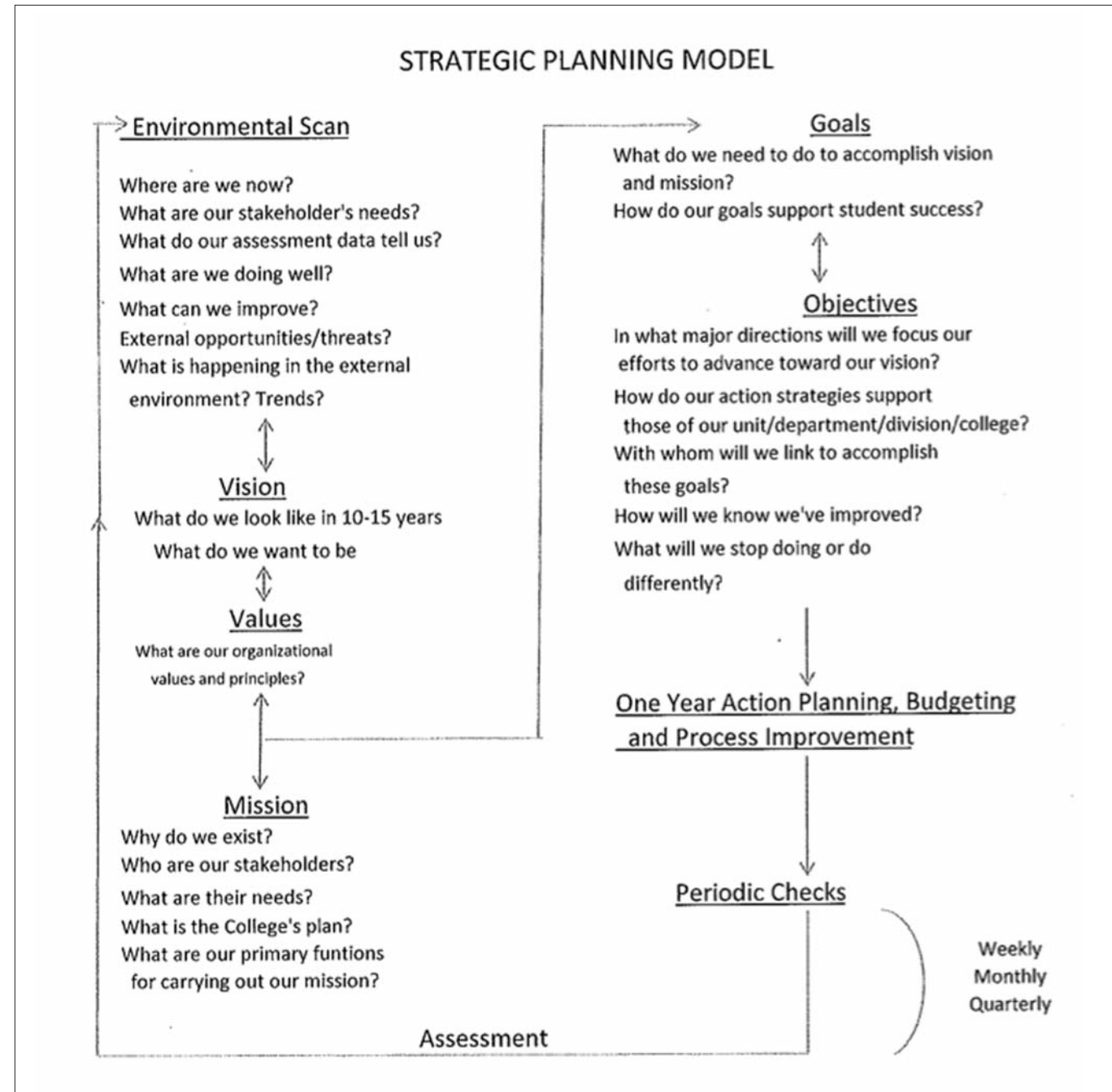
This continuous process includes a five-year review (program review) as well as annual program review updates (PRU) by each instructional, non-instructional, and support services unit. These reviews serve to generate discussion among and between faculty and staff about the college mission statement, namely, student success and community vitality. The review and annual updates explore the successes, challenges, and needs for the unit in relation to student needs, student demographics, SLOs, assessments, and the needs of the local community. Every area of the college is involved in this process from instruction, to student services, to instructional support, to institutional support.

The CPC facilitates an annual planning process (as defined by the PIE) that is both strategic and operational. Concerning operational planning, the CPC identifies and prioritizes program objectives that ultimately determine annual resource allocations. Following program review and/or PRUs, each unit, from instruction to instructional support, is challenged to develop program goals, objectives, and action plans that help to fulfill the College of the Desert mission statement and college goals. The unit or program goals are prioritized by each unit/program, then by the divisions, and finally submitted to the CPC. The CPC conducts an institutional prioritization with the college mission statement as its guiding rubric. As a result, each unit sees its role in relation to mission components of student success and community vitality. Ultimately, the outcomes for the college are academic excellence (general education), economic opportunity (career and technical education), and personal achievement (life-long learning) ([e.IA-31](#)); ([e.IA-32](#)); ([e.IA-33](#)) ([e.IA-34](#)).

Planning Agenda

None.

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Standard I.B Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Descriptive Summary

The college provides a wide array of opportunities for faculty, staff, administrators, and students to utilize dialogue skills in discussions about continuous improvement of student learning and institutional processes.

The college's OAC, which has faculty representatives from each of the academic areas/units, provides the primary leadership for the college's discussion and dialogue about improvement of student learning. This group typically meets once per week, and the representatives on this committee meet with the faculty in their academic units either in small groups or in their unit meetings to further foster dialogue and discussion about student learning. The OAC is led by a faculty member with release time. This position has served as the catalyst for the faculty

dialogue and has provided the support necessary for identifying SLOs at all levels of the academic programs.

Meetings of the Academic Senate Curriculum Committee provide a crucially important forum for dialogue about student learning. The committee meets twice per month and consists of faculty representatives from each academic unit, as well as representatives from the Library, DSPS, the Articulation Officer and Vice President of Academic Affairs. The Curriculum Committee determines the college's academic programs, course offerings, course outlines of record, and curriculum standards in general. The committee assists faculty in creating new programs, modifying existing programs, creating new courses, modifying courses (including course prerequisites), course articulation, and interdiscipline curriculum issues. The SLOs of courses and programs are developed and guided by the efforts of the OAC, but final approval of course and program SLOs occurs in the Curriculum Committee. All of this work involves much discussion and dialogue amongst faculty about student teaching and learning. In addition to determining the curriculum at the college, this committee is also charged with the development and continuous improvement of the program review process for the academic and student services programs on campus.

The CPC was established to ensure faculty, staff and students the right to participate effectively in a collegial consultative environment. All actions and decisions made by the CPC are formal recommendations made to the president. The CPC is the main planning body at the college. This large committee is chaired by the college president with the Academic Senate President as vice-chair, and

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consists of the three vice presidents, faculty representatives from each academic unit, representatives from the three unions, deans, classified staff, classified supervisors, and student college representatives (the president of ASCOD and the Student Trustee). The structure and role of this group was determined as part of the college's AB1725 collegial consultation agreement between the Academic Senate and the Board of Trustees. This group meets twice per month and is charged with the strategic and annual (operational) planning and budgeting processes. This group has done much of its work using very effective dialogue.

The principles of dialogue are inherent in the philosophy of collegial consultation as stated in the CPC handbook. All parties must commit to take responsibility for fostering and maintaining an environment in which collegial consultation can occur as well as being well informed regarding issues. "By living, learning, and teaching the principles of community, we serve as a catalyst for individuals and groups to:

- communicate with authenticity;
- deal with difficult issues;
- welcome and affirm diversity;
- bridge differences with integrity; and
- relate with respect

in our decision making processes."

The college Flex sessions organized by the Academic Senate Professional Development Committee take place at the beginning of each semester and have provided numerous and very significant forums for dialogue about continuous improvement of student learning and institutional processes. In fact, this has been the primary theme for the majority of the Flex

sessions in the past several years. The previously mentioned OAC, in particular, has organized core activities, training, and forums for a number of Flex sessions. In addition, there are typically a number of presentations and professional development activities ranging from the use of technology in the classroom, working with students with wide ranges of reading levels, techniques for working with "difficult students," and presentations of program reviews from various academic and student services programs. These sessions have provided incredibly rich and productive discussions and dialogue about student learning.

The BSI Committee oversees the college's efforts for the BSI. With 97 percent of our entering students requiring either a remedial math, reading, or English course, this is a significant portion of the teaching and learning efforts on campus. This group meets twice per month, and the continual topic of discussion is dedicated to improving teaching and learning for our basic skills students.

Every unit on campus—instructional, student services, and student support—creates an annual PRU. The forms, processes, and timelines for these are determined by the Senate Curriculum Committee for instructional program reviews and the CPC for all of the other program reviews. The Office of Institutional Research initially populates the forms with data for each program, including data about the SLOs of that program. As faculty, staff, and administration develop these program reviews based on this data, much discussion, dialogue, and reflection occurs about student learning and program effectiveness.

Additional dialogue about student learning takes place in the following committee meetings:

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- the Academic Senate Educational Technology Committee where the focus is on the effective use of technology in the classroom and for online courses;
- the Academic Senate Educational Policies Committee where the focus is on broader educational policies and practices (e.g. wait lists, drop dates, and faculty advising) and their effects on student learning;
- division and department (academic unit) meetings;
- regular weekly meetings of the school deans;
- faculty involved with the MESA Program;
- EOPS/CARE;
- DSPS;
- E-mail;
- academic program advisory committees; and
- the President's Cabinet.

Dialogue is a technique utilized in school and division meetings, team/unit meetings, Flex, at the CPC, at the Academic Senate, and electronic discussion boards.

Working to evaluate evidence of student learning and make subsequent changes to improve learning has led to a collective understanding of the difference between data and information. As an institution, we realize we have a lot of data (data rich), but may not know how to interpret it for assessment and improvement. As an institution, we are becoming aware of the difference between a report filled with data and dialogue about how we understand the data and how to use it to inform planning and drive program improvements and increase student learning.

The Office of Institutional Research assesses student learning and institutional effectiveness through

institutional research reports on matriculation and placement tests, and on retention, persistence, and student success rates. Every report is available on the Office of Institutional Research Web site on the college Intranet.

The Office of Institutional Research became a unit in the Information Services Department on 1 May 2010. This organizational change is designed to more closely connect the data sources and components with reporting functions and research capabilities. In addition, and critical to the success of this change, is the implementation of the End-User Data Subcommittee of the CPC, utilizing faculty representatives as liaisons between Information Services, the Office of Institutional Research, and the faculty end-users. This structure is designed to ensure that faculty has information they can use in their dialogue about student learning. The department is now called Information Technology & Institutional Research.

In addition to the opportunities discussed above, opportunities for information sharing include the following planning and committee documents:

- Strategic Plan;
- Fact Sheet;
- the Accreditation Data Book;
- the Annual Report Executive Summary;
- the SEMP;
- the EMP;
- the Facilities Master Plan (FMP) (bond construction plan);
- Technology Plan;
- the CPC handbook that includes the Decision Making handbook and the PIE process;
- progress reports on annual goals for every unit;
- the Academic Senate Web site (with minutes for

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- All-Senate and committee meetings);
- the Curriculum Committee Web site (with status documented on program review, SLOs and assessment);
- annual PRUs for all units; academic and support services;
- the CPC Web site;
- the Academic Program Advisory Committee meetings;
- the Basic Skills Committee Web site; and
- the Title 5 Advisory Committee minutes.

Dialogue is encouraged throughout the campuswide community, specifically incorporating the techniques of ensuring all members of the discussion have access to the information necessary, all members are equal regardless of position, and that a shared understanding and decision is better than that of an individual. The college has provided dialogue training at the Executive Cabinet, the CPC, deans meeting, and Flex sessions. Students are included as members of many of the college's operational committees and participate in dialogue in that setting.

Self Evaluation

The college meets this standard.

In 2009 several faculty and academic administrators attended the Strengthening Student Success Conference. This professional development opportunity, coupled with our own effort to gather and use data in a way that is meaningful to faculty and students, led to a series of presentations designed to “get the right data to the right people at the right time” ([e.IB-5](#); [e.IB-6](#)).

Changes in instructional programs and student services are developed and implemented based on the data and informed discussion that occurs

throughout the area, discipline, department, and collegewide planning processes. For example, in the English program (basic skills through English 1A) faculty spent a significant amount of time discussing and evaluating curriculum utilizing the SLOs information. This faculty dialogue led to a complete revamping of the curriculum from entry and exit skills to course content to outcomes at every level. This work was done utilizing the California Community College Chancellor's Office rubric for “courses below transfer guidelines” to update the course outlines of record.

Significant progress/improvement has been made in the area of SLOs campuswide. The Outcomes and Assessment Committee worked diligently with faculty throughout the academic year of 2009–2010. As a result of that work, 100 percent of college courses, college programs, and student and learning support activities have defined SLOs. One hundred percent of all college courses have an on-going assessment, 66 percent of all college programs have an ongoing assessment of learning outcomes, and 40 percent of student learning and support activities have an ongoing assessment.

The PIE process incorporates the SLOs data and informed dialogue through program review into all college planning including resource allocation. In addition to program review, the planning process itself is systematically evaluated and improved.

A schedule of completion for all five-year program reviews was created in 2008–2009 that included instructional programs, student services programs, and student support programs ([e.IB-1](#); [e.IB-2](#)).

In 2009–2010 approximately two-thirds of the annual instructional program reviews were

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completed and are posted on the college Web site ([e.IB-3](#); [e.IB-4](#)).

The information provided in the program reviews and annual PRUs are utilized as the foundation for overall planning. As stated in the handbook, the PIE process and timeline is as follows:

1. Collegewide goals and objectives will be developed by the end of the spring semester and announced by the president during fall Flex. Each area/unit/program should also develop goals and objectives for their respective functions as well as achieving the collegewide goals.
2. Goals, objectives, action plans, assessment: By the 1st of December, all areas/units¹ of the college should have met, planned and developed a set of goals, objectives, benchmarks/key performance indicators, outcomes and assessment for the year. This should be a collegial process involving full-time and adjunct faculty, staff, and deans or area leaders². Using the planning form in Appendix E, plans include any actions we would like to make that address goals and objectives for the year or address program review recommendations.

Objectives may require new resources (staff, equipment, materials, or facilities, etc.). However, actions that can be achieved with existing resources should also be included. The aim is to make progress on goals, objectives, and program review recommendations, not just identify needs.

3. Planning Proposals: A planning proposal is a formal presentation of the plan and resources needed to achieve goals and objectives. A proposal could originate from the college/district, from a division (e.g. for a resource needed by the division as a whole), from a

discipline (e.g. Spanish, Football, Digital Design and Production), or a department (e.g. EOPS, Maintenance and Operations) etc.

4. From September through February areas/units will develop planning proposals. Forms and proposals submitted after the established and advertised due date are not accepted. The process uses the following steps:
 - September: Forms and instructions may be downloaded from the CPC Portal Site;
 - December 1: deans and directors will E-mail all planning forms to their respective area vice president or president;
 - January 15: vice presidents will E-mail all planning forms to the president;
 - February 1: president will E-mail all planning forms to the Office of Institutional Research; and finally
 - The Office of Institutional Research posts all planning forms on the CPC Portal to be reviewed by any employee of the district.
5. Areas/units will be provided data necessary to complete their annual or five-year program review to accompany each proposal. The procedures for this will be announced by deans and area leaders who are expected to facilitate this process. Any proposal not accompanied by the appropriate program review will not be approved by the CPC.
6. During February and March, the CPC will review and prioritize all planning proposals. Any proposal that the CPC does not fully understand will be returned to the contact person. A member of the CPC will work with the contact person to clarify any problems.
7. The CPC will approve a planning report that summarizes all proposals, provide a prioritized

¹ "Program/Unit/Area/College" are generic terms for any organizational component in the college. See Appendix A for planning definitions.

² Any program/unit with a dean should work with him/her. Areas with no deans (e.g. M and O) will work with their VPs or with the appropriate "area leader" identified by the VP.

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list of any new resources requested, and provide an estimate of what resources (including new faculty/staff) the district can expect to fund in the coming year based on current budget information.

8. From April to May, members of the CPC will review progress on goals and objectives from the previous year and work with the president to identify objectives for the coming year. A report of this work will be posted on the CPC Portal.
9. October, the final faculty list will be completed. (Note: This list may be different from the prioritization list due to unexpected events like budget reductions, late retirements, etc. However, all changes will be announced and carefully explained.)

Planning Agenda

Although we meet this standard, in the process of continuous quality improvement:

1. We are in the final phase of implementation for the new PIE process. The college implemented a new planning process (as recommended by the SEMP Process Committee) in 2007–2008. As the process has been utilized and evaluated, the process has evolved, and the CPC has made refinements. The current version of the process, as outlined in the PIE process, was approved in 2008–2009. The 2009–2010 academic year was the first year that the revised cycle was utilized from the beginning with planning through assessment and process improvement. As the process requires, the CPC's Assessment of Planning and Outcomes (formerly Evaluation) Subcommittee evaluates, assesses and recommends process improvement changes as needed. A recommendation of the Evaluation Subcommittee 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.

2. The college will continue improving 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 facilitate the dialogue about improving student learning.
3. The institution will continue to work with the Director of Student Life to schedule training for students regarding planning and their role in the process.

I.B.2 *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.*

Descriptive Summary

As defined in the PIE, the collegewide goals are developed and established by the CPC and are approved by the Board of Trustees. The goals are developed utilizing information from external and

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internal scans, program review and PRUs. The collegewide goals are shared throughout the organization through the CPC Web site, by the CPC representatives communicating to their constituents (in meetings and/or electronically), and through campuswide E-mails sent by the college president.

The CPC adopted a PIE handbook that outlines the established prioritization or annual planning process managed by the CPC, and the collegewide goals serve as the foundation and guiding principles for this process. Using the annual PRU ([e.IB-7](#); [e.IB-8](#); [e.IB-9](#)) as the foundation and starting point, each unit develops an annual planning document and planning proposal ([e.IB-10](#)).

These documents and the directions for filling out the planning proposals articulate the college goals as guiding principles for use by the faculty, staff, and administrators as they are developing their proposals. The completed planning documents and proposals are then forwarded to the CPC to be evaluated and prioritized where, again, the college goals are utilized as the guiding principles for this evaluation and prioritization. The final prioritized list is recommended to the president.

As defined in the PIE, each unit tracks its progress on its established goals, objectives and action plans on the “Annual Plan Progress Report” form ([e.IB-11](#)).

Progress is reported three times per year; November, February, and May on the “Annual Plan Progress Report” form ([e.IB-12](#)). The final progress report is used to identify the outcomes achieved for the college goals. This information is reviewed by the Assessment of Planning and Outcomes (formerly Evaluation) Sub-Committee of the CPC, finalized by the CPC and presented to the Board of Trustees. This

summary of activities and outcomes is then also utilized to create the college goals for the next year’s cycle ([e.IA-13](#); [e.IB-14](#)).

The College goals for 2009–2010 were:

1. Make learner success the core work of College of the Desert.
2. Strengthen existing programs, develop new programs, and recruit students to respond directly to the current and projected demographic and economic trends in the Coachella Valley, the state, the nation, and the world.
3. Make better use of existing data and information; create new actionable information and customers for this information to support the college’s operational and strategic planning efforts

([e. IB-15](#)).

The College goals for 2010–2011 are:

1. Achieve student success by placing the needs of learners first;
2. Foster an organizational culture that puts learning first;
3. Encourage economic vitality of the community through partnerships, coalitions, and collaborations;
4. Plan and coordinate student enrollment, programs, services, and facilities to meet community needs;
5. Increase public and private funds for scholarships, educational programs, capital projects, and general operations; and
6. Improve learning outcomes, college programs, processes, and services through planning, action, assessment, and improvement

([e.IB-16](#)).

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With the initial implementation in 2007–2008 of the SEMP process, planning had a stronger focus on resource allocation than it did on goal setting and achievement. The CPC also realized that the college was not doing an effective job of capturing the outcome of the work. In response to the recognition of those gaps, the process was improved by requiring that every unit document its goals, track its progress, and report its measurable, observable outcomes (Key Performance Indicators) at the end of the year as described above. The PIE was changed to reflect this improvement.

The institutional goal development and prioritization processes of the PIE process have significantly improved. Institutionwide dialogue drives both processes as well as the implementation and assessment components of planning.

Planning Agenda

The college will continue to 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. The CPC will continue to review, evaluate, and prioritize students' needs based on data that faculty have gathered through classroom assessment of learning outcomes. This information, along with student achievement data, is captured in the annual PRU and is used in the action plans created by school deans. These action plans are reviewed by the CPC and allow programs to be strengthened based on the evidence provided. This cycle reinforces a culture of evidence that uses findings to improve student learning.

I.B.3 *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.

Descriptive Summary

As an institution, the college understands and has incorporated ongoing planning as defined in the PIE. The PIE is an on-going collegewide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission and goals and continuously improving its programs and services. A cyclical model is utilized in every process including:

- the annual PRU and five-year program review for all units, both instructional and all support services;
- the Strategic Master Plan is the over-arching, global plan that includes the other master plans: the EMP which drives the FMP (including the bond construction), and the Technology Plan;
- enrollment management strategies; and
- communications plan.

In fall of 2005 the SEMP Process Committee was established to create a comprehensive and more effective planning process. As a result the SEMP Council, or Planning Council, was created in 2007 and held regular meetings for decision-making regarding planning and resource allocation. In 2009 the Planning Council was merged with the College Council, which was the shared governance body for decision-making on campus. This merger created the College Planning Council (CPC). Integrating these two groups recognized that planning is central to all decisions made by this governing body. A strategic planning cycle flowchart was developed ([e.IB-17](#)).

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A comprehensive planning cycle and timeline was also created that includes cycles for program reviews—both annual and five-year, planning, and research tasks. All programs/units create a five-year program review and yearly PRUs. These PRUs are utilized as each division/unit develops its annual goals, objectives, and action plans. Progress on these goals is reported three times per year: November, February, and May. Assessment of outcomes then becomes input for establishing the following year's goals. Completion of a PRU is required before approval of any additional resources for the program/unit.

Prioritization of unit objectives and action plans is based on integrated and comprehensive planning principles, including how well the activity will help the college meet its goals. Funding sources for any needed resources are only assigned after priorities are established and are based on budget availability. A prioritized item, even if it is lower on the list, may still get funded due to the availability of resources, but the integrity of the prioritization remains unchanged. The prioritization lists are shared with the Alumni Association and College Foundation. A tentative budget is shared with the Board of Trustees, and a final budget is subsequently adopted.

Included in the PIE handbook is a document “Decision Making at College of the Desert,” as referenced previously in Standard I.A.4. Planning at all levels affects resource allocation and the development of programs and services. The CPC lists guidelines for creating goals that may or may not include requests for new resources. Furthermore, these requests are evaluated to ensure that they are well connected to departmental and collegewide planning. The planning proposal must be based on and reflect the program review information and annual PRUs. Each year the CPC expends a

tremendous amount of the committees' time and efforts toward ensuring that all proposals are given ample consideration as to how they further the college and program goals.

The CPC works with the president to develop the college goals based on the college mission and the SEMP, which drive the program/unit goals and objectives. The information from program review is also used in establishing unit/program goals and objectives. Requests for resources in the prioritization process are supported by this information and designed to achieve the goals and objectives. New hires for classified positions and all faculty hiring are based on the same prioritization process.

The CPC utilizes a subcommittee structure for some of its more detailed and specific functions. The Assessment of Planning and Outcomes Subcommittee is responsible to evaluate not only the overall process and make recommendations for improvement; it is also tasked with evaluating the outcomes of each proposed goal and action plan from the previous annual cycle.

The End-User Data Subcommittee of the CPC considers internal and external data on an ongoing basis, which is intended as a prelude to program evaluation. This subcommittee is tasked with analyzing and interpreting data for easy understanding by the college community in order for the data to be effectively used in the dialogue about continuous quality improvement in learning.

The Outreach/Training Subcommittee is tasked with orientation of new CPC members, providing training campuswide regarding the process and how to effectively write goals and objectives.

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The Office of Institutional Research provides each program with annual data that is populated in the PRU form and distributed electronically to each unit at the beginning of each academic year. Additional data is provided and analyzed based on individual program requests. The prioritization process demands and needs assessment. Anecdotal data collected in the Career and Technical Education Advisory Committee meetings is incorporated into the planning process at a program level.

Since the last accreditation, the amount of data generated has increased and, many reports have been written for planning purposes. Institutional data are presented in a variety of formats, including full reports, executive summaries and briefs, and dashboards on the home page of the Office of Institutional Research. Information is distributed through the annual data analysis/data summary available on the portal. These formats were developed to ensure that the data are accessible, straightforward, and easily understood by students, faculty, staff, and board members, and provide data to inform planning.

Self Evaluation

The college meets this standard.

The PIE process has been reviewed and utilized with faculty groups at Flex, the accreditation self study teams, the CPC, and the Board of Trustees. Based on the work of these groups, the PIE process has been determined to be operating at the continuous quality improvement level.

To ensure that the data contained in reports actually are used and are part of the dialogue about improving student learning, the membership of the End-User Data Subcommittee of the CPC will be

faculty who act as liaisons between discipline faculty and the Information Technology and Institutional Research staff.

Planning Agenda

1. Continue the dialogue with the above groups and all campus constituencies to ensure continuous quality improvement to benefit the institution and its planning process; and
2. As the End-User Data Subcommittee is implemented, assessment of its effectiveness will be essential.

I.B.4 *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.*

Descriptive Summary

As defined in the College Planning Council handbook, the CPC includes representatives from administration, faculty, students, and staff.

Representatives on the CPC are determined by their respective constituent groups. For example, the Academic Senate determines the composition of the academic units and the faculty within each unit selects their representative.

Membership in the CPC also includes specific ex-officio members (determined by their position) that are ongoing and other members that are elected/appointed by their constituents on a rotational basis. This structure was designed to ensure broad representation and involvement in planning across the campus. Members serve staggered three-year terms to ensure that only one-third of the membership change annually, so continuity is maintained. "The Guiding Principles of

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the CPC,” as outlined in the CPC handbook, reinforce the ability to communicate openly, freely and safely, which provides the foundation for effective dialogue. The guidelines also outline the fact that the CPC members are not only charged with representing their constituents but also making the best decisions for the college as a whole.

Membership for the CPC is prescribed as follows:

- the college president (1) (committee chair, non-voting);
- the Academic Senate president (1) (vice-chair);
- academic unit representatives (11);
- the California Teachers Association union representative (1);
- the College of the Desert Adjunct Association representative (1);
- adjunct representative (1);
- the California State Employees Association representatives (2);
- student representatives (2) (ASCOD or trustee or other);
- classified supervisor (1);
- confidential (1);
- deans from instruction (2);
- dean from Student Services (1);
- director of Off Campus Programs (1);
- dean of Information Technology & Institutional Research (1);
- executive director of Institutional Effectiveness Office (1);
- vice presidents (3);
- BSI Coordinator (1) (non-voting); and
- Curriculum Committee chair (1) (non-voting).

Appendix D ([e.IB-18](#)) of the CPC handbook lists all committees on campus including the Academic Senate committees as well as operational

committees. Appendix E ([e.IB-19](#)) describes each committee including its mandate and membership. Additional planning groups include academic departments and divisions where regularly scheduled meetings are held. In summary, there are many opportunities where a person can serve on a committee, participate in different levels of the planning process, and contribute to the direction of the institution.

In addition to the CPC, the college has several work groups and committees that are involved in planning at different levels, such as the OAC, Datatel Administrator User Group, Educational Technology Task Force, Budget Committee, FMP Committee, Bond Oversight Committee, and Safety Committee. Each of these groups reports to the CPC.

Other evidence of the broad-based nature of planning includes:

- collegewide E-mails inform the campus community of important planning deadlines;
- student participation through:
 - committee representation, including the CPC;
 - student surveys conducted by ASCOD;
 - the Board of Trustees;
 - advisory committees; and
 - informal scans of students in CTE programs.
- Community/industry/education partners participation:
 - public forums;
 - the Board of Trustees;
 - informal campus events such as gallery openings, theater productions, and sporting events;
 - advisory groups; and
 - the Education Consortium, which includes K-12, California State University San

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- Bernardino/Palm Desert campus, and University of California, Riverside/Palm Desert campus.
- Means of participation for faculty and staff:
 - the CPC;
 - operational committees and task forces created by the president and/or the CPC as part of the decision-making structure;
 - the Academic Senate;
 - unions;
 - division, department, and program meetings; and
 - the president's brown bag lunches.

Faculty and Staff also serve on committees and service organizations in the community resulting in greater understanding of community needs, capacity, and desires.

Historically, because of the growth in the community, the college has met or exceeded its enrollment growth targets. This has provided the college with the maximum possible apportionment from the state for the General Fund. As the college enrollment grows, it has received more state apportionment resources. These resources have been available to hire additional faculty and establish new programs. The new programs enable the college to serve additional students and earn additional state apportionment, thereby becoming eligible for additional facilities. These additional facilities respond to the college's Education Plan and comply with state space allocation formulas. This then repeats the cycle of growth. Recent statewide budget issues have negatively affected community colleges, and College of the Desert is no exception. As directed by the Board of Trustees and implemented by the president, the college has taken a fiscally conservative approach to budgeting

resources and has continued to look for ways to be entrepreneurial and proactive in seeking additional funding, making it possible to continue to improve institutional effectiveness and maintain student learning enhancements.

These resources are identified in Standard III.D. The college has created a five-year funding projection taking into account the reduced state funding. The president implemented task forces (under the span of control of the CPC) to evaluate the efficiency and effectiveness of each area on campus. This has resulted in numerous changes including restructuring the organization and realigning services and programs. As a result of the work of the Academic Affairs Efficiency and Effectiveness Task Force, the academic leadership was restructured, reducing the number of deans from seven to four. Realignment of academic affairs also provided for more leadership for basic skills, learning resources, the library, and distance education.

The college enjoys tremendous support from the community as evidenced by the fiscal support received through our Foundation and Alumni Association. Over the past five years the Foundation has contributed over \$7 million to College of the Desert programs and scholarships. The \$12 million capital campaign provided naming opportunities for donors for entire buildings as well as individual classrooms and spaces. The Foundation Auxiliary holds special fundraising events such as "The Man About Town" and "One Enchanted Evening." The Alumni Association raises money for scholarships through the Street Fair. Sometimes programs such as ceramics and Foreign Film Seminar raise funds through direct sale to the public to augment equipment and supplies.

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Grant programs including Title V, Carnegie Grant, BSI, Strengthening Pre-collegiate Education in the Community College, Economic and Workforce Development, MESA, CARE/EOPS, ACES, and Upward Bound, are utilized to supplement state funding, allowing College of the Desert to better serve our students by augmenting and enhancing multiple programs campuswide. Examples of projects the BSI has provided funding for include: a Student Success Tool Kit, a mentor teacher program, the pilot Summer 2010 Enrichment Program for incoming freshmen, and the Summer 2010 Math Bridge program. The newest Title V grant received in fall 2009 is a collaborative project with California State University, San Bernardino, Palm Desert campus and is designed to increase the number of College of the Desert students who transfer to California State University, San Bernardino Palm Desert Campus.

The college also generates revenue by providing customized training for businesses through employee training contracts. Since 2002, hundreds of local companies and thousands of employees have been served by the Center for Training and Development. In 2006–2007 alone, 467 businesses were served by the Economic Development Division.

In 2004, the college successfully passed Measure B, a general obligation bond, providing \$346.5 million for planned facilities and center growth. This bond has funded or will fund the following projects over the next ten years:

Current projects:

- classroom building;
- dining facility renovation;
- Nursing Building renovation;
- Public Safety Academy parking and Magnesia

- Falls Entrances; and
- site infrastructure—Phase III.

Projects in programming:

- Communication Building;
- East Valley Campus—Indio; and
- West Valley Campus—Palm Springs.

Completed projects:

- Cravens Student Service Center;
- Alumni Center;
- Barker Nursing Complex;
- Business Building renovation;
- Central Plant and Street Fair restrooms;
- Public Safety Academy;
- site infrastructure—Phase I;
- site infrastructure—Phase II;
- Weight Room/Training Room; and
- East Valley Campus Mecca—Thermal.

Future projects:

- Monterey entrance and turn around;
- athletic facilities;
- Physical Education Building (shower/locker) renovation;
- Gymnasium renovation;
- Administration Building renovation;
- Liberal Arts Building renovation;
- Learning Resources Center/Hilb Center renovations;
- Visual Arts;
- Agricultural Science and Environmental Design (renovation);
- Stadium improvements/renovations;
- Child Development Center;
- Advanced Transportation;
- Science Building mechanical upgrade Phase II; and
- installation of new parking lots.

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Deferred projects:

- Pollock Theatre/Carol Meier Hall renovations;
- Art Building repurpose;
- Engineering Building renovation; and
- Multi-Use Arts Facility.

The effects of resource allocation on the college's ability to realize plans is evidenced by the list of projects, services, programs, and buildings listed in Section I.A.

The projects listed (both completed and future) include a variety of activities. Several of the projects are related to infrastructure improvements that have increased student access and safety throughout the campus (i.e., parking lots, lighting, new streets, strategically placed fire hydrants) as well as updating old utility lines. Renovations of existing classroom space have provided more student friendly learning space as well as upgraded technology. The addition of the new Barker Nursing Complex is an example of where there are additional classrooms, upgraded technology including the Simulation Laboratory and the ability to serve more nursing students. The newly opened Cravens Student Services Center provides a "one-stop" shop with Financial Aid, Admissions and Records, Bookstore, Counseling, Bursar's Office, and a number of special student services programs all under one roof with the building prominently located at the primary entrance to campus.

In fall 2010, the college completed a new EMP. The development of the plan drew from aspects of the previous plan that were useful, including population projections translated to projections of student demand. It also included department-level analyses driven by the information captured in the PRUs and a campuswide electronic survey. Additionally, working through ASCOD, students were surveyed and their input was included in the final document.

Self Evaluation

Planning and decision-making at the college is broad based. The CPC has appropriate representation from all constituencies including administration, academic units, student services, union leadership, and the academic senate. Opportunities for input, dialogue and information dissemination also exist through all levels of the organizational structure. The resulting institutional dialogue informs all portions of the PIE process.

Task Forces for each campus area (President's Office, Academic Affairs, Student Affairs, and Business Affairs) were created in the 2009-2010 academic year to evaluate the overall efficiency of each area and to specifically make recommendations for organizational restructuring.

The guiding principles the college uses for these task forces are:

Focus on our core:

- strengthen the college's commitment to student learning to ensure that students progress toward their goal of degree, certification or transfer;
- maintain quality of education over quantity;
- manage enrollment to match state funding; and
- secure the financial integrity of the college; plan for sound fiscal management for three to five years.

Put people first:

- treat faculty, staff, and students with dignity and work to maintain morale; and
- protect as many jobs as possible while reducing salary and benefit costs.

Critically evaluate existing operations based on:

- the centrality to College of the Desert's strategic plan;

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- established priorities;
- the excellence and affect on unit/institutional performance;
- the demands of constituent stakeholders; and
- the future viability and sustainability of continuing the unit and/or program.

Identify cost savings and/or new revenues through unit and/or program:

- restructuring and consolidation, including the identification and promotion of more streamlined and integrated services and inter-departmental collaboration;
- redirection;
- reduction; and
- elimination.

Maximize efficient and effective institutional practices:

- discontinue nonessential services and freeze nonessential expenditures; and
- consider reductions in work week, building closures, and alternative programs and classes for summer 2010.

Be transparent and fair:

- consult widely with key constituents; and
- communicate budget news frequently and at many levels.

Planning Agenda

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.
2. Evaluate and assess organizational restructuring, especially as it pertains to planning and institutional dialogue and effectiveness.

I.B.5 *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

The college collects a variety of assessment data in planning processes at both the department and college levels. These data include placement test results, student outcome data including measures of retention, success, and persistence. These data are disaggregated to ensure that groups of students are equitably served. The data are also augmented with SLOs measures, from the broadest measures of the degree to which students are attaining their educational goals, to the department and course levels.

Data from many sources (i.e., SLOs with correlating assessments) is included in PRUs that are reviewed by the Curriculum Committee and the CPC. This also provides appropriate dissemination to campuswide personnel through their various constituency representatives. PRUs and annual updates are utilized for development of area/department planning and goals and objectives, which lead to decisions regarding curriculum, personnel, facilities, and other funding allocation.

Results from the Accountability Reporting for the Community Colleges (ARCC) report and Community College Survey of Student Engagement (CCSSE) are published and presented to the Board of Trustees at their public meeting. Snapshot Accountability Reporting for the Community Colleges report data is also disseminated through bookmarks and various "interest specific" forums throughout the campus community. Required reports are submitted to the Chancellor's Office in a timely manner. Information is provided to the Bond Oversight Committee and

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disseminated to the public in an annual report. Documents and various forms of information are available on the college Web site for public review and additional information is available on the portal as an internal tool for college personnel to access. The college Web site includes a comprehensive Institutional Research site that was updated during the summer of 2010 to increase ease of use and was beta tested in fall 2010.

Regulatory agencies and accrediting agency reports and information are filed as needed and are available to the public through those agencies and in various public records. Newspaper articles, radio and television broadcasts, and other media information are distributed via the Public Relations Office regarding college activities and data. The Public Relations Office keeps archival information. In addition, the Public Relations Office and Bond Oversight Committee communicate yearly with the public via the Measure B Annual Report showing how bond money is being used, including a financial statement of expenditures and revenues ([c.IB-20](#)).

In spring of 2009, the Public Information Officer position was eliminated and responsibility for public relations was assigned to the Office of Institutional Effectiveness. In summer 2010, a communications audit was conducted by a strategic marketing firm to assess the effectiveness and consistency of the college messaging. In fall 2010 a new Strategic Communications Plan was presented for review and approval by the CPC and Executive Cabinet.

The president, or his designee, is active in a number of community committees including University of California, Riverside's Desert Lyceum, Coachella Valley Healthcare Initiative Advisory Council, Riverside County Workforce Investment Board,

Coachella Valley Economic Partnership, and multiple chambers of commerce. In addition, many of the programs at the college have advisory boards, particularly in vocational programs, and information about effectiveness is communicated in this way.

As determined in a telephone survey, 69 percent of the public surveyed in preparation for the bond measure expressed knowledge of and support for the college. This resulted in passage of the largest community college bond by 68 percent, the largest percentage of community approval rate as of March 2004, and is strong evidence of the public's beliefs regarding the value of the College of the Desert. The success of the College Foundation in raising funds for multiple programs is also a strong indicator of community support. The donation of 96 acres for development of the new Mecca/Thermal Campus and 142 acres for the development of a West Valley Campus show the confidence of the community in College of the Desert to provide quality education. Stability of the Board of Trustees over the past decade indicates a high degree of public trust in our leadership.

Self Evaluation

The college meets this standard.

Data collection, distribution, and utilization have improved. All members of the campus community have access to the information through their constituencies as well as direct access through the college portal and other electronic media. The public has access to all appropriate information through our recently updated Web site as well as standard media. The college values data-informed, institutionwide dialogue and works hard to effectively communicate with the larger community.

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Planning Agenda

Evaluate results of the Beta test of the Institutional Research page and make appropriate adjustments.

Implement the approved Strategic Communications Plan.

I.B.6 *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.*

Descriptive Summary

The college uses several processes to evaluate its cycle of evaluation, integrated planning, and resource allocation. The college routinely conducts comprehensive review and modification of its planning and resource allocation processes.

Assessing institutional effectiveness is a cyclical process as described in the PIE Process Manual. The CPC's PIE process includes the Assessment of Planning and Outcomes (formerly Evaluation) Subcommittee that cyclically reviews and evaluates the planning process and recommends improvement. It is recognized that planning and assessment is more dynamic than a flowchart can represent and takes place in countless encounters, discussions, and meetings during the ordinary workday and throughout the year. Using information to make decisions is continuous. Nevertheless, a formal cycle is required primarily to capture, organize, synthesize, and document the results of these on-going exchanges. An illustration of this cycle is shown in Figure 3, page 13 of the PIE handbook ([e.IB-21](#)).

Similar to the EMP, the Technology Plan ([e.IB-22](#)) is designed to be regularly updated. The issues covered by this plan also continue to evolve. For example, recent discussions on disaster recovery provided a short- and long-term plan for off-site storage of data.

Self Evaluation

The college meets this standard.

All parts of the cycle from data collection to resource allocation and outcome evaluation are reviewed through clearly defined organizational structures that are defined in the PIE process. SLO's and program reviews as well as the planning process itself are systematically evaluated and modified as needed.

Planning Agenda

The college established the SEMP Process Committee in November, 2005 which was responsible for the creation of the original strategic planning process. Through the ongoing assessment of the process, it has evolved and improved. In the 2009-2010 academic year, the current complete planning cycle was used. As the process requires, the CPC's Assessment of Planning and Outcomes (formerly Evaluation) subcommittee will continue to evaluate, assess and recommend process improvement changes as needed.

I.B.7 *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.*

Descriptive Summary

The college assesses effectiveness in improving instructional programs, student support services and

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library and other learning support services through a comprehensive program review process. In addition to the required five-year program review, every unit completes an annual PRU. Each of the resulting documents requires faculty and staff to review internal and external data as they set their upcoming goals. Progress in achieving the goals is reported by every unit three times per year and tracked by the appropriate supervisor/manager. The program review process is required for instruction, student support services, and non-instructional service areas and serves as the mechanism to gather evidence of effectiveness of all programs and services.

When the program review process was recently updated, the task force started with instruction, created forms and systems, and then mirrored them with student support services and non-instructional service areas. The Student Services process integrated the mandated reporting for their various outside agencies within the annual program review (PRU) process.

The new PIE process initiated the development of the comprehensive program review schedule for all areas including those areas not previously reviewed. The Assessment of Planning and Outcomes Subcommittee of the CPC will be responsible for evaluating the effectiveness of this process and recommending any necessary changes.

Through the work of the Data Advisory Task Force, appointed by the president, the college has identified the need to increase data availability, accuracy, and understanding to feed evidence to support reports, dialogue, and informed decision making. The Task Force recommended that the CPC create a standing Sub-Committee for End

Users of Data. That recommendation was approved in fall 2010.

Self Evaluation

The college meets this standard.

All parts of the cycle, from program review data collection to resource allocation, are reviewed through clearly defined organizational and governance structures and processes.

Planning Agenda

College of the Desert will continue to implement needed change as determined through the on-going cyclic evaluation process included in the PIE process.

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.

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The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

College of the Desert offers a comprehensive range of programs approved by the California Community College Chancellor's Office (CCCCO) to meet the college mission and uphold its integrity, including 56 associate degrees in arts and/or science majors, 33 credit certificate of achievement programs, 9 certificates of completion through

noncredit, as well as 9 lower unit certificates offered locally by individual disciplines ([e.IIA-1](#) p. 70-127).

The institution chooses fields of study based upon the mission of the California Community College system (transfer, degree, certificate/career and technical education/basic skills). College of the Desert is committed to serving students who are completing lower division major requirements in preparation for transfer to a four-year college or university, learning new and upgrading current job skills, and improving basic skills instruction as well as providing lifelong learning opportunities. All programs of study fall within these areas. Within these areas of study more specific selections are made based upon the students' and the community's needs. The college also provides training to public safety and public service agencies including fire, police, and social services. The college prides itself in responding to local industry needs in emerging fields such as alternative energy (wind turbine technology, solar, and alternative fuels), and real estate development ([e.IIA-2](#)). Community needs are determined by analyzing labor market data and soliciting the input of program specific community advisory boards ([e.IIA-3](#) [e.IIA-4](#)). Additionally, the Educational Master Plan provides information such as Program Review Updates (PRUs) that guide the college in meeting our mission. The Accountability Report (ARCC) for California Community Colleges provides additional data about students graduating College of the Desert with degrees and certificates as well as for those transferring to four year universities ([e.IIA-5](#)).

To ensure 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" ([e.IIA-1](#) p. 8),

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quality of instruction is evaluated through Curriculum Committee processes including course and program review, which includes a yearly PRU, articulation review, and industry advisory review as required ([e.IIA-6](#) ; [e.IIA-7](#)). Offerings of certificates and degrees are listed in the *College of the Desert Catalog* and maintained by the Inventory of Approved and Projected Programs of the CCCC ([e.IIA-1](#)). The CCCC guides and mandates adherence to the “Program and Course Approval Handbook,” consistent with the requirements of the California Education Code ([e.IIA-8](#)).

As per Title 5 regulations, all approved courses must be reviewed and updated no less than every five years. The College of the Desert Curriculum Committee oversees this process. When new courses are developed or existing courses are reviewed and updated, faculty follow policies and procedures set forth by the College of the Desert Curriculum Committee (in accordance with Title 5 regulations). Official course outlines of record are carefully reviewed to insure the course meets the required standards of quality as set forth in Title 5 ([e.IIA-9](#)). The Curriculum Committee is made up of faculty representing all areas of the college ([e.IIA-10](#)). Curriculum Committee members meet every two weeks to review course outlines.

Community/Industry advisory boards and faculty expertise are part of the review process ([e.IIA-9](#)). Detailed descriptions and measurable objectives and outcomes are required for each course ([e.IIA-11](#)). Degree and certificate programs are designed appropriately and coherently within the field of study according to length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. All courses (onsite, online, and hybrid), credit and non-credit,

offered by the Desert Community College District are reviewed and approved by the college’s Curriculum Committee, the Academic Senate, and the Board of Trustees.

College of the Desert follows the requirements of the CCCC for Career and Technical Education. All new career and technical education programs totaling 18 units or more must be presented to a local consortium of regional community colleges for their review, comment and approval. Upon being scrutinized and approved by the consortium of local regional community colleges, the new program must then be approved by the CCCC. Course content and labor market information play heavily in determining a need for the program and whether the program is approved.

Regardless of means of delivery and location, it is the charge of the Curriculum Committee to assure all approved courses meet the mission of both the California Community College system as well as the institution and conform to the same standards. Distinct processes exist for distance learning to ensure quality and integrity are maintained in all courses and programs ([e.IIA-12](#)). The Distance Education Subcommittee of the Curriculum Committee established a Distance Education worksheet for faculty to complete any time there is a distance education modality included in the course outline of record ([e.IIA-13](#)). This includes any technological enhancement to a course beyond one course assignment. The Distance Education Subcommittee reviews the worksheet with faculty to ensure quality of education is maintained for all courses. In updating courses and designing new ones, faculty work closely with Disabled Students Programs and Services (DSPS) to create equal access across the curriculum for all students. All courses are

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routed through DSPS and require approval before the Curriculum Committee reviews them.

Student Learning Outcomes (SLOs) are identified for all courses and programs of study (SLOs in course outlines; Outcomes and Assessment Committee Web pages) ([e.IIA-14](#)). In the last three years, the Curriculum Committee of the Academic Senate has worked with the Outcomes and Assessment Committee to establish evaluation practices that complement and complete traditional achievement data as captured by the Office of Institutional Research. Course-level assessments are now an integral part of the program review process. All courses are assessed on a three-semester cycle, so completing an assessment loop could take one-and-a-half years or less. This process is ongoing, cyclic and maintained by the Outcomes and Assessment Committee. Assessment data is gathered, processed, analyzed, and discussed by discipline faculty at department meetings, during Flex activities and via E-mail. Courses and programs are under continuous scrutiny by the instructors as they coordinate assessments and exchange learning strategies. Improvements and changes to programs are recorded in academic program reviews every five years, PRUs annually, and Assessment Reports every semester ([e.IIA-15](#)). Additionally, all courses are aligned with program and institutional outcomes. Institutional assessment will take place for the first time in the 2010–2011 school year. The Outcomes and Assessment Committee meets weekly to maintain assessment records, review assessments, and coordinate ongoing practice of course and program-level assessment.

Student achievement data is collected based on a variety of success indicators by our research department. Data related to course success,

retention, persistence, degree/ certificate, and transfer attainment are available from our research department ([e.IIA-16](#) p.15). Faculty may then use this data in conjunction with academic assessments to more fully implement quality improvement at all levels of instruction.

In the last year, College of the Desert has been working with CurricUNET to implement an online curriculum management system that will facilitate the curriculum process of proposing, modifying, updating, and approving courses and programs. Within CurricUNET, courses have also been aligned with program and institutional outcomes to improve campuswide coordination and awareness of where courses fit into the college mission as it relates to general education, basic skills, career and technical education, as well as student support services. In 2010–2011, full implementation of CurricUNET began. Training modules were created in the summer of 2010. Faculty and staff, campuswide began training in the fall during Flex. The training will continue throughout the year.

Self Evaluation

College of the Desert proudly demonstrates our commitment to meet the college mission and uphold the integrity of our values, regardless of location or means of delivery. The college mission is based on mission articulated in the SEMP commensurate with the values of the CCCCO ([e.IIA-2](#)). Course approval requires the stringent processes of the Curriculum Committee of the Academic Senate. The following subcommittees maintain the integrity of specific standards: general education, prerequisite validation, distance education, program review, and the Curriculum Technical Advisory Group.

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Program review is a long-standing practice at the college. Faculty thoroughly review their respective programs every five years, making an in-depth report that is showcased annually campuswide.

Program reviews have shown improvements to areas such as the Business program, which has undergone tremendous change in the last several years, in response to community need and curricular revision, dissolving a supervision certificate that had become outdated and approving a new retail management certificate which receives a great deal of support from local industry. The programs of Registered and Vocational Nursing show continuous improvement and strength. The initial National League for Nursing accreditation visit for College of the Desert's Associate Degree Nursing (ADN) program was conducted May 15-17, 1968. The program has been continuously accredited by the National League for Nursing since 1968. In spring of 2010, the Board of Review granted the most recent continuing accreditation status; current approval has been granted. The nursing program is well respected in the community with significant numbers of its 2500 plus graduates working in the Coachella Valley in a variety of health care settings.

The annual PRU designed by the Curriculum Committee, Outcomes and Assessment Committee, and the CPC in the 2008-2009 school year was implemented in the 2009-2010 school year. Almost half of the disciplines offered at the college participated in the annual review process. This process integrates achievement data with assessment information to provide a comprehensive and current evaluation of courses and programs.

This ongoing and systematic review allows faculty campuswide as well as other constituencies engaged

in the planning process to make informed decisions about prioritization and resource allocation based on student and community need and the college mission. PRUs played a central role in the development of the Educational Master Plan ([e.IIA-2](#)), allowing faculty's experience of students' needs in the classroom to effect and direct instructional planning. It is expected that in the 2010-2011 school year, 90 to 100 percent of all disciplines will complete PRUs. PRUs are received and evaluated by the Program Review Subcommittee. Then, they are routed to the CPC for consideration during the prioritization and resource allocation process. PRUs are also routed to school deans for evaluation and inclusion in action plans for each school. In this way the college is ensuring that the planning process is directly related to student needs and the achievement of learning outcomes as evaluated by faculty in the classroom participating in course-level assessment for the purpose of program improvement. These documents serve as valuable sources of program information and evidence of improvement and change that will move College of the Desert forward as we continue to make strides in the direction of thoughtful planning based on the achievement of SLOs.

Planning Agenda

- Fully implement CurricUNET within the next school year and train faculty and staff across campus throughout the year;
- Engage all disciplines in the PRU process by 2012;
- Continue to close assessment loops at the course and program level by 2012; and
- Use the faculty gathered assessment data to guide school dean action plans.

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II.A.1.a *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.*

Descriptive Summary

College of the Desert strives to meet the needs of its students by offering courses in a variety of formats (face-to-face, online, hybrid, short-term, full-term, day and night, etc.) and at alternate locations in the Eastern and Western valleys. In Mecca/Thermal, Indio, Coachella, Desert Hot Springs, and Palm Springs, courses from all programs are offered including general education, basic skills, career and technical education, adult basic education, as well as tutoring and other student services. The class scheduling involves input from faculty, staff, deans, counselors, and administration.

In all areas of planning, in order to better understand and serve its student population, the institution gathers and develops accurate, objective data and information about the institution and the students it serves in many ways. Information is collected by faculty in the classroom in the form of assessments, and counselors via assessment and experience. Additionally, the college makes use of economic forecast data for the region for course and program design and scheduling. Faculty and deans regularly meet with industry partners, employers and members of advisory committees to inform and validate decisions on courses, programs, delivery methods, and schedules. Finally, the Office of Institutional Research provides valuable insight into

the planning process in the form of data made available through its Web site ([e.IIA-17](#)).

The institution welcomes and appreciates the diversity of its population. Many courses, programs, and services are offered to meet the needs of a culturally diverse population of students. In spring 2009, a new offsite campus at Mecca/Thermal opened offering 11 classes ([e.IIA-18](#)). In the beginning of each academic year, the office publishes the detailed student demographics data ([e.IIA-19](#)). The data reveals that College of the Desert serves a diverse constituency with the largest group of student body consisting of: 56.8 percent female students, 55.6 percent Hispanic students, 40.6 percent students aged 18-21 years, 52.4 percent part-time students, 43.7 percent students attending day classes only, and 40 percent students residing in Eastern Valley ([e.IIA-20](#)).

Of special importance is the research report, “Entering Skills of Students,” issued each fall tabulating the entering proficiencies of students in English, reading, and mathematics. These reports are the basis for the discussion and institution’s continued commitment to building a robust basic skills program that is integrated throughout all of its educational programs and services. The results on entering proficiencies of students are also extensively tabulated (entering skills by high school) by the local feeder high schools, and they are the basis for joint efforts with local high schools on improving the students’ transition to higher education. College of the Desert faculty are working together with high school faculty in four different areas—English, math, career and technical education, and health care—to look at curriculum and work on creating a more seamless experience for students. The California Partnership for Achieving Student

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Success (CalPASS) staff provide faculty with student achievement data to identify gaps in student success. Furthermore, research has been done on the correlations between results on entering proficiencies of students and their success in courses with and without prerequisites in English, reading and mathematics (prerequisite data and advice).

College of the Desert also considers students' goals in the planning process (goals of student). Data show that 51 percent of students express the intention to obtain an associate's degree or transfer and obtain a bachelor's degree. More than 20 percent of students cite a vocational goal or finding/improving their careers, as their reason for coming to College of the Desert. The Office of Institutional Research also collects and evaluates data on effectiveness indicators including awards, grades, and transfers to universities ([e.IIA-21](#)).

In spring 2010, the institution administered the Community College Survey of Student Engagement (CCSSE) to identify student engagement and interests ([e.IIA-23](#)). The survey is conducted bi-yearly, having been initiated in spring 2008, and as before, the results are used for self study and for improving the educational programs and services offered to the students.

Every semester, during registration the Office of Institutional Research tracks current enrollments and full time equivalent students ([e.IIA-23](#)). The list of all open classes is updated every hour during the day, and it is available to all students on the research Web site and on the live schedule in WebAdvisor. At the same time the list of all classes with less than 17 enrollments is provided daily to the administrators ([e.IIA-24](#)). The institution is constantly adjusting its offerings to better match student enrollment needs.

The institution uses the research data and information on diverse student populations and the community it serves as the basis for discussion, decision making, and planning in terms of scheduling and curriculum development. A key element in incorporating educational needs of students into the institutional and instructional planning processes is instructional program review ([e.IIA-25](#)). Every summer the research office provides the databooks for the programs entering into program review in the fall. The databooks are compiled of the following data:

- courses not offered in two years;
- section, course, and program enrollments;
- completers by course and percent;
- grade distribution by course;
- summary and analysis;
- degrees and certificates awarded;
- labor market data; and
- student characteristics.

In addition to the five-year program review, there are annual PRUs that have current data including the information on SLOs, assessments, program improvements, staff support and resources. The institution employs the program review data in determining and planning what programs to offer, in judging the educational quality, and in best serving the students and community. The program review update data are used in the planning process to prioritize goals across all areas of campus. To determine if students are achieving stated learning outcomes, a three semester assessment schedule has been established and the results of outcomes and assessment from selected courses in every program have been published ([e.IIA-26](#)). The goal is for all courses in the College of the Desert curriculum to go through this cycle by 2012. Research gathered

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through varying types of assessment at the discipline level is growing more prevalent as the college continues to focus on improving student learning. For example, the mathematics program has collected and analyzed common final exam data in the remedial courses for about five years and is redesigning curriculum, as appropriate, based on dialogue and analysis of this information ([e.IIA-27](#)). English faculty have been studying student success in various general education courses based on success in college composition and basic skills courses to draw correlations and make changes as needed to the English Curriculum ([e.IIA-28](#)).

In March 2010, the Desert Energy Enterprise Center opened with new training programs designed to prepare workers for employment in emerging green technologies. Programs currently offered at this facility include:

- The Desert Region Renewable Energy Training Program, funded by the California Energy Commission and Employment Development Department, to prepare workers for jobs in the utility-scale solar energy industry being developed in the region;
- The Wind Turbine Technician Training Program, funded by the Riverside Economic Development Agency, to train entry-level technicians for maintenance and repair jobs in the region's wind energy industry; and
- Home Energy Rater System energy efficiency training to provide area contractors with employees skilled in performing state-approved home energy audits in advance of the new state regulations and incentive programs.

Each program offered at the Desert Energy Enterprise Center has support from industry

partners and is taught by industry-experienced trainers. They are playing an increasingly important role in the economic development strategies of the region.

There are plans in place for expanding and building a 119-acre satellite campus in the western valley that will create its own energy and be a showcase for green technologies, both in terms of infrastructure and job training programs ([e.IIA-29](#)). In following the Facilities Master Plan ([e.IIA-30](#)), the new satellite campus is expected to be in operation in fall 2014 ([e.IIA-31](#)).

Self Evaluation

College of the Desert extensively uses research and data to better understand the needs of its diverse student population and the community it serves. This is reflected in offering a wide range of collegiate and pre-collegiate courses as well as degrees, certificates, and transfer and community education programs designed to fulfill the goals of the students, meet the needs of local employers, and articulate with four-year institutions. The collaborative CalPASS effort has provided a more seamless pathway for students transitioning from high school to College of the Desert. We are just beginning to follow up on student success as a result of this effort.

Over the last several years, the college has paid special attention to developing and implementing practices across campus that assess student learning needs and progress toward achieving stated learning outcomes. Through the practice of course-level assessment and more collaborative efforts between the Office of Institutional Research and faculty members, we have discovered great value in the research gathered, analyzed, and evaluated at the

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course and program level, especially as it is discussed not only within the discipline, but reported to constituencies across campus and used through PRUs in the planning process. And, with the movement towards implementing program review annually in addition to every five years, faculty are better able to track minor changes to programs that make great improvements to learning. An example of this can be observed in our Auto Program where, as a result of assessing the program, the following actions were taken to improve learning:

- Incorporation of regular 10 question quizzes based on homework assignment. (Encourages students to complete homework and clarifies any misunderstanding about homework and improves test taking skills.)
- Incorporation of more real-life problems. (Helps students with critical thinking skills, mechanical skills, and builds confidence.)
- Maintain close watch on lecture versus lab time. Assure that all lab time is utilized. (Provides maximum amount of hands on practice.)
- Enhance lecture with relevant videos. (Helps students visualize complex machinery.)
- Acquire more pass-around components for demonstration during lecture. (Helps students understand system components.)
- Equipment improvements: alignment machine, doubled number of racks, painted walls, epoxy floors and automated doors.

Additional improvements can be seen in collaboration between math and English faculty ([e.IIA-31](#)), Early Childhood Education and Art, and in program reviews across the curriculum ([e.IIA-32](#)); [e.IIA-36](#)).

Since the college has established the practice of

administering CCCSSE, the next phase is to study the results and use the results to improve student engagement ([e.IIA-22](#)).

Planning Agenda

Use the results of CCCSSE to improve student satisfaction and engagement in the learning process.

II.A.1.b *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

To provide options for students, the institution offers courses in the classroom and online as well as hybrid courses that combine in-class instruction with an online component. Instructional modes are clearly indicated in the hardcopy and online class schedule. The Curriculum Committee has established a Distance Education (DE) Subcommittee that regularly reviews the distance-learning components of any course to determine its fitness for delivery in a distance-learning environment and its accessibility. As a part of the CurricUNET workflow, faculty wishing to make a course eligible for distance education, which includes any delivery mode beyond one Web-based assignment, must complete the Distance Education Worksheet. Faculty are required to work with DSPPS and the Distance Education Subcommittee to ensure a course meets criteria for online capability and accessibility. Course-level assessments reported in the PRUs provide another mechanism for evaluating delivery modes and encouraging dialogue about online practices ([e.IIA-34](#)). PRUs track recommendations and inform decisions made about curriculum and programs including delivery modes ([e.IIA-35](#)).

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The number of online course offerings has increased in the past few years. The college's online offerings are now offered through the Blackboard platform, and the use of Blackboard has also resulted in many more instructors utilizing the benefits of online posting of course information, assignments, etc. Many new online offerings have been developed through a combination of reviews of student and community needs and through many faculty volunteering to bring new courses online. Information Technology continues to provide technical support for online courses and for all faculty who teach online. A new dean position for Library & Learning Resources & Distance Education along with a faculty chair position was created, along with support staff in order to better serve the growing population of online students.

Flex workshops are offered on a regular basis to the faculty to describe different modes of course delivery to meet students' differing learning styles. Other forums for discussions of this nature include Academic Unit meetings, Curriculum Committee meetings, division meetings, the Educational Technology meetings, and the Basic Skills Committee meetings.

Self Evaluation

Decisions on delivery modes for courses are made at the program level based on the program review process. Approval is required by the department and school prior to submission to the Curriculum Committee. To date, there is primarily anecdotal evidence regarding student learning in online courses based mostly on grades; however, now that SLOs have been developed for all courses and assessments are being completed for all courses, a quantitative comparison of different modes of course delivery outcomes can be completed. At this

point, the college continues to use student surveys to improve online courses.

The Distance Education (DE) worksheet has been improved. Thorough evaluation of the quality of contact hours, along with other elements of the DE approval process, should yield comprehensive improvement to DE learning for all courses offering any Web-based or technology-based instructions.

Planning Agenda

Through the use of SLO assessment and DE approval processes, continue to implement and evaluate delivery modes for appropriateness and effectiveness.

II.A.1.c *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.*

College of the Desert has devoted much time and energy to SLOs and assessment. A presidential committee known as the Learning Assessment Committee was formed in 2005. The work of this committee produced an early draft of what were called general education outcomes, later to become the foundation for what we now call College of the Desert's Institutional Outcomes. Faculty, deans and administrators participated in the process ([e.IIA-36](#)). As there was no established framework in which to make these outcomes functional and assessable, the work of the Learning Assessment Committee was then passed onto the Curriculum Committee in the spring of 2007 where an SLOs task force was created. The task force was charged with creating a plan to galvanize the SLOs effort campuswide. The task force met through spring and into the summer

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to research other colleges' assessment practices and investigate models to determine a structure that would encourage productive dialogue about improving learning at College of the Desert. By fall 2008, the college dedicated resources and support for a full committee composed of eight assistant coordinators, one from each division including Student Affairs, one Outcomes and Assessment Committee Campuswide Coordinator, as well as an administrative representative, to provide the tools needed to guide and assist faculty, staff, and administration in writing SLOs and administering cyclic assessments. This remains the present structure.

The Outcomes and Assessment Committee (OAC) mission is to lead the college through an ongoing, systematic process that clarifies and improves SLOs at every level from course to program through degrees, certificates, and transfer [e.IIA-1](#); [e.IIA-37](#)). The OAC moved forward on the SLOs effort and gained acceptance by the campus community by recognizing that faculty, staff, and administrators intuitively and automatically investigate whether or not students are adequately gaining the desired knowledge, skills, behaviors, and attitudes from College of the Desert's curriculum, programs, and services. The Outcomes and Assessment Committee has taken responsibility for formalizing, organizing, and facilitating the improvement of student learning. As a result, faculty, staff, and administrators are empowered to use information gleaned from outcomes assessment to more directly and efficiently improve student learning through the existing program review process to be discussed later in this section.

From fall 2007 to date, the Outcomes and Assessment Committee has met two hours weekly

to review assessments, align program and institutional outcomes, and ensure the results of assessments are used for improvements and lead and facilitate campuswide dialogue about the results and improvements to programs. A timeline was established to schedule milestones in the seven-year process from spring 2005 through spring 2012 ([e.IIA-38](#)). The assessment cycle includes the following stages at all levels from course to program to institutional assessment:

- Stage 1: Assessment;
- Stage 2: Discussion, analysis, and evaluation of the data; and
- Stage 3: Respond to the data and, as needed, implement changes.

Throughout the process, reporting provides a mechanism for reflection and discussion. Each stage has a clearly delineated checklist to guide faculty and staff through the process. All course-level assessments are tracked on assessment reports. Assistant coordinators evaluate and share the assessment reports at regular Outcomes and Assessment Committee meetings to stimulate dialogue about best practices, discuss what's working and what is not, and ensure course-level assessments are aligned according to services, programs, degrees, and certificates.

SLOs were written by discipline faculty and exist for all courses in all programs at the College of the Desert. Program-level outcomes exist for all programs at the college as well. All courses and services align to the following programs: general education, career and technical education, basic skills, and Student Support Services and Programs. Within each of these areas, disciplines and services may also choose to assess discipline or service

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specific outcomes as long as they also align to corresponding program outcomes, as might be the case with career and technical education programs such as Nursing, Early Childhood Education, Heating/Ventilation and Air Conditioning, and Auto. In the case of ESL or English 50 and 51, course-level assessment aligns to basic skills as a program and the assessments are reported as part of the ESL or English program review, which are part of the General Education Program. Another example of context specific assessments would be from a program such as EOPS/CARE that assesses and reports within the program, but aligns to broader Student Support Services and Programs outcomes.

At College of the Desert, course-level assessments follow a three-semester or three-stage cycle for each course. Each stage has a dialogue and reflection component in it that allows time for faculty to communicate findings throughout the process and make the assessment meaningful and the dialogue actionable. Stage one encompasses the administering of assessment; stage two is for discussion, analysis, and reporting the findings; in stage three, changes are implemented. Then, the process repeats for each course. Assistant coordinators working with the dean create the schedule for course assessment; faculty determines which SLOs and how many SLOs to assess for any given course. Courses previously assessed continue on in their respective stages, and courses having completed the third semester, thereby closing a course-level assessment loop, begin the next cycle and track course changes in the Assessment Reports ([e.IIA-39](#)).

Program-level assessment takes place through the program review process. At College of the Desert, programs are evaluated on a five-year cycle that adheres to Title 5 requirements for the state.

Beginning in fall 2009, faculty also began evaluating programs annually through the PRU process, which allows faculty to review course-level assessments to date, track changes to courses, and evaluate the improvements or challenges to the programs based on those assessments on a yearly basis and strive for continuous quality improvement and alignment to the college mission and institutional outcomes. PRUs provide both student achievement data and assessment information that serve as the basis for dialogue, reflection, improvement, and planning at the program and institutional levels ([e.IIA-40](#)). Informally, dialogue is ongoing among faculty across the disciplines and focuses on the continuous improvement of courses and programs, specifically addressing student needs.

Formal discussion led by faculty about using results of program reviews and course-level assessments also takes place in discipline, division, and senate meetings and forums. Once PRUs leave the division, they are posted on the Curriculum Committee Web site. Then, they are routed to the CPC that uses them to guide the prioritization process and inform decision making with the goal of continuing to improve student learning at College of the Desert.

The Outcomes and Assessment Committee and the offices of Institutional Effectiveness and Institutional Research have begun working together to design assessments for institutional outcomes for general education, career and technical education, basic skills, and Student Affairs programs. Dialogue on outcomes, assessment, and program improvement are continuing regularly, and the evidence for these is captured in such places as meeting minutes, Outcomes and Assessment Committee Web pages, PRUs, and Outcome and Assessment Status Reports now known as Assessment Reports. College of the

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Desert openly and consistently uses the Accreditation Commission for Community and Junior Colleges' rubric for SLOs and program review to train faculty and ensure that we are making progress through development and into proficiency.

All full-time and part-time discipline faculty determine outcomes and strategies for attaining them at the course and program level via E-mail, discussion at department meetings, and participation in Flex. In the English program, ENG-050, a basic skills writing course, was one of the first to complete an assessment cycle, followed by ENG-051 the next semester. Almost all sections of ENG-050 were assessed using a common essay prompt. Approximately half of the ENG-051 courses were assessed, and the lack of completed assessment actually contributed to the overall evaluation of the basic skills English and ESL sequence. Discipline faculty worked over a two-year period to meet, discuss, review, evaluate, and improve the basic skills English/ESL curriculum through to freshman-level college composition, revitalizing the course outlines of record, outcomes, objectives, and assessments. In the fall 2010, the assessment-based improvements to ENG and ESL 50, 51 and ENG-001A have begun to result in full-time faculty working together with part-time instructors to ensure a shared understanding and practice of outcomes and strategies for teaching each level along the same guidelines to foster student success. Faculty look forward to an ongoing dialogue about the results of this two-year assessment.

A series of Flex workshops, five on SLOs and six on assessment and outcomes, provided all faculty across campus, including managers and administrators, with multiple opportunities to participate in the assessment cycles that are ongoing at the course,

program, and eventually the institutional level. There are 11 workshops which have been offered that progress as College of the Desert's knowledge base and practice of outcomes assessment broadens and deepens. The workshops are participatory in nature, usually beginning with an overview or lecture style opening and culminating in a hands-on approach that allows faculty to work on their own discipline and get assistance from Outcomes and Assessment Committee coordinators as they develop improvement strategies. The "SLO Writing Bonanza" and the "Assessment Shindig" were two major college-sponsored events that allowed for the work of outcomes and assessment to take priority.

Self Evaluation

College of the Desert has devoted a great deal of time, effort, and resources to ensure that the improvement of student learning is the focal point of our mission. To that end, the college has successfully put into place stated learning outcomes at the course, program, and institutional level. The development of outcomes involved faculty in all disciplines for the course levels. Program outcomes engaged discipline faculty, the Curriculum Committee, and the Outcomes and Assessment Committee members. Institutional outcomes development began in 2005 with what were initially called general education outcomes, and evolved into thoroughly and specifically articulated values emerging from the SEMP, Outcomes and Assessment Committee participation, CPC, Academic Senate participation, and faculty participation from all disciplines, programs, and services across campus.

Through the formation of the Outcomes and Assessment Committee, in collaboration with the Academic Senate, administration, faculty, staff, deans, supervisors, and administrators, along with students,

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are all engaged in the assessment process in some way. From “SLO Bonanzas” to “Assessment Shindigs,” the college has grown to appreciate improvements to learning that result from ongoing, systematic, and authentic assessment. Initially, the assessment process seemed cumbersome and complex. By working with the newly available resources and with our Outcomes and Assessment Committee coordinators, we see progress in the process and improvements to programs and courses that might not have occurred before ([e.IIA-35](#); [e.IIA-53](#); [e.IIA-9](#); [e.IIA-41](#)).

Course-level assessment is well underway. By the end of fall 2010, 50 percent of our courses will have completed at least one or more assessment cycles. By the end of spring 2011, we anticipate 75 percent of our courses will have entered the assessment cycle. By fall 2011, 100 percent of all our courses will have entered and or completed one or more assessment cycles.

Program-level assessment has commenced in many programs. A comprehensive program level assessment will be implemented in the spring of 2011 for the following programs: general education, basic skills, career and technical education, and Student Affairs Support and Services. Institutional assessment will begin in the fall of 2011.

For the past several years, program reviews were presented at Flex, giving faculty the opportunity to learn about programs across campus. But as all Flex activities compete for time slots, not everyone who wanted to attend program review was able to attend. In 2010, College of the Desert presented the Program Review Showcase, a more formal and celebratory event that did not compete with other activities on campus, allowing for more people to

show up and engage in meaningful and dynamic dialogue.

Assessment reports, academic program reviews, and PRUs together form the basis for most improvements that take place in academic affairs. The process is fairly new, and as data begins to accumulate from evidence gathered from the classroom, instructors evaluate and discuss the information, and improvements to learning begin to take shape. Outcomes are in place; assessment practices are systematic. Our focus now is using the wealth of information we are gathering to show how much and how often learning improvements are occurring at College of the Desert.

Planning Agenda

- Continue to implement the course-level assessment schedule;
- Continue to coordinate program-level assessment and engage the remaining disciplines in the PRU process in 2010–2011; and
- Begin collegewide assessment of institutional outcomes.

II.A.2 *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Descriptive Summary

College of the Desert offers a variety of educational opportunities including:

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- precollegiate courses and programs (basic skills);
- English as a second language;
- adult basic education;
- career and technical education programs;
- transfer programs;
- associate degree programs;
- student services;
- cultural offerings;
- programs for international students;
- continuing and community education; and
- Contract Education training courses and programs.

Courses and programs are offered at a variety of locations and via different modalities.

Faculty, supported by administration and staff, create, develop, approve, and evaluate all courses and programs. Courses and programs originate from a variety of sources including discipline faculty, standing committees, ad hoc committees, and task forces along with business and community partners and agencies. Suggestions and proposals are routed to the appropriate discipline or division for review and implementation. The college determines which courses to offer through advisory committees (for career and technical education), student and community surveys, and through consultation with the local universities to determine required courses for transfer ([e.IIA-3](#); [e.IIA-25](#))

The college also reviews the requirements of various licensing agencies to determine what courses need to be offered (Administration of Justice, Automotive, Nursing, Fire Technology, etc).

The types of contract education offered are typically customized based on the needs of the local businesses and industry. We have some “standard” training programs that we know to be particularly relevant to our local industry, such as customer

service, hospitality, vocational English as a second language and recently wind technician ([e.IIA-42](#)).

At this point in time, we provide most of our community education online through partnership with Gatlin and ed2go. We are sometimes contacted by trainers who feel they have a workshop that is appropriate for delivery through the community education format. We have a process that asks the trainer to outline the anticipated SLOs, methods of delivery, and a brief synopsis of their qualifications. That form is available on line at the Center for Training and Development/ Community Education site. We also work with the Riverside County Economic and Workforce Development Department providing one-stop services and training specifically designed for displaced workers. We have had Workforce Investment Act contracts in the past to do this and currently have an American Recovery and Reinvestment Act contract to do so ([e.IIA-43](#)).

International student programs outside the regular college curriculum include the Intensive English Academy, which is available for students who request additional English training ([e.IIA-45](#)).

All of the credit and noncredit instructional programs at College of the Desert are of high quality. Standards are rigorously maintained through the Curriculum Committee and the subcommittees including general education, distance education, Curriculum Technical Advisory Group, prerequisite, and program review. The subcommittees conduct preliminary reviews of all courses offered at the college level before the Curriculum Committee reviews them. Upon approval of a course by the Curriculum Committee, the course must then be submitted to the Academic Senate and the Board of Trustees for final approval and adoption.

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As part of fall Flex 2010, a Stand-Alone Credit Course Approval Training was scheduled. Curriculum Committee members are required to complete this training, and all faculty are invited; the Curriculum Chair and Curriculum Specialist are responsible to train the members using the handouts and PowerPoint presentations disseminated by the Chancellor's Office. Furthermore, the Outcomes and Assessment Committee reviews all course outlines and assessments as they relate to SLOs. Presently, 100 percent of programs and courses at College of the Desert have SLOs. Each course has an established SLO assessment cycle that is outlined in the Assessment Schedule. There are three stages to this process:

- stage one, administering of assessment;
- stage two, discussion, analysis, and reporting findings; and
- stage three, change implementation.

Collegial consultation is encouraged through committee membership:

- faculty;
- the Vice President of Academic Affairs;
- representatives from each academic unit;
- the librarian;
- the articulation officer;
- the curriculum specialist; and
- a student representative.

The following handbooks have been given to all Curriculum Committee members and are available on the Curriculum Portal site for Curriculum Committee members guidance and direction: "Chancellor's Office Program and Course Approval Handbook" and "State Academic Senate—The Course Outline of Record: A Curriculum Reference Guide."

The Curriculum Portal site has access to:

- The Educational Code;
- Title 5 ([e.IIA-45](#));
- "Distance Education Regulations and Guidelines" from Chancellor's Office ([e.IIA-46](#));
- ACCJC and State Senate;
- "Good Practice for the Implementation of Prerequisites" from State Senate and Chancellor's Office ([e.IIA-47](#));
- "Model District Policy on Prerequisites" ([e.IIA-48](#));
- IGETC and California State University General Education Breadth Guidelines ([e.IIA-49](#));
- Noncredit at a Glance, etc.

Currently the curriculum specialist identifies courses that are due for review on a five-year cycle, and faculty are required to evaluate and update the course outlines of record. The college began to transition to CurricUNET in spring 2010 at which time this process was automated. By the spring of 2011, it is expected to be fully operational with CurricUNET. The Curriculum Committee also sets a schedule for program review on a five-year cycle. Annual PRUs began in 2009.

The institution implements changes determined as necessary in program review. In 2008, the Computer Information Systems/Computer Science and Automotive programs conducted extensive program review and implemented major changes to the curriculum based on their findings.

Self Evaluation

Quality and improvement of all instructional courses and programs are paramount at College of the Desert. We are committed to continuous evaluation at all levels of instruction and throughout the stages

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of curricular development. All academic programs participate in academic program review every five years. This self study requires all full-time faculty to participate and encourages the participation of part-time faculty as well. Components of the review to address include:

- description, program outcomes, membership, mission, and need;
- attributes of faculty, course, program and students;
- learning outcomes and assessment; compliance and;
- resources including faculty, staff, facilities, equipment, services, and program objectives.

These reports become the basis for discipline and school long-term goals and strategic planning.

Discipline faculty evaluate programs annually utilizing PRUs to provide more current portraits of the assessments, accomplishments, challenges, and improvements to programs. These PRUs are posted on the Curriculum Committee Web site and play an integral role in budgetary consideration, planning, and prioritization as mentioned earlier through the use of school action plans, the EMP and by the CPC ([c.IIA-2](#)). Courses are updated regularly through Curriculum Committee processes. Full- and part-time faculty are encouraged to work together, as appropriate and necessary, to ensure the integrity of courses based on discipline expertise.

The four central programs of the college have additional mechanisms and processes in place to validate quality and improvement by committees that include, but are not limited to, faculty. General education is evaluated through the General Education Subcommittee, the articulation officer, the

Outcomes and Assessment Committee, and the dean who administers faculty evaluations. Basic skills are partially supported by the Basic Skills Initiative funding that provides for a coordinator, researcher, and representatives from the basic skills disciplines. The committee sets goals and guides the college through practices aimed at helping students achieve remedial skills to prepare them for occupational work or transfer-level work. The Basic Skills Committee also leads the campuswide dialogue on how to improve learning at the level of basic skills. Career and technical education, as stated earlier, relies upon external agencies to certify, license, accredit, and validate courses and programs. The Student Support Services instruction provided under Student Affairs adheres to standards as specified by grants and other funding sources, as well as SLOs created by the counseling faculty and program coordinators/directors.

Planning Agenda

None.

II.A.2.a *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.*

Descriptive Summary

New courses and programs emerge out of the college mission statement and student and/or community needs and interests. At College of the Desert, participatory governance thrives, allowing faculty to play a central role in the development and evaluation of courses and programs. Collegial consultation is encouraged through committee

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membership (faculty, Vice President of Academic Affairs, representatives from each academic unit, the librarian, articulation officer, the curriculum specialist, and a student representative).

All newly created courses, course modifications, and new and modified programs are initiated at the faculty level. These then go to the Curriculum Committee for review. Membership of the Curriculum Committee is primarily faculty driven. Upon approval by the Curriculum Committee new and modified courses and programs then go to the Academic Senate for review.

Development and evaluation of courses and programs are conducted by faculty via consultation of the following handbooks: “Chancellor’s Office Program and Course Approval Handbook” ([e.IIA-8](#)) and “State Academic Senate, the Course Outline of Record: A Curriculum Reference Guide.”

All courses and programs are evaluated on a five-year cycle. Course outlines have a separate cycle for review as established in the Course Review Checklist. SLOs are assessed on a specific cycle as determined by the faculty led Outcomes and Assessment Committee. To date, 100 percent of courses have established SLOs, and there is an established assessment cycle for all SLOs. Our Curriculum Specialist initiates the process for program/course review based on the timeline for program review established by the Curriculum Committee. Courses due for review are on a regular schedule that is updated annually as well. The Curriculum Specialist also assists faculty in the development of new courses and provides guidance regarding Title 5 and articulation along with other areas of curricular expertise relative to sequencing, prerequisites, and the Educational Code. Courses and

programs are evaluated every five years through program review and periodic course review/evaluation in addition to the newly-implemented yearly PRUs.

The Outcomes and Assessment Committee has established the cycle of assessment for SLOs. This three-stage cycle is a one-and-one-half year process of review. Currently, assistant coordinators have the following duties:

- guide and facilitate faculty in implementation of the outcomes and assessment process;
- consult with faculty in person and via E-mail;
- encourage faculty participation in assessment;
- educate faculty about the accreditation process, College of the Desert’s adopted definition of SLOs, and College of the Desert’s process for assessing course, program, and institutional levels;
- maintain the assessment schedule and collect and file completed assessment reports;
- assist faculty in meeting their responsibilities of implementing course and program-level continuous quality improvement through ongoing and systematic assessment as required by the accreditation standards of the ACCJC;
- provide colleagues guidance, education, tools, rubrics, models, and other resources as needed;
- work with a campuswide coordinator, as well as leads and/or chairs to provide assistance for all assessment implementation efforts;
- work with leads and/or chairs to organize meetings with faculty to edit course and program SLOs as well as gather, record, organize, and store data to foster SLO and assessment progress for specific areas on campus;
- assist faculty in using results of assessment for improvement and further alignment to both program and institutional outcomes;

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- attend conferences, institutes, workshops, and meetings and report back to College of the Desert;
- collaborate with other assistant coordinators during regularly-scheduled meetings throughout the semester;
- maintain regular E-mail communication with discipline coordinators/leads, and/or chairs to update on meetings and practices; and
- maintain communication with the collegewide coordinator and administrative staff to ensure proper routing of completed paperwork.

Responsibility for establishing the quality and improving instructional courses rests with the faculty. Other results of these processes include the creation of new or the modification of courses, deletion of courses, changes to major requirements, new certificates or degrees, and different modes of delivery.

Self Evaluation

Five-year academic program review is deeply ingrained in the culture at College of the Desert and is the driving force behind program improvement. Faculty members take full responsibility for the evaluation of courses and programs. The Office of Institutional Research works closely with faculty to ensure that all relevant and requested data is available and organized so that faculty can accurately analyze SLOs. Integrating regular assessment of courses and programs has added more depth to the process. Results show that qualitative and quantitative data in the form of both achievement and assessment information renders greater opportunities for implementing program improvements (PRUs and Assessment Reports). All Curriculum Committee processes used to evaluate and improve courses and programs are effective. With the implementation of CurricUNET in

the fall of 2010, we are confident that even greater efficiency through its automated system will follow.

Dialogue about SLOs and assessment is widespread and ubiquitous. College of the Desert has made tremendous progress in the area of outcomes assessment and the improvement of learning as a result of assessment practices in the last several years. The Outcomes and Assessment Committee has led the charge of educating all faculty, full- and part-time, about SLOs and assessment (OAC Web pages and workshops) and implementing ongoing and systematic processes at all levels of learning. The PRUs and assessment reports are the newer, more current, and more refined processes that allow faculty ongoing control of course and program improvements with greater frequency. Most faculty understand the integral nature of these processes and have taken responsibility for participating in them. The Outcomes and Assessment Committee continues to train and assist faculty in evaluating instruction and student learning in this measure of detail through regular assessment until the college has full faculty participation in all Outcomes and Assessment Committee and Curriculum practices.

Planning Agenda

- Continue to train and assist faculty in all areas of course and program level assessment;
- Begin collegewide assessment of institutional outcomes; and
- Continue with CurricUNET training.

II.A.2.b *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.*

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Descriptive Summary

The faculty utilizes grades as a major indicator of student competency levels. Syllabi clearly lay out the grading procedure established by individual faculty. Classes with a large number of sections utilize common textbooks and in some cases common finals. Faculty who teach the same course meet as subgroups to establish a consistent grading philosophy.

All courses at the college now have SLO's included with the course outline of record and SLOs are provided to students in class syllabi. The initial SLO assessment cycle has been completed for many of our courses with faculty assessing at least one course SLO in the assessment cycle. The assessment cycle is displayed on the Outcomes and Assessment Web page, and the college began using the CurricUNET online curriculum approval process in fall of 2010. Reminders will be provided regarding the assessment cycle for each course. In assessments for classes with multiple sections, the results for all sections are pooled for analysis and recommendations. The program review process explicitly includes reporting of the status of the assessment cycle, and beginning in fall 2009—spring 2010, the annual report does so as well. The PRUs include reporting on the status of the assessment cycle of each course within the program.

Program learning outcomes have been written for all programs on campus, and assessment has been attempted for some. The college relies on the expertise of the faculty in the development of all program learning outcomes and the associated rubrics. In addition, advisory committees in the career and technical education areas provide local, state, and/or national standards by which the SLO's

are established for programs. Program outcomes for degrees, certificates, and services have been developed in the areas of basic skills, career and technical education, general education, and Student Support Services. Institutional outcomes were developed in fall 2009 in the areas of personal and professional development, scientific inquiry, and a esthetics. All outcomes are posted on the college Web site.

Self Evaluation

The College has made significant progress in this area since the last report. This progress was made possible by collaboration between faculty, staff, and administration providing financial support in the form of release time to a faculty member to serve as the Campuswide Outcomes and Assessment Committee Coordinator and additional release time for faculty to serve as Assistant Coordinators and content experts on the development of the SLOs and the full assessment cycle. The assessment process relies on the expertise of faculty and the assistance of advisory committees where appropriate to identify course, program, and institutional SLOs for all levels at the college. Faculty members rely mostly on grades to assess how well students achieve these outcomes, and an initial outcome assessment has been completed in many courses. As a result, faculty make adjustments in delivery and method of instruction to improve student learning in their courses. The inclusion of the SLOs in the syllabi also provides students with a clearer picture of what can be expected from them in the course.

Planning Agenda

None.

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II.A.2.c *High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

The curriculum review process provides a clear and extensive process to assure the quality and improvement of all programs offered at the college. This process ensures the appropriate depth and rigor by approval of individual course outlines that make up the program. The Curriculum Committee also reviews course sequencing and total number of units needed to complete a program to make certain that students can attain their educational goal in a reasonable period of time. Once a program is approved by the Curriculum Committee, it is approved by the college through its regular process that includes approval of the college president and the Board of Trustees prior to submittal to the Chancellor's office for approval. The course and program review cycles provide for continuous monitoring of all of the courses and programs offered at College of the Desert. Information gleaned from these activities will ensure viability of these courses and programs.

The academic deans, working with the faculty, design schedules to ensure that students are able to complete their educational goals in a timely manner. Specific sequencing is provided in the college catalog and class schedule ([e.IIA-1](#)) ([e.IIA-50](#)). Due to the limited number of course offerings, and since many students take at least one class in each area per semester, the math and science department developed a master schedule for each semester to alleviate overlapping classes that prevented students from enrolling in the necessary coursework to prepare for transfer or the completion of an associate degree.

The quality of instruction is the professional responsibility of faculty within the departments. The college's processes for hiring faculty members, as well as professional development and evaluation of faculty, ensure that high standards are maintained. Evaluation occurs annually when faculty are first hired during the tenure process with follow-up evaluations occurring every three years. Professional development opportunities are provided partly through the Faculty Development Committee through funding from the College Foundation. The Title V grant and the Basic Skills Initiative have enriched funding adding a host of activities for professional development and deeper learning, as can be seen in the coordination of success of our learning communities and Basic Skills Initiative activities. Flex activities, also organized by the Faculty Development Committee, give faculty a forum to share their expertise on a variety of online and face-to-face teaching methods and innovative pedagogical approaches to better serve the diverse population at the college. New adjunct faculty members are provided an orientation during the Flex activities.

Self Evaluation

Faculty members take the lead role in all matters concerning breadth, depth, rigor, sequencing, and completion time for programs at College of the Desert. An excellent example of sequencing and scheduling is the collaboration between math and science to develop a master schedule for each semester to avoid overlapping courses. In developmental courses the sequencing is logical and builds on the outcomes of the previous course. SLOs and program review are making evaluation of programs and the associated courses much more quantitative and specific and provide information to improve programs and note where new programs

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are necessary. For example, through the efforts of the Mathematics, Engineering Science Achievement (MESA) Program on campus, coupled with the physical sciences program review, the need for a new engineering transfer program is identified.

Faculty evaluations from peers and students have remained the main avenue for the improvement of instruction of the college faculty. Program review and the assessment of SLOs are now becoming instrumental in the professional development of the faculty. These activities will provide faculty with information that will suggest areas of improvement.

Planning Agenda

None.

II.A.2.d *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

The College Curriculum Committee approves pedagogical methods and specific instructional delivery modes. We have built into CurricUNET not only a detailed list of teaching methods but spaces or fields for faculty to explain through narrative each method as it relates to specific class content or assignments. Blackboard, the learning management system, adds technologically advanced options to instructional pedagogy and delivery modes as well. Scheduling includes course delivery in variable formats and term lengths. Development of pedagogical skills is supported by faculty professional development. Some of the teaching methodologies, based on teaching/learning styles (interpersonal, intrapersonal, kinetic, visual, and auditory) include:

- lecture;
- demonstration, repetition/practice;
- laboratory;
- activity;
- clinical;
- discussion;
- video- and computer-based instruction;
- collaborative- and team-based instruction;
- tutorials;
- supplemental/external activities;
- individualized study;
- self-exploration;
- journals;
- experiential learning;
- role playing;
- observation;
- participation;
- technology-based instruction;
- orientations; and
- E-mail.

Online discussion activities include:

- virtual chat/instant messaging;
- examinations;
- regular announcements;
- list serves;
- virtual office hours;
- posted audio/video;
- live audio/video; and
- FAQs.

In all courses, the faculty members determine the most appropriate method of assessing student learning based on the content of the course, the SLOs, and the nature of the instructional delivery. For all courses, the primary methods of instruction are listed on the course outline and on syllabi. The effectiveness of instructional methods is selected by

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faculty during department meetings and is reviewed by the Curriculum Committee. Department meetings allow faculty within divisions to discuss issues related to methodology and student performance. Workshops at Flex often include student learning style activities, and faculty are trained and committed to recognizing, valuing, and adapting to all learning styles in all classes. DSPTS is available for presentations about alternative delivery modes of instruction for students and has the technology to make curriculum accessible to disabled students. The Distance Education Subcommittee of the Curriculum Committee, which requires the approval of DSPTS, is also instrumental in determining what level of accommodation is required of courses to ensure the best possible outcome for all students. Faculty members make the determination about delivery modes for their students. These are evaluated and modified based on course review and the SLO assessment cycle. Changes are implemented as necessary. Program review is another occasion for faculty to evaluate delivery modes of instruction and makes changes as needed.

Self Evaluation

Faculty members, with the support of a variety of committees, are responsible for determining the appropriateness of delivery modes used. Faculty has become experts in benefiting from technology, using Blackboard, and experimenting with delivery modes and methodologies to reach twenty-first century students. Taking into account learning styles and Web enhancement capabilities, faculty exercise their professional skills to ensure and elicit student success. In the last year, we have grown much more proficient at incorporating DSPTS into Curriculum Committee processes and ensuring that we are meeting students' needs campuswide.

Counseling offers workshops to students and faculty on learning styles and provides assessments as well. DSPTS interviews and tests students as well to make recommendations to students and faculty regarding what accommodations may be appropriate and what teaching styles will work best with individual learners.

Planning Agenda

None.

II.A.2.e *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

All courses and programs at College of the Desert are evaluated regularly and systematically through curriculum and outcomes and assessment processes to review and improve their relevance, appropriateness, learning outcomes, currency, and future needs and plans. Courses are evaluated through the Curriculum Committee processes no less than every five years. Courses not meeting this requirement are not listed in the college catalog and are not offered until updates have been completed by discipline faculty, and evaluated, processed, and approved by the Curriculum Committee and the Academic Senate. Courses are assessed on a three-semester cycle maintained by the Outcomes and Assessment Committee ([e.IIA-1](#)). As improvements are made to courses based on assessment information, faculty may choose to revise and update course SLOs and/or course outlines of record as desired prior to the five-year requirement enforced by the Academic Senate's Curriculum Committee.

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Programs are reviewed annually and every five years ([e.IIA-8](#)). Data booklets are prepared by the Office of Institutional Research for the academic program review, capturing information such as:

- degrees and certificates awarded;
- numbers of new courses and courses updated; and
- number of sections offered including:
 - format;
 - average class size;
 - FTES generated;
 - cost per FTES;
 - rates of success and retention;
 - resources invested;
 - number of full-time faculty;
 - number of adjunct faculty; and
 - supply and equipment costs.

Assessment data is maintained both by faculty and the Office of Institutional Research as requested by discipline faculty. The Curriculum Specialist provides an inventory of courses that require revision and updating including course content and SLOs. Career and technical education programs use additional data from advisory committees and business/industry partners to evaluate curricular and programmatic needs and relevancy as well as to assess currency and to plan for future needs. ([e.IIA-51](#) [e.IIA-52](#)).

The academic program review required every five years is a comprehensive evaluation that requires faculty to analyze data listed above in addition to reviewing program and course-level outcomes, program and course-level assessments, mission, need, and attributes of the program. For career and technical education programs, research is conducted before programs are initiated. Such research may

include surveys, interviews and/or meetings with potential advisory board members to determine the need and feasibility of a program. If need is established, programs must be submitted to the Regional Consortium for approval prior to submission to the California Community College Chancellor's Office (CCCCO). Additionally, career and technical education programs that receive outside funding (for example, the Carl Perkins Career and Technical Education Act and state/federal grants) must meet benchmark criteria in order to continue to receive funding. The academic program review includes a program objectives worksheet to align program objectives with department goals and the prioritization process.

PRUs began in the 2009–2010 school year. The annual program review is designed for faculty to evaluate programs “at-a-glance” on a yearly basis. It:

- allows faculty to inform and affect planning directly with documented evidence in a compact and user-friendly format;
- provides an opportunity for ongoing dialogue within and across disciplines to improve learning;
- serves as a valuable resource for documenting the changes, assessments, accomplishments, and challenges that programs face annually;
- provides the CPC with evidence-based analysis across the curriculum that reveals not only student achievement numbers but outcomes assessment data that may characterize students' broader and deeper learning experiences;
- simplifies the five-year academic program review;
- creates equity and unity across disciplines with regard to planning;
- tracks faculty needs and wishes over time, so ideas don't get lost in the five-year cycle;

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- improves educational master planning;
- informs decisions about student learning with data;
- allows the faculty to lead decision-making by documenting what goes on in the classrooms; and
- strengthens the college as we move into thoughtful and creative planning.

PRUs are submitted to the Curriculum Committee and to the CPC for inclusion in the planning process. This process dovetails with the CPC's resource allocation timeline, allowing all constituencies involved in planning and prioritization to make informed decisions about learning based on achievement and assessment data provided by discipline experts as they provide evidence directly from students' classroom experiences.

Self Evaluation

College of the Desert evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. In the last few years, the college's planning and prioritization process has been driven by the evolution of SLOs assessment and program review processes. Academic program reviews are structured to make objectives and recommendations concerning staffing, facilities, curriculum improvement, needs assessment, outcomes achievement, and alignment to all areas of planning from discipline faculty to school deans all the way to the College Planning Council. Academic program reviews are celebrated and shared more widely than ever before while PRUs represent the annual snapshot of all academic programs and disciplines campuswide. PRUs are part of a new strategy to include faculty recommendations to the CPC on a more regular basis with evidence-based analysis of

learning assessment, outcomes and achievement, along with program needs for staffing, facilities, equipment, curricular development and other resources to meet the needs of current and future students. We are proud of the commitment and progress of faculty, staff and administration on this collaborative effort to improve planning and make learning-centered decisions.

Planning Agenda

None.

II.A.2.f *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.*

Descriptive Summary

College of the Desert systematically evaluates courses, certificates, and programs, including general and vocational degrees, to assure currency and measure achievement of stated learning outcomes at every level through the academic program review and PRU processes. While the academic program review provides a more comprehensive and long-term view of courses and programs, the PRUs serve as a lens through which all constituencies involved in the planning process can view the college curriculum on a yearly basis. Within the PRU, discipline faculty track the course-level assessments they have administered and submitted as Assessment Reports to the Outcomes and Assessment Committee. Analysis, dialogue, changes, and improvements to programs through the course-level

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assessments are summarized in the PRU Handbook ([e.IIA-8](#)).

In the PRU, faculty describe:

- the program;
- students served;
- program outcomes (as they align to basic skills, general education, career and technical education, and Student Support Services and Programs);
- accomplishments;
- challenges;
- assessments completed;
- changes resulting from assessments;
- requirements from outside agencies as applicable;
- student achievement data provided by the Office of Institutional Research and staffing;
- resources, facilities, and equipment evaluations; and
- program objectives for the year ahead.

The dean (and/or director and/or chair) review the PRUs. Once faculty have provided input and discussed priorities for respective disciplines, they are posted on the Curriculum Committee Portal, and they are submitted to the CPC for analysis and prioritization during the planning process. Finally, the Vice-President of Academic Affairs, working with a committee comprised of members of the CPC, evaluates all the PRUs and uses them in the creation and implementation of the EMP ([e.IIA-2](#)). Decisions about student learning can then be guided by evidence from the experts in the classrooms, ensuring student degrees and certificates maintain the integrity promised by College of the Desert's institutional outcomes.

Self Evaluation

Historically, getting the right information to the right people at the right time has been challenging at the college. In the past several years, collaboration among the Academic Senate and its committees, the Outcomes and Assessment Committee, the CPC, and the Office of Institutional Research has delivered tremendous results in all areas of planning at the college. Academic program reviews, PRUs, and assessment reports are showcased, discussed, analyzed, compared, and used to improve not only courses and programs, but to enhance the planning process as well. Faculty are working more closely with the Office of Institutional Research and across disciplines to determine what kinds of data are most useful to lead to improvements in learning, to the classroom, and programs. The Office of Institutional Research continues to work with faculty to assess research needs and deliver usable data. We are looking at the results of our assessments to improve our outcomes. Now that we have the planning mechanisms in place to improve outcomes based on faculty analysis, we are confident that as resources become available, we will be positioned to benefit from evidence-based research that originates from faculty assessments in the classroom as well as researchers providing institutional data.

College of the Desert successfully uses integrated planning processes through program reviews, assessment reports, student and staff surveys, and committee work to measure achievement of SLOs and assure currency.

Planning Agenda

- Train all faculty and staff in PRUs and Assessment Reports and collaborate with the Office of Institutional Research; and
- Continue to facilitate broadly based participation in the planning process.

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II.A.2.g *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

Departmental course and program exit exams are used minimally at the college. English and math faculty have occasionally offered such exams for targeted courses in basic skills. Exams and essays are selected through collaborative efforts to ensure validity, fairness, and quality. Essays are graded through traditional “norming” practices. Other programs in career and technical education such as Nursing and Public Safety, have external certifications or licensing exams.

Self Evaluation

Where departmental course and program exams are used, the college successfully validates their effectiveness through “norming” and evaluating outcomes relative to student mastery of course content. Where external certification licensing exams are used, as in the cases of Nursing, Auto, Heating Ventilation and Air Conditioning, etc., students have excellent success rates.

Planning Agenda

None.

II.A.2.h The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The college awards credit based on student

achievement of the course’s stated learning outcomes. SLOs are part of the course outlines of record. Every course at the college has SLOs that have been reviewed by the Outcomes and Assessment Committee. As courses are processed through the Curriculum Committee, objectives and outcomes as well as the content and scope of each class are examined. The number of units granted must correspond with the scope and integrity of the course itself as well as with the number of hours required to complete the coursework based on the Carnegie Unit, which states 18 hours of standard lecture equals one unit of credit, as defined in Title 5 of the California Education Code ([e.IIA-8](#)).

In designing the general education outcomes for all courses, the Outcomes and Assessment Committee and Curriculum Committee were guided by the local general education requirements, IGETC, and CSUGE/degree categories. Through regular Curriculum Committee review processes, as courses are updated, faculty use the general education worksheets to establish where courses fit into the general education curriculum and to establish the rigor of courses generally accepted into the norms and equivalencies of higher education. As courses are due for review, they are continuously evaluated and modified to reflect current standards.

Self Evaluation

As a result of the comprehensive evaluation process occurring through the Curriculum Committee and the Outcomes Assessment Committee on an ongoing basis, as outlined throughout this self study, the college ensures that the award of credit is based on students’ achievement of SLOs. Faculty and deans continually monitor courses to make certain the review process is accurate and current. Articulation agreements, as well as transfer agreements with

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four-year institutions, further guarantee the course work is current and meets appropriate rigor.

The Office of Academic Affairs oversees the course schedule to review and approve that the required number of contact hours are provided for each unit of credit.

Planning Agenda

None.

II.A.2.i *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

College of the Desert awards degrees and certificates based on students' achievement of a program's stated learning outcomes. Every course has SLOs listed both in the course outline of record and syllabi. Methods of assessment, grading, and units awarded are all outlined in detail on the course outline of record and syllabi as well. Students are awarded course credit on the basis of their grades as they progress through course objectives to attain the stated learning outcomes. Courses are organized into disciplines and from there into programs for program review. Program assessment exists in multiple layers, beginning with course level, then discipline/program level, moving up to broader programs such as basic skills, general education, career and technical education, and Student Support Services and Programs. Ultimately, students attaining degrees and certificates from the college will have achieved the learning outcomes as stated in the program reviews and in the *College of the Desert Catalog* under their respective program outcomes ([e.IIA-1](#)) p. 67-69).

Additionally, College of the Desert has developed institutional outcomes to express the expectations and values of the college mission (*College of the Desert Catalog* ([e.IIA-1](#)) p. 8-9). The institutional outcomes were created through the teamwork of the CPC, Academic Senate, Curriculum Committee, and the Outcomes and Assessment Committee with additional input from administration and classified staff as well as students. Students are expected to achieve institutional outcomes at various stages of their College of the Desert experience, depending upon their individual goals and degrees awarded. The institutional outcomes are meant to reflect values shared by all areas of the campus from Academic Affairs and Student Affairs to Business Affairs and Human Resources. Assessment of the College of the Desert experience is slated to begin in the spring of 2011.

Self Evaluation

College of the Desert awards degrees and certificates based on students' achievement of a program's stated learning outcomes. Disciplines and programs, through curriculum processes such as program reviews and updates, certify that degrees and certificates are awarded based upon achievement of outcomes. Through outcomes assessment at the program level, the certification process is validated. When the college begins college-wide assessment of institutional outcomes, we will have another lens through which to evaluate, improve and ensure students' academic achievement as they attain their awards, degrees and certificates.

Planning Agenda

Begin assessing institutional outcomes in spring 2011.

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II.A.3 *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, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Descriptive Summary

At College of the Desert we provide students with the opportunity to engage in meaningful learning experiences that challenge and encourage them to become lifelong learners. The purpose of general education is that it provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them. The need for skills, the quest for knowledge, and the curiosity of the human spirit is interdisciplinary in nature, as reflected by the areas of study that comprise general education at College of the Desert. Natural sciences lay the foundation for understanding living and non-living systems, introducing students to the power of systematic questioning. Social and behavioral sciences heighten students' awareness of social, political, and economic institutions and human behavior in contemporary, historical, and geographical contexts. Arts, humanities, and culture allow students to appreciate and develop philosophical, cultural, and literary perspectives, encouraging independence and aesthetic sensibility. Language and rationality emphasize active participation in clear communication, logical thought, and quantitative reasoning. Ultimately, as students are exposed to personal growth and development, they are asked to adapt, respond, and

grow in the diverse and rapidly changing environment of the twenty-first century as whole well-rounded global citizens. General education at College of the Desert prepares students to live productive lives with self-understanding, respect for others, and skills critical to lifelong learning.

College of the Desert requires of all academic and vocational degree programs an adherence to general education outcomes based on the college's general education philosophy as expressed on pages 10 and 68 of the 2010–2011 *College of the Desert Catalog* ([e.IIA-1](#)). The general education outcomes were developed through coordinated efforts of the Curriculum Committee, the Outcomes and Assessment Committee, and the Academic Senate ([e.IIA-9](#)).

Under each category in the general education curriculum, specific competencies are identified ([e.IIA-36](#)). When courses are developed or updated through Curriculum Committee processes, faculty members complete the general education worksheet to ensure that the criteria by which courses are designated under a particular category match the course outcomes and objectives to the corresponding General Education Program Outcomes ([e.IIA-36](#)). The General Education Subcommittee of the Curriculum Committee reviews all applicable courses for local general education. All students receiving Associate in Arts and Associate in Science degrees from College of the Desert must fulfill a minimum of 18 units in general education.

Self Evaluation

General education SLOs guide the selection of courses to be considered for inclusion into the local general education pattern. Using the general

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education worksheet, faculty determine the appropriateness of courses for general education consideration by first using an explicit criteria that matches objectives as well as other evidence in the course outlines of record to level, scope, integrity, generality, critical thinking, and continuing study. Then, relying upon discipline expertise, faculty designate the course to one or more categories by matching competencies within each outcome to objectives from the course outlines of record. In this way, faculty make expectations and the criteria by which those expectations were created transparent to students and others interested in understanding and achieving a general education at College of the Desert.

All academic and vocational degree programs require a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. Faculty determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Planning Agenda

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.

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.

II.A.3.a *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

College of the Desert has SLOs for all programs including general education. The general education outcomes align with the California State University and University of California content and are guided by Title 5 requirements. The five areas mentioned above include the humanities and fine arts, the natural sciences, and the social sciences. To ensure these areas are covered by general education course offerings, faculty complete the general education worksheet wherein they must relate specific course objectives to the corresponding general education learning outcomes. Additionally, faculty must address scope, integrity, level, generality, critical thinking, and continuing study. The general education worksheet is reviewed by the General Education Subcommittee and attached to the course outline of record and submitted to the Curriculum Committee as new courses are proposed and existing courses are updated. Students are able to apply their understanding through the depth of sequential courses in a given program and the breadth across the disciplines is guaranteed by the integrative nature of College of the Desert's General Education Program Outcomes. In developing general education outcomes, our goal is to ensure students connect skills and knowledge from multiple sources and experiences in various settings, using diverse points of view, and contextual understanding.

All courses adopted as a part of the general education curriculum must go through rigorous curriculum review as a part of the periodic course evaluation process of the Curriculum Committee.

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All new and updated courses submitted for consideration in the general education curriculum must show that the course content and scope of learning address, in the course outline of record, one of the five areas designated as general education.

To be awarded with an associate's degree, students must also demonstrate competency in reading, writing, and mathematics as stated on page 58 of the *College of the Desert Catalog* ([e.IIA-1](#)). Demonstration of competency of reading at the collegiate level is achieved by passing RDG-051 with a "C" or better, placing out of RDG-051 through assessment using Accuplacer, or the equivalent. Writing proficiency is demonstrated by passing ENG-001A with a "C" or better, or the equivalent. Mathematics competency is shown by passing MATH-040 with a "C" or better, or any college mathematics course determined by College of the Desert to be equivalent to or higher than MATH-040 ([e.IIA-1](#) p. 51).

Self Evaluation

The Curriculum Committee takes primary responsibility for the evaluation, selection, and review of courses that constitute general education. Through curriculum processes, counseling faculty are consulted, study of comparable colleges may take place, and instructional faculty expertise is employed. The Curriculum Committee scrutinizes the standards for course selection outlined in Title 5, section 55806. The standards are provided to all members of the committee as a part of the "Curriculum Committee Handbook."

Planning Agenda

None.

II.A.3.b *A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Descriptive Summary

SLOs at the general education program level were generated by the competencies outlined by Title 5 ([e.IIA-45](#)) and faculty expertise in the areas of natural science, social and behavioral sciences, arts, humanities and culture, language, rationality, communication, analytical thinking, and personal growth and development.

I. General Education Outcomes

The purpose of general education is that it provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them. The need for skills, the quest for knowledge, and the curiosity of the human spirit is interdisciplinary in nature, as reflected by the areas of study that comprise general education. General education at College of the Desert prepares students to live productive lives with self understanding, respect for others, and skills critical to lifelong learning.

C1—Natural Sciences

Natural sciences lay the foundation for understanding living and non-living systems, introducing students to the power of systematic questioning.

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Students completing courses in this category will demonstrate an ability to:

- explain concepts and theories related to physical, chemical, and biological natural phenomena;
- apply the scientific process and its use and limitations in the solution of problems;
- draw a connection between natural sciences and their own lives;
- make critical judgments about the validity of scientific evidence and the applicability of scientific theories;
- demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantages of that technology; and
- use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

C2—Social and Behavioral Sciences

Social and behavioral sciences heighten students' awareness of social, political, and economic institutions and human behavior in contemporary, historical, and geographical contexts.

Students completing courses in this category will demonstrate an ability to:

- identify and analyze key concepts and theories about human and/or societal development;
- critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
- understand and think critically about different cultures (including topics such as race, gender, and class) and their influence on human development or society;

- examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective; and
- develop individual responsibility, personal integrity, and respect for diverse people and cultures.

C3—Arts, Humanities, and Culture

The arts, humanities, and culture areas allow students to appreciate and develop philosophical, cultural, and literary perspective, encouraging independence and aesthetic sensibility, and to adapt, respond, and grow in the diverse, global, and rapidly changing environment of the twenty-first century.

Students completing courses in this category will demonstrate an ability to:

- communicate effectively in many different situations involving diverse people and viewpoints;
- analyze the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
- show how and why the visual and performing arts are unique and how inherent meaning in the arts transcends written and verbal communication;
- effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means;
- understand and appreciate diverse local, national, and world contexts;
- connect knowledge of self and society to larger cultural contexts; and
- articulate the differences and similarities between and within cultures.

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C4—Language & Rationality

C4.A—English Composition

Language and rationality emphasize active participation in clear communication, logical thought, and quantitative reasoning.

Students completing courses in this category will demonstrate an ability to:

- communicate in many different situations involving diverse people and viewpoints;
- listen and analyze the substance of others' comments;
- summarize and analyze fiction and nonfiction;
- conduct research, synthesize and evaluate information, develop arguments, and organize evidence into oral and written presentations using proper research methods and documentation; and
- recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

C4.B—Communication and Analytical Thinking

Communication and analytical thinking emphasize active participation in clear communication, logical thought, and quantitative reasoning.

Students completing courses in this category will demonstrate an ability to:

- raise questions and problems, formulating them clearly and precisely;
- gather, assess, and interpret relevant information;
- compare and contrast ideas from conclusions and solutions based on relevant criteria and standards;
- recognize and assess assumptions, implications, and practical consequences of alternative systems of thought;

- express solutions to complex problems using language and logic; and
- apply logical and critical thinking to solve problems, explain conclusions, and evaluate, support, or critique the thinking of others.

C5—Personal Growth and Development

Personal growth and development emphasizes the integration of mind and body, and enhancement of unique gifts, capabilities, and skills.

Students completing courses in this category will demonstrate an ability to:

- value learning as a lifelong endeavor designed to enrich one's life;
- exhibit habits of intellectual exploration, personal responsibility and well being;
- interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values;
- participate in teams to make decisions and seek consensus;
- recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging; and
- make informed decisions with self awareness in practical matters including college and career choices.

Faculty within the disciplines is responsible for teaching classes according to the course outlines of record. The teaching process engages learners in the subject matter, and the assignments are used as assessments of general education learning outcomes at the course level. Once several courses within a discipline have completed assessment cycles, assessment reports are written and analyzed in the context of program review updates.

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Self Evaluation

Faculty take pride in identifying the skills, attitudes, and behaviors that students obtain as a part of their general education by taking their courses and succeeding in their programs. The categories listed above and the corresponding outcomes associated with the categories describe the capability to be a productive individual and life-long learner. Faculty, the General Education Subcommittee, and the Outcomes and Assessment Committee carefully selected patterns of coursework that reflect the skills of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means, to ensure that the standard by which the college measures general education success is broad and deep. General education outcomes were used to develop our institutional outcomes so that the Curriculum Committee and Outcomes and Assessment Committee can assist faculty in ensuring that our general education philosophy and outcomes for Academic Affairs expresses our expectations of the College of the Desert student experience overall.

As more and more courses come through the Curriculum Committee using the general education worksheet, the greater and more purposeful the understanding of program and institutional outcomes becomes. Using CurricUNET, faculty are engaged in identifying program outcomes and institutional outcomes that align with their courses. This allows the Outcomes and Assessment Committee to evaluate program-level assessment and design institutional assessment according to institutional outcomes via course alignment as selected by faculty. The formal and informal dialogue regarding students' learning at the general education

program level continues to deepen and expand. Conversations about prerequisites and the subsequent validation of them, minimum qualifications of instructors, course content and review, and teaching strategies exhibit our commitment to sharing and publicizing expectations for our students with regard to their future learning success ([e.IIA-53](#) [e.IIA-9](#); [e.IIA-40](#)).

Students can select from one of three general education patterns (*College of the Desert Catalog* pp. 58-62 ([e.IIA-1](#))). The local general education requirement includes 18 units from the categories listed above as follows: 3 units from Natural Science; 3 units from social and behavioral science; 3 units from arts, humanities and culture; 6 units from language and rationality; and 3 units from personal growth and development. Also required is a demonstrated competency in reading, written expression, and mathematics. Language in the *College of the Desert Catalog* specifies the college criterion of succeeding with a "C" or better to obtain collegiate competency.

Planning Agenda

None.

II.A.3.c *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.*

Descriptive Summary

In 2005 College of the Desert created the Learning and Assessment Committee and the General

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Education Think Tank, whose work over the years dovetailed into the current work of the Outcomes and Assessment Committee. Courses in the general education pattern show our commitment to ethics and citizenship, not limited to but especially in the area of social and behavioral sciences, arts, humanities, and culture as well as personal growth and development. A wide range of courses target the outcomes specified in these general areas ([e.IIA-1](#) p58-59). To this end, courses and SLOs at the program level define our passion for ethics and civics.

There are other ways in which students experience ethical behavior, obtain a deep understanding of global citizenship, and express these values as they proceed through education, so they became integral to the development of College of the Desert's institutional outcomes. As an expression of the college's history, mission, vision, and values ([e.IIA-1](#) p. 8), the institutional outcomes include: critical thinking and communication, scientific inquiry, global citizenship (including scientific and technological literacy and ethical behavior), aesthetics, and personal and professional development ([e.IIA-2](#)). In addition to coursework emerging out of their general education, students are also afforded ample opportunities to recognize what it means to be ethical human beings and effective citizens.

Examples of opportunities students have to explore and widen their respect for cultural diversity, historical and aesthetic sensitivity, and willingness to assume civic, political, and social responsibilities locally, nationally and globally are as follows:

- speech tournaments;
- art gallery participation;

- the Associated Students of College of the Desert Senate;
- clubs and organizations;
- performing arts;
- student teaching;
- learning communities;
- creative writing readings;
- work with Habitat for Humanity (coordinated through our new Construction Management Technology [CMT] program);
- health programs;
- nursing programs;
- the American Sign Language program;
- business programs;
- computer information technology;
- journalism; and
- athletics programs.

Self Evaluation

As our world continues to globalize, advance technologically, and endure economic crises, the need for increased attention to ethics and citizenship is recognized by College of the Desert. We continue to search for ways beyond our general education program to heighten students' awareness of global citizenship. As we move into position to assess our institutional outcomes, we are looking for creative ways to measure how well our students recognize what it means to be ethically and civically minded.

Presently, we are confident that through both Academic Affairs and Student Affairs, as expressed by our program and institutional outcomes, our students recognize explicitly what it means to be ethical human beings and effective citizens.

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Planning Agenda

Proceed with assessment of institutional outcomes.

II.A.4 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

The college offers both Associate of Arts and Associate of Science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary core. A minimum of 18 units as required by Title 5 must be completed in the discipline or related disciplines. All students admitted to College of the Desert from fall 2009 must complete all courses for the major area requirements or area of emphasis with a minimum grade of “C” or “P”. In addition, students must have a minimum cumulative grade point average of 2.0 or better in their major area of focus. As noted above, all degree programs include at least one area of focused study or an interdisciplinary core. All new programs are submitted to the CCCCO for approval. This ensures that the programs meet the Title 5 requirements. Students must also complete a pattern of Title 5-appropriate general education course work and have a total of 60 units. The programs are listed in the *College of the Desert Catalog* and on the Web site ([e.IIA-1](#)).

Self Evaluation

All degree programs at College of the Desert include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

None.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The college acquires data on its students' abilities to meet these requirements through a variety of means. These data come from a variety of sources including:

- advisory committee input;
- employer feedback;
- follow-up tracking of students after graduation;
- mandates from accrediting agencies;
- accrediting boards pass rates (Nursing, EMT, and Respiratory Care);
- licensing agencies data (Automotive, Arborist Certification, and Qualified Pesticide Application); and
- core measure data from the Office of Institutional Research.

Career and technical education programs at College of the Desert adhere to a competency-based curriculum. The ability to demonstrate the technical and professional competency required by business and industry or a licensing or certifying agency is stated in all course outlines of record as objectives and as program outcomes. Certificates are awarded upon successful evaluation by written test and/or practical demonstrations. Faculty strive to ensure that the curriculum is structured to prepare students for the rigors of job demands and licensure in their

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chosen fields. Vocational programs follow the prescribed standards of instruction and course content required by the appropriate board or accrediting agencies as can be found in programs such as Peace Officers Standards and Training, Nursing, and Early Childhood Education.

Career and technical education programs meet regularly with their advisory boards and committees that include members of the local business community and industry ensuring that courses within programs meet required employment competencies and/or prepare students for external agency licensure. Faculty in career and technical education revise courses and programs as necessary to reflect the changing needs of specific industries as identified by these bodies. The faculty also maintain regular contact with representatives in industry outside of scheduled meetings to assess whether the competencies students acquire are appropriate for industry. Carl Perkins Career and Technical Education Act core indicators provide data on program completions and employment in the industry, if available.

Self Evaluation

External accrediting agencies along with industry partners, advisory boards, and College of the Desert's local Curriculum Committee ensure that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda

None.

II.A.6 *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 syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Descriptive Summary

College of the Desert assures that students and prospective students receive clear and accurate information about educational courses, programs, and transfer policies. The College of the Desert Catalog is updated and published annually, available in print and through the college Web site ([e.IIA-1](#)). Course outlines of record and course syllabi explicitly state course objectives, methods of evaluations, sample assignments, and outcomes, providing a contract between students and instructors.

Annually our Curriculum and Catalog Specialist will send out current descriptions of course and programs to the respective school dean. In turn, school deans and discipline-specific faculty will review and modify the descriptions with the approval of the school. Any modifications or changes to descriptions of courses and programs are submitted to the Curriculum Committee for approval before inclusion in the *College of the Desert Catalog* ([e.IIA-1](#)). SLOs are included in all course outlines of record and course syllabi. Program reviews currently require the creation and inclusion of SLOs.

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The *College of the Desert Catalog* clearly and accurately describes all certificates, degrees, and transfer requirements, including program outcomes for general education, career and technical education, basic skills, and Student Support Services and Programs. As courses and programs are modified through Curriculum Committee processes, initiated by discipline faculty, changes are made to the *College of the Desert Catalog* and “Class schedule” by our Curriculum Specialist ([e.IIA-1](#)).

The General Education Subcommittee reviews faculty requests for inclusion into the general education curriculum and ensures corresponding alignment to program outcomes for general education. The Outcomes and Assessment Committee reviews program and institutional outcomes annually.

Each term, both the Curriculum Committee Chair and the appropriate school dean will instruct each faculty member to include SLOs in their syllabi for every section of courses at the college. Course outlines of record with approved SLOs are available to all, both in hard copy from division offices and on our college Web site. Faculty submit syllabi in hard copy or electronically to their respective division.

The college verifies that individual courses adhere to course learning objectives and outcomes in many ways. School deans ensure that each syllabus submitted contains the college-approved set of SLOs. Division and discipline meetings are held to ensure all adjunct and full-time faculty understand SLOs, course outlines of record, and subsequent modifications. Assignments and syllabi are shared among faculty. Peer evaluations for full-time and part-time faculty include a review of course outlines and syllabi along with sample assignments ([e.IIA-59](#)).

Every faculty member prepares a syllabus for every section of every class offered at the college.

A syllabus template will be provided through CurricUNET beginning the 2010–2011 school year. This syllabus is given to all students within the first week of classes. Information such as SLOs, objectives, assignments, required materials, and policies regarding grading, plagiarism, attendance, and use of electronics are explained. All syllabi are housed in the division office, and all faculty have shared access to these documents, further ensuring alignment of outcomes across multiple sections.

Self Evaluation

College of the Desert assures that every student and prospective student receives clear and accurate information about educational courses, programs, and transfer policies. Students receive syllabi containing course SLOs. The *College of the Desert Catalog* identifies program and institutional outcomes ([e.IIA-1](#)).

As the college begins to employ the structure of leads and/or chairs, these individuals will facilitate the process of verifying that individual sections of courses adhere to learning objectives and outcomes and assessments.

Planning Agenda

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.

II.A.6.a *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that*

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the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

College of the Desert requires that students provide transcripts from coursework completed at other institutions. The college has a designated lead transcript evaluator in the Office of Admissions and Records who reviews student applications for transfer credit and makes a determination of equivalent credit. The evaluator certifies that expected learning outcomes for transferred courses are comparable to the learning outcomes of College of the Desert courses.

Patterns of student enrollment between institutions are identified and developed through articulation agreements created according to the college mission. The Articulation Officer works closely with instructional faculty and deans in academic areas to ensure that the award of any transfer credit is accurate. Other counseling faculty evaluate individual courses in consultation with the Articulation Officer to determine applicability of courses to general education patterns as recognized by IGETC and California State University certification. The college submits and updates its California State University general education and IGETC courses on a yearly basis.

The process for development, implementation and evaluation of articulation agreements is summarized more specifically below:

- **Develop**

The Articulation Officer receives requests from faculty members here or from receiving

institutions to articulate courses. The Articulation Officer also will go through the ASSIST Web site and review course lists and make requests to other institutions to articulate courses.

- **Implement**

Once courses are articulated with the California State University and the University of California, they are listed in ASSIST so that everyone has access to them. Private/independent institutions will list them on their respective Web sites. We publish the California State University General Education Breadth and IGETC lists.

- **Evaluate**

A summary of curricular changes is submitted to the articulation list serve annually. All articulation officers have access. They review changes and make determinations about whether changes need to be made. Private/independent institutions are dealt with on an individual basis.

The college conveys transfer policies via course catalogs, class schedules, and through advisement, indicating the transferability of College of the Desert courses to both the California State University and University of California systems, and we make extensive use of the online program ASSIST (www.assist.org), which explains both articulation agreements and ability to transfer specific courses outside of the college. ASSIST is updated and maintained regularly to ensure updates and new requirements are included.

Self Evaluation

The *College of the Desert Catalog* and class schedules provide information on whether a specific course is transferable to the University of California or California State University. Students, faculty, and staff have access to ASSIST.org, the online

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articulation repository for the state's public institutions. Matriculating students receive comprehensive orientations where associate degree and transfer requirements are clearly outlined. The Matriculation Advisory Committee meets three times a year to ensure matriculation policies and procedures are efficient and useful. Articulation agreements are reviewed annually by our Articulation Officer and updated as needed. New articulation is proposed when new courses or programs at either of California's four-year institutions or the college are developed and are appropriate for articulation.

Planning Agenda

None.

II.A.6.b *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.*

Descriptive Summary

When a program at College of the Desert is eliminated or modified, we develop a plan outlining a timeline of elimination or modification to address students affected by such programmatic or curricular changes.

Students already enrolled in the program must be given the time to complete the program or assistance in transferring to a college that offers a similar program. Students should also be encouraged to utilize career and/or academic counseling. It is the responsibility of the college to protect the investment students have already made in their educations.

The summary of a plan to eliminate or modify a program at College of the Desert is outlined below.

The review and decision regarding the viability of a program is a joint venture of the faculty and administration. Concerns of viability of a program may initially come from the Vice President of Academic Affairs, the school dean, and/or the faculty.

A program may be considered at-risk due to:

- a sustained (three or more years) period of low enrollment;
- ongoing low retention, persistence, or completion rates;
- insufficient frequency of course section offerings that result in the inability of students to complete the program in a timely fashion; or
- a lack of demand in the workforce or unavailability of the transfer major.

The following set of questions, at minimum, must be addressed:

- What is the student demand for the program considering recent and current enrollment?
- What are the retention, persistence, and completion rates for the program?
- What is the long-term viability of the program?
- What is the workplace demand for the graduates of this program?
- What is the success level of students who have completed the program and are currently working in the field?
- Which high school and/or university programs are articulated with this program?
- What percent of students who have graduated from this program have transferred?
- What is the cost of the program compared to

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- similar programs at other colleges and other programs at this college?
- Are there any courses within this program that are required in another program?
 - Could elements of this program be combined with another program?
 - Is the program offered at any nearby colleges?
 - What effort has already been made to support the program?
 - What effect has this program had on college diversity efforts?
 - How would the elimination of this program affect the ability of the college to fulfill its mission?
 - Does this program meet a special community need or provide special benefits to the college?
 - How would the elimination of this program affect students maintaining continuous enrollment in the program? and
 - What strategies are in place to guarantee that students maintaining continuous enrollment in the program achieve their academic and vocational goals?

If it is recommended that the program be eliminated, a plan to address the needs of affected students, faculty, staff, and operations will need to be designed and a timeline for the elimination process developed.

- Students already enrolled in the program must be given the time to complete the program or assistance in transferring to a college which offers a similar program. Students should also be encouraged to utilize career and/or academic counseling. It is the responsibility of the college to protect the investment students have already made in their educations.
- A process to facilitate the retraining of faculty that includes timelines and college support must

be developed in conjunction with the local bargaining unit.

- Staff must be given assistance to transfer to another area of the college.
- A plan must be developed to deactivate courses, reestablish the program (if appropriate in the future), and address other operational issues.

The final written document will include the research, recommendation for support, modification, or discontinuance plan that will then be forwarded to the CPC where a final recommendation will be made to the President's Executive Cabinet for action by the Board of Trustees.

Planning Agenda

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 as stated above.

II.A.6.c *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

Information regarding policies and practices at College of the Desert are contained in the printed class schedule, the *College of the Desert Catalog*, other printed publications, and the college's Web site. The class schedules are produced two times per year, and each cycle of production includes a review

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of the information contained in the policy, rules, and regulations sections. The *College of the Desert Catalog* undergoes annual review to ensure integrity and currency. The Curriculum Specialist in Academic Affairs works with faculty, staff, and administration to update, organize, and verify that the printed and online *College of the Desert Catalog* are error free, clear, and user-friendly ([e.IIA-1](#)).

Program specific brochures are produced collaboratively with faculty, deans, and Academic Affairs. The most current information regarding programs, "Class schedule," or any *College of the Desert Catalog* modifications can be found on the college Web site ([e.IIA-1](#)) ([e.IIA-61](#)).

Self Evaluation

College of the Desert represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. Multiple means of communicating college information and regular review ensures currency, accuracy, and completeness. The Office of Institutional Research releases statistically relevant information to the public through its Web pages on a regular basis. Information on enrollments, degrees awarded, student achievement, and student characteristics can be located on the Office of Institutional Research Web pages in easily accessible formats such as dashboards and pocket profiles. Press releases and other documents such as briefs are produced through the Office of Institutional Effectiveness.

Planning Agenda

None.

II.A.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

II.A.7.a *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

On 19 April 2006, Desert Community College District approved Policy Number 4030 concerning academic freedom ([e.IIA-56](#)) ([e.IIA-1](#) p.226). It states:

College faculty are entitled to freedom in the classroom in discussing their subject. The faculty member has license to present whatever he or she may feel is appropriate, and the faculty member's individual judgment and discretion shall be responsibly exercised.

College faculty are citizens as well as members of the learned professions. When they speak as citizens, they should be free from institutional censorship or discipline. As persons of learning and members of the college faculty, they must remember that the public may judge their profession and the college by their statements. College faculty should, therefore, make every effort to indicate that when they are speaking or acting as private citizens, they are not speaking or acting for the college. As citizens engaged in a profession that depends upon academic freedom for its health and integrity, college faculty have a particular obligation to promote

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conditions of free inquiry. Faculty also has a responsibility to further public understanding of academic freedom.

The statement in this policy also addresses the student's right to academic freedom as such, "College faculty will ensure the academic freedom of students: the freedom to express and to defend their views and the freedom to question and to differ with the College faculty or the College without penalty." On 12 December 2008 the board updated policy number 5500 regarding Student Standards of Conduct ([e.IIA-54](#)). These policies can be found in the board manual as well as on the College of the Desert Web site.

Board Policy 4020, Program and Curriculum Development, updated October 2008, states that course development shall include appropriate involvement of the faculty and Academic Senate ([e.IIA-57](#)). The Faculty Code of Professional Ethics is posted on the college Web site and can be found on page 226 of the *College of the Desert Catalog* ([e.IIA-50](#)). The code states that the faculty place as their highest priority excellence in teaching, continually striving to improve scholarly and professional competence, maintaining personal and academic integrity, and accepting the role of intellectual guide and facilitator. The Faculty Code of Professional Ethics also appears in the "Full-Time Faculty Handbook" and the "Adjunct Faculty Handbook" ([e.IIA-58](#); [e.IIA-59](#)). The CCA/CTA and College of the Desert Adjunct Association collective bargaining agreements outline expectations in the tenure and evaluation review processes ([e.IIA-55](#)).

College of the Desert has vigorous and ongoing discussions concerning diversity and respect. The Diversity Council, a committee made up of

representatives from throughout the campus including student representation, has placed as top priorities the promotion of:

- institutional learning culture of respect;
- understanding and acceptance for all and to create a safe environment for open constructive dialogue; and
- ongoing institutional discussion about diversity and respect.

The campus supports Seeking Educational Equity and Diversity groups and other proactive groups.

The Curriculum Committee is the primary recommending body on matters of curriculum. One of the primary goals of the Curriculum Committee is to encourage a multicultural approach to education and has placed into the course evaluation process a rubric that includes professional standards and ethics for student SLOs. Examples of completed course SLO rubrics can be found on the curriculum Portal Web page.

Self Evaluation

College of the Desert faculty take the philosophy of academic freedom seriously. Faculty members are secure in their right to have and express personal convictions appropriately with the understanding that these convictions are expressed as private citizens just as students are encouraged to do so. Policies are made clear to the public in the *College of the Desert Catalog* ([e.IIA-1](#)). On-campus diversity organizations facilitate and support ongoing dialogue about diversity and respect.

Planning Agenda

None.

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II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Policies and procedures such as the Student Conduct Standards, Grade Grievance Procedure, and Student Grievance Policy are published in the *College of the Desert Catalog* ([e.IIA-1](#) p. 48–49), the class schedule, and the college Web site within the electronic *College of the Desert Catalog*. Students are given catalogs or coupons for catalogs at orientation. Additionally, the “Student Conduct, Standards and Procedures” document, which addresses issues such as cheating, plagiarism, and dishonesty and outlines the student discipline due process procedure, is available in Student Affairs. Policy 5500 on Student Standards of Conduct can be found on the College of the Desert Web site.

Self Evaluation

Information regarding student academic honesty is clearly stated and well publicized in the *College of the Desert Catalog*, both in print and online. The college has provided adequate access to the expectations concerning student academic honesty and the consequences for dishonesty. This information is reinforced and reiterated through counseling services and orientation provided for new students.

Planning Agenda

None.

II.A.7.c *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the*

catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

College of the Desert, as a public institution, does not seek to instill specific beliefs or world views in our students, nor require them of our faculty and staff. Policies and codes of conduct adhere to our mission, vision and values statements as guided by California Educational Code and Title V requirements. Institutional outcomes express overarching goals for our students to attain. All of the above information is stated on the college Web pages, the Intranet Portal, and in the *College of the Desert Catalog*. Other sources of publication include the faculty handbooks, E-mail, senate meetings, union communications and Flex activities ([e.IIA-60](#)).

Evaluation

The college publicizes and adheres to board policies, Title 5, CCCCCO guidelines and regulations to ensure faculty, staff, and students adhere to specific codes of conduct without seeking to instill specific beliefs or world views.

Planning Agenda

None.

II.A.8 *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

N/A.

II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs consistent with its mission. Student support

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services addresses the identifies needs of students and enhances a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1 *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, supports student learning and enhances achievement of the mission of the institution.*

Descriptive Summary

Recommendations from the previous Accreditation Self Study have been the guide to improve and enhance the quality of services provided in the interest of student learning for Student Affairs (formerly known as Student Services).

Services and support provided by Student Affairs are interwoven throughout the mission, vision, values, and institutional outcomes at College of the Desert (e.IIB-1). The College of the Desert Strategic Education Master Plan further strengthens the direction of programs to ensure quality support and education to both current and prospective students (e.IIB-2). The services provided by the various programs and departments of Student Affairs are typically a student's first contact with College of the Desert. They form the foundation and building blocks that sustain the learning environment for students during the course of their enrollment. Student Affairs provides continuous support as students complete their courses of study to transfer to other institutions or to enter the work force.

To assure that the quality of Student Affairs services supports student learning and the institutional outcomes at College of the Desert, a program review process was implemented, encompassing both a reporting mechanism as well as ongoing committee work. The reports include end-of-year reports and annual unit reports that are submitted by all Student Affairs areas to the Vice President of Student Affairs each year. They provide a summary in regard to mission, funding levels, goals, achievements, and challenges. These in-depth reports create the foundation of the Program Review Updates (PRUs) that are used in the planning process to prioritize goals across all areas of campus (e.IIB-3; e.IIB-4; e.IIB-5).

Numerous campus committees including the Student Affairs Coordinating Council, the College Planning Council, and the Outcomes and Assessment Committee use the reports to review, improve, and assure the quality of services provided. Many of the committees follow a shared-governance model and include administrators, faculty, classified staff, union representation, and student representation. One such committee, the College Planning Council, meets twice a month and serves as a central advising body to the college (e.IIB-6). Another committee, the Outcomes and Assessment Committee has the responsibility of assuring the development and assessment of SLOs, which is a campus priority (e.IIB-7). Additionally, College of the Desert has instituted the Basic Skills Initiative focusing on ensuring campuswide recognition of the value and need for effective basic skills instruction. This includes creating and strengthening support, policies, and practices for services offered by Student Affairs to facilitate and accelerate student completion of basic skills coursework (e.IIB-8).

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Another example of campus community cooperation is displayed in the two Matriculation Advances conducted by Student Affairs in 2007 and 2008 ([e.IIB-9](#)). Each three-day conference “was planned for the purpose of ‘advancing’ the comprehensive topic of Matriculation at College of the Desert.” Five of the eight areas of Matriculation (Ed Code: 78210 et seq.; Title 5 Section 55500) were the focus: prerequisites/ co-requisites/advisories; research/ evaluation; assessment; orientation; and counseling/advisement. The inclusion of administrators, staff, and faculty from various disciplines was designed to consider all areas for student success. An evaluation provided to attendees rated the events highly successful and expressed the value of holding future advances. The benefits of the Matriculation Advances were enhanced by the sense of campus community, collaboration, and teamwork to improve matriculation services to students and their learning experience at College of the Desert ([e.IIB-9](#)).

College of the Desert has established two satellite campuses to better serve students in the eastern Coachella Valley and plans are underway for a third campus on the western end of the valley. While counseling services and admissions and records are regularly provided at these locations, other services are provided on a limited basis, such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), financial aid, assistance to veterans, and assessment testing with intentions to expand services in the future. With a voter-approved bond, the main campus located in Palm Desert is updating infrastructure and constructing new buildings to meet the needs of a growing community ([e.IIB-10](#); [e.IIB-39](#)).

While working on the facilities to support campus growth, the college has made progress in addressing the need for increased staffing as recommended in the last site visit evaluation ([e.IIB-3](#)). However, current state budget reductions have necessitated a hiring freeze for several positions such as the Director of Counseling and the Tutoring Coordinator. Further, mid-year budget cuts may create the need for additional staff downsizing ([e.IIB-11](#)).

Student Affairs not only supports students as they progress through the educational process by way of counseling and student success courses, but also is actively concerned for their health and well being. Students have access to psychological counseling on a limited basis, a campus nurse and physician, and a vibrant Student Life program. Beyond the necessary charge of Student Affairs, extracurricular events have also been created to advance both the student and the faculty/staff learning experiences. An example of this is evident in the weekly Forum Series offered each semester. Forum topics range from the personal to the global and cover both academic and non-academic subject matter. Presentations have covered topics such as politics and United States relations in the Middle East. Forum Series announcements are widely publicized, and students, faculty, and staff are encouraged to attend ([e.IIB-12](#)). Other examples of extracurricular activities include student organizations such as the Phi Theta Kappa International Honor Society ([e.IIB-13](#)) that recognizes students for their academic achievements and promotes their participation in the community ([e.IIB-14](#)). Phi Theta Kappa was established in 2008 with a College of the Desert chapter of Beta Rho Iota. Beta Rho Iota’s goal is to provide educational information to the public, to the College of the Desert student body, and to our local high school students ([e.IIB-15](#)). The two faculty advisors who

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initiated the Phi Theta Kappa chapter have assisted the chapter in developing extra-curricular experiences that enhance classroom lectures, such as the Homeless Project ([e.IIB-16](#)).

Student Affairs programs/services provide essential and direct support to supplement student learning. Student Learning/Service Outcomes (SL/SOs) for the various support programs were initiated during the 2005–2006 academic year, and a continuous assessment cycle ([e.IIB-17](#)) has been established for all areas designed to analyze assessment results, create dialogue and discussion among colleagues, and implement programmatic changes and improvements as needed to improve student learning. One hundred percent of the programs/services have identified SL/SOs and are in various stages of the assessment cycle.

Information regarding these services is not only available to students at the physical campus during office hours, but also available at any time via the college Web site ([e.IIB-18](#); [e.IIB-19](#)). Through the College of the Desert Web site, students have the ability to link directly to the college application, apply for financial aid, add and drop classes, pay fees, print forms, request transcripts, request campus tours, access test preparation practice sites for the assessment test, access the College of the Desert online orientation, and much more. Student Affairs plays a strong role in the success of student learning. A summary of College of the Desert support efforts is listed below.

Admissions and Records: The Admissions and Records Office provides one-on-one service in person or via the telephone to students, faculty and staff, and the public. The primary services provided by the Admissions and Records Office include

processing student enrollment applications, registration, transcript requests, graduation evaluations and fee payments, and maintaining and securing student enrollment records. Furthermore, Admissions and Records Office staff provide assistance and support to students learning to navigate the online services through the college Web site ([e.IIB-5](#)). The Admissions and Records Office also provides a number of services to faculty that include the coordination, collection, and maintenance of positive attendance, grades, census, drops, and enrollment deadlines.

Financial Aid: The Financial Aid Office assists students with the entire financial aid application process that includes federal and state financial aid (including FAFSA, Board of Governors waivers, grants, work-study, and loans), scholarships, and enrollment fee waivers. This office disburses over \$10 million in financial assistance funds every year ([e.IIB-5](#)).

Financial Aid staff members also conduct in-depth workshops on-campus and at district high schools covering a wide range of topics. For example, Financial Planning 101 includes personal financial planning/life skills, budgeting and the steps needed to complete the FAFSA, BOG Fee Waiver, and Scholarship Applications. A CD of the presentation has also been created and is disseminated during on-campus high school orientations ([e.IIB-20](#)).

Assessment Center: The Assessment Center offers testing services to students including the placement test (ACCUPLACER), limited proctored testing and the bi-annual TEAS tests for the Nursing program.

Each spring semester, this office provides assessment testing as an outreach service on multiple dates to

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each of nine local high schools while reserved testing times are arranged on the College of the Desert campus for smaller high schools ([e.IIB-21](#); [e.IIB-22](#)).

The Assessment Center staff is responsible for collaborating and coordinating test content and cut score validation studies with deans and faculty ([e.IIB-23](#)).

In addition, the staff and the ESL Noncredit program are currently collaborating to implement a specific placement test for students entering the ESLN program.

The Assessment Center also provides reports and data to the College of the Desert divisional schools for planning purposes to determine the number of basic skills courses to offer, to special programs for recruiting purposes, and to the Office of Institutional Research for data analysis and specialized reports ([e.IIB-24](#); [e.IIB-5](#)).

Furthermore, demographic data provided by the background questions of the placement test are used to determine support services for various educational programs and divisions ([e.IIB-25](#)).

General Counseling: General Counseling provides personal, academic, and career counseling services to both current and prospective College of the Desert students.

Counselors are involved in outreach services to local high schools and community groups in which they provide information about enrollment services, academic course offerings, registration information, special programs, and support services at College of the Desert.

Some of the outreach services include:

- Annual High School Counselors Conference ([e.IIB-26](#));
- College of the Desert counseling faculty assigned as liaisons to all local high schools ([e.IIB-27](#));
- College of the Desert counseling faculty participate in outreach activities throughout the year with particular emphasis in spring ([e.IIB-28](#)).

Counselors also teach student development courses and workshops designed to aid students in realizing and accomplishing their goals. Counselors assist students to formulate their educational plans and follow up with students who are at risk, on probation, or not passing or completing courses. Additionally, the college offers Student Psychological Services staffed by a full-time clinical psychologist. Psychological Services offers psychological counseling, assessment, referral services, crisis intervention, and consultation/outreach ([e-IIB-5](#)).

Working in collaboration with instructional in-class tutor programs, counseling faculty assist students to successfully bridge from noncredit to credit courses or from remediation-level to college-level courses. Specific examples of this are evident in the English as a Second Language Noncredit program and the Learning Communities program; the successes of which are attributed to the shared dialogue and involvement among instructional faculty and counseling faculty.

Another recommendation from the last accreditation site visit was the need to review counseling and advising functions to ensure effective academic advising, general counseling service, and articulation activities. In response to the recommendation the college has:

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- created a counseling handbook;
- trained both counseling and instructional faculty on Datatel (the college data management system);
- offered advising workshops to instructional faculty;
- assigned a counseling faculty member to serve as Articulation Officer;
- offered two advising/registration forums for students and the public to aid in students' educational planning. Counseling faculty and instructional faculty participated in both forums;
- implemented online student access to student unofficial grade reports via WebAdvisor;
- designed an online degree audit; and
- redeveloped the online prerequisite clearance process.

Career Services offers:

- resources for career exploration;
- career and job fairs;
- personality and skills assessment with interpretations;
- workshops for choosing a major;
- study skills and job search techniques; and
- one-on-one career counseling services ([e.IIB-5](#)).

Transfer Services provides students with services that include:

- access to catalogs from colleges throughout the United States;
- a reference library to explore majors, careers, financial aid, scholarships, and tips for college success;
- workshops to help with the transfer process and admission applications;
- outreach workshops and campus visits from college and university representatives including

- a fall university transfer fair;
- fieldtrips to visit various four-year colleges and universities; and
- a computer lab to research about schools, careers, majors and financial aid ([e.IIB-5](#)).

ESL Noncredit: Although ESL Noncredit falls under the Division of Academic Affairs, matriculation services are required. Individuals advised to enroll in this program have limited or no English skills. Students are first given a placement test to help determine which of the six course levels, ranging from literacy to advanced, would best fit the students' skill levels ([e.IIB-29](#); [e.IIB-33](#); [e.IIB-30](#)). This program is currently working with the Assessment Center staff to implement a computer-based placement test that complies with the Chancellor's list of approved test instruments.

Upon completing the noncredit program, students may wish to continue into Adult Basic Education that encompasses both high school completion and the General Education Development Exam Testing and Preparation or college credit courses ([e.IIB-33](#); [e.IIB-31](#); [e.IIB-32](#); [e.IIB-34](#)). To facilitate such a transition, a bridge program is in place that provides counselors to assist students in completing the entire matriculation process ([e.IIB-35](#); [e.IIB-36](#)).

Adult Basic Education program: The Adult Basic Education program also falls under Academic Affairs and offers a High School Completion Program and General Education Development Exam Testing and Preparation. Both programs have a minimum age requirement of 18 years. The High School Completion Program offers classes that earn appropriate credits required for a high school diploma. In addition to earning the required credits,

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students must pass minimum proficiency exams in math, reading, and editing (essay). ESL students are encouraged to participate in this program but must complete at minimum ESL Noncredit Level 4 in order to qualify ([e.IIB-37](#)). The General Education Development test affords students the opportunity to earn a high school level equivalency certificate. The tests measure academic skills in the five subjects of writing, social studies, science, reading, and mathematics. Although not required, students may wish to enroll in a General Education Development preparation class prior to taking the tests. Classes are available at the Palm Desert Campus and the Eastern Valley Center. ESL Noncredit students are advised to pass Level 5 prior to taking the General Education Development preparation and high school diploma classes. The Adult Basic Education program provides a counselor to assist students with Adult Basic Education placement and transition to college credit classes ([e.IIB-38](#)).

Student Health Services: Student Health Services is staffed by two adjunct nurses and a consulting physician. While enrolled at College of the Desert, students are eligible to receive a variety of services through this office. These services include health counseling, first aid, access to flu vaccinations, physician consultation, evaluation of injury severity for determining 911 calls, access to student health insurance and referrals to appropriate health agencies/resources ([e.IIB-5](#)).

Student Life: The Office of Student Life offers extracurricular and co-curricular activities that encourage College of the Desert students to become involved in college and community leadership. By supporting the functions of the Associated Students of College of the Desert (ASCOD), Student Life

provides students with an opportunity to become members of the Student Senate to gain a deeper understanding of shared governance and representation. Student Life manages the operations of the Student Center, which offers a game room, student lounge, student copy center, and student government offices. Student Life also coordinates campus tours in which parents and prospective students have the opportunity to get a firsthand look at the facilities while they learn of the available programs and services ([e.IIB-5](#)).

Special Programs for Success: Qualifying students have support from additional programs such as:

Academic Counseling and Educational Services (ACES), EOPS/CARE, California Work Opportunity and Responsibility to Kids (CalWORKs), DSPS, International Education Program (IEP), and Veterans Services. Support to student learning from these programs include individualized advising and tutoring, in-depth orientations, workshops, transfer assistance, employment preparation, financial aid and loan assistance, and priority registration. The positive outcomes are evident in the achievements (honor roll, graduation/transfer rates) of the participants whose success would have been at risk if not for the services provided by these programs ([e.IIB-40](#)). The following summarizes these services.

ACES: ACES is a Federal TRIO Student Services program available to full-time students who are low income and first generation college students or individuals with documented disabilities. Students participating in this program receive additional benefits such as Academic Counseling and Educational Services grants, an in-hours computer lab, laptop, and scientific calculator loan program, and an opportunity to study abroad ([e.IIB-5](#)).

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EOPS: EOPS, a state-funded program, provides academic counseling and financial support to qualifying individuals who have an educational and financial disadvantage. Further benefits to participants include priority registration, fee waivers for CSU and UC applications, cap and gown purchase for graduates, laptop/calculator loan program, book service, and letters of recommendation for scholarships and transfer applications ([e.IIB-5](#)).

CARE: CARE serves single-parent EOPS students. The assistance provided by CARE helps those who qualify, to break the welfare-dependency cycle by completing college-level educational training programs leading to family self sufficiency. Additional advantages to CARE participants include book service and supplies, grants for childcare costs, CARE meal plan, gas cards, and nursing uniforms for qualified CARE students ([e.IIB-5](#)).

CalWORKs: CalWORKs is another program available for single parent students who are receiving state/county cash assistance. The goal of this program is to help students become more employable and financially self sufficient by breaking the welfare cycle through college-level training programs, enabling students to complete their educational goals. Qualifying students receive textbooks (paid by the county) and educational supplies, counseling referrals, and work study opportunities ([e.IIB-5](#)).

DSPS: DSPS is responsible to ensure that individuals with disabilities have equal access to a community college education. This program provides or makes certain that provisions are made to accommodate the students' needs according to their disabilities. DSPS incorporates disability-related support services

and specialized programs to encourage student independence and attainment of educational/vocational goals. DSPS offers extra benefits to students by providing access to adaptive hardware, software training and specialized courses, employment services, and accommodations/support services that include but are not limited to note taking, test accommodations, academic advising, disability related counseling, American Sign Language (ASL) interpreters, real time transcription, and electronic textbooks ([e.IIB-5](#)).

IEP: The IEP enrolls non-immigrant students on the F-1 visa. This program assists these students in completing the steps to course enrollment and success. Beyond the services for other special programs, IEP students receive the following benefits: housing placement with a host family or off-campus apartments, monthly social activities, immigration advising, scholarships, and on-campus work experience. In addition, the IEP, in collaboration with the Center for Training and Development, manages the Intensive English Academy. The Intensive English Academy was developed to provide classroom and lab instruction to teach English skills to non-native speakers who are college bound or vocational English learners. This program has served as a recruitment tool for the college ([e.IIB-5](#)).

Veterans Services: Veterans Services provides assistance to veterans, veteran dependents, reservists, and active duty service personnel regardless of whether they have Veterans Affairs education benefits or not. This office assists participants in acquiring Veterans Affairs educational benefits and provides continued assistance with advising, enrollment, registration, and referrals to other resources both on and off campus ([e.IIB-5](#)).

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Instructional Support Services: Other Student Affairs services that provide direct support to instruction include the Tutoring Center, the Academic Skills Center (ASC), and the DSPS High Tech Center. Each of these areas incorporate programs, instructional software, and services tailored to the needs of specific course curriculum and to the needs of students. The following information briefly describes these services ([e.IIB-5](#)).

The ASC: supports independent study in computer labs that provide instructional technologies, tutoring services, and staff support to improve student knowledge and skills. The ASC has instructional labs at the Palm Desert Campus and at the Eastern Valley locations. The ASC provides tours to familiarize faculty and students with the labs and services provided. All faculty members are encouraged to review the available software and have electronic access to the progress of their students in the labs. Instructors provide the syllabus for their course(s) to provide tutors and staff with the information needed to work with students and their assignments. The ASC hosts the Virtual ASC, which is an Internet-based resource providing on-line instructional software, Web links, and the Virtual ASC Web guides, all designed specifically for students to access quality assistance 24 hours per day. All of the sites indexed in the Virtual ASC have been selected and reviewed by College of the Desert faculty ([e.IIB-5](#)).

DSPS High Tech Center: The DSPS High Tech Center is a state-of-the-art computer lab where students with verified disabilities can learn to access the latest adaptive hardware and software technologies. These technologies allow students to increase productivity, work independently, and foster academic success in their regular college curriculum.

Available equipment includes:

- adaptive keyboard and mouse;
- screen readers;
- screen enlargers;
- CCTV's;
- voice recognition software;
- scanners;
- academic software;
- interactive software; and
- memory skill software.

Individualized training for the adaptive software is provided. The High Tech Center maintains a reputation as a leading center in the state ([e.IIB-5](#)).

Tutoring Center: The Tutoring Center works with assigned faculty liaisons from the Communications and Math divisions to build subject specific training programs for peer tutors and ensures that the tutoring process aligns with the course curriculum. These liaisons work with the Tutoring Center and ASC staff to anticipate needs for student instructional support. Program specific liaisons have recently been assigned for ESL Noncredit and Nursing whose responsibilities include working with tutors assigned directly to the classroom. All faculty liaisons are members of the Tutoring Committee that meets monthly to coordinate services and discuss relevant issues and concerns ([e.IIB-5](#)).

Student Evaluation and Feedback

The college places high importance on student evaluation and has implemented a comprehensive bi-yearly survey to capture student feedback entitled the Community College Survey of Student Engagement (CCSSE) ([e.IIB-41](#)),

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Highlights of the 2008 survey reveal that:

- 80 percent of students said their overall experience at College of the Desert was excellent or good;
- 95 percent of students said they would recommend this college to a friend or family member;
- 75 percent of students were very or somewhat satisfied with the Counseling/Advising services; 60 percent of students were very or somewhat satisfied with career counseling services;
- 80 percent of students were satisfied with tutoring services;
- 60 percent of students were satisfied with the skills labs (writing, math, etc);
- 70 percent of students were satisfied with financial aid advising;
- 70 percent of students were satisfied with transfer credit advising; and
- 66 percent of students with disabilities are satisfied with DSPS.

Program Evaluation and Feedback

Self-Evaluation reports provided by these various programs are a key consideration in planning and upholding the standards of success fundamental to Student Affairs. The reports show a strong correlation in the success of students who utilized the services. One such report was included in Student Services Program Review and Technical Assistance Site Visit Self Evaluation Report dated November 10, 2008 ([e.IIB-42](#)). The tables below provide a picture of the benefits provided by the Matriculation Services compared to the total campus population.

Course Success Rates

Matriculated students completed the basic skills

courses in English and math at a higher level of success than the general college population. Averaged across a three year period:

Category	General Student- Did not complete Matriculation		Student completed Matriculation Process	
	Attempted	Passed	Attempted	Passed
Basic skills English courses	19%	65%	39%	68%
Basic skills math courses	16%	43%	30%	45%

Persistence

Students who have completed the basic core of Matriculation services, assessment, orientation and counseling and advising appear to persist longer than the general student population over a three-year period:

Category	General Student- Did not complete Matriculation	Student completed Matriculation Process	Difference
Began in fall	72%	83%	11%
Persisted to spring	46%	68%	22%
Persisted to following fall	34%	51%	17%

Professional Development

In its efforts to provide exceptional service, the college encourages and supports faculty/staff development to improve skills and better serve the students, faculty, and staff at the college. There are ample opportunities for professional development such as on-going trainings, workshops, professional and student conferences, and advanced courses and education. The college provides avenues of funding to make these opportunities available to staff and

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faculty through the Classified Professional Growth program ([e.IIB-123](#)) and the Faculty Development Committee that are described below. ([e.IIB-122](#))

The Classified Professional Growth program, designed for classified staff, provides an incentive for unit members to further their education, skills, and training as it relates to their current work assignment. This educational program enhances job performance as well as services for the student, the college, and the community by:

- improving standards of service;
- improving on-the-job performance;
- promoting technological skills;
- promoting opportunities for personal growth; and
- providing opportunities for advancement.

The Faculty Development Committee's goal is to foster student engagement and success by providing faculty with activities and experiences that translate into successful learning for diverse student populations. In order to support such an environment, the Faculty Development Committee is charged with designing the Flex calendar schedule, promoting professional development activities, and responsibly overseeing the distribution of the Academic Enrichment Fund in support of these opportunities for faculty learning and toward the goal of fostering student success.

Self Evaluation

The college meets this standard.

The service areas of the Student Affairs Division work together to successfully assist and guide students from enrollment to goal completion. Since the last accreditation evaluation, the program review

process has been developed to include the implementation and assessment of SL/SOs. Staffing needs have been addressed in support of the college mission. Counseling and advising functions have been reviewed to assure the effectiveness of academic advising, general counseling services, and articulation activities.

Planning Agenda

None.

II.B.2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

Descriptive Summary

The Planning Agenda from the last self-study indicated that the *College of the Desert Catalog* needed to be more user-friendly. The *College of the Desert Catalog* Advisory Group comprised of faculty, staff, students, and administrators worked collaboratively throughout the year to improve the ease of use of the *College of the Desert Catalog* to benefit students, faculty, staff, and the community. First, the Table of Contents was restructured using a step-by-step question and answer format. The flow of questions and answers are grouped together in a logical progression in the following order:

- Who are we?
- How are we organized?
- How do I become a student at College of the Desert?
- How do I enroll in courses at College of the Desert?
- How do I get involved with campus life?
- What programs and services are available for students?
- What learning labs and activities are available for students?

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- What are the academic standards of College of the Desert?
- What are the rights and responsibilities of students?
- What other college policies should I know? and
- How do I earn a certificate, complete a program, graduate and/or transfer from College of the Desert?

Other important areas were organized in the following manner:

- program outcomes;
- programs of study;
- courses of instruction;
- faculty and administrators;
- campus map; and
- campus index.

The academic calendar is easier to read. In addition, the Campus Map Guide is now in alphabetical rather than numerical order as building numbers are not widely known, (certainly not by students). All of the changes discussed, have improved the user-friendliness of the *College of the Desert Catalog* ([e.IIB-43](#); [e.IIB-1](#)).

II.B.2.a General Information

- official name, address(es), telephone number(s), and Web site;
- address of the institution;
- educational mission;
- course, program, and degree offerings;
- academic calendar and program length;
- academic freedom statement;
- available student financial aid;
- available learning resources;
- names and degrees of administrators and faculty; and
- names of governing board members.

Descriptive Summary

The *College of the Desert Catalog* is maintained by the Catalog Specialist, a year-round, full-time employee dedicated to ensuring the information in the *College of the Desert Catalog* is accurate and complete. College of the Desert formed a Catalog Advisory Group established by the Office of Academic Affairs that includes administrative and academic leaders most involved with the information contained in the *College of the Desert Catalog* ([e.IIB-44](#)). The Curriculum and Catalog Specialist also sits on the Academic Senate's Curriculum Committee. All pages of the *College of the Desert Catalog* are distributed annually to their respective authors so that updates are noted and returned to the Curriculum and Catalog Specialist in a timely manner.

The official name, address, telephone number, and Web site address are listed within and on the back cover of the *College of the Desert Catalog*. The addresses and phone numbers of off-campus college facilities are listed in the off-campus locations under the "How are we organized?" section. The College of the Desert mission statement is listed under "Who are we?" in the first section and is also listed in the *College of the Desert Catalog* index.

All course offerings are listed in alphabetical (and then numerical) order by department with a description of the course; the number of units earned for that course; its lecture and lab hours if applicable; prerequisites (if any); and the degree and/or certificate to which it is applicable. Under "Programs of Study" all programs are listed and include certificate, non-transfer degree, or transfer degree applicability in each program of study. The number of units required for certificates and degrees are clearly defined. Under the heading "How do I

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earn a certificate, complete a program, graduate and/or transfer from College of the Desert? requirements are described for certificates of achievement, non-transferable associate's degrees and transferable associate's degrees. Specific requirements for general education, IGETC certification, CSU certification, and course requirements for transfer to UC and CSU campuses are explained.

The academic calendar is clearly listed and indexed in the *College of the Desert Catalog*. The academic freedom statement is clearly stated adjacent to the faculty code of professional ethics. Certificate and degree program requirements with suggested completion targets are provided in the *College of the Desert Catalog*, the "Class Schedule" and by counselors and advisors.

The Financial Aid Office has a designated section in the *College of the Desert Catalog* under "*What programs and services are available for students?*" Application information, how to apply for financial aid, types of financial aid available, and a listing of numerous available scholarships are clearly defined.

Learning labs and resources are listed under the heading "*What learning labs and activities are available for students?*" in the Table of Contents of the *College of the Desert Catalog*. The learning labs and activities section includes a description of the ASC, available resources in the ASC Language and ASC Writing labs and the Virtual ASC. The Virtual ASC is an index of Web sites that support reading, writing, ESL, and the writing of research papers.

Faculty and administration names are in alphabetical order directly following the academic freedom statement and the faculty code of professional ethics.

Each name is followed by hire date, campus position and degree(s) earned. Faculty emeriti and their years of service follow current faculty and administration.

Board of Trustees members are listed in the front of the *College of the Desert Catalog*, along with their pictures and election dates.

Each printed and online issue of the *College of the Desert Catalog* is an evolution in design with content improvement, updated organization, and user-friendly readability. College of the Desert has a strong commitment to SLOs as evidenced by the designated heading entitled "Program Outcomes" where students can clearly find outcomes for the Basic Skills, General Education, Career and Technical Education (CTE), and Student Services programs. In addition, under the "*Who are we?*" category, Institutional Outcomes and SLOs are identified and explained. College of the Desert views the catalog as a dynamic dialogue among the student body, faculty, and staff. All of the essential elements appear in the *College of the Desert Catalog* and are listed in the Table of Contents, the Index, or both. Information is easily located in the *College of the Desert Catalog* Table of Contents or the Index.

Self Evaluation

The college meets this standard.

The *College of the Desert Catalog* information is current and updated annually. Chapter headings and section titles within chapters allow for easy-to-find information. The Table of Contents and back Index are very helpful when searching for specific topics. Pages are clearly numbered, and the pages describing the programs of study are color-coded gray paper, not only making them easy to find, but creating a division in the College of the Desert

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Catalog between the general information and the course offerings and descriptions.

Planning Agenda

None.

II.B.2.b Requirements

- admissions;
- student fees and other financial obligations; and
- degree, certificates, graduation and transfer.

Descriptive Summary

Under the heading entitled “*How do I become a student at College of the Desert?*” of the *College of the Desert Catalog*, admission and registration procedures are clearly explained. This section includes detailed information regarding the matriculation and enrollment processes, Student Education Plans, concurrent enrollment, transfer credit, probationary transfer students, international students, residency, and other pertinent student information.

Enrollment procedures, prerequisites, maximum unit load, fees, and other financial obligations are clearly defined under the heading “*How do I enroll in courses at College of the Desert?*” in the *College of the Desert Catalog* along with the accident insurance, voluntary medical insurance, College of the Desert payment plan, refund policy, and other relevant information.

Degree, certificate, graduation, and transfer information is clearly defined in the *College of the Desert Catalog*. Differences between degree and certificate requirements are easily distinguishable from one another. The College of the Desert Catalog also informs students in detail about the requirements for programs’ completion and/or

graduation with an Associate in Science or an Associate in Arts degree and transfer policies to other institutions of higher learning. Transfer agreements with UC and the CSU campuses are defined.

Self Evaluation

The *College of the Desert Catalog* contains all the required elements. The college meets this standard.

Planning Agenda

The college will continue to review and update the *College of the Desert Catalog*, so it reflects organizational improvements.

II.B.2.c Major Policies Affecting Students

- academic regulations, including academic honesty;
- nondiscrimination;
- acceptance of transfer credits;
- grievance and complaint procedures;
- sexual harassment; and
- refund of fees.

Descriptive Summary

Academic regulations including academic honesty are defined in the *College of the Desert Catalog* under the heading designated, “*What are the academic standards of College of the Desert?*” Academic regulations are defined and academic dishonesty is included the “Plagiarism and Cheating” section. Students’ rights and responsibilities are clearly outlined under the heading entitled “*What are the rights and responsibilities for students?*” These same policies are also included in the online *College of the Desert Catalog* ([e.IIB-1](#)), the class schedule under the heading “Students Rights and Responsibilities” ([e.IIB-45](#)) and the “Student Handbook” under “College Policies and Guidelines ([e.IIB-46](#)).

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Non-discrimination policies referencing Title 5 are clearly written and defined within the printed and online *College of the Desert Catalog* under the heading “*What other college policies should I know?*,” and the “Class Schedule” and “Student Handbook,” both under the heading “College Policies/Guidelines.”

Acceptance of transfer credit practices is clearly defined and available to students in the printed and online *College of the Desert Catalog* under the heading “*Can I earn college credit without taking classes at College of the Desert?*” This section explains credit awarded for credit by examination; College Level Examination Program; Regional Occupational Programs; military training; credit for Advanced Placement Examinations; and other institutions’ credit.

Grievance and complaint procedures are clearly defined and available to students in the printed and online *College of the Desert Catalog* under the heading “*What are the rights and responsibilities for students?*” in the “Class Schedule” and the “Student Handbook” section entitled, “College Policies and Guidelines.”

The sexual harassment policy is clearly defined and appears in both English and Spanish in the printed and online *College of the Desert Catalog* under the heading entitled “*What other College Policies should I know?*” in the “Class Schedule” and in the “College Policies and Guidelines” section of the “Student Handbook.”

Refund of fees policies are clearly defined and available to students in the printed and online *College of the Desert Catalog* and in the “Class Schedule.” Refund policies also are available on the College of the Desert Web site ([e.IIB-47](#)).

Self Evaluation

The college meets this standard.

The *College of the Desert Catalog* updates and changes confirm College of the Desert’s commitment to provide students, faculty, and staff a clear understanding of federal, state, and district policies and practices affecting the student body. Updates are posted to the Web site, and *College of the Desert Catalog* addendums are included in the “Class Schedule.”

Planning Agenda

None.

II.B.2.d Locations or Publications Where Other Policies May be Found

Descriptive Summary

In addition to the *College of the Desert Catalog*, college policy information is also included in the “Class Schedule,” and the “Student Handbook.” The formal list of all board policies and administrative procedures is readily available on the college Web site ([e.IIB-48](#)).

“Class Schedule”

The college publishes a “Class Schedule” each semester that contains registration and online registration information, fee schedules, refund information, parking, and add/drop deadlines. The information in each semester’s schedule is sufficient for a student to enroll in classes and to obtain basic services. The schedule is distributed through various offices and departments around campus and the surrounding community. It is also available online in PDF ([e.IIB-45](#); [e.IIB-49](#)). The “Class Schedule” is not intended to replace detailed student information found in the annual *College of the Desert Catalog*.

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However, duplicate information regarding student policies, procedures, general resources, and limited directory information is usually provided within the “Class Schedule.”

“Student Handbook”

The College of the Desert Counseling Center publishes a “Student Handbook” annually that contains a day planner as well as condensed information important to students. Topics include:

- steps to enrollment;
- matriculation;
- success strategies including time management and calculating GPA, academic planning;
- transfer information;
- policies concerning attendance, withdrawals, probation, disqualification, reinstatement, repetition of classes;
- student rights and responsibilities;
- student resources and services;
- a glossary;
- a campus map; and
- a phone number directory of campus offices.

The “Student Handbook” is distributed free of charge to students at orientation and is available in the bookstore for a nominal fee.

Board Policies and Administrative Procedures
College of the Desert Board Policies are updated twice a year as recommended by the Community College League of California. The college subscribes to the Community College League of California’s Policy and Procedure Subscribers Service Listserve that provides Education Code and accreditation updates and any new policies written by their contracted law firm ([e.IIB-50](#)). Minor changes are taken to the Board of Trustees as items of

information and are maintained by the Senior Administrative Assistant to the Board of Trustees. Significant changes are approved by the Board of Trustees. Updates to administrative procedures are written as needed by the college department responsible for implementing the associated board policy. The most recent version of all policies and procedures is posted on the college Web site.

Self-Evaluation

The college meets this standard.

The Senior Administrative Assistant to the Board of Trustees maintains direct dialogue with the Community College League of California to assure the integrity of the College of the Desert Board Policies and Administrative Procedures. The most recent version of all policies and procedures is accessible by all on the college Web site.

Planning Agenda

None.

II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

II.B.3.a *The institution assures equitable access to all of its students by appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

Descriptive Summary

Student services at College of the Desert are assessed through a variety of tools. Systematic and ongoing non-instructional program reviews ([e.IIB-51](#)) have been established that help evaluate student services and programs to assess student learning needs. In addition to full program reviews

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that are conducted every five years, ongoing unit assessment and evaluation activities have been established since the last accreditation site visit. Annual reviews include end-of-year reports ([e.IIB-4](#)), and unit profile reports ([e.IIB-3](#)).

In November 2008, the final version of the Strategic Education Master Plan, devised by Voorhees Group LLC, was published. The report gives recommendations as to future needs of student support services in the eastern and western valley by focusing on current and projected demographic characteristics as well as lifestyle research ([e.IIB-52](#)).

The various Student Affairs areas receive constant feedback from faculty and staff as to the needs of the students. Continuous interaction and collaboration between faculty, staff, and departments are very strong at College of the Desert. Division and discipline meetings have regular time designated for assessment dialogue and discussion. In areas across campus, the value of cross-curricular dialogue and interaction is captured through assessment practices as observed in the spring 2010 Flex activities ([e.IIB-53](#)). Examples of campus interactions and collaborations can also be seen in the program reviews ([e.IIB-51](#)). One specific example of the intensive collaboration between instructional faculty and support services is a change that the ASC made to its services on the advice of teaching faculty. The support offered for students struggling with writing has shifted away from computer-assisted instruction and towards tutoring. While computer assisted instruction is still used to help students improve various technical writing skills, the quality and quantity of tutoring services offered in the ASC Reading/Writing lab have increased ([e.IIB-51](#)). The college community received detailed information of that change through a Flex presentation in fall 2008 ([e.IIB-54](#)).

Off-campus sites of College of the Desert include three centers. The college has offered classes at the Western Valley Center and Eastern Valley Center for a period of years and is in the process of establishing permanent locations in the eastern valley ([e.IIB-52](#)). As of fall 2010, the Eastern Valley Center will be composed of the main building on Monroe Street and Eagle's Peak Charter School. Student services are offered at Eastern Valley Center. The Mecca/Thermal off-campus site is the latest addition and opened its doors in spring 2009. Services at the Mecca/Thermal Center are almost identical to the ones at the Eastern Valley Center. Student needs on these off-campus sites are additionally assessed through surveys at the Eastern Valley Center ([e.IIB-81](#)) and the Mecca/Thermal Center ([e.IIB-82](#)) (Evidence IIB.3.a.7). There is continuous dialogue among staff, faculty, and the Director of off-campus sites as to the needs of students at the Eastern Valley Center and the Mecca/Thermal Center. Meetings include "Lunch with the President," monthly invite "get together faculty" meetings, and monthly Eastern Valley Center staff meetings ([e.IIB-83](#)). The intense collaboration between the Director of Off-campus Sites and the Office of Institutional Research becomes obvious in a variety of projects, such as collaborative evaluations and a joint Flex presentation about the new Mecca-Thermal Center ([e.IIB-84](#)).

A new program called "Meet a Dean/Administrator for the Day" started at the Eastern Valley Center and the Mecca/Thermal Center in fall 2009. Administrators, including the president and deans of College of the Desert, have made themselves available to faculty, staff, and students at Eastern Valley Center and the Mecca/Thermal Center to stay in touch with the off-campus locations ([e.IIB-55](#)).

In 2005–2006, Student Service Outcomes were initiated. Service areas conduct assessment of the

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Student Service Outcomes according to a timeline ([e.IIB-124](#)), which in turn leads to modifications of programs if necessary. The assessment of Student Service Outcomes evaluates outcomes regardless of location. Evidence is provided in the Student Affairs Annual Unit Profile Reports ([e.IIB-4](#)) and on the Outcomes and Assessment Committee web page ([e.IIB-7](#)).

Additional resources used to assess student needs are the spring 2008 CCSSE ([e.IIB-41](#); [e.IIB-56](#)), the ASCOD Survey 2008 ([e.IIB-57](#)), and the College of the Desert assessment test. The data collected in these surveys is used to identify student needs.

The assessment test identifies English, reading, and math skills of new students and provides information about their respective skills to determine if remedial courses are necessary. Assessment testing, orientation, and registration for classes are available at the main campus, the Eastern Valley Center, and the Mecca/Thermal Center ([e.IIB-58](#); [e.IIB-59](#); [e.IIB-60](#)). During the spring semester each year, outreach testing is provided at the local high schools for the senior class ([e.IIB-40](#)). However, most students come to the college for the test. A new computer-based assessment for entering ESL Noncredit students is currently in development ([e.IIB-61](#)).

All the ongoing and systematic evaluation processes are used to document the changes, evaluations, accomplishments and challenges that the programs face. The reports provide the College Planning Council with evidence-based analysis that helps with the planning and prioritization process, thus ultimately improving student services and programs. The reports as well as the minutes of the College Planning Council can be found on the Committee's link ([e.IIB-6](#)).

College of the Desert informs about student services and programs through physical presence of staff, *College of the Desert Catalog*, the "Class Schedule," Web pages, flyers, and special events. Students have electronic access to information about all student services and programs, online application, orientation, and registration. In addition, in fall 2009, the institution launched "MyCOD," a campus E-mail system at no cost to the students that enables them to get in touch with faculty and staff and will become the official communication tool of the campus ([e.IIB-62](#)). The various student support and service Web pages are comprehensive and provide the information for students to contact staff by telephone or E-mail. Most of them also have a link to Frequently Asked Questions. A link on the Web site for off-campus locations with information about the respective student services is also provided ([e.IIB-63](#)). The Admissions and Records Office provides all forms such as academic program change, enrollment verification, and many others, online ([e.IIB-64](#)).

"Ask the Roadrunner," a virtual advisor, has also been very effective. This service can be found on the College of the Desert homepage and helps students get answers to specific questions. Students can ask questions online 24 hours a day, 7 days a week. In 2007-2008 approximately 6500 students used that service ([e.IIB-65](#)). In addition, College of the Desert is on Facebook where students, faculty, and the community at large can dialogue about college-related issues. The Public Relations Office monitors Facebook and responds to specific questions. The link to Facebook can be found on the college homepage.

At the beginning of every semester, special events are planned. The main campus organizes and staffs

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welcome tents to help students find their way and provide information. The Eastern Valley Center and the Mecca/Thermal Center put up special orientation signs and bulletin boards, staff information tables, and give information about classes and services ([e.IIB-66](#)).

The ASC labs at the Eastern Valley Center and the Mecca/Thermal Center completely mirror the ASC lab at the main campus and offer identical software and programs ([e.IIB-67](#)). All the ASC labs are equipped with specific disabled student stations ([e.IIB-3](#)). The ASC's tutoring center offers tutoring service for English and math at all locations ([e.IIB-63](#); [e.IIB-67](#)). Since noncredit students cannot use the regular tutoring service, the ESL Noncredit program implemented a tutoring pilot program in spring 2009. This program focuses on the lower levels and was expanded to the Mecca/Thermal Center in fall 2009 and the Eastern Valley Center in spring 2010 ([e.IIB-68](#)). In addition to these programs, the ASC provides the Virtual ASC ([e.IIB-69](#)) and online access to Skills Tutor software, which is Internet-based. Apart from using the ASC, students have access to computer labs in various departments and at different sites on the main campus such as the Applied Science lab, the Business lab, Communications lab, DSPS High Tech Center, and many more ([e.IIB-70](#)).

Counseling faculty are present at all main locations and provide services during open office hours and by appointment ([e.IIB-3](#); [e.IIB-66](#); [e.IIB-71](#)). Apart from maintaining fully staffed offices where counselors provide academic, career, and personal counseling, this service area offers workshops such as student success and study skill development courses and other workshops ([e.IIB-72](#)). Counselors

also visit classrooms at the Eastern Valley Center and the Mecca/Thermal Center to give student service presentations ([e.IIB-73](#)) and, in addition, reach out to local high schools ([e.IIB-3](#)). Throughout the semester, counselors visit Level 5 classes of the ESL Noncredit program to provide the students with an orientation of the Adult Basic Education program, credit classes, and the matriculation process. This happens at all locations and also includes the late evening classes, for example the level 5 class at Eagle's Peak in Indio from 6-9 p.m. ([e.IIB-74](#)).

Career Services as well as Transfer Services do not only offer fairs, career days, career path series, college and university days, and a variety of workshops at the main campus, but also offer workshops and informational events at the Eastern Valley Center. Scholarship workshops are given at Palm Desert High School and La Quinta High School. Some scholarship workshops for high school and college students are conducted on Saturdays. Furthermore, some programs, such as Early Childhood Education/Teacher Preparation and the Nursing program, offer orientations and workshops at the Eastern Valley Center to help students with their career choices ([e.IIB-72](#); [e.IIB-75](#)).

ASCOD activities at the Eastern Valley Center and the Mecca/Thermal Center include student elections, student ID services, and the ASCOD club rush ([e.IIB-85](#)).

The College of the Desert Alumni Association sponsors free bus passes at the Eastern Valley Center and the Mecca/Thermal Center for students who do not have any other transportation and would not be able to attend college classes without this service ([e.IIB-76](#)).

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Student services and programs are available at the Eastern Valley Center and the Mecca/Thermal Center. Those services that do not have a constant presence at the Eastern Valley Center and the Mecca/Thermal Center are available by appointment and on an as-needed basis. For example, DSPS, which maintains a High Tech Center on the main campus, provides various types of assistance and services at off-site locations to enable students with disabilities to participate in college regardless of where they attend classes. The Palm Desert Campus nurse is available at the Eastern Valley Center and Mecca during certain times throughout the semester ([e.IIB-63](#)). EOPS conducts outreach activities at local high/continuation schools ([e.IIB-51](#)). The main-campus bookstore sells textbooks at the Eastern Valley Center and the Mecca/Thermal Center in the first week of the semester ([e.IIB-77](#)). The Admissions and Records Office and the Financial Aid Office are also mainly represented at the Eastern Valley Center and the Mecca/Thermal Center at the beginning of the semester ([e.IIB-78](#)) and, due to budget constraints, are scaled down throughout the semester.

However, despite these financial constraints, the Financial Aid Office conducts workshops and presentations off-site and has been able to greatly increase both its outreach (FAFSA workshops and financial aid presentations held within the local community) and in-reach efforts (FAFSA workshops, financial aid presentations and booth participation held on-campus) during the 2008-2009 school year. In 2007-2008, the office served 488 individuals off campus or from the community. This number increased to 655 individuals in 2008-2009. On campus, the office served 351 individuals in 2007-2008 and 944 individuals in 2008-2009. This reflects an increase in outreach efforts of over 25 percent

and an increase in in-reach efforts of over 60 percent ([e.IIB-3](#)).

In general, services at off-site locations will increase as the Eastern Valley and the Mecca/Thermal centers expand.

College of the Desert has implemented many new processes to evaluate and consequently improve student services in general. In 2006, a research agenda was created by the Student Affairs Coordinating Council and shared with the institutional researcher to enable the necessary data to be collected for evaluating Student Service/Learning Outcomes and planning ([e.IIB-79](#)). Enrollment at off-campus locations is monitored and provided by the Office of Institutional Research ([e.IIB-39](#)). This data also helps to anticipate and offer appropriate support services. The ASC also provides that information in the program review ([e.IIB-51](#)) and Annual Unit Profile Report ([e.IIB-3](#)).

All categorical program coordinators meet weekly as part of the Student Affairs Coordinators Council. These meetings are used to coordinate services, track changes within Student Affairs and the college as a whole, report progress on long-term projects, and support collaboration both within Student Affairs and between Student Affairs and other areas of the college. In addition, there are biweekly counselor meetings, monthly training sessions, and monthly coordinator meetings with the dean ([e.IIB-40](#)).

The 2008-2009 program review of the ASC and Tutoring Services provides comments by faculty advisors regarding current and future services offered by the ASC. Apart from providing further evidence for the close collaboration between

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support services, faculty, and staff, these comments present feedback on the services at the Eastern Valley Center and the Mecca/Thermal Center. Topics ranged from an evaluation of the current focus of the center to suggestions for improvement and planning.

College of the Desert also gets feedback from students through the rating of the response of the virtual advisor “Ask the Road Runner” and the Eastern Valley Center Survey of spring 2005, which evaluated the availability of student services. Counseling Services also tracks the number of students who complete the orientation online ([e.IIB-80](#)).

An evaluation of services at the Eastern Valley Center and the Mecca/Thermal centers is planned for the end of spring 2010.

Student Services is meeting the needs of students very well. The Student Services Review Data 2004–2006 provides various indicators of success, which include the following:

- number of students served;
- progress, persistence rates;
- course success rates;
- basic skills success rates;
- transfer headcount to UC and CSU; and
- financial aid recipient headcount.

([e.IIB-56](#)).

The End-of-Year Reports ([e.IIB-3](#); [e.IIB-4](#)) and the Student Affairs Annual Unit Profile Reports provide additional information as to program achievements and assessments of Student Service/Learning Outcomes ([e.IIB-7](#)).

The Eastern Valley Center Survey of spring 2005, which evaluated the availability of student services, showed that 73 percent of the students have been able to get services needed. The two main areas that needed more availability were the Financial Aid Office and the Admissions and Records Office. However, since the 2004–2005 school year, the Financial Aid Office has increased the awards, its services to students, and the number of students served each year ([e.IIB-51](#)).

In the ASCOD Survey 2008, students were asked to rate the quality of customer service they encountered. The majority of those students who used the services rated them “good” or “excellent” ([e.IIB-57](#)).

The tracking of the number of students who complete the orientation online shows that there is a need for this online service. In fall 2009, 48 percent of all new students took advantage of online orientation, and this number grew to 56 percent for the spring 2010 semester ([e.IIB-80](#)).

The 2008 CCSSE at College of the Desert shows that students are “somewhat” or “very satisfied” with the services provided. The following examples show the percentage of how many students of those using a service were “somewhat” or “very satisfied” ([e.IIB-41](#)).

- academic advising/planning services, 75 percent;
- career counseling services, 60 percent;
- peer or other tutoring services 80 percent;
- skill labs (writing, math, etc), 60 percent;
- financial aid, 70 percent;
- transfer credit assistance, 70 percent; and
- services to students with disabilities, 66 percent.

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The question of quality of student services is also extensively dealt with the support services program reviews. For EOPS/CARE the analysis demonstrated that 90 percent of the EOPS/CARE students who entered in the fall semester 2008 showed a persistence rate of 80 percent from fall to spring, while 72 percent of students in the general population who entered in the fall showed a persistence rate from fall to spring of only 46 percent. Sixty-three percent of EOPS/CARE students persisted from fall 2007 to fall 2008 compared to 34 percent of the general population. The report also revealed that EOPS/CARE students are graduating or earning certificates at more than double the rate of the general population. EOPS/CARE students are transferring at double the rate of the general population. A higher percentage of EOPS/CARE students are transfer directed and prepared than the general population ([e.IIB-51](#)).

The ASC maintains high quality of services by constantly adapting its services to react to changing curriculum requirements of the academic courses, thus meeting the immediate needs of the students. Examples of this are the revised curriculum of ASC-097 and -098 and the support of the growing program of writing clinics by English faculty. To further improve the quality of its services, the ASC created an effective staff development program to assure effective customer service in all labs. Other changes include revision or discontinued use of software that did not fully meet the needs of the students. In addition, the ASC developed systems for assessing lab contributions in support of course level SLOs in writing, reading, ESL, and foreign language courses. This assessment was started in fall 2008 and showed, for example, that the increase of students using the writing lab was higher than expected ([e.IIB-51](#)).

Self Evaluation

The college meets this standard.

Assessment of student needs, regardless of location, is systematic and ongoing. Program reviews, as well as unit assessment and evaluation processes, have been established and are implemented regularly. Surveys as to the needs and quality of student services provide further evidence of the effectiveness of services offered. There is continuous dialogue throughout the institution about student needs and the provision and quality of student services. Student service areas conduct assessment of Student Service Outcomes according to a timeline to modify and improve services. These evaluations provide the basis for prioritization and planning. Examples of the effectiveness of these processes are the identification of a need for a bilingual secretary for the Mecca/Thermal Center, which was ranked number two on the 2009-2010 Priority List or the need for extended counseling services at the Eastern Valley Center (ranked number 10).

All student services offered at the main campus are available to students at the Eastern Valley Center and the Mecca/Thermal Center as well. Some of the services are provided at the Eastern Valley Center and the Mecca/Thermal Center on an as-needed basis but will expand as those locations are expected to grow.

Online and off-site services are currently evaluated in meetings of the Student Affairs Coordinating Council and are also an integral part of program reviews and Unit Assessments. There is constant progression of improvement and fine-tuning of student services and processes to assess, evaluate, and provide student services. Evaluations of student services at the Eastern Valley Center and the Mecca/Thermal Center are planned.

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The student services offered at College of the Desert meet the needs of students well. Various surveys, data, and program reviews reveal their effectiveness. Students themselves rate the services rendered positively.

Planning Agenda

None.

II.B.3.b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Descriptive Summary

College of the Desert seeks to provide a learning environment that encourages personal and civic responsibility for all students. The intellectual, aesthetic, and personal development of students is met through a variety of programs, services, and activities that take place both on and off campus.

Development of Personal and Civic Responsibility

Associated Students: The ASCOD plays a prominent role in planning and leading campuswide activities such as the ASCOD Clothing Drive for Fire Victims and the Clothesline Project designed to promote awareness of violence against women. In addition, ASCOD supports Shelter from the Storm, community food drives, and heritage celebrations during each academic year.

Office of Student Life: The Office of Student Life currently provides support to a wide variety of active student clubs with approximately 220 total student memberships. This is a significant increase over the three active clubs in 2007-2008. The Office

of Student Life provided civic development opportunities for students by arranging bus trips to Sacramento. Students were able to voice their concerns on the California state budget with regard to higher education funding and experience proceedings of the California State Assembly. Students also have representation on the Desert Community College District Board of Trustees through a Student Trustee who is elected annually by College of the Desert students. The Student Trustee represents the general student population at regular board meetings. In addition, as a result of such strong student leadership experiences offered by College of the Desert, student trustee, Michele Price, was appointed to a seat on the Board of Governors.

College of the Desert offers students a variety of clubs and organizations in which to participate. The student groups/clubs on campus include:

- Academic Counseling and Educational Services;
- Alas Con Futuro;
- ASL Club;
- Automotive Tech Club;
- Ballet Folklorico;
- Black Student Union;
- Business and Economics Club;
- Campus Crusade for Christ;
- College of the Desert Architecture Club;
- College of the Desert Dramatic Arts Company;
- College of the Desert Students Veterans Organization;
- FAME Connection;
- Filipino Club;
- Gay Straight Alliance;
- International Club;
- Japan Club;
- Latina Leadership Network;
- MEChA;

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- M.U.S.I.C.;
- MESA;
- Phi Theta Kappa;
- Political Awareness Club;
- S.O.A.R.;
- Student Veterans Organization; and
- Vocal Performance and Appreciation Club ([e.IIB-86](#))

Student Leadership Development: Student leadership development is promoted and encouraged through the college's participation in various national conferences. Over the past seven years, the college has sent delegates of students, faculty, and administrators to the annual Hispanic Association of College and Universities. College of the Desert has consistently ranked number one or number two of colleges sending delegates.

Intellectual Development of College of the Desert Students

Board of Trustees and Administration: The College of the Desert Board of Trustees and administration encourages and supports a learning environment that promotes student development. Through board proclamations read at monthly board meetings that acknowledge various ethnic and cultural heritage months, Women's History Month, and Disability Awareness Month, the entire campus and local community is made aware of the college's commitment to student success ([e.IIB-87](#))

Office of the Vice President of Student Affairs: The Office of the Vice President of Student Affairs sponsors a series of weekly forums that are open to the campus. These forums invite guest speakers as well as College of the Desert faculty to present information on topics ranging from earthquake

preparedness and creative writing to musical performances. In addition, academic departments participate in the forums by hosting discipline-related presentations and activities that integrate classroom theory with practical application. President Jerry Patton has also held a college leadership forum as a means to engage in dialogue with faculty, students, and staff.

ASC: The ASC provides an opportunity for students to learn in an environment that supports their regular classroom instruction. The ASC staff members collaborate with faculty to present students with a wide variety of learning tools including audio and video tape lessons, computer-aided instruction, and tutoring. With these media, students are better able to practice, review, and reinforce what they are learning in their courses. Under the umbrella of the ASC is the language lab for second language learning, the writing lab, and a Virtual ASC, a free, online service available 24 hours a day, 7 days a week for all College of the Desert students ([e.IIB-1](#); [e.IIB-3](#))

College of the Desert Library: In partnership with the City of Palm Desert and the Riverside County Public Library System, the College of the Desert Library offers a wide variety of materials and services to students in the Multi-Agency Library building. Through instruction known as Information Literacy, library faculty assist students with their course assignment research, critical thinking skills, and reaching their educational goals. The library also houses a computer lab, known as the Alumni Computer lab, for currently enrolled College of the Desert students. Those students needing technical assistance or those who are working on an extensive project are able to do so using this resource. The English department also sponsors faculty tutors in

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the library during selected hours to help students with their writing and research projects ([e.IIB-1](#); [e.IIB-88](#)).

Cooperative Work Experience: Cooperative Work Experience Education provides a hands-on learning tool that links academics to students' current real-world work environment. Courses include WEG-095A-C (Work Experience, General) and WEG-095A-D (Work Experience, Occupational), offering students up to 16 credits. Since fall 2000, over 3100 students have enrolled in Cooperative Work Experience courses ([e.IIB-89](#)).

Learning Communities: College of the Desert offers learning communities as a way of connecting students to one another, both personally and academically. As a result of smaller class sizes, students have an opportunity to more closely interact with their classmates and instructors. Learning communities' courses may include English (writing), reading, and math. Other learning communities take a different interdisciplinary approach, combining Freshman Composition with Psychology, Sociology, Speech, or other transfer-level courses. A Student Development class is part of most learning communities. In these classes, taught by college counseling faculty, students learn success strategies including time management, study skills, college and career planning, and in-depth knowledge of the financial aid and transfer processes ([e.IIB-1](#)).

Math and Science Departments: Departments such as Mathematics and Science sponsor and host seminars led by current College of the Desert faculty. These seminars expose students to interesting and timely presentations ([e.IIB-90](#)).

Mathematics, Engineering, Science Achievement program (MESA): MESA serves as

an academic support and enrichment program for educationally and financially disadvantaged students. The program emphasizes participation from students who traditionally have low rates of four-year university eligibility. Through curriculum and extracurricular programs and services, MESA seeks to increase the number of students who transfer and graduate with math and/or science-related degrees. Students are supported through MESA-sponsored activities such as tutoring, workshops, career advising, field trips, internships, part-time student employment, and special events ([e.IIB-1](#); [e.IIB-91](#)).

Student Development Courses: College of the Desert faculty and staff provide a learning environment that encourages personal and civic responsibility through both curricular and co-curricular activities. Student development courses such as STDV-011 (Introduction to Scholarships), STDV-012 (Career/Life Planning and Personal Exploration), STDV-013 (Strategies for College Transfer), STDV-055A (Principles of Student Leadership), STDV-055B (Advanced Principles of Student Leadership), STDV-058 (Career Development), STDV-060 (College Success Skills), and STDV-060A (Orientation to College), provide students with a learning environment that addresses a variety of personal and intellectual development topics. Since fall 2003, over 2800 students have enrolled in STDV courses.

Tutoring Center: The Tutoring Center provides open lab tutoring to all enrolled College of the Desert students. Each semester, the center offers free tutoring in all levels of math, physical and life sciences, social sciences, and the humanities. Tutoring is delivered in eleven locations at the college. Students who utilize tutoring services can expect to receive:

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- assistance with understanding and applying concepts, techniques, and skills related to specific academic disciplines;
- confidence in their own mastery of academic subjects; and
- one-on-one tutoring or support associated with learning communities, for those who receive tutoring through specially funded programs.

In 2007–2008, it is estimated that tutors logged approximately 80,000 to 90,000 contact hours ([e.IIB-3](#)).

Aesthetic Development: Aesthetic development for students is abundant at College of the Desert from innovative new building designs to thought-provoking art exhibits.

All new buildings at College of the Desert are guided by the principle of creating an informal learning environment. The designs include courtyard areas for casual gatherings and seating arrangements that are conducive for student-to-student and student-to-faculty interactions.

Donald and Coeta Barker Nursing Complex: Completed in January 2009, the Barker Foundation Nursing building houses all health science classes and labs. In 2010, phase two (the retrofitting and remodeling of the old Nursing Building) will be finished, and a breezeway will connect the two buildings, and the nursing program will expand to fill both wings of the new facility ([e.IIB-92](#)).

College of the Desert Library: The College of the Desert Library also displays rotating student art selections on the Garrow Gallery Wall curated by the Director of the Marks Gallery ([e.IIB-93](#)).

Cravens Student Services Center: With Measure B Bond funding, the college secured resources for campus upgrades as well as campus infrastructure and two new student facilities to which all students have access. Beginning with a groundbreaking ceremony in April 2008 and completion in late spring of 2010, College of the Desert unveiled a new building, the Donald and Peggy Cravens Student Services Center. Designed to be LEED (Leadership in Energy and Environmental Design) compliant, along with a new Bursar's Office, the Center houses the following:

- Admissions and Records;
- CalWORKs;
- Career and Transfer Services;
- classroom/meeting space;
- College Bookstore;
- Counseling Services;
- DSPS;
- EOPS/CARE;
- Financial Aid;
- International Education;
- Student Affairs;
- student computer lab;
- Student Health Services;
- Student Psychological Services;
- TRIO programs (Student Support Services and Upward Bound); and
- Veterans Services.

Previously, these offices were located in various locations across campus. The new building provides a centralized, “one-stop” facility where students can access several resources in one place. It has a prominent and visible location near the main entrance to campus and also provides an aesthetically pleasing environment in which to conduct business ([e.IIB-94](#)).

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Inside the new Student Services Center, a dedicated gallery wall features a rotating display of student artwork ([e.IIB-95](#)).

The Walter N. Marks Center for the Arts features regular exhibits of student, faculty, and professional artists ([e.IIB-96](#)).

Performing Arts: College of the Desert Performing Arts produces annual musical and theatrical performances that are open to the campus and the Coachella Valley community. ([e.IIB-97](#)).

Student Life Building: The second building recently completed is designated for food services and student life space. Opening in early summer of 2010, it houses the new College of the Desert Café (BEEPS) with a redesigned food and beverage delivery concept as well as Student Life, ASCOD, a student copy center, a computer lab with printers, and a student lounge area ([e.IIB-98](#)).

Personal Development: The personal development of students takes many different forms. Here are some of the additional resources available to students.

Career Services offers a series of job search, resume writing, interviewing and scholarship workshops throughout the year. The annual Career Fair attracts an average of 30-35 employers each year providing students with local job opportunities ([e.IIB-99](#)).

The International Education Program (IEP) provides support to students including counseling, housing, university transfer assistance, orientation, advising, tutoring, and scholarships. The IEP Office hosts an annual International Day in the spring

which shares and celebrates the many diverse cultures and countries of the college population ([e.IIB-100](#)).

Student Health Center and Psychological Services: Through Depression Screening Day and the Student Health Center, students are able to seek assistance for mental and physical health-related concerns. Psychological Services provides individual psychological counseling, crisis intervention, referrals, evaluation and resources for any student enrolled in at least one unit at the college ([e.IIB-101](#)).

Transfer Services regularly hosts representatives from four-year institutions who present information and meet with students to discuss transfer options. During the fall semester, Transfer Services sponsors College and University Day, providing an opportunity for students to meet and interact with representatives from California State University, University of California, private, and independent schools to discuss transfer admissions requirements. In fall 2007, 27 colleges and universities were represented with 356 students signing in. In fall 2008, the number of colleges and universities was 25 with 349 students ([e.IIB-102](#)).

Self Evaluation

College of the Desert meets this standard. Students have a wide variety of personal, civic, intellectual, and aesthetic development opportunities available.

Planning Agenda

None.

II.3.c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and*

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success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

College of the Desert offers a comprehensive set of counseling and advising services for all students. The college's Counseling Center provides leadership in developing and delivering counseling and advising services from the initial admissions process to graduation and/or transfer. The Counseling Center's mission is to support the exploration and development of academic, career, and personal goals of all students. In pursuit of its mission, the Counseling Center guides all students through the matriculation process by offering assessment interpretations, orientation, student education plan development, and early alert follow-up services for students on probation. ([e.IIB-102](#))

Specialized counseling and advising services are also offered through the following programs:

- Academic Counseling and Educational Services;
- Adult Basic Education;
- Athletics;
- DSPS;
- CalWORKs;
- Career/Transfer Services;
- EOPS/CARE;
- International Education Program;
- learning communities;
- MESA;
- Noncredit ESL;
- Nursing;
- Phi Theta Kappa;
- Reentry Services; and
- Veterans Services.

The college assists students in crisis through a licensed clinical psychologist housed in the Student

Health Center and an Inter-disciplinary Crisis Intervention Team that includes the psychologist, general counselors, security staff, and administrators. The college is also in the process of exploring the development of on-line counseling services, especially with regard to off-campus sites.

Professional development opportunities are offered on a regular basis. For example, each month there is a campuswide all-counselor meeting and an all-counselor training session. Each semester, counselors also participate in an all-day planning session where the focus is on long-term planning. Additionally, each department within Student Affairs holds a monthly meeting to address program issues. Counselors attend regional and statewide meetings and conferences to stay current in the profession and to bring back information to share with colleagues. Training sessions for faculty advisors and counselors also occur during regular Flex activities at the start of each semester. Adjunct counselors are encouraged to participate in all professional development activities.

Campuswide communication and collaboration is highly valued. For example, counselors from the general counseling unit are assigned as liaisons to each academic division. Working through the Professional Standards Committee of the college's Academic Senate, a "Faculty Advising Handbook" ([e.IIB-103](#)) was developed and adopted for all instructional faculty advisors. Faculty Advisor training sessions and Datatel training sessions are held as part of the college's semester Flex activities ([e.IIB-54](#)) and through the College of the Desert Forum Series. In the spring 2007 and spring 2008, the Student Affairs Division also hosted a Matriculation Advance with the purpose of bringing together academic affairs and student affairs to

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develop a common understanding of matriculation service delivery through team building, professional development, and strategic planning activities. The recommendations that resulted from these events were utilized to expand and improve services for students. Training has also been provided through the college's Matriculation Advance, which was recognized as an exemplary practice by the Chancellor's Office Student Services Program Review and Technical Assistance site review team who visited the campus in March of 2009. The intent was to hold the Matriculation Advance on a bi-annual basis; however, severe budget cuts to counseling and matriculation have required us to consider other means of achieving these goals. ([e.IIB-9](#))

Counseling services are regularly evaluated through the college's annual PRUs ([e.IIB-5](#)) that lead to a more comprehensive program review every five years. The most recent comprehensive program review was completed spring 2010 ([e.IIB-104](#)). College of the Desert also participates in the bi-annual national CCSSE that contains questions about student satisfaction of counseling services. ([e.IIB-41](#)) Counseling and advising services in all categorical programs were also evaluated through the Chancellor's Office Categorical Site Visit in spring 2009. ([e.IIB-42](#)) Lastly, beginning in the fall of 2008, departments within Student Affairs also established SL/SOs and developed a Student Affairs SLO Assessment Cycle to assess programs, services and courses on a systematic ongoing basis with a goal of continuous program/course improvement.

Self Evaluation

College of the Desert meets this standard.

Since its last accreditation visit in 2005, the college agreed in principal that it would strive for a counselor to student ratio of 1 to 1000. Since then, the college has hired four full-time, tenure-tracked counselors to join the general counseling unit. All counselors (both full-time and part-time) meet the minimum qualifications for counselors as outlined in the state education code. Individual counseling faculty members are evaluated regularly according to negotiated standards outlined in the respective contracts for full-time and part-time faculty.

The college is currently reviewing its delivery of counseling/advising services to on-line students. Also, in light of budgetary constraints, the college is evaluating the increased use of technology to deliver counseling/advising services to off-site students (both on-line and those taking courses at satellite centers).

Planning Agenda

None.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

College of the Desert continues to be committed to increasing opportunities for students to understand and appreciate all types of diversity. We have institutionalized awareness of diversity by the formation of the College of the Desert Diversity Council ([e.IIB-105](#)) and other groups such as SEED and the Women's Issues Network. In addition, institutional personnel continue to design programs that support the education of diversity issues. Some of the programs are ([e.IIB-106](#)):

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- Black History Month;
- Cesar Chavez Day;
- Hispanic Heritage Month Activities;
- International Day; and
- International Week.

College of the Desert not only develops programs that increase cultural diversity, but also programs that bring awareness to other diversity issues ([e.IIB-107](#)).

- ASL interpretation in in-theatre productions and at Commencement Ceremony are standard;
- ASCOD Women's Luncheon;
- Depression Awareness Day/campaigns;
- GSA's of the Valley High School programs at McCallum; GSA Summit with PFLAG;
- Laramie Project;
- Open Mike Nights; and
- Women's History Month: Clothes Line Project.

College of the Desert has expanded opportunities for students to become involved in student groups on campus. We have over 20 clubs that represent the diverse backgrounds of COD students which include:

- Alas con Futuro;
- Black Student Union;
- Ballet Folklorico;
- Campus Crusade for Christ;
- Filipino Club;
- Gay Straight Alliance;
- International Club;
- Japan Club;
- Latina Leadership Network;
- MEChA;
- SOAR and;
- Student Veterans Organization.

The following courses integrate and/or emphasize issues of diversity:

- AJ-005A, Multicultural Issues within Public Safety;
- ANTH-004, Prehistory and Ethnography of Southern California Indians;
- ASL-001, -001A, -001B, -002, Elementary ASL; and
- ASL-003, -004, Intermediate ASL;
- ENG-012A, World Literature I, and -012B, World Literature II;
- ENG-017, Women in Literature;
- ENG-021, Introduction to Latin-American/ Chicano Literature;
- ENG-022, Introduction to African-American Literature;
- ENG-024, Native American Literature;
- ENG-026, The Lesbian, Gay, Bisexual and Transgender Literary Experience;
- ENG-035, Myth and Legend;
- PHIL-012, Religions of the World;
- PHIL-017 Philosophy of Religion;
- PS-004, Introduction to International Relations;
- PSY-023, Psychology of Women;
- SOC-014, Minority Groups in the Americas;
- SOC-015 Mexican-American Culture; and
- SP-015, Intercultural Communication.

Self Evaluation

The college meets this standard.

According to the 2008 CCSSE, in response of the question "how much have the college contributed to your knowledge, skills, and personal development and understanding of people of other racial and other ethnic backgrounds," 20 percent of College of the Desert students said "very much," 30 percent said "quite a bit," and 32 percent said "some."

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Planning Agenda

None.

II.B.3.e *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Descriptive Summary

College of the Desert does not utilize assessment instruments for admissions purposes. Admissions criteria are based on Title 5 regulations, and the application was developed with these state requirements in mind. In 2007, the college adopted CCCApply ([e.IIB-108](#)) as its on-line application process. Assistance is available in-person, by phone, or by e-mail through the Counseling Center and the Admissions and Records Office. Hard copy applications are available for special circumstances; however, nearly 100 percent of the student population uses the on-line process for admissions and registration. Electronic applications are uploaded on a daily basis.

College of the Desert complies with the matriculation standards from the California Community College System Office and regularly evaluates its assessment/placement instrument. The college utilizes the College Board's ACCUPLACER exam for placement in English, reading, and mathematics. The college also uses ACCUPLACER to determine ability-to-benefit scores for students who are seeking financial aid resources but do not have a high school diploma. ([e.IIB-109](#))

Through the Assessment Center, the college administers over 20,000 assessment/placement exams each year on an appointment basis. ([e.IIB-110](#)) The Assessment Center is housed

in the ASC labs, which have approximately 40 computers in each lab, including computers that can be utilized for students with disabilities. Assessment Center staff also administer the assessment/placement exam to graduating seniors at each traditional local high school during the spring term although recent budgetary constraints are causing the college to reconsider the ability to administer the assessment at local high schools. ([e.IIB-21](#); [e.IIB-22](#))

After a student has completed the ACCUPLACER exam, the student's scores are entered in the student database (Datatel) where they are accessible to the counselors who administer the college's orientation program. ACCUPLACER is part of the multiple measures used to determine course placement. Among other measures considered are educational record, educational goals, certainty of goals, maturity, motivational factors, study skills/habits, etc. ([e.IIB-23](#))

Following the guidelines of the System Office, the Assessment Center staff lead the effort to complete the content validation and cut scores validation conducted every six years for approval renewal. ([e.IIB-111](#)) Faculty members from the respective disciplines are involved as are staff from the college's Office of Institutional Research. The Office of Institutional Research is responsible for conducting the disproportionate impact study. The validation studies for the Standards of Reliability and Test Bias are conducted and submitted by the college board (ACCUPLACER). ([e.IIB-112](#))

The college is in the process of completing validation studies for a new, on-line assessment for ESL placement in noncredit courses. Additionally, as a joint effort between the Academic Senate's Curriculum Committee and the college's

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Matriculation Committee, the college is undertaking a comprehensive review of the assessment process with a particular focus on the mathematics placement exam. ([e.IIB-114](#))

Additionally, College of the Desert hosts the Educational Consortium composed of participants of the local unified school districts interacting with faculty and administration of College of the Desert on issues of student success. ([e.IIB-113](#))

The college continually strives to improve its assessment/placement process. As such, the college will establish a task force to undertake comprehensive review of assessment practices with a particular focus on the mathematics placement tool. ([e.IIB-114](#)) Issues to be considered include the sequence of the overall assessment tools (English, reading, mathematics), utilization of a diagnostic exam for mathematics rather than a placement exam, the branching order within individual assessments, and the effects of budgetary constraints in relation to the delivery of the assessment/placement exams.

Self Evaluation

The college meets this standard.

College of the Desert follows state standards for assessing and validating assessment/placement tools to assure their effectiveness and to minimize biases.

Planning Agenda

None.

II.B.3.f *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are*

maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The student records maintained by College of the Desert are kept in accordance with regulations and policy governing security, confidentiality, and methods of storage. The college adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5 of the California Code of Regulations, other pertinent bodies of law, and local board policy and procedure.

Page 53 of the 2010–2011 College of the Desert Catalog states the FERPA standard as:

All student records of College of the Desert are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. The two basic elements of the act are the student's right to review and challenge his/her record and the conditions under which information in the record can be released to outside parties.

Student records include: academic test results, counseling information, residency information, admissions and enrollment data, copies of petitions and applications, certain medical records, financial records, and certain information provided by DSPS. Student medical records are maintained by the college physician and student health nurses, and student financial records are maintained by the Director of Financial Aid. All other records are maintained by the Dean of Enrollment Services and the Vice President of Student Affairs.

Record storage varies depending upon the department, type of record, and date of creation.

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Over the years, College of the Desert has utilized paper records, micro-film, and most recently, an electronic storage system created by Datatel. Thus, the origination date of the document may determine the storage method. Regardless of the method of storage, records remain behind locked doors, locked cabinets, or behind electronic safeguards where only authorized staff may access them. The Admissions and Records Office is planning to scan older paper documents into an electronic storage system as staffing and time allow. Primary student academic records and registration records are maintained in the Datatel application. These records are completely redundant, recoverable, and stored in accordance with customary information systems procedures that dictate regular backup and recoverability.

Academic records are classified and retained in accordance with the provisions outlined in Sections 59023, 59024, and 59025 of Title 5 of the California Code of Regulations.

Destruction of records is in accordance with Sections 59027 through 59030 of Title 5 of the California Code of Regulations.

The college takes steps to insure compliance with FERPA and to insure that student confidentiality is not breached. Information policies are published for students on page 53 of the 2010-2011 *College of the Desert Catalog* and in the Admissions and Records Office policies Web page located on the College of the Desert Web site. ([e.IIB-105](#))

Self Evaluation

The college meets this standard.

Planning Agenda

None.

II.B.4 *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Systematic and regular review of SLOs in student support services was initiated during the 2005–2006 academic year under the leadership of the Vice President of Student Affairs during the Student Affairs Coordinating Council bi-monthly meetings. SL/SOs were created for each program and service under Student Affairs and a timeline was established for assessment purposes ([e.IIB-116](#))([e.IIB-17](#)).

Course level SLOs for instructional courses within Student Affairs were completed in December 2008 with the assistance of the Student Affairs SLO Division Coordinator, a member of the Outcomes and Assessment Committee. The Outcomes and Assessment Committee was established in August of 2008 by a group of faculty in conjunction with the college president ([e.IIB-117](#)). Each division is designated a coordinator (granted 20 percent release time) who attends weekly meetings and facilitates SL/SO development and assessment within his or her respective division. Student Affairs designated the EOPS/CARE Coordinator to represent the entire division because the coordinator had been an active member of the Student Affairs Coordinating Council since 2005–2006 and could serve in a dual role unifying both aspects of Student Affairs (SL/SOs for programs and services and SLOs for academic coursework).

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A formalized Assessment Schedule was established under both Academic Affairs and Student Affairs to ensure regular, systematic review for all instructional courses and Student Affairs support programs and services. By the end of fall 2008, Student Affairs had completed 100 percent of the SL/SOs for both support programs and services as well as for instructional courses under Student Affairs. By the end of spring 2010, Student Affairs had completed 40 percent of their assessments while the remaining 60 percent are currently in assessment or on schedule to be assessed by spring 2013 ([e.IIB-17](#)).

Thus, a two-prong approach evolved: 1) SL/SOs were developed for support programs and services within Student Affairs; and 2) SLOs were developed for instructional courses taught within Student Affairs: ASC, DSPS and General Counseling Student Development. Each approach is clearly distinguished below for ease in reading.

The 20 support programs and services under the purview of Student Affairs include:

- Academic Counseling and Educational Services (Academic Counseling and Educational Services—Federal TRIO program);
- ASC;
- Admissions and Records;
- Assessment Testing;
- CalWORKs;
- CARE;
- Career Services;
- DSPS;
- EOPS;
- Financial Aid Office;
- General Counseling Unit;
- Intensive English Academy;
- International Education Program;

- Student Health Services;
- Student Life;
- Student Psychological Services;
- Transfer Services;
- Tutoring Center;
- Upward Bound program (UB- Federal TRIO program); and
- Veterans Services.

Each area within Student Affairs completes an Annual Unit Report due September 30 of each year that clearly identifies the program description, mission, funding sources/levels, achievements, as well as SL/SOs. In addition, each area completes an in-depth end-of-year report to evaluate and reflect on assessment outcomes, goals, and challenges in a more comprehensive format. The end-of-year report is also the venue in which goals for the upcoming year are identified based on institutional outcomes and goals. These reports are compiled and archived each year in hard copy as well as in electronic format and are accessible on the COD Portal on the Student Affairs Homepage ([e.IIB-3](#); [e.IIB-4](#)).

In fall 2009, Student Affairs created an overarching annual review document entitled the “Student Affairs Program Review Update (PRU)” that combines information from other reports into one concise document to be used for the priority process and for both program and institutional planning ([e.IIB-5](#)).

Each program/service area assesses its respective SL/SOs in accordance with the assessment schedule and reports their outcomes on their annual PRUs ([e.IIB-5](#); [e.IIB-17](#)).

SL/SOs have been refined over the past four years, and programs are in various phases of the assessment cycle ([e.IIB-17](#)). Student Affairs has been

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working collaboratively with the Office of Institutional Research and Information Systems ([e.IIB-118](#)) to ensure that programs/services have the data necessary to assess their SL/SOs. This has been the critical element throughout the entire outcomes and assessment process. To date, nine Student Affairs programs have undergone assessment and completed their assessment reports, which are posted on the Outcomes and Assessment Committee web site ([e.IIB-17](#)).

Evaluation results assess the contribution of student support services to the achievement of SLOs, and results are used to improve services. The EOPS/CARE program provides a sound example of how the evaluation results have been used to improve services. The two SLOs for EOPS/CARE are:

- EOPS/CARE students will become self-advocates; and
- EOPS/CARE students will complete program requirements.

In reviewing the outcomes data over the past two years, the program had the opportunity to examine the impact of new strategies implemented in the fall of 2008. A stronger emphasis on completing program requirements was infused throughout the entire array of services including new student orientations, book service, posters, student calendars, and counseling appointments. Students also received weekly E-News Flash reminders, emphasizing upcoming deadlines as well as the importance of:

- three contacts each semester;
- FAFSA completion;
- utilization of EOPS Tutoring Services;
- completing a Student Educational Plan; and
- attending CARE Workshops. The SLO assessment

process offers faculty and staff the opportunity to explore factors that foster success as well as those that create barriers.

By comparing the data from 2007–2008 and 2008–2009, it can be seen that efforts to “get the word out” via weekly E-mails and other venues made a positive difference on much of the assessment criteria. However, in the spring of 2009, figures dipped in three areas. EOPS/CARE staff are unsure if this is an anomaly or if other factors are at work. Meaningful discussion regarding the data has brought forth a number of possible explanations. Spring of 2009 was a difficult semester for many students. State budget cuts and the economic downturn were beginning to be felt, and a number of students did not complete program requirements. Anecdotal evidence suggests that many were overwhelmed, had lost their jobs, had no money for gas or textbooks, and consequently, withdrew from school ([e.IIB-120](#); [e.IIB-121](#)).

SLOs for instructional courses taught within Student Affairs: ASC, DSPS, and General Counseling Student Development (STDV) are:

ASC

- ASC-005, Tutor Training;
- ASC-097, Writing Across the Curriculum lab (½ unit);
- ASC-098, Writing Across the Curriculum lab (1 unit); and
- ASC-100, Supervised Tutoring.

DSPS

- DSPS-040, Survey of Resources for Students with Disabilities;
- DSPS -040A, Personal Assessment for Students with Disabilities;
- DSPS -040B, Employment for Individuals with Disabilities;

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- DSPS -041, Information management Strategies;
- DSPS -042, Alternative Learning Strategies;
- DSPS -044, Computer Access Keyboarding;
- DSPS -045A, Job Skills Development- Vocational Exploration;
- DSPS-045B, Job Skills Development- Job Applications and Resume Writing;
- DSPS-045C, Job Skills Development- Job Interview Skills;
- DSPS-047, Computer Access Applications;
- DSPS-301, Specialized Learning Skills Development;
- DSPS-304, Instructional Support lab; and
- DSPS-305, Computer Access Assessment.

Student Development

- STDV-010, Careers in Teaching;
- STDV-011, Introduction to Scholarships (formerly STDV-062);
- STDV-012, Career/Life Planning and Personal Exploration;
- STDV-013, Strategies for College Transfer (formerly STDV-053);
- STDV-051, College Survival Skills for EOPS Students;
- STDV-055A, Principals of Student Leadership;
- STDV-055B, Advanced Principals of Student Leadership;
- STDV-058, Career Development;
- STDV-060, College Success Skills;
- STDV-060A, Orientation to College; and
- STDV-061, College Success for International Students.

By the fall of 2008, all of the courses above had identified SLOs and are currently in various stages of the assessment cycle ([e.IIB-17](#)). To date, nine courses have undergone assessment and completed their

assessment reports, which are posted on the Outcomes and Assessment Committee web site ([e.IIB-119](#)). Assessment results have been used to evaluate student learning and upon thoughtful reflection, changes have been made in the classroom to incorporate what has been learned from the assessment process.

DSPS provides a sound example of how the evaluation results have been used to improve instruction. In the spring of 2009, DSPS course, Job Interview Skills (DSPS 045C) conducted an assessment of the following SLO:

1. Students will identify, practice, and display competitive job interview skills.

Through the use of a mock interview conducted at the end of the semester, the course instructor assessed how well the student scored on three predetermined criteria. The instructor discovered that while 83 percent completed the mock interviews and were assessed as “satisfactory,” none scored as having demonstrated “good” or “excellent” overall scores. Students did not state all of their skills as practiced during the class, nor did they ask sufficient or entirely appropriate questions of the employer or end the interview as practiced in order to be ranked as having demonstrated “good” or “excellent” skills. One was assessed as having performed “poorly.” The student who performed poorly did not participate actively throughout the course and has significant developmental disabilities. The other students, though, actively participated. They completed written assignments which evidenced they knew the information for the mock interviews that could have resulted in “good” to “excellent” performance.

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What was observed is that during the actual mock interviews, students were nervous and forgot information. In addition, they rushed or rambled during responses. The fact that the mock interviews were videotaped and conducted by an unfamiliar human resources professional most likely influenced this behavior. In future courses, the instructor determined that he would not change this strategy since in an actual interview they will be meeting with an unknown person or persons in unfamiliar surroundings. However, the instructor decided to incorporate another mock interview from start to finish with each student during the class prior to the actual mock interview in which he served as the interviewer. Having each student complete an actual mock interview with the instructor with the class present would provide more realistic practice that would likely help with their final mock interview skills. The instructor plans to follow up on the results of this intervention strategy when he teaches the course next year ([e.IIB-17](#)).

Self Evaluation

The college meets this standard.

The process of developing a compatible program review update form that merges Student Affairs Annual Unit Report and Student Affairs End-of-Year Report was completed in the Fall of 2008.

A Student Affairs Assessment Cycle timeline was established for each area within Student Affairs to assess program SL/SOs and implement necessary changes to improve the quality of services provided to students ([e.IIB-17](#)).

Planning Agenda

None.

II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The College of the Desert Library provides library and other learning support services that are sufficient to support the educational programs at the college. The primary focus of the College of the Desert Library as outlined in its mission statement is "to provide informational support to students, faculty, staff, and community associates of the College of the Desert and to promote student success by providing instructional support to all students" ([e.IIC-1](#)). Consistent with this focus, the College of the Desert Library provides a wide variety of information resources, information services, equipment, facilities, and technology to fulfill its institutional goals. The library has risen to meet the challenges created by the development of new satellite educational centers and the growth of courses offering instruction through online delivery. College of the Desert is experiencing tremendous growth at the main Palm Desert campus and at the Eastern Valley Center in Indio, the Mecca/Thermal facility, and at the West Valley Center in Palm Springs. The College of the Desert Library provides online

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databases, electronic books (eBooks), periodical articles and reference materials. Within the last year, the library staff has begun to add online tutorials to assist students in using the online databases.

The College of the Desert Library strives to provide access to the most current and comprehensive information resources available to its primary users, the students and faculty of College of the Desert. In addition, the College of the Desert Library staff is committed to using the library's spaces to create an atmosphere of cultural awareness. Included in the library goals listed as part of its mission statement is "...to celebrate the diverse nature of the community which we serve by participating in diversity-affirming activities" ([e.IIC-1](#)). To this end, a faculty librarian creates a large display each month to promote the library's resources in the specific area while demonstrating the library's commitment to acknowledging the contributions to our society by various ethnic, cultural, political, groups, etc. ([e.IIC-2](#)). In conjunction with the College of the Desert Art Department, the library also maintains the Garrow Exhibition Wall, which presents the artistic work of College of the Desert faculty and students ([e.IIC-3](#)).

II.C.1 *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

II.C.1.a *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and*

enhance the achievement of the mission of the institution.

Descriptive Summary

The College of the Desert Library is part of a "multi-agency library" comprised of the City of Palm Desert Public Library, the Riverside County Public Library System, and the College of the Desert Library. There are several advantages to this unique dual-library situation such as the Palm Desert Public Library offers access to materials that the College of the Desert Library does not generally purchase. In this way, College of the Desert students are the beneficiaries of two distinct libraries: an academic library and a public library. The College of the Desert Library relies on the Palm Desert Public Library for providing College of the Desert students and faculty access to non-academic books and periodicals and to a wide range of audiovisual materials.

The College of the Desert Library offers its users a wide variety of information resources, including print materials, electronic resources, and access to other instructional media. The library collection was created and is maintained by constant collaboration with College of the Desert faculty members. This is done in several ways, as listed below.

The full-time librarian responsible for collection development decisions serves on both the College of the Desert Curriculum Committee and on the Curriculum Technical Advisory Group subcommittee. This librarian is responsible for ensuring that there are sufficient materials and resources in the library's collection and in its online databases to support new courses and academic programs. In this capacity, the librarian is the "eyes and ears" of the library and learns what academic and vocational programs are being developed at College of the Desert. New

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programs and courses are not approved until the faculty librarian has signed the Course Feasibility form indicating that the library has or will have sufficient resources to support the new courses or programs.

As an example of how this process works, on October 12, 2009 ([e.IIC-4](#)), the collection development librarian met with a faculty member who was on sabbatical leave developing two comprehensive new programs, one in Real Estate Development, the other in Construction Management. These meetings typically provide an exchange of information in both directions: the faculty member describes the new courses and objectives and recommends certain titles, and the faculty librarian researches these subjects and recommends other current titles. In this way, both course instructor and faculty librarian are able to collaborate on the materials to be maintained by the library in support of the courses and of the college curriculum.

The College of the Desert Library also solicits requests for materials from faculty members throughout the year. “Requests for Library Acquisitions” are available to all faculty members through the library’s Web site ([e.IIC-5](#)). Requests for new titles received from the faculty are ordered by the acquisitions librarian and added to the collection.

Every month, the College of the Desert Library publishes a “List of New Books” on its Web site. All members of the faculty are sent a notification with a link, so they can access the New Books List ([e.IIC-6](#); [e.IIC-7](#)). This list is used to inform the faculty of what has been added to the collection in their subject areas. This monthly message is also used as a tool to request faculty input.

Members of the College of the Desert faculty are encouraged to review their areas of expertise in the library collection at any time and to make suggestions for deletions and additions in terms of quantity, quality, depth, and variety. The library has held “Weed and Feed” activities where faculty members are invited to the library as part of their Flex activities. During these activities, faculty members enjoy pizza with the library staff after having removed (“weeded”) any titles that should no longer be maintained as part of the library collection.

Nursing faculty are among the most active of departmental participants in the selection and maintenance of materials in the library collection in support of their discipline. On 25 September 2009, the collection development librarian, with the Interim Library Director, met with the Nursing faculty in the library to begin a major review of the library’s collection in the nursing and medical sciences areas. On this date, a majority of the Nursing faculty came to the library to review and “weed” the relevant areas of the collection ([e.IIC-8](#)). Faculty members are also encouraged to provide feedback to the library on the acquisition of non-print resources. The library’s purchase of the ARTstor database was the result of a request from the Art Department followed by a series of meetings between Lisa Socio, the full-time art faculty member responsible for this area, and the collection development librarian ([e.IIC-4](#)).

Students are also encouraged to submit requests for library materials. Librarians at the reference desk are the first line in assisting students with their research needs. When areas of the collection are deemed to be deficient either in the number of materials available or in the quality of these materials, the

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librarians will offer suggestions for purchases that will improve those areas of the collection. As an example, during the spring 2010 term, a class was assigned to write research papers on the topic of "Sentencing in America." The librarians realized that there were not many items in this area and that some of them were beginning to become outdated. Several titles were ordered and have been added to the collection to strengthen this area.

Both full-time and part-time librarians review professional literature and make selections for titles to be added to the collection. The collection development librarian is the principal selector, but all librarians participate in the selection of materials for the collection. Librarians regularly review selections tools such as Choice, Booklist, Library Journal, The New York Times Book Review, and The New York Review of Books to keep current on what is being published in print ([e.IIC-9](#)).

The College of the Desert Library belongs to professional associations and consortiums that also provide valuable information on current library materials. The Council of Chief Librarians of California Community College Libraries (CCL) ([e.IIC-10](#)) maintains an active consortium which provides subscriptions to valuable online databases at deeply discounted prices ([e.IIC-11](#)). CCL also maintains the Electronic Access and Resources Committee ([e.IIC-12](#)), which is extremely valuable not only in selecting electronic databases for purchase by member institutions but for testing the databases and providing information to member libraries of information comparing similar electronic databases. CCL also publishes a monthly newsletter, "The Outlook" ([e.IIC-13](#)), which describes current awareness issues for California community college libraries and describes best practices. COD's membership in this association has been critical in

the development of the materials and services for our library. CCL also holds bi-annual workshops for California community college librarians on topics of current interest such as creating SLOs and how to survive in the California budget climate.

Self Evaluation

The college meets standard.

The College of the Desert Library purchases and maintains the materials to support the college's academic programs. Resources both internal and external to the library and college are used to make evaluations on resource allocations. Faculty and students are consulted at every juncture to ensure that the library meets their immediate needs. The library participates in resource sharing agreements with members of its local library consortium, the Inland Library System, and with other California community college libraries that participate in the Council of Chief Librarians of the California Community Colleges. These partnerships are extremely valuable in the sharing of resources and information and to help the library staff maintain awareness of current issues and best practices in the professional library field.

The College of the Desert Library has recently undergone a two-year assessment of its print periodical holdings. Direct observation by all members of the reference desk staff confirmed that the print periodicals were receiving little use. The library was spending a sizable percentage of its budget on these materials. After a series of meetings, the library staff decided to recommend the discontinuation of some periodical titles and to further recommend that the funds saved from discontinuing the periodical subscriptions should be diverted into the purchase of expanded electronic

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database offerings, an area that has received increasing use over the recent years. In April 2010, a list of 95 periodical titles was prepared by the library staff as candidates for discontinuation. This list was prepared after consultation with relevant faculty members in each subject area. Periodical titles in the subject areas of Nursing and Early Childhood Education were not identified for discontinuation. The library has processed these discontinuations resulting in a savings of \$24,463.08. The library staff will continue to meet early next year to determine what additional databases, if any, it can purchase with these funds.

Telecommunication and Technology Infrastructure Program (TTIP) funds were canceled from all California community college libraries' budgets this year resulting in a net loss of \$36,600 to each library to pay for electronic resources. At College of the Desert, the library has historically used these funds to pay for the majority of the costs of the electronic databases it provides to the library users. If these funds are not reinstated in the California State Budget, the savings the library has realized on the discontinuation of periodicals will be needed to fund the existing collection of electronic resources. If the state does reinstate the TTIP funding for California community college libraries, the College of the Desert Library will be able to increase its collection of online databases thereby increasing access to information to all College of the Desert students including those enrolled in satellite learning centers or in distance education courses.

The library will follow through with its plan to trade funding for canceled print periodical subscriptions to pay for additional electronic resources. While the library determines what additional resources should be acquired, the budget office will be contacted. The

library and the budget office will develop strategies and solutions for funding both additions and for the ongoing needs for electronic resources for our students and faculty.

The library will also use our California community college partners and others to take advantage of consortia agreements that may result in savings or additional materials and equipment that will benefit our students.

The library will create a formal collection development policy and associated policies for identifying and acquiring all types of information resources to serve our college populations. Strategies for sustaining other resources such as computers and software will also be established within the context of similar efforts by the College of the Desert Library. Where appropriate, the library may drive such efforts.

The recent reorganization of academic and student affairs resulted in the School of Library, Learning Resources and Distance Education. To the extent possible, the library will seek and create opportunities to expand materials and equipment needs in conjunction with other areas within the new school.

Planning Agenda

None.

II.C.1.b *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Descriptive Summary

The College of the Desert Library provides ongoing instruction to library users to assist students in

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developing their skills in information competency. This is accomplished in several ways.

Students who request help at the reference desk are assisted by a professional librarian to locate current information relevant to the students' research needs. Students are taught how to use the library online catalog to locate relevant books within the library collection. Students are also given instruction in locating relevant periodical articles in the electronic databases provided by the library. Finally, students are shown how to use the Internet to locate quality information. The library staff has prepared general research instructional handouts to give students to assist them in locating basic information ([e.IIC-14](#)) and to address the more specific informational needs of advanced course assignments ([e.IIC-15](#)).

The College of the Desert Library staff also offer one-hour instructional sessions to students as part of their course curriculum. These sessions are offered to all College of the Desert faculty members as an enhancement to their courses and the library provides a significant number of these sessions each semester. Approximately 40 instructional sessions were taught to a variety of classes during the spring 2010 term. Faculty are required to fill out a "Request for Library Instruction" form and describe with some specificity the type of instruction they want for their classes ([e.IIC-16](#)). These forms are available through the library's Web site.

One of the full-time librarians recently took a sabbatical leave to develop an introductory course in information competency to be included in the college curriculum. The new program, Library and Information Studies, and new course—LIS-001, An Introduction to Basic Research Skills—have been approved for the fall 2010 term ([e.IIC-17](#)). Beginning

in August 2010, College of the Desert will offer LIS-001, a two-unit course in information competency transferable to the California State University campuses. The textbook for this course and all course materials will be available freely to the students through the Blackboard course management system.

For students enrolled in courses outside the main Palm Desert campus, the College of the Desert Library staff offer instructional services at their location by appointment, in the library at the Palm Desert main campus, and by telephone during normal library hours. Many students contact the reference staff during library hours with reference inquiries and with specific questions regarding access protocols to the library's electronic databases.

Students who are taking courses at the College of the Desert Library through the Internet are encouraged to contact the reference staff in the library to assist in establishing database access, creating search strategies, and for other information-related questions.

Within the past year, the library has begun to use the library's website to introduce students to information competency tools. Most of the electronic databases now have links to self-paced tutorials that will assist the students to learn how to use each database effectively. ([e.IIC-18](#)).

Self Evaluation

The college meets standard.

The College of the Desert Library provides instruction for students to develop their information skills on several levels. The library's goal is to ensure

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that all students are trained in the basic skills of information competency enumerated in the standards of the Association of College and Research Libraries. These skills include the following:

- determine the extent of information needed;
- access the needed information effectively and efficiently;
- evaluate information and its sources critically;
- incorporate selected information into one's knowledge base;
- use information effectively to accomplish a specific purpose; and
- understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally ([e.IIC-19](#)).

Aspects of these standards are included at every teaching level from the individual reference interview to the two-unit course. The College of the Desert Library has increased its program of instruction in information competency as the subject has become more important globally. The library has responded to an express need on the part of its students to become information literate and is proud to be offering its first credit-course in information competency in the fall 2010 term (see LIS-001, Introduction to Basic Research Skills in the fall 2010 Class Schedule" ([e.IIC-17](#)).

Students' skills with information competency are measured in a variety of ways. At the foundation of all instruction in information competency, the library provides the overarching student learning outcome that students will be able to locate, access, and evaluate a wide variety of information in both print and electronic formats. After the students receive library instruction, the librarian providing the

instruction will meet individually with students to ensure the students understand what they have learned and that they are satisfied with the quality and quantity of information they have been given. Students who participate in these one-hour, course integrated library instruction sessions are provided a handout of exercises designed to assess the library student learning outcome. The new LIS-001 course will also assess this overarching SLO as part of the course-level SLO assessment cycle.

The College of the Desert Library continues to grow and expand its educational offerings to students beyond the main Palm Desert campus. The library has been responsive to these changes by shifting resources from print materials, housed in the library on the Palm Desert campus, to purchasing electronic databases that provide access to information to any College of the Desert student who has Web access. As the library continues to develop its Web site as an information resource and as a resource for assisting students to build their skills in the area of information competence, it will have to shift or develop staff support that will allow these resources to continue to be expanded and maintained. Currently, the library pays an adjunct librarian for three hours to maintain the library's Web page. This has been enough to enable her to make corrections to the Web site and keep the basic information current, but it will not be enough to enable her to create database tutorials, create the new books lists, develop links to new information resources, etc. This expanded service capability would not only provide great value to our long-distance users, but it would also be of benefit to our local Palm Desert campus users.

The library will seek ways to provide appropriate staffing/resources for work required to expand and

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maintain the library's web site. In particular, online tutorials and other online instructional opportunities will be developed. College of the Desert's learning management system will be utilized to the fullest extent to deliver instruction appropriate for our students and faculty.

The library will explore the possibility of expanding the reach of LIS-001—perhaps even having it required for certain degree and/or certificate programs. As we move forward, there may exist a need to provide an option to test out of the course. In that case, the library should identify or create a test and procedure.

As appropriate, the library will seek and create opportunities to expand instructional opportunities in conjunction with other areas within the recently created School of Library Learning Resources and Distance Education.

Planning Agenda

None.

II.C.1.c *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Descriptive Summary

The College of the Desert Library is currently open 57 hours per week during the academic terms. In spring 2009 and fall 2009 terms, the library was able to offer Saturday hours (10 a.m. to 2 p.m.) by cutting back the 8 to 9 p.m. hour for the Monday through Friday schedule. This required employing an adjunct faculty librarian and a classified staff person to run the library operations on Saturdays. In spring 2010,

the Saturday hours were curtailed due to budget cuts. The hours of operation are clearly posted on the library's Web page ([e.IIC-20](#)).

The library provides seating capacity for 80 students and library users. In addition, there are 19 computer workstations in the main area of the library. A quiet study room provides study space for another 12 students. There are two fully-equipped adaptive workstations for DSPS students and an adjustable worktop where DSPS students can use their own computing equipment. There are two microform reader/printers and three media viewing workstations.

The library has three group study rooms that can accommodate from two to six students. These rooms are available on a first-come first-served basis and must be charged out at the reference desk for a maximum of two hours.

The library also houses the "Alumni Computer Lab," which is an open-use lab with 23 workstations. The lab was staffed 36 hours per week with a lab assistant who was an employee of the Information Services department. The computer lab was open during the days and times the assistant was present. As of 1 April 2010, the lab assistant was recalled to the Information Services department and the computer lab is now unstaffed and functions as any of the other computer facilities in the library. The advantage is that the computer lab now is open the same number of hours of the library, so more students can now use this equipment.

The library provides access to a wide variety of online databases. The number of electronic database offerings has been increased in the past five years. The library now provides access to twelve

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electronic databases at a cost of approximately \$50,000 per year ([e.IIC-21](#); [e.IIC-22](#)).

The library has also purchased all the eBook offerings from the Community College Library Consortium. There have been nine annual collections released, and the library has purchased them all. College of the Desert Library users now have access to approximately 25,400 electronic book titles ([e.IIC-23](#)).

Self Evaluation

The college meets this standard.

The library ([e.IIC-20](#)) provides students and faculty adequate access to the library and to library-supported materials and services. The library is currently open 57 hours per week from 8 a.m. to 8 p.m., Monday through Thursday and from 8 a.m. to 5 p.m. on Fridays. These hours are adequate to provide library access and library service to students attending courses on the main Palm Desert campus. The library had begun to provide access to the library on Saturdays, but due to budget considerations, those hours were eliminated starting with the spring 2010 term. Students have complained that they are not able to access the course textbooks any longer during the weekends. This is probably the greatest single feedback we have received spring 2010 semester from the students. The library has every intention to reinstate the Saturday library hours as soon as the budget will allow.

The library has increased the number of computers in the main library area in the past two years, and with the course textbooks on reserve, this has been the single most popular feature of the library. Library usage has increased dramatically since the new

computers were installed in the main library area. Computers in the library are restricted to currently enrolled College of the Desert students, and each student must present a current College of the Desert Library card to receive the password required to access any of the library's computers. The access passwords are changed frequently. Occasionally, library users from the Palm Desert Public Library enter the College of the Desert Library and sit down to access a computer, but they soon realize that they will need to acquire a password to use the computer. The reference staff redirects non-College of the Desert students to the areas of the public library where they can have computer access.

The Alumni Computer Lab housed in the library is a great resource for the computing needs of our students. Students have mentioned that they appreciate this facility because, unlike other computer labs on campus, the library's computer lab is for quiet research and writing. The computers in the computer lab have been in use for four years and will soon be needing replacement.

Access to the library and to its equipment, materials, and services is not restricted to students of the Palm Desert campus; all currently enrolled College of the Desert students, including students attending classes at one of the off-campus centers and online students, are encouraged to come to the library and take advantage of all the materials and services provided. Recognizing that the needs of the students have shifted over the past few years, the library has made great efforts to address these needs. One measure the library has taken is to change the allocation of resources from the purchase of local-use-only materials such as microfilm reels and print periodicals to the purchase of materials that can be accessed at any time by students no matter where

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they are (i.e., electronic databases). Most of the major collection development decisions the library has made over the past few years have been made with the consideration of allowing the greatest amount of access. Currently, electronic resources are faster, cheaper, and far more accessible than print materials, so many of the print and microform materials have been discontinued by the library in favor of purchasing electronic information with the same acquisition funds.

There are currently no library staff at the East Valley Center, although there are several academic programs and many courses being offered. The demographic profile of the area served by this satellite location suggests that a bilingual (English and Spanish) librarian would be an asset. Many of the students enrolled in classes at the center are not native speakers of English, and they would be more comfortable and better able to express their library and research needs in Spanish. There are occasionally students who take courses at the main Palm Desert campus who must rely on a friend to translate information between themselves and the librarians. These occurrences do not happen frequently, so a bilingual librarian at the library might be convenient at times, but not necessary. The East Valley Center has a predominance of Spanish speaking students, so the library should consider providing library support in the form of a bilingual librarian who can teach research skills, answer reference questions, and assist students with all other library-related issues. Library support and staffing needs will be more completely addressed in the Library, Learning Resources and Distance Education Plan that is in process.

The library also works closely with the students and staff of DSPS to coordinate adaptive learning equipment for disabled students. During 2009–2010,

the library added another full adaptive workstation bringing the total to two. These workstations are fully equipped for all the needs of the disabled students. One of the disabled students who uses the library frequently requested an adjustable desk be made available for DSPS students who need a place to use their own laptop computers. A call was made to DSPS and within two days, a new adjustable desk was delivered and set up for students' use. The library maintains an excellent relationship with the staff of the DSPS and relies on the staff to assist when problems with hardware or software are discovered with the adaptive learning equipment. All DSPS students have access to all library materials and services. The Instructional Computer Support Specialist for the DSPS comes to the library frequently to maintain the adaptive learning equipment.

As the state's fiscal crisis subsides and additional funding becomes available, the library will provide appropriate staffing and resources to promote and support the use of library materials and services at the evolving East and West Valley education centers. At the same time, the library will increase the hours of operation of the Palm Desert library to accommodate student needs.

The library will explore and utilize to the fullest College of the Desert's learning management system and other electronic resources to expand access in creative and yet unseen ways. In conjunction with other areas within the new School of Library, Learning Resources and Distance Education, the library will explore and create opportunities to expand access to library resources and services.

The hiring of a dean for this newly created school allows a more comprehensive, strategic approach to learning resources, including library services. As the

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college grows and adds off-campus sites, it will be critical that the needs of all students are addressed. A plan for the new school is being created and will be completed by spring 2011.

Planning Agenda

None.

II.C.1.d *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

The library is well maintained by the staff of the College of the Desert Maintenance and Operations Department. This department oversees the general maintenance of the building in which the library is housed, the adjacent parking lots, and the landscaping maintenance of the surrounding grounds. The library, in conjunction with the Palm Desert Public library with which it shares the building, contracts with an external custodial service to provide daily cleaning of the library and facilities. The library also employs student workers (work-study students) who are assigned to maintain the cleanliness of the computer equipment (i.e., keyboards and monitors) and to routinely dust the library shelves. The carpet in the library is cleaned at least once a year. Maintenance and Operations replaces the florescent lighting in the library whenever the bulbs or ballasts have worn out. Equipment and facilities are very well maintained and furniture, equipment, and facilities are replaced when no longer maintainable.

Beginning during the H1N1 virus (“Swine Flu”) season, maintenance staff installed hand sanitizers in the library (one in the computer lab, two in the main library area), and hand sanitizer tissues are available

at the reference desk. Students very much appreciate these proactive measures on the part of the library staff.

Security in the library is standard. The library maintains secured exit doors throughout the library to be used in emergencies only. There is one main entrance through which everyone must enter and exit. This entrance has 3M security gates that will sound if library material is being improperly removed from the building. There is one staff entrance on the north side of the library that students are restricted from using. The library uses appropriate signage to discourage students from using this entrance. A member of the library staff does general inspections of the library as part of the census taking duties every hour. This enables the library staff to monitor in general the activities of library users. If someone is talking loudly or listening to headphones that are audible elsewhere in the library, the staff member can intervene and request the user turn down the volume. Announcements are made on the library’s public address system to warn students when the library will be closing. At closing, a thorough walk-through is made of the entire library and all its publicly accessible rooms to ensure no one will be locked in the library after closing.

The library is part of the College of the Desert campus security area, and any member of the staff can contact the Campus Security Office for assistance in case of emergency or if disruptive library users require the attention of the security personnel. There are emergency procedures posted throughout the library, and the library is on the campuswide emergency network, which uses all networked telephones as loudspeakers to deliver emergency announcements. There is a dedicated emergency phone (“the red phone”) in the administrative area of the library that is to be used

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for emergencies only. There is also a section in the Library Staff Manual (kept at the reference desk) on emergency procedures (i.e., College of the Desert Emergency Response Training Guide for Faculty and Staff ([e.IIC-24](#))).

Self Evaluation

The college meets this standard.

The second goal listed in the library's mission statement is "To provide a quiet, comfortable, and safe environment for students and other library users" ([e.IIC-1](#); [e.IIC-24](#)).

The system of security at the College of the Desert Library functions well. There have been a few times in the past several years when campus security was called in to assist with disruptive library users, and in each case, the officers arrived quickly and helped resolve the conflict. They are also available to assist with building alarms, locked library office doors, and provide a presence in the adjacent parking lot as a deterrent to criminal activity.

Until the end of April 2010, the College of the Desert Public Relations Officer had his office in the library's administrative area. The Public Relations Officer was trained in emergency procedures and was the "point person" responsible for ensuring the safety of the library building and staff members in case of an emergency. This year, the College of the Desert administration will reassign someone in the library building to assume the responsibilities of the emergency services coordinator for the library. The library will align itself with campus requirements for maintenance and security. This will include the development of any policies and procedures that may be specific to the library within the context of campus efforts in general.

Planning Agenda

None.

II.C.1.e *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

The College of the Desert Library contracts directly with the County of Riverside to provide certain library services which are sub-contracted and provided by Library Systems and Services, LLC. (Copies of the original contract and annual amendments are on file in the College of the Desert Library). These services include library automation services (i.e., the SIRSI, the company that produced and maintains the integrated library system [catalog, etc.]) and circulation services. The agreement with the Riverside County Library System allows for a librarian from the College of the Desert Library to serve on the Inland Library Network Technical Advisory Group ([e.IIC-25](#)). This group meets once a month and discusses all technical issues affecting the system and each member library. Examples of the type of specific issues the College of the Desert Library has addressed in these meetings are the following:

- deploying the academic library user interface instead of the public library user interface used by all other member libraries;

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- loading machine readable catalog records for the College of the Desert Library's holdings of eBooks;
- adjusting the sequence of the display of libraries holding certain titles so that the College of the Desert Library would not be the first, default library to have those titles requested from it; and
- implementing the periodical module for SIRSI system for the College of the Desert Library only.

The College of the Desert Library is a member of the Inland Library Network, which is represented by approximately 75 member libraries in Riverside, San Bernardino, and Inyo counties ([e.IIC-26](#)). Using their student library cards, College of the Desert students may request without charge any circulating item from any of the libraries in this network. LLC operates daily shuttles between branch libraries, and the turn-around time from request to delivery is 3 to 5 days.

The College of the Desert Library also belongs to the Online Computer Library Center (OCLC), a worldwide library cooperative through which the College of the Desert Library processes many of its Interlibrary Loan (ILL) requests. Since the College of the Desert Library loans out to other libraries more items than it borrows from other libraries, we are considered a "net loaning library." For this reason, we receive a financial credit for every item we loan another library through OCLC, currently running at \$0.443 per item ([e.IIC-27](#)). If students are unable to locate specific items in the Inland Library Network, the reference staff will instruct them to fill out an Interlibrary Loan form, which will then be searched through the OCLC cooperative. Titles borrowed through OCLC ILL requests usually have a return time of between one and two weeks. The College of the Desert Library staff also process requests from

College of the Desert faculty using the OCLC cooperative. Sometimes the only way to locate the highly specific and occasionally esoteric items a faculty member is seeking is to go through OCLC. The success rate in locating items using the OCLC cooperative for ILL requests has been very near 100 percent.

The College of the Desert Library is also a member of the Council of Chief Librarians of the California Community Colleges. This association, as mentioned above, provides excellent information to member libraries regarding many of the current issues affecting California community college libraries. This organization also provides the purchasing benefits of its consortium to its member libraries. The College of the Desert Library purchases 11 of its 12 databases from the Council of Chief Librarians of the California Community Colleges consortium and receives deep discounts for all database subscriptions.

Self Evaluation

The college meets this standard.

The College of the Desert Library maintains service relationships with organizations and vendors that are vital to the services the library provides students, faculty, and other members of the College of the Desert community. The College of the Desert Library's position as a member of the Inland Library has advantages and disadvantages. This network offers a tremendous opportunity for the library to belong to a network of over 75 participating libraries. However, since College of the Desert is the only academic library in the entire network, our library often acts as a "net lender" rather than as a net borrower (i.e., the other libraries in the system are all public libraries, and they do not generally

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purchase academic titles). We do restrict certain classes of items to be circulated to College of the Desert students only. For example, all titles in the Nursing areas are coded for College of the Desert students only, so only currently enrolled College of the Desert students may circulate these materials out of the library. A benefit of this collaborative arrangement is that the College of the Desert Library can rely on the other member libraries for access to Spanish language materials and for non-print media materials (DVDs, videocassette tapes, etc.), and other types of materials the College of the Desert Library does not collect. Being a single member of a large network makes locating relevant materials in the College of the Desert Library somewhat of a challenge. The reference staff have to teach the College of the Desert Library users how to restrict their searches to the College of the Desert Library's holdings only, otherwise their searches will retrieve results from all 75 member libraries. This is sometimes frustrating for students who are using the library catalog for the first time.

The College of the Desert Library provides members of the College of the Desert faculty free access to WorldCat, the OCLC online database. Interlibrary loan requests must be processed by the College of the Desert Library staff member who does all ILL requests transactions. With ever-expanding access to full-text periodical articles through our online databases such as EBSCOhost, faculty requests for periodical articles through ILL requests have decreased. This is very good since the end users (i.e., College of the Desert faculty) are now able to access and retrieve relevant articles directly and immediately from the database rather than have to request these items through the lengthy ILL request process.

The College of the Desert Library's membership in the Council of Chief Librarians of California Community College Libraries (CCL) has been invaluable. The monthly newsletters published by the organization are vital to our planning processes. Recently, CCL provided the first indication that TTIP funds would be discontinued this past year (2009-2010). This advance information provided time to request additional funding from the College of the Desert administration before the invoices were due. The CCL Listserv is often used to ask about a variety of issues from other California community college librarians. Among these issues have been the following topics:

- How other libraries are making collection development decisions based on their access to similar materials they purchase through online databases;
- How SLOs are being created to assess student success at the reference desk;
- How libraries will be coping with the lack of TTIP funds for this year and into the future.

Riverside County and the City of Palm Desert are collaborating to remodel the city library side of the library building. As a result, the College of the Desert Library will engage and actively seek opportunities presented by the remodel process to enhance library operations and services on the college side of the building.

The library will also continue to monitor the library consortia and collaboration environment and create or take advantage of opportunities that may increase resources and services for our students and faculty.

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Planning Agenda

None.

II.C.2 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Every new academic program and course introduced at College of the Desert must submit a form signed by the librarian serving on the Curriculum Committee (Joint Review of Courses for Library/Learning Resources ([e.IIC-28](#))). This form ensures there will be sufficient materials available in the library or provided by the library through electronic means to support any new program or course in the College of the Desert curriculum.

The College of the Desert Library uses a variety of means to gather data regarding the usage of library and online materials. In the simplest method, direct observation is used to ascertain how many people are using a certain format of materials such as print periodicals. Other methods of data gathering include usage statistics provided by the online databases, usage statistics of the library's Web site, and circulation statistics from materials in the circulating collection and from the course textbook reserve collection.

An important statistic that the library collects is the number of users in the library during normal hours of operation. The reference staff take census counts every hour and record this data on a statistics sheet kept at the reference desk.

An informal user survey, also kept at the reference desk, is a log where library users are asked to provide comments on library service, materials, operations, etc. This survey was begun in the fall 2008 semester and continued through spring 2009 ([e.IIC-29](#)).

Students receiving information competency instruction in one-hour, course integrated sessions are provided with worksheets at the end of the session to reinforce what they have learned in the session.

College of the Desert faculty are encouraged to participate in the acquisition and maintenance of the library's collection.

The College of the Desert Library relies on a variety of statistics to be aware of how many people are using the library and its materials, databases, website, etc. It is the most basic way to evaluate the shifting usage patterns of users. Not everyone responds to surveys and questionnaires, but a statistical mark is created whenever a student enters the library, accesses the EBSCO host database, or charges out a reserve textbook. When all the statistical information is evaluated, the library has a clear idea of which materials are being used and which are not. Collection development decisions and other resource allocation decisions are made to a great extent based upon what the statistical information has revealed.

The library also enjoys a good relationship with the faculty, and the library pays close attention to the feedback provided from the faculty regarding suggested additions to the collection or to the databases. The library is physically separate from the College of the Desert campus, and this has created a

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psychological division between the library and other departments on campus. It is hoped that when the new Library and Learning Resource building to be built in the center of campus is completed, the library will enjoy a greater level of involvement with faculty than it currently does. The library will continue to publish monthly newsletters informing the faculty of what has been added to the library collection in their subject areas and asking for input regarding the library's collection.

To meet student needs, the librarians designed an overarching student learning outcome covering both formal instruction and informal library orientation/instructional sessions. Assessments are in progress and are conducted through a variety of measures including surveys and worksheets that reinforce what students have learned in their sessions. This information provides instructional staff with feedback as to what the students have learned and where they are still having difficulties.

Self Evaluation

The college meets this standard.

The curriculum committee form has been working well. The form satisfies two goals: it provides the library with valuable information as to what the directions the college curriculum is going, and it also reminds faculty that the library is a critical part of their students' education plan. By signing the form, the faculty member and the librarian acknowledge that a discussion of library resources and services has occurred and that students enrolled in the particular course or program will be able to support their course work with adequate resources and services in the library. Statistical information has provided an important guide to how the library's

materials and services are being used. Reference statistics are kept for all services provided at the Reference Desk including how many students are using the library at any given hour, how many reference and directional questions are answered each day, how many brief bibliographic and computer instructional sessions are provided, how many textbooks and other materials are checked out, etc. Other statistical information includes the circulation of library materials and database usage statistics. All of these statistics provide a valuable picture of how the library is doing with regard to the services and materials it makes available.

The informal surveys the library uses and direct observation of student library behaviors also offer two other effective ways that the library staff can determine how the library is meeting the students' needs and expectations.

Given that student learning outcomes are new to the library, the library will examine its current ways of gathering data to ensure that they are providing the evidence necessary to determine if library services and resources are contributing to the achievement of our newly designed outcomes. Policies regarding the collection and other information needed to make good decisions will be developed and followed.

Planning Agenda

None.

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The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, to improve institutional effectiveness.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services, wherever offered and by whatever means delivered, to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

III.A.1.a *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty.*

Degrees held by faculty and administrators are from institutions accredited by recognized United States accrediting agencies. Degrees from non-United States institutions are recognized only if equivalence has been established.

Descriptive Summary

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support the college's programs and services.

The college assures that all personnel applying for a leadership or certificated position meet the minimum qualifications as specified by Title 5 and the state chancellor's office ([e.IIIA-1](#)). All classified staff positions are vetted locally against standard qualifications established by the college in accordance with all state and federal equality laws. All desired requirements, duties and responsibilities are included in job postings ([e.IIIA-2](#)).

Qualifications and equivalent qualifications are evidenced by the board-approved Desert Community District Administrative Regulations Minimum Qualifications Policy and Procedures. The policy and procedures are followed for every open position. The primary focus of all selection committees during the hiring process of all faculty and support staff is the integrity of programs and services in line with the college's goals, as delineated in the "Planning and Institutional Effectiveness [PIE] Handbook," Educational Master Plan (EMP), and program review guidelines ([e.IIIA-3](#); [e.IIIA-4](#); [e.IIIA-5](#)).

In order to ensure the integrity and quality of the college's programs and services, positions are created based on program needs, services to be

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offered, duties to be performed, and the position qualifications required. Personnel needs are addressed in our college planning documents (PIE handbook and Research Databook) including the annual academic program reviews and priority report developed by each academic and non-academic department ([e.IIIA-3](#); [e.IIIA-6](#)). The existing administrative structure and leadership needs of the college are reviewed regularly to account for growth, program changes, and the creation of positions that meet our unique needs. The administrative structure is also refined through the Strategic Planning Process as well as by reviewing the annual administrator evaluations for changes in scope of responsibility ([e.IIIA-7](#)).

In 2010, the process of review and evaluation led the college to form the Academic Affairs Efficiency and Effectiveness Taskforce. The Academic Affairs Efficiency and Effectiveness Taskforce ([e.IIIA-8](#)) under the auspices of the College Planning Council (CPC), reviewed the college's employee structure in the Academic Affairs area and recommended a complete reorganization of leadership and faculty positions within this area in order to better meet student needs with an eye on becoming a more effective organization ([e.IIIA-9](#); [e.IIIA-10](#)).

For new classified and leadership positions, the requesting department or school members meet and discuss program and service needs. Similar internal positions are reviewed to correctly classify the duties that need to be performed. Position descriptions are developed that establish the duties, knowledge, skills, abilities, and qualifications required for the position. For example, if the duties are leadership in nature, the department/school will analyze whether the duties most closely align with the definition of an educational administrator, or a

classified supervisor, or director, as defined in board policies 7230, 7240, 7250, and 7260, the PIE handbook (pp. 34–35), and current college practice ([e.IIIA-11](#); [e.IIIA-3](#)). The requesting department will submit a draft position description including the duties to be performed, required qualifications, and salary proposal to the Human Resources Department for analysis and review. Human Resources' staff meets with the requesting group, review the proposal, and verify whether the position is appropriately classified and compensated. The position request is reviewed and evaluated by the President's Executive Cabinet before being submitted to the CPC for prioritization ([e.IIIA-12](#); [e.IIIA-6](#)).

Qualifications for both academic teaching and non-teaching positions are established by the California Community Colleges System Office and through the equivalency policy, established under Title 5 of the Education Code ([e.IIIA-1](#)). In compliance with the PIE handbook, in order to assess needs for new faculty, instructional departments meet and discuss department needs based on enrollment and emerging program areas and budgetary constraints ([e.IIIA-3](#)). School deans submit requests to the CPC on an annual basis depending on programmatic needs.

The CPC, comprised of faculty members, classified staff and leadership, view all proposals from all requestors. The CPC then ranks the recommended positions and prepares a priority report ([e.IIIA-13](#)). The CPC forwards its recommendation to the President's Executive Cabinet for review and input. The procedures for allocating funding for new faculty are outlined in the PIE handbook (pp. 33–34) ([e.IIIA-3](#)). Further criteria for the hiring of full-time faculty is outlined in the "criteria for determining

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new full-time teaching faculty positions” established by the Human Resources Department of the college ([e.IIIA-14](#)).

The selection committee for hiring full-time and part-time faculty consists of at least two faculty members from the discipline, the dean of the school, and a staff member. If there are not two faculty members in the discipline, the dean will select the faculty members from within the school to serve on the committee. The Office of Human Resources is responsible for determining the equivalency of the candidates. The selection committee members verify those qualifications during the application review process.

At each level of this process, dialogue occurs with the various committee members involved, programmatic needs are reviewed, and the need for the additional staff evaluated.

The Board of Trustees has outlined procedures for recruitment and hiring of personnel in AP-7125 ([e.IIIA-15](#)). The college has developed detailed hiring policies and procedures to ensure that all employees meet or exceed the education, training, and experience qualifications required for their positions ([e.IIIA-3](#)). This expertise of the college’s high-quality staff at all levels guarantees the integrity and success of our collegewide programs and services as evidenced by the following:

- Educational administrators must possess at minimum, a master’s degree and appropriate experience related to the assignment. Additional qualifications may be determined as needed.
- The requirements for classified supervisors and managers are locally established and usually require a bachelor’s degree and experience

related to the area of assignment.

- Academic teaching and non-teaching faculty minimum qualifications have been established by the California Community Colleges System Office and equivalencies through the collegial consultation process as prescribed by law ([e.IIIA-16](#)). Whether equivalencies are accepted by each department is determined by the Vice President of Academic Affairs. A majority of faculty positions require a master’s degree in a specific discipline. Other faculty members, such as career or vocational education, are required to possess an associate degree and six years of experience or a bachelor’s degree and two years of experience. Adjunct faculty members must meet the same minimum qualifications and, in addition, are often practicing professionals who bring their practical expertise to the classroom. All qualifications are clearly stated in each position announcement that is published on our Web site as well as the various professional journals and the California jobs registry maintained by the Chancellor’s office.
- Classified and confidential positions have minimum qualifications that may include a combination of education and experience that have been determined to reflect the requisite knowledge, skills, and abilities of the job. The minimum qualifications are reviewed frequently to ensure that they are representative of the needs of the position and that they recognize the changes in the skill level of persons in the available labor market.

In all cases desirable qualifications are added to position descriptions to indicate the experience that would make the applicant the most qualified to be hired for the position. For each recruitment process, minimum and desirable qualifications are reviewed

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by Human Resources staff to ensure equal employment opportunity for all applicants.

The college has hiring criteria, which is evidenced by the Administrative Policy #7200 ([e.IIIA-17](#)) established by the Office of Human Resources and is also outlined in the PIE handbook ([e.IIIA-3](#)). The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in job descriptions ([e.IIIA-2](#)) and advertised in the community newspaper with the largest circulation throughout the area, online recruitment sources, the California Community College Registry, College of the Desert Web site, internal E-mail lists within the college, job fairs, and the Employment Development Department. On occasion, the college runs advertisements listing open positions in vocational journals providing services to nation-wide communities. Job descriptions adequately describe the requirements of the job and seek to attract the highest numbers of applicants with diverse backgrounds ([e.IIIA-2](#)).

The criteria for selection are established in concert with the needs of the college, input from the dean and vice president of the affected department, and the selection committee, which includes an application, resumes, transcripts from an accredited college, and interviews with questions and/or assessments pertaining to the position. The selection committee evaluates each candidate to qualify the candidate for an interview. College of the Desert recognizes degrees from non-United States institutions only if an organization that translates degrees from foreign countries has evaluated the foreign transcript or given an equivalency. The committee also rates the applicant by academic preparation, activities within the discipline, lectures and experience in training and teaching, educational environment, and group leading.

Effective teaching skills are demonstrated during the hiring process by demonstrating content and interaction with the selection committee where the committee acts as the students with the candidate doing a teaching demonstration. The selection committee evaluates the teaching style, content, and questions to the committee (acting as students). The college defines and judges scholarship in a candidate by the candidate's education, teaching experience, professional development, assessments developed, academic background, and any published work. This would include the candidate's potential to contribute to the college mission, their commitment to student learning outcomes (SLOs) as well as their approach to diversity in any of his or her accomplishments and teaching experience ([e.IIIA-18](#)).

All applications are submitted electronically to the college via the college Web site. Human Resources staff screens all candidate materials and evaluate whether or not the applicant meets the minimum qualifications as listed on the job announcement. Selection committee members agree upon relevant, job-related selection criteria taken directly from the job description and then screen the qualified applications, selecting those that rank the highest for a first-level interview. A full review of the applicant's scholarly accomplishments is part of this screening process. Faculty interview questions assess subject matter knowledge, participation in professional responsibilities, scholarly work and experience, and sensitivity to working with students from a diverse background and varying learning styles.

When practical, a Human Resources representative attends all hiring interviews as a non-voting member charged with monitoring the process to ensure that hiring procedures are consistently applied. To ensure

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consistency of training and information being disseminated, in all cases, there is at least one qualified lead faculty member on the selection committee who has undergone an intensive diversity training that includes an in-depth PowerPoint presentation that has been developed for the training of selection committees ([e.IIIA-19](#)).

The college strives to ensure that the hiring processes yield highly qualified employees through probationary periods and evaluations by tenured faculty, peers, deans, and students. The Board of Trustees issued Administrative Policy 2435 and outlined the procedure to evaluate the president annually ([e.IIIA-20](#); [e.IIIA-21](#)). Evaluations are articulated in the faculty contract (Article XV), adjunct contract (Article XII) and the Classified Contract (Article XVII) ([e.IIIA-22](#)). Human Resources, the Equal Employment Opportunities representative, and deans ensure that safeguards are in place to assure that hiring procedures are consistently applied through Equal Employment Opportunities selection training for all new committee members. This assures that the members of the selection committee embrace and follow all equal employment opportunity laws and regulations.

Self Evaluation

The college meets this standard.

The college, through its Human Resources department, seeks highly-qualified personnel to staff its positions and support its mission and purpose, adheres to established policies, offers staff development opportunities, encourages diversity, and incorporates human resources values and objectives into the Strategic Plan.

The integrity and quality of our programs and services are ensured through our thoughtful planning, thorough analysis, and timely program review addressing programmatic needs. Positions are developed based on these program needs, duties to be performed, and qualifications required. The positions are then presented to the CPC for further review, evaluation and recommendation to the President's Executive Cabinet. The involvement and cooperation of college leadership, Human Resources staff, the CPC, and the Board of Trustees, guarantees that the college recruits, selects, and employs the highest qualified staff to support student learning programs and services.

Planning Agenda

None.

III.A.1.b *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.*

Descriptive Summary

Evaluation of all represented staff is based on criteria listed in negotiated evaluation instruments, effective execution of the duties and responsibilities listed on the job description for the position, and adherence to college policies and procedures. In addition, previous recommendations for improvement or additional training requirements will also be reviewed through the evaluation process. New

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faculty and classified employees are on a probationary period as stated in their union contract. During this probationary period, evaluations are performed on classified employees every 4, 8, and 12 months, then every two years thereafter. The California School Employees Association (CSEA) Collective Bargaining Agreement evidences this ([e.IIIA-22](#)). Adjunct faculty members hired in the fall or spring are to be evaluated during the first semester of their initial assignments. Continuing adjunct faculty members are to be evaluated at least once every three calendar years. Evaluations that are more frequent may be scheduled at the discretion of the appropriate dean or at the request of the adjunct faculty member. This is evidenced in the College of the Desert Adjunct Association Collective Bargaining Agreement. Full-time faculty (tenured) is evaluated once every three years and probationary faculty are evaluated once a year for the duration of the four-year tenure process. The process is evidenced in the Faculty Association Collective Bargaining Agreement ([e.IIIA-22](#)).

There is an improvement plan (Form D in the Faculty Association Collective Bargaining Agreement, p. 104) that is used to identify areas that need improvement in those instances where the faculty member being evaluated has received an unsatisfactory rating ([e.IIIA-22](#)). Besides the evaluation process, there are student surveys identifying where the faculty member will need to address students' perception of any improvements. Peers and their administrator also evaluate the faculty members, and they will need to address any criticism/improvement suggestions.

For classified employees, an unsatisfactory evaluation includes specific recommendations for

improvement including objectives and timelines. If the employee disputes the findings, the employee may request and receive an opportunity to meet with the employee's supervisor and the appropriate administrator.

For adjunct faculty, there is an appeal process (Section 7, Article XII, Evaluation, of the College of the Desert Adjunct Association) whereby if the adjunct faculty member disagrees with the evaluation prepared by the division dean or designee, the adjunct faculty member may file a written appeal within 14 calendar days to the appropriate vice president ([e.IIIA-22](#)). The vice president of the employee's area makes the final determination.

The administrator and supervisory evaluation process consists of a randomly selected, balanced pool of ten classified staff, faculty, and administrators who complete a behavioral rating scale. In addition, the employees and their supervisors evaluate the performance based on management objectives, professional growth, and the results of the behavioral rating scale.

The entire evaluation process is monitored and evaluated on a continuous basis as outlined in the Leadership Employment handbook, by a review panel consisting of the Vice President of Business Affairs and two other leadership team members (one selected by the concerned employee and one appointed by the president) ([e.IIIA-23](#)). The panel determines whether or not the evaluation process was properly administered and that the supervisor provided periodic reviews and support to the team member during the evaluation year. The panel consults with the supervisor and the team member, reviews the issue in dispute, and issues a

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determination within thirty days. This determination is forwarded to the president, whose decision will be final.

The connection between personnel evaluations and institutional effectiveness and improvement has been established through goals established by the Board of Trustees in special sessions during the monthly board Planning Agenda meetings ([c.IIIA-24](#)).

Self Evaluation

This standard is partially met.

Performance evaluations of all college employees are handled in a fair and systematic manner, facilitated by the Human Resources department. The objective of performance evaluations is to identify strengths and weaknesses and thereby help improve employee performance.

The college's leadership recognizes the timeliness of all evaluations needs to continue to be addressed. The college continues to move forward to alleviate the discrepancy between the formal evaluation process and its use as a learning tool for both the employee and the college. Among the procedures being pursued are linking of staff development and improvement through the evaluation process, initiating a process that will ensure that all staff evaluations are completed in a timely manner in accordance with union contracts.

Planning Agenda

- 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.

- 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.
- Connect staff development to the evaluation process in a meaningful way that fosters improvement in the areas indicated by the written process.

III.A.1.c *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.*

Descriptive Summary

The current faculty evaluation process, while definitely concerned with effective teaching and learning in general, has no provision for specifically evaluating faculty effectiveness in producing SLOs. The Academic Senate, in its role of interpreting and setting professional standards, may recommend that such things be included in faculty evaluations in the future. However, per California Education Code, evaluations are a contract issue and require negotiation. Despite this issue, the college recognizes the need to include the effects of teaching quality as one important factor in the production of learning.

Currently, SLOs are not directly addressed in faculty evaluations. The college continues to be in negotiations with both faculty associations and the Academic Senate to reach an agreement that would make reflection on SLOs as a mandatory portion of the self-assessment component of the evaluation.

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The SLO evaluation debate is ongoing, not only at the local level but at the state level as well. There will not likely be a resolution to this issue for some time to come. College of the Desert, like so many other California community colleges, is looking to the State Chancellor's office for assistance and direction in resolving this tenuous issue.

With the limitations of SLOs evaluation in place regarding faculty evaluations, the evaluation process for faculty assesses their ability to demonstrate proficiency in classroom teaching. As outlined in the California Teachers Association contract, part of this evaluation looks at the faculty member's ability to clearly state, define and communicate lesson objectives to students, as well as using a variety of teaching methods, and the use of appropriate assessment methods ([e.IIIA-22](#)). The evaluation of appropriate assessment methods includes looking at whether a sufficient number and variety of methods are being used to assess learning and whether the assessments mirror the objectives that are stated and are related to text and class activities. Student surveys of a course and the faculty member teaching the course also provide feedback on effectiveness of learning. The results of the student evaluations are provided to each instructor and dean and are used to improve instruction. The college recognizes that student surveys are not completed for every class offered and has been working with the CPC to make this a regular event in every class.

In regards to SLOs, the role of the instructor is to evaluate and assess student learning. This is done by developing SLOs for each course and at the program level, assessing these SLOs, using the assessment results to make improvements in student learning, and reassessing the SLOs again. SLOs are a required part of the course outlines. SLOs are also being

incorporated into course syllabi. Program SLOs are also a required part of each annual program review. As faculty members evaluate the assessment results, they can improve the content of their courses and the sequencing of the content. SLOs are also being incorporated into course syllabi. Program SLOs are also a required part of each annual program review. As faculty members evaluate the assessment results, they can improve the content of their courses and the sequencing of the content.

Self Evaluation

The college meets this standard to the extent possible within its control.

The college will continue the present systems of formal evaluations and program review and will continue to make progress in evaluating student learning at the course, program/certificate, and degree levels in accordance with timelines established by the faculty and the college.

The college community continues to seek out new and innovative teaching styles that will aid in reaching all students, allowing them to succeed. Faculty development and professional growth will continue to allow faculty to reach their fullest potential.

Planning Agenda

To stimulate new and innovative teaching modalities that affect SLOs, the college is working to develop a practice of searching out that 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.

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The college will continue to work with the CPC to make student evaluations a tool that can be used to evaluate SLOs in all classes.

III.A.1.d *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

College of the Desert has a long tradition of upholding the highest standards of professional ethics for all individuals involved with the college, including the trustees, administrators, faculty, classified staff, and students. The institution upholds a written code of professional ethics for administrative personnel by following the Leadership Employment handbook, section VIII. “Expected conduct,” page 19, clearly outlines whereby all members of the leadership team are expected to conduct themselves professionally ([e.IIIA-26](#)). This expectation includes the highest standard of ethical conduct. The code of ethics included in the employment handbook is considered the base standard that should be attained and exceeded.

Furthermore, there are multiple sources of ethics standards within the college. The “Standards on Professional Ethics,” adopted by the Academic Senate, states, “Faculty members will maintain high standards of performance and professional ethics.” The guidelines include a process of faculty review for alleged violators of the faculty code of professional ethics. This statement is posted on the college’s Web site, being accessible for the general public to review. The Professional Standards and Ethics Committee are now developing procedures for dealing with alleged violators of the “Standards on Professional Ethics.” Further, the same committee has included in the faculty job description a

requirement that faculty adhere to the “Standards on Professional Ethics.” This document has been accepted and approved by the faculty as well as leadership as the accepted and “official” code of conduct that all faculty members are expected to follow.

In accordance with the CSEA union contract section XIX, article 19.2, prohibited conduct is documented ([e.IIIA-22](#)). This section augments the Board of Trustees’ policy on appropriate conduct as well as those sections of the Education Code that pertain to professional conduct on a college campus ([e.IIIA-18](#)).

Each student, upon applying to attend College of the Desert is required to acknowledge they have read and understand the “Student Code of Conduct.” Additionally, the college regularly publishes the “Student Code of Conduct” in the college’s catalog, class schedule, as well as on its Web site.

Self Evaluation

The college meets this standard and continues to refine its procedures.

The college, through its statement of values, demonstrates a clear commitment to integrity and ethics; the statement is publicized in the catalog, Web site and employee contracts. Furthermore, the college continues to review and adjust the college’s code of ethics, applicable to all employees and the Board of Trustees as part of a larger revision and update of college policies.

The process, as outlined above, is in place that provides for timely review of the code of ethics allows the college to identify and modify existing policies for all levels of employees as was done in

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2010 for leadership and faculty in order to ensure all expectations of conduct are clearly and publicly stated for the entire college community to view.

Planning Agenda

- 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 continue to evaluate the effectiveness of these procedures and facilitate campus discussion to ensure they are consistently applied to all employees.
- 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.

III.A.2 *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

Descriptive Summary

College of the Desert, through its various schools, committees, and Human Resources department, continually evaluates staffing needs for its leadership, faculty, and classified staff positions to ensure there are sufficient numbers of qualified personnel to support our mission and enhance the student learning experience ([e.IIIA-18](#)). The continual evaluation processes include program review, targeted institutional research studies, and discussions collegewide. The program review process is the driving mechanism for this process. The three employee unions (California Teachers Association, College of the Desert Adjunct

Association, and CSEA) and leadership are required by the CPC handbook to participate in the collegewide discussion and contribute actively in the process through the CPC ([e.IIIA-27](#)). The CPC handbook requires representation by all elements of the college community in order to allow for dialogue and input for all members to have an equal voice on the various topics discussed by the CPC.

The college performs comprehensive program reviews every five years with revisions made every year for all schools and departments—both instructional and non-instructional ([e.IIIA-28](#)). This process encourages the opportunity for program employees to evaluate, discuss, and implement staffing recommendations for part-time and full-time faculty and staff when needed. During this process deans and faculty members discuss and evaluate budgetary impact concerning new personnel and assess program needs.

Human Resources, departments, schools and employee association members meet regularly to discuss various staffing and personnel issues that include new and reclassification of staff member positions. The priority report is reviewed and amended during each academic year through the annual planning process in order to discuss and adjust the report to address the needs of the college for each academic year ([e.IIIA-29](#)).

The future faculty and staff personnel needs are estimates based on our projections of our overall enrollment increases and enrollment increases or decreases in specified programs. Through our prioritization process and program review, we determine the priorities for faculty and staff hiring based on established criteria and on funding availability. This procedure is outlined in the PIE

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handbook as well as the program review instructions ([e.IIIA-3](#); [e.IIIA-30](#)).

Staffing requirements and financial support plans are in place for our new campuses in the Mecca/Thermal, East Valley, and West Valley. The new Mecca/Thermal Campus has provided a fairly modest but steadily increasing program of classes in temporary modular buildings.

In 2008, the college completed a Strategic Master Plan that includes program recommendations for the future at the East Valley, Mecca/Thermal and West Valley campuses as they continue to develop ([e.IIIA-31](#)). Using the information from this plan, a separate master plan for the Mecca/Thermal Campus outlines the programs to be offered, staffing requirements, and a cost analysis. The financial plan includes the recognition that when the East Valley Center (including the Mecca/Thermal Campus) has sufficient enrollment to qualify as “center” status, under AB361, the district will receive an additional \$1 million income each year. That threshold can be anticipated based on extensive demand surveys and present activity levels at the facility.

In the spring semester of 2009, two new buildings have been occupied on the Palm Desert Campus including the new Nursing Building and the new Public Safety Building. Both have endowments to cover most of the maintenance costs. The balance required is included in the operating budget. The Nursing Building will be staffed by the current staff that is moving from a building to be remodeled. Therefore, there will be no additional cost for faculty. The Public Safety Building will house the present Public Safety Program being moved from various locations.

The support staffing consists of part-time secretarial staffing along with adjunct lab liaisons in each of the extension campuses. The funds for staffing are included in the annual college budgets and in multiple-year forecasts ([e.IIIA-32](#)).

The college adopted an annual prioritization process in 2003 and has continually refined it as needed ([e.IIIA-33](#)). The prioritization process determines appropriate personnel needs for the upcoming academic year. The college follows Education Code requirements pertaining to required full-time faculty ratio requirements as indicated in “The Full-time Faculty Obligation Report,” which is submitted to the state chancellor’s office annually ([e.IIIA-34](#)). This is outlined in the hiring document entitled “Planning and Institutional Effectiveness Handbook” (p. 33), which establishes a comprehensive link between program review and faculty position allocation ([e.IIIA-3](#)).

The Education Code requires that the college maintain funds for fifty percent of all budgets to be allocated for instruction. As evidenced by the colleges “CCFS 311 Annual Budget Financial and Budget Report,” College of the Desert conforms to the state-mandated requirement ([e.IIIA-36](#)).

During the hiring process of a potential employee, regardless of the position being filled, once an applicant has completed all appropriate paperwork, staff members from the Human Resources Department review and verify the candidate’s qualifications to ensure the candidate meets any training and certification requirements as required by the State Chancellor’s Office before an offer of employment is made to the candidate.

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The effectiveness of faculty and staffing for each program, as outlined in the PIE handbook (Appendix D), is evaluated through the program review process conducted at the school or department level on a set schedule as outlined in the “Program Review Handbook” ([e.IIIA-3](#); [e.IIIA-30](#)). When the results of the program review calls for changes to be made in staffing, the need is forwarded to the CPC to be added to the periodization report, which is reviewed by the President’s Executive Cabinet, allowing for discussion before funding is provided and changes/hiring is conducted.

Self Evaluation

The college meets this standard.

The college has several systems in place that provide ongoing assessment of personnel staffing needs: program review, institutional research, discussions among schools, departments, and employee associations, and discussion and action by the CPC.

The college strives for excellence in its programs and its classrooms with the numbers of personnel allotted and will continue to do so. The program review process has been a catalyst for keeping the institution on track with hiring faculty. Full-time faculty and staff have a vested interest in the college and its students and contribute significantly to the success of its programs. Because of these factors, hiring more full-time faculty and staff where needed will increase the quality and diversity of program offerings.

Planning Agenda

The college will continue its current practices in assessing staffing needs while developing policies that help govern assessment on a regular basis.

III.A.3 *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Descriptive Summary

The college has meticulously reviewed and updated its policies and procedures over the last three years. An outside consultant was engaged to assist in this process by working with each vice president and the president using existing policies and procedures and modifying or adding to them from the Community College League of California’s subscription service. Board policies are posted on the college’s Web pages for public viewing, and procedures are posted on the college’s Portal for all employees to view.

The Community College League of California has developed model policies for community colleges across the State of California, and College of the Desert continues to utilize these services and practices. These model policies cover all legal requirements and those required by the accrediting commission. Legal counsel reviews policies prior to their publication and are updated regularly. In part, policies and procedures are administered through contracts negotiated by the three bargaining units (California Teachers Association, College of the Desert Adjunct Association, and CSEA) on campus ([e.IIIA-21](#)). As such, these model policies are the main source for direction and processes used and are published on the college Web site.

Self Evaluation

The college meets this standard.

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The college, through its human resources, Web site and other departments, makes available to employees, for information and review, policies and procedures governing human resources administration. Human Resources policies are administered by the Human Resources Executive Director.

Planning Agenda

None.

III.A.3.a *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

The college fills vacancies from the best-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation, or veteran status. When a vacancy occurs, the college attempts to attract an adequate pool of qualified candidates and establish an inclusive selection committee.

A staff member assigned to the hiring committee who has been trained by the Director of Human Resources or his designee, in equal employment opportunity practices, monitors each selection committee. A PowerPoint presentation has been developed for the training of selection committees and to ensure consistency of training and information being disseminated ([e.IIIA-22](#)). Human Resources staff monitors the employment process to ensure adherence to all policies and procedures. The college has established board policies as well as procedures as outlined in the Human Resources policies and procedures manual for handling and investigating any complaints of discrimination in the

employment process. New employees are provided with our policies, procedures, and negotiated agreements.

The Board of Trustees approves personnel procedures that are posted on the college Web site under “Human Resources,” and address such matters as non-discrimination, Equal Employment Opportunity requirements, and prohibition of harassment ([e.IIIA-12](#)). Hiring policies are included in the negotiated process with the three bargaining units on campus.

Priorities for hiring are defined in the PIE handbook, as approved by the CPC and followed in each annual planning cycle ([e.IIIA-3](#)). Each program, department, school annually submits goals, objectives and action plans. From these plans, staffing needs are defined and are approved or not approved as measured against collegewide goals, objectives and available funding. A subsequent priority list is generated by the CPC and is published on the college’s Portal page allowing the campus community to view and comment on ([e.IIIA-31](#)).

Self Evaluation

The college meets this standard.

The college seeks to be fair in all human relations procedures, as is evidenced by the availability of written procedures governing all aspects of human resources—recruitment and selection, discrimination, sexual harassment, release of confidential information, performance evaluation and other areas. All current policies are available for review in the college library. Certain policies, such as those pertaining to discrimination and sexual harassment are published in the CSEA union contract and in other college publications and the college Web site.

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The collegial process of review by the Academic Senate and by the college works well. By allowing review, the policies are more comprehensive, thus leading to better success and compliance.

Planning Agenda

None.

III.A.3.b *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.*

Descriptive Summary

Personnel records for all classifications of active employees are physically located in a locked and secured environment in the Human Resources Office, and only authorized personnel have access to personnel records. Benefits and workers' compensation records are also kept confidentially in the Human Resources Office in separate files. Inactive personnel files are kept permanently in locked storage, and payroll records are kept securely in the Business Affairs office.

At the present time, there are no plans to develop procedures and facilities to store personnel files in an off-site or digital warehouse in the event of a catastrophic natural event, such as earthquake, fire, flood, or other significant event.

The institution has strict provisions regarding personnel records that stipulate to whom access is granted and how the records are handled. All employees have access as required by law, and records of access are formally monitored. Records are kept in the Human Resources Office. The Human Resources Department maintains a secured area with fireproof cabinets to store all current and past

employee files. An employee may view his or her personnel file, which is maintained in Human Resources, at any time after setting an appointment with the Human Resources representative to do so.

Self Evaluation

The college meets this standard.

The college is committed to maintaining a standard of record keeping that is secure, confidential, accurate, complete, and permanent. The college abides by its human resources procedures and employee negotiated agreements in providing employees access to their personnel files. As the number of faculty and staff increases, secured storage space of personnel files has become an issue. The college is planning to build new facilities for the Human Resources Department that will allow for ample storage needs as well as future growth of our employee base. At the present time, there are no plans to develop procedures and facilities to store personnel files in an off-site or digital warehouse in the event of a catastrophic natural event, such as earthquake, fire, flood, or other significant event.

Planning Agenda

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 singular storage location to be inaccessible.

III.A.4 *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

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Descriptive Summary

The college is committed to upholding the highest standards of appreciation for diversity. College of the Desert ensures that local, state, and federal laws, regulations, and policies are followed to provide equitable opportunity and fair employment practices for all who apply.

Our dedication is most evident in Board Policy 7100, Commitment to Diversity which states: “The college is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. For this reason each position will be filled by a candidate recommended by a Screening/Interviewing Committee. This committee shall consist of representatives from various age, gender, and ethnic backgrounds” ([e.IIIA-35](#)).

The policy of the college is to provide an employment environment in which no person will be unlawfully discriminated against. All college employees receive training and a copy of the unlawful discrimination policies and procedures during the first year of their employment.

As stated in the Commitment to Diversity policy statement, the college adheres to and is committed to employing qualified and diverse administrators, faculty, and staff members who are dedicated to student success. The college recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for students. College of the Desert is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and provide equal consideration for all qualified candidates. Further evidence of the college’s commitment to diversity is stated in the Board of Trustee’s Policy

7100 ([e.IIIA-35](#)), mission statement and minutes of the Diversity Council ([e.IIIA-36](#); [e.IIIA-37](#)).

Recruitment

Equal Employment Opportunity Training
The Office of Human Resources conducts training seminars in the area of Equal Employment Opportunity to all selection committees:

- The training programs have been revised to meet ever-changing conditions.
- The number of Equal Employment Opportunity-trained staff continues to be increased.
- When an open position involves faculty, specific demographic information of the division is included in the training.
- Training is recorded in personnel files with certificates issued to those who are trained.

Training, as has been recommended by the Diversity Council after review, is updated every two years to keep the critical need foremost in the selection committee member’s thoughts.

Advertising, Recruiting and Hiring Procedures
In academic year 2009–2010, the college reorganized the Human Resources Department. The position of Vice President of Human Resources was eliminated and a position of Executive Director of Human Resources and Employee Relations was created. This new position came under the control of the Vice President of Business Affairs. A new philosophy ensued wherein rather than advertising focusing on the position that was open, the college would advertise the college as a “brand” with the position to be filled as one component in that “brand.” This new way of thinking about the open positions allows the college to inform the potential applicants about the community, the college as a whole, and its diverse student body and services

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offered to meet that diversity. The college believes this style of advertising will attract a more diverse pool of applicants with a higher level of success of hiring the “right person for the right job.” In the event that a sufficiently diverse pool is not present during any given hiring effort, that pool may be dismissed and a new recruitment effort will be made after addressing the desired diverse recruitment pool.

New faculty learn about the community, as well as the college, before applying for the position. Thus, they will be more prepared to build a long-lasting relationship between their family and the community at large from the onset of employment. The college believes this “brand” marketing will ensure a more diverse application pool as well as diverse faculty base here at College of the Desert.

Due to the state budget crisis beginning in 2008, the college has placed a hiring freeze on all positions except in absolutely essential circumstances. For that reason, there has been little opportunity to practice this philosophy of “brand” marketing. The college has experienced a reduction in the number of employees with little to no new hires. This time has provided the college to develop the “brand” marketing philosophy in preparation of better economic times that will allow us to begin hiring qualified faculty again.

Diverse Faculty Represented at Job Fairs

College of the Desert is increasing its representation at major regional job fairs with a diverse faculty population represented. Potential applicants will have a greater opportunity to talk to women and minorities employed by the college at these job fairs.

During the academic year 2009–2010, the CPC, which consists of members from across the college

community, prepared a Strategic Planning and Priority Report ([e.IIIA-38](#)). After a phase of planning, debate, and review, a series of goals and objectives were set in regards to evaluating and developing “Best Practices” in many areas in alignment with the EMP as well as the college mission ([e.IIIA-39](#)). Item number two of this comprehensive plan has identified a need for the Human Resources Department to assist departments in their efforts to recruit, retain, and develop a diverse faculty and staff that possess the core competencies needed for personal and institutional success.

Since 2004, the College of the Desert has been successful in bringing greater diversity to its faculty and classified employee groups. Hispanic tenure-track faculty at the college has increased 49.5 percent from five employees in 2004 to 11 in 2009 ([e.IIIA-40](#)). This is a significant step toward diversity as the total number of tenure-track faculty openings was only forty-seven positions. During that same period (2004–2009), the part-time faculty ranks grew nearly 33.33 percent. Its overall employee count went from 337 to 372, with a significant shift in hiring members of various under-represented groups. This has been a significant step toward a diverse part-time contingent. Since 2004, the college has hired 46 new and replacement positions across the college employment spectrum, and the filling of these positions has resulted in a 42 percent increase in members of underrepresented ethnic groups. For example, the number of African Americans hired by the college as classified support staff increased a total of 59.60 percent since 2004 ([e.IIIA-40](#)).

Self Evaluation

The college meets this standard and continues to strengthen its strategies in this area.

Planning Agenda

None.

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III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The college understands the importance of equity and diversity for all students, faculty, and staff and has established diversity focus groups on campus. For example, Seeking Educational Equity and Diversity (SEED) has been on campus since 2001 and has provided a strong and progressive platform to continually dialogue about domestic and international diversity issues pertinent to the institution. Furthermore, the Diversity Council has been created, as part of shared governance, funding for cultural celebrations on campus. The Desert Community College District ensures that applicants, employees, and students with disabilities receive reasonable accommodations consistent with the requirements of the Americans with Disabilities Act, Government Code Sections 11135, et seq., and Section 504 of the Rehabilitation Act of 1973. This has been documented in the “DataBook” for College of the Desert that has been referenced earlier in this document ([e.IIIA-41](#)).

Institutional Commitments

SEED Forum and Seminar

SEED has been part of the college since 2001. It continues as a training tool with in-depth sessions for staff regarding diversity. Faculty and classified staff who become leaders of SEED must attend a weeklong training sponsored by the National SEED Project. This training prepares the leaders to facilitate monthly seminars for the following year in which faculty and staff discuss making curriculum and the college climate more inclusive. Over the year, participants explore the “textbooks of their lives” and learn from others’ experiences. Faculty and

staff are more confident to address the challenges and contributions of a diverse student and employee population. Additionally, when SEED members serve on selection committees, they are more aware of their personal biases and recognize the value of a diverse workforce.

Diversity Council

The Diversity Council has two primary functions. One is for the general campus climate, and to meet this, it has developed and continues to assist, through sponsorship and funding of student club activities, several celebrations of diversity. A few of these celebrations are:

- National Hispanic Heritage Month (September);
- National Disabilities Awareness Month (a cross-cultural health concern) (October);
- Day of Respect (October);
- Women’s History Month (March);
- Black History Month (February);
- Cesar Chavez Day (April);
- International Day (April);
- Asian/Pacific Islander Month (April);
- College of the Desert Spring Festival (April); and
- A Public viewing of the Movie, *The 800 Mile Wall*.*

*This movie was preceded by a discussion with the producer of the film. The movie was attended by more than 200 people. They included members of the community, students, staff, instructors, as well as the administration from the college.

The second primary function of the Diversity Council is the formal role it plays in the development of policy, procedures, and planning regarding diversity. It has developed a formalized plan for Equal Employment Opportunity based upon the California Community College System Office Model Plan.

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Self Evaluation

The college meets this standard.

The college recognizes the importance and value of its faculty, staff, and administration and actively supports their diversity in various ways: celebrations, such as the Black History Month as well as others; inclusion on various collegial governance committees and organizations; funding for staff development opportunities; and a Web site devoted to diverse issues of interest to the college community.

Planning Agenda

None.

III.A.4.b *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary

Since 2004, the College of the Desert has been successful in bringing greater diversity to its faculty and classified employee groups. Hispanic tenure-track faculty at the college has increased 49.5 percent from 5 employees in 2004 to 11 in 2009. This is a significant step toward diversity as the total number of tenure-track faculty openings was only 47 positions. During that same period (2004 to 2009), the part-time faculty ranks grew nearly 33.33 percent ([e.IIIA-40](#)). Its overall employee count went from 337 to 372, with a significant shift in hiring members of various under-represented groups. This has been a significant step toward a diverse part-time contingent. Since 2004, the college has hired 46 new and replacement positions across the college employment spectrum, and the filling of these positions has resulted in a 42 percent increase in members of under-represented ethnic groups ([e.IIIA-40](#)).

The college recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. The institution assures that Equal Employment Opportunity laws and regulations are followed and embraced by members of the selection committee.

“People Admin” is the college’s new online application system. The college advertises positions online, and applicants can apply online. Staff members track the demographics of all applicants including their outcome during the recruitment process. Through “People Admin” tracking of how the applicant learned of the vacancy, e.g., from our college Web site, other on-line recruitment sources (CareerBuilder), the local newspaper, the Chronicle of Higher Education, and/or the California Community College Registry is determined. This data reveals the various recruitment sources, where most of our applicants learned of our vacancies, the value of the source (return on investment), and the demographics of applicants for each recruitment source. The college continues to seek opportunities to advertise all open positions of employment with the goal of attracting the best possible diverse and most qualified cross-section of society in further support the college’s mission and goals. Only through a diverse employee base can the college best serve the students as well as the community at large.

Annually in the fall, the college submits a comprehensive report to the California Community College Chancellor’s Office with demographic data, position data, and funding for each employee who is active. It is a snapshot of November 1 of the year. The college is able to review the demographic

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information (gender, disability, and ethnicity) for all employees in the eight job categories:

- executive, administrative, and managerial;
- faculty;
- professional (nonfaculty);
- clerical/secretarial;
- technical/professional;
- skilled crafts;
- service/maintenance; and
- instruction/research assistants.

In January, this data becomes the basis for the Integrated Postsecondary Education Data System report to the Federal government. The draft Title 5 regulations for Equal Employment Opportunities recommend a longitudinal analysis of the institution's data ([e.IIIA-42](#)). Title 5 regulations for Equal Employment Opportunities require constant review and interpretation to ensure that the college meets both the intent and spirit of the regulations while better serving the needs of all our student body.

Self Evaluation

The college meets this standard.

The college regularly assesses its record in employment equity and diversity by reviewing applicant pools prior to interviewing, by selecting selection committee representatives of college constituencies, and by periodically reviewing hiring trends, including trends in the hiring of personnel from underrepresented groups.

Planning Agenda

None.

III.A.4.c *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

Descriptive Summary

The college's values speaks to respect for others and inclusivity ([e.IIIA-21](#)). The college ensures that top administrative staff support diversity objectives by following the published Administrative Procedures #7100 regarding diversity on campus and its value to a healthy learning environment ([e.IIIA-40](#)).

Additionally, the equal employment opportunity officer position is maintained a high-level administrative position. These duties currently fall under the direction of the Executive Director of Human Resources and Labor Relations Officer.

The college is diligent in applying the policies and regulations noted above in a fair and consistent manner. For example, since the Office of Student Affairs coordinates student complaints and grievances, the staff in that area ensure that the steps outlined in the policy and procedures are followed. These policies can be found in a multitude of places accessible to students. All students are required to indicate that they have received and read all student policies code of conduct before registering to attend College of the Desert; these same policies and code of standards are posted on the college Web site in several student used areas ([e.IIIA-43](#)) and can also be found in the College of the Desert Catalog, pages 48-49 ([e.IIIA-44](#)). The procedure, as outlined in the College of the Desert Catalog (pp. 49-51), requires that students attempt to resolve the issue at the informal level, prior to making a formal complaint, though this does not preclude a students who feel uncomfortable in doing so from going directly to the next grievance step, as described in the student grievance process. This generally means that the

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students meet with the faculty or staff member against whom they are making the complaint. An attempt is made to resolve the matter simply and expeditiously, prior to proceeding to a formal complaint level. Staff and faculty receive regular training on this process to ensure consistency of its application.

With regard to unlawful discrimination, the Executive Director of Human Resources is the responsible college officer who receives such complaints. These complaints are handled according to the Administrative Regulations of Board Policy 3435 ([e.IIIA-45](#)). In an effort to prevent unlawful discrimination, the college provides training to all staff and faculty who have supervisory authority and lead responsibility ([e.IIIA-22](#)).

While the training focuses on the prevention of harassment as required by AB1825, other forms of unlawful discrimination are discussed and processes for handling complaints are reviewed during this training. The college recently has amended the complaint handling process of harassment complaints from students by school employees ([e.IIIA-46](#); [e.IIIA-45](#)). This review and updating was part of the college's usual and customary review process of such policies.

The college does not tolerate any type of discrimination towards its students or employees. The Board of Trustees intent is clearly defined in Board Policy 3410 and directs the president to institute administrative policies to ensure that all members of the college community can present complaints of discrimination with confidence that the college will act promptly to investigate and eliminate any such discrimination ([e.IIIA-47](#)).

The college Web site has the sexual harassment and discrimination policy available to all employees, and training is provided to all employees on this topic ([e.IIIA-48](#)). Other documents designed to nurture a culture of integrity and trust include:

- the statement on academic freedom (AP: 4030);
 - equivalence;
 - ethics; and
 - the college's statement of values.
- ([e.IIIA-49a](#); [e.IIIA-49b](#); [e.IIIA-21](#)).

Furthermore, procedures for submitting such a complaint can be found in the College of the Desert Catalog, "Class Schedule," and the various union contracts ([e.IIIA-50](#)).

Self Evaluation

The college meets this standard.

Planning Agenda

None.

III.A.5 *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

The college believes firmly in investing in professional development for all employees ([e.IIIA-51](#)). Professional development brings not only benefits to the employee but also to the college and students. These benefits include retaining and

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sharpening old skills, developing new skills, adopting new trends, and fresh perspectives, acquiring new net-working opportunities, expanding horizons, and energizing and renewing.

As outlined in the CSEA union contract, the college budgets an amount each fiscal year for support of classified personnel under the Classified Professional Growth Program to ([e.IIIA-21](#)):

- improve the standard of service;
- improve on-the-job performance;
- promote technological advancements;
- provide opportunities for personal growth; and
- provide opportunities for advancement.

The sum of \$800 per fiscal year is the maximum available to eligible, qualified employees for reimbursement of verified costs of tuition, fees, books, and supplies for approved classes of study at College of the Desert or any other accredited college or university. Development recommendations may also grow out of periodic performance evaluation reviews. The college encourages classified staff to use the Information Systems open lab where numerous technology courses are offered frequently ([e.IIIA-52](#)).

The Academic Senate's faculty development committee, which includes a member from each school, offers two Flex programs each academic year ([e.IIIA-53](#)). Reviewing presentation proposals requested and received from faculty, divisions, departments, and leadership, the committee plans a varied program for each Flex period seeking to provide faculty with activities and experiences that translate into successful learning for the college's diverse student population. The Flex training is a two-day campus wide training program, open to all

faculty, adjunct instructors, and staff where seminars of various topics are offered ([e.IIIA-54](#)). This training is scheduled twice a year just before the beginning of the fall and spring terms.

The Faculty Development Committee also solicits from faculty requests, which are limited to a maximum of \$800, for attendance at conferences and workshops relevant to the member's teaching area. As budget allows, requests are granted and monies provided to support registration and travel.

The Academic Senate's Professional Standards and Ethics committee receives and reviews faculty professional advancement requests from its Professional Advancement Committee, granting, when budget allows, those that meet needs in the faculty member's instructional area and student and/or institutional needs.

Through the Committee on Professional standards and Ethics and Faculty Development, the college provides faculty the opportunity for sabbatical leave, freeing the member from regular responsibilities for either a semester or a year in order to pursue a program of academic growth or enrichment in a specialized field related to the teaching area or in a need area the college has indicated that the member is seen as suitable to fill ([e.IIIA-55](#)).

A faculty member returning from sabbatical leave reports to the Board of Trustees as well as the supervisor or the department/division, or both, and sometimes to a larger group of faculty colleagues through a Flex presentation. Several recent sabbaticals have resulted in additions to the college's course offerings: BI-012 Biology of Cancer, ENG-016 Literature of the Desert, ENG-021 Latin American/Chicano Literature, ENG-024 Native

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American Literature; the last three focus directly on interests of specific demographic groups served by the college. There have been many other such courses developed from sabbatical research. These are just a few examples.

The college provides on-going professional development programs open to all members of leadership. The college also supports management attendance at professional conferences that benefit the college and its mission. The Leadership Professional Development Program provides for members to further their education, skills, and training in order to [\(e.IIIA-56\)](#):

- improve the standard of service;
- improve on-the-job performance;
- promote technological advancements;
- provide opportunities for personal growth; and
- provide opportunities for advancement.

The Faculty Development Committee reviews professional development applications to select those candidates who would best be served by participating in professional development that benefits our students and supports the goals of the college. The Faculty Development Program is funded annually.

The Board of Trustees encourages the president to participate in conferences and organizations of interest that add to his knowledge base as it pertains to improving his ability to lead the college community. The president and the Board of Trustees together determine choices of which professional organizations to belong to and what to attend. Among these are the American Association of Community Colleges, the Association of Community College Trustees, the Association of California

Community College Administrators, California Community College CEOs, and the Community College League of California.

After conferences, the president reports to the Board of Trustees on such topics as the following: peer institutions, budget, legislation, accreditation, accountability, and strategic planning. Many of these reports are also published to the campus community in the quarterly “President’s Report” electronic publication ([e.IIIA-57](#)). Together, the president and the Board of Trustees consider the merits of each conference/organization and whether to continue.

The Board of Trustees, along with their Executive Assistant, and when funds are available, attend the conference for the Association of Community College Trustees annual nationwide congress and the Community College League of California conferences. These conferences are designed to help trustees understand their function and become familiar with all aspects of the college. This conference’s planning agenda typically include topics such as presidential contracts, board and policy governance, and fiscal stability.

The college continues to seek opportunities for all employees to benefit from continued training and education that will enhance their abilities.

Self Evaluation

The college meets this standard.

The college does an effective job in planning, prioritizing and implementing professional development opportunities for its personnel through various methods: CSEA professional growth, Staff Development Committee, divisional and department budgets, and Flex days.

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A variety of programs and workshops are available to meet the needs of classified staff, faculty, and leadership. The needs of the campus are assessed and evaluated appropriately.

Planning Agenda

None.

III.A.5.b *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Any successful model must consider the framework within which professional development occurs. Staff, programs, and the organization are all impacted positively or negatively by the professional development programs it has in place. Therefore, professional development activities are developed, planned, implemented, and evaluated by the Faculty Development Committee, which is governed by the CPC ([e.IIIA-58](#)). Each of these committees includes representatives from all the employee groups.

As outlined in the California Teachers Association, College of the Desert Adjunct Association, and CSEA union contracts, it is the responsibility of the employee to initiate the application process by applying for professional growth funds ([e.IIIA-26](#)). Upon receiving the application, the college conducts evaluations for all employees in which professional development activities are recommended for areas for improvement and for review/analysis of improvement.

The institution conducts evaluations for all activities funded by the Faculty Development Committee,

which focuses primarily on participant experiences. Faculty who attend conferences are encouraged to share reports of what they learned, and many faculty present new methodologies or information through Flex presentations and other workshops ([e.IIIA-59](#)). Formal sabbatical reports are required and must be formally reviewed by the Academic Senate, the Professional Standards and Ethics Committee, the superintendent/president, as well as the Board of Trustees.

Participants evaluate individual workshops using evaluation forms provided by Staff Development. Participants in every professional development activity or program at the college are given the opportunity to complete written evaluation forms.

To determine the effectiveness of training, the Faculty Development Committee of the Academic Senate reviews Flex activity evaluation surveys. When necessary, programs and training are revised based, in part, on feedback by the participants. The goal of faculty development is to enhance the learning experience for all students.

As mentioned in III.A.5.a, several recent sabbaticals have resulted in additions to the college's course offerings: BI-012 Biology of Cancer, ENG-016 Literature of the Desert, ENG-021 Latin American/Chicano Literature, ENG-024 Native American Literature; the last three focus directly on interests of specific demographic groups served by the college.

Self Evaluation

The college meets this standard.

The college, through its programs, committees, and schools, reviews its professional development

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programs to ensure such programs are effective for the participants, meet the college's value of lifelong learning, and are consistent with the policies and intent for which such programs were established.

Planning Agenda

None.

III.A.6 *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of Human Resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Planning is generally defined as a set of actions and decisions made that lead to the development of strategies and the implementation of activities to help the college accomplish its adopted mission. Planning provides a venue to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfilling the vision, mission, and goals.

The college's EMP, Facilities Master Plan (FMP), PIE handbook, and program review include the primary human resources goal of enhancing the learning and working environment at the college ([e.IIIA-3](#); [e.IIIA-4](#); [e.IIIA-30](#)). These documents address the goals and planning for Human Resources for a one- to five-year period.

The prioritization and program review were implemented and modified in 2005, with subsequent modifications made to meet current financial and program needs annually ([e.IIIA-13a](#); [e.IIIA-30](#)). The college regularly assesses its personnel needs through program review, which includes and

supports integrated human resources planning with institutional planning (sample program review report ([e.IIIA-60](#)). The process involves program reviews as well as the formation of each year's Prioritization Report ([e.IIIA-13a](#)). Each academic department is required to perform a complete program review every five years with updates annually. This process works to develop the priority list as well as overall institutional planning that support program needs ([e.IIIA-61](#)).

To determine the need for more employees in any classification or area, the institution relies primarily on the program review documents. The updated processes denoted in the PIE handbook evaluate the needs of the programs, departments, and schools in an annual needs assessment as documented in each program review ([e.IIIA-3](#)). In this document, data is required to substantiate the need for classified staff or faculty. The CPC evaluates the data and the requests for personnel. The needs are ranked across the campus and the Prioritization Report is created ([e.IIIA-33](#)). If there are funds for a position, the ranking from this document is used. The vice presidents and president identify the number of positions that can be supported.

As of the beginning of academic year 2009-2010, the college is in the process of remodeling or constructing six buildings that are intended to be primarily used to enhance student services and educational needs ([e.IIIA-62](#)). Staffing requirements have been a major component during the planning and construction phases of the development of these buildings as documented in the EMP, FMP and the annual budget ([e.IIIA-5](#); [e.IIIA-63](#); [e.IIIA-64](#)). Personnel requirements will continue to play a significant role in the utilization of these buildings.

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The college is currently engaged in a considerable outreach initiative in the east and west ends of the Coachella Valley. Funded by the bond program, the college is continuing to develop the campus in Mecca/Thermal; to replace the leased campus in Indio; to develop a small campus in Desert Hot Springs; and to develop what will ultimately be a major campus in Palm Springs. The college continues to review and revise the five-year construction plan in order to address the current fiscal needs of the college ([e.IIIA-65](#)).

Over the next five years and into subsequent five-year periods, additional staffing will be necessary. The college's Strategic Planning Process defines and identifies staffing needs. The state's fiscal crisis has severely restricted all community colleges from maintaining adequate staffing levels. Staffing levels identified in our planning process indicate we are significantly under staffed when measured against support and academic program needs. The 2004 general obligation bond has provided the college with funds to construct and remodel facilities but reduced apportionment funding and categorical program funding does not allow for adequate staffing ([e.IIIA-66](#)). Through the efficiency taskforces established by the president last fiscal year, the college has and continues to redistribute resources to support our main core of teaching and learning, but there is significant need in facilities staff support.

Self Evaluation

The college meets this standard.

The college, through its human resources function, plans for the efficient utilization of personnel consistent with overall strategic planning and consistent with the college's mission. Human

Resources relies upon analysis performed by divisions and departments to justify new and reclassified positions as well as the reorganization of existing positions. It looks to the CPC for ratification of organizational changes that affect personnel.

Planning Agenda

None.

STANDARD III.B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary

The availability of bond funds has enabled the college to leverage its state funds in order to expedite construction of many new buildings. The added space that has been created as a result of the bond funds has allowed the college to meet the increased demand to meet the students' needs. Requests for space/facilities can arise from any planning level. A request is prepared by the area manager and submitted to the President's Executive Cabinet. The Director of Facilities recommends possible solutions, and upon approval of the president, presents the proposed solution(s) and costs to the Facilities Master Plan Committee (FMPC). The Vice President of Business Affairs determines the funding source, i.e., Measure B, etc., and submits the Facilities Master Plan Committee recommendation, cost, and funding source to the CPC. The CPC forwards its prioritized list and/or recommendation to the college president. The president considers the recommendation, and if approved, authorizes the allocation of campus space and funds. The school deans will be notified of the

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status, and the Director of Facilities implements the space/facilities plan (see the PIE handbook, pp. 35-37) ([e.IIIB-1](#)).

As a result of a 2002-2003 updated FMP and the passage of the 2004 general obligation bond measure, the college has continued to implement the FMP ([e.IIIB-2](#)). The college takes great pride in its physical environment and has made a commitment to preserve and promote student learning by maintaining physical resources including facilities, equipment, land, and other assets that are integral to student learning.

To help serve all areas of our community's learning needs, the college opened two new campuses: the Mecca/Thermal Campus as well as the Desert Enterprise Energy Center, located in Palm Springs. The FMP calls for a large west valley campus, also in Palm Springs, with construction starting in 2013. Furthermore, the college has completed several new buildings (the Craven's Student Services Building, the Nursing Building, the Public Safety Academy, and the Alumni Association Building), remodeled several others (the Dining Hall, the Business Building, and the existing Nursing Classroom Building) and will be constructing additional new buildings and remodeling others over the next few years as identified in the FMP. Based on a thorough evaluation of needs and detailed planning, the college has delivered each project on time and within budget and has integrated sustainable features into these campus works. An example of the sustainability of these projects is demonstrated in the President's Message, dated: 6-2010 ([e.IIIB-3](#)).

The college's FMP was recently revised (2010) to ensure harmony with the mission and goals as outlined in the college's EMP. This process called for

substantial opportunity for faculty, staff, and community members to participate and provide input. Representatives from across the college community have been involved in the development of the new FMP ([e.IIIB-4a](#); [e.IIIB-4b](#); [e.IIIB-4c](#); [e.IIIB-4d](#)).

As numerated in the college's PIE handbook, the college has been successful in integrating its institutional planning by department program reviews, strategic goals, as well as its EMP and its FMP ([e.IIIB-5](#)). These plans identify and prioritize new programs, and expanded programs and services with physical resources. The plans project student enrollment as well as allow the college to evaluate future resources to meet the continuously changing needs of our student body and community. All new buildings are designed to integrate and promote interdisciplinary relations. The classrooms and labs are sufficient in number to provide for maximum room utilization. All classrooms are equipped with the latest in high-tech multimedia equipment for class demonstrations, various teaching modalities, as well as access to the network and the Internet. New classrooms are constructed as multi-purpose spaces in order to provide the flexibility for accommodating different methods of instruction as well as different subject matters.

During the academic year 2009-2010, the CPC, which consists of members from across the college community, prepared a revised EMP for the following two years ([e.IIIB-2](#)). After a phase of planning, debate, and review, a series of goals and objectives have been set in regards to evaluating and developing "best practices" in many areas in line with the EMP as well as the college mission and goals. Item number 12 reads, "Strengthen Mecca/Thermal campus services and connection to

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the east valley communities.”This goal will be realized through open discussion between the college community as well as fiscal planning to best utilize human, physical, and financial resources to better serve the student body needs.The college recognizes that investment in these campuses is key to its continued success in the overall mission and goals.

Self Evaluation

The college meets this standard.

The college has a number of processes and protocols in place to measure and ensure that the college’s physical resources are constructed and maintained in a manner that assures effective utilization and continuing quality necessary to support its programs and services. Effective decision making guides the planning, design, and construction phases of new and renovated facilities.

Planning Agenda

None.

III.B.1 *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.*

Descriptive Summary

The college is fully committed to maintaining safe, secure, healthy, and fully accessible campus environments. It recognizes that the security, safety, and comfort of students, faculty, and staff are vital to the learning environment and directly affect SLOs. Under the direction of the Assistant Director of Facilities Services, two safety inspections are conducted each month independent of each other.

In addition to the staff inspections, the County Fire Department conducts an annual inspection. Further, every two years the Statewide Association of Community Colleges performs an inspection of the campus facilities.Any issues discovered during the safety inspections are resolved promptly.

In addition to inspections, there are several avenues for the public to notify the college of a safety issue. There are links on the college Web site for faculty, staff, and students to report any safety concerns ([e.IIIB-6](#)). Paper forms are available in the counseling center as well as direct access to a security office via public telephone.All safety reports are forwarded to the Assistant Director of Facilities Services for immediate evaluation and resolution.The Director of Security is notified about all relevant issues. Security officers are on duty twenty-four hours a day, seven days a week, and they patrol the campus regularly and report on, as well as take action, to resolve safety issues.

All unsafe condition reports, safety-related incidents, and accident/injury reports for either facilities or equipment are reviewed and evaluated by the safety committee so that underlying issues are corrected promptly.The safety committee meets monthly during the academic year ([e.IIIB-7](#)). It includes representatives from each constituency group and makes recommendations concerning safety issues.

The college maintains an Emergency Response Plan ([e.IIIB-8](#)).The Vice President of Business Affairs is responsible for oversight of the team. College of the Desert also has a Crisis Response Team that includes the president, vice presidents, deans, and other key figures to provide oversight for significant emergencies.This team has been trained in disaster preparedness and the Standard Emergency

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Management System/National Incident Management System.

The college provides safety training for all of its employees. The training is tailored to each job description. In addition, there are several optional safety-training classes available for employees.

The members of the Safety Committee, educational Leadership and many employees underwent Federal Emergency Management Agency training in 2008. Other safety-related systems and processes include an online customer survey tied into the work order system. For new construction and remodel projects, the college collaborates with the Division of the State Architect approval process. Prior to leasing an off-campus privately owned facility, the facilities staff inspect all sites to ensure they comply with the Americans with Disabilities Act and fire/life/safety codes.

The Director of Security, in a continuing effort to inform the college community as well as prevent criminal activity, publishes, through e-mail, a monthly "Crime Report" ([e.IIB9](#)). These reports include not only criminal violations and safety concerns on campus, but also provide monthly safety tips. The college's philosophy regarding health and safety concerns is "safety through awareness and knowledge."

Self Evaluation

The college meets this standard.

The college understands the importance of maintaining a safe, clean and well-maintained campus at all its campuses supporting the quality and integrity of its instructional programs and support services. The college recognizes the

importance of maintaining quality facilities for instructional delivery modes at all locations and provides sufficient personnel and other support to achieve this objective.

The college has a system of identifying and responding to maintenance and repair needs and ensures the safety and sufficiency of its physical resources within its financial limitations. The Facilities Department gives high priority to safety and security repair requests, and along with our college security officers, responds promptly to any unsafe areas and assesses repair needs that represent a safety concern. The web-based maintenance reporting system has improved response time to immediate maintenance needs.

Planning Agenda

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.

III.B.1.a *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.*

Descriptive Summary

College of the Desert considers the needs of programs and services when planning its buildings and ensures that there are processes for programs and services to obtain, maintain, and replace equipment needed. As outlined in the college's PIE handbook, the college's planning process of integrating strategic planning with educational master planning, facilities master planning, and

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staffing planning provides the framework for the college's EMP ([e.IIIB-1](#); [e.IIIB-2](#)).

The CPC administers the program review process that requires faculty and administration to evaluate the use of facilities every five years (and revised annually) based on information provided by the research office and student enrollment patterns over the past few terms. During this process, facility and student needs are considered and documented in the college's Five-year Construction Plan ([e.IIIB-10](#)). The college reviews and adjusts its planning with input from all members of the college community on a continual basis. This information is used to develop goals and objectives for programs that include the effective use of facilities to further student learning.

Due to the Measure B Bond Initiative, the college was able to construct a new Nursing and Health Sciences Center, Public Safety Center, as well as the Cravens Student Services Center to address the growing demands of the community. Each building addresses the college's instructional program needs and provides a strong link to the area's students, hospitals, as well as police and fire departments. The new facilities respect the strong architectural language of the existing campus through the use of arcades, horizontal planes, and concrete materials. These elements are tied together while addressing hints of "new" with color, scale, textures, and landscape.

The Nursing Center is registered with the United States Green Building Council and has received the advanced rating Silver by Leadership in Energy and Environmental Design (LEED). Since the opening of the Nursing Center, the college has opened the Cravens Student Services Center and has remodeled

many of the existing buildings. All new and existing structures have been designed with advanced energy savings equipment included in the construction. Energy efficiency is a key issue for the college and is overseen by the Facilities Master Plan Committee as well as the Citizen's Bond Oversight Committee. The bond committee documents, and minutes can be found on the college's Web site ([e.IIIB-11](#)).

Self Evaluation

The college meets this standard.

There are strong educational and facilities master planning processes at the college that take into account numerous external and internal sources of data to inform the planning process and to enhance educational programs and services. This planning process is based on identified need, space utilization, and future expectations of program development. It is an ongoing process that is updated with annual program reviews. Faculty and staff are involved in planning a facility to meet their needs when it is identified for remodel or construction.

The maintenance of equipment has become a concern. Due to budget cuts in past years, ongoing maintenance contracts were terminated. However, the need for equipment maintenance continues, and without contracts, departments must handle regular maintenance as an emergency out of their budgets. The continuing state budget conflicts are a factor that is mitigated by long-term budgeting and forecasting, which is driven by the college's program review process.

Planning Agenda

The college should develop an effective means of maintaining essential equipment within the confines of fiscal limitations.

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III.B.1.b *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.*

Descriptive Summary

The Desert Community College District offers educational opportunities at its main campus in Palm Desert, in our satellite campuses of Indio and Thermal/Mecca, and also numerous off-campus programs throughout the Coachella Valley. A \$346.5 million bond was passed in 2004 for the renovation and expansion of the Palm Desert campus and new campuses in the east and west ends of the Coachella Valley ([e.IIIB-12](#)). There is an additional \$124.3 million in state and other source funds. A program management company administers this under the direction of the college.

The new structures are being built to a LEED in accordance with the campus sustainability policy. An Americans with Disabilities Act transition plan has been completed to address all needed corrections ([e.IIIB-13](#)). The college conducts an evaluation of projects and sequence at the five-year bond program mark. There is also oversight by the Citizens Oversight Committee, which meets quarterly ([e.IIIB-14](#)).

Building design is a group effort with the end users, Business Affairs, the Facilities Services Department, the program management company, and the architects. This is done to ensure productive, efficient, and effective learning spaces for students.

Under the direction of the Assistant Director of Facilities Services, two safety inspections are conducted each month independent of each other.

In addition to the staff inspections, an annual inspection by the local fire department is conducted. Moreover, every two years the State-Wide Association of Community Colleges also performs an inspection of the campus facilities. All issues discovered during the safety inspections are resolved promptly.

Self Evaluation

The college meets this standard.

The campus mechanisms for responding to safety and security issues are in place and function well. Both the safety and facilities departments readily collaborate to address and resolve issues of campus safety, access, and security.

The Security Director continues to provide training in emergency procedures. The college administration has been trained by the security director on emergency procedures for handling an “active shooter” situation. The procedures for such an emergency event are also posted on the college’s Web site in the event that such an emergency ever occurs (p. 4, [e.IIIB-15](#)).

Planning Agenda

None.

III.B.2 *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Descriptive Summary

The college uses the EMP as the driver for all facilities and planning decisions ([e.IIIB-2](#); [e.IIIB-5](#)). The development of the EMP utilizes committees

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and various data resources to ensure that educational planning and programs reflect the needs of the community and regional growth.

The EMP was revised in 2010. As a result, the FMP was also revised to support the current EMP. The FMP is the framework that determines the future development of the college campuses and its regional centers to support the EMP. These plans, which assign priorities for projects, are essential for the development and implementation of the Desert Community College District's growth. The PIE handbook outlines the procedures that connect the EMP, the FMP, and financial resources to any future development ([e.IIIB-1](#)).

Facility comfort and safety systems are automated to ensure a functional learning environment. The building automation system optimizes the use of building mechanical systems while providing adequate fresh air and temperature comfort for students and faculty. A comprehensive preventative maintenance program is utilized to maintain buildings and equipment. This system is used to identify potential problems and for life cycle estimation.

Self Evaluation

The college meets this standard.

The college regularly evaluates its physical resources. It conducts program reviews to assess facility and equipment needs in relation to programmatic needs. It also conducts regular facility maintenance that is well identified by multiple procedures. In general, this process works well.

As the college continues to build and remodel its infrastructure, the Safety Director and facilities

supervisors should continue to be proactive in communicating upcoming construction to the college community.

Planning Agenda

None.

III.B.2.a *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Descriptive Summary

The college maintains educational and facilities master plans that identify long-range capital needs ([e.IIIB-5](#)). These plans are designed to prioritize capital construction with input and participation of administrators, faculty, staff, students, and the public. The plan supports the college's goal of ensuring adequate planning based on program review within the EMP and Strategic Master Plan.

Sixty-five million dollars of bonds were sold to fund Phase I of the FMP. The projects in Phase I are new infrastructure and central plant, new Nursing Building Complex, new Student Services Center, new classrooms, and the Alumni Association Building. Also included are portable buildings at the new Eastern Valley Center (EVC) site. To provide funding for staffing to care and maintain these facilities, to staff the new EVC, and new faculty for new growth, the college prepares a five-year financial pro-forma that includes custodians, maintenance, grounds, clerical personnel, and counselors in anticipation as the new facilities have gone into use. The five-year pro-forma simulates inclusion of inflation, salary schedule movements, new faculty for growth, and new staff for facilities, and it provides a planning tool to keep a balanced budget by estimating needed new growth funds/COLA and/or adjustments to other expenditure items ([e.IIIB-16](#); [e.IIIB-10](#)).

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The availability of bond funds has enabled the college to leverage its state funds in order to expedite construction of many new buildings. This includes a new student center, a nursing building, and infrastructure-support buildings as well as the remodeling of several older classroom buildings ([e.IIIB-17](#), see “Project Information”). These have allowed the college to meet the needs of our students by providing an environment and surroundings that are more conducive to student learning.

The future faculty and staff personnel needs are estimates based on our projections of our overall enrollment increases, program reviews of subject/department programs, and enrollment increases or decreases in specified programs. Through this process, we determine the priorities for faculty and staff hiring based on established criteria and on funding availability.

The College of the Desert Foundation has raised funds to provide an endowment to maintain all buildings that will be named in honor of the donors, including our new Nursing Building, our Public Safety Academy Building, and our Student Services Building. Each new building will have an endowed maintenance fund equal to twenty-five percent of total building cost and naming opportunities for spaces in both new and existing buildings. The Foundation plans to extend the capital campaign to each phase of the FMP.

Facilities Services evaluates life cycle costing and total cost of ownership as standard practice in building planning and in all operational expenditures. Life-cycle costing balances expected life span of equipment with the cost of its purchase and installation. Total cost of ownership includes

analysis of maintenance, utility usage, and serviceability. Faculty participates in this process through unit plans. Unit planning requirements include maintenance, life-cycle costing, service contracts, and equipment replacement. These requirements are prioritized by area and are based on the institution’s strategic plan. The college has processes, as outlined in the PIE handbook, to ensure that capital projects support the college’s goals and assess ways in which planning efforts help to achieve stated goals ([e.IIIB-1](#)). An overriding consideration of any new projects and services is the total cost, not simply the initial cost of the improvement. Integration of new technologies in the initial planning stage is critical in order to keep fixed costs at their lowest levels possible. It is equally important that the college make certain that its building designs and specified equipment be efficient, long lasting, as well as maintained at the lowest costs possible. College of the Desert therefore requires that all proposed construction, as well as remodeling projects, be processed through the Facilities Master Plan Committee (a sub-committee of the CPC) as well as the Measure B Bond Committee during the planning portion of any new construction or remodeling project. This collaboration has resulted in a facilities plan through 2015 ([e.IIIB-5](#)).

Avoiding ongoing costs has been an important driver in the college’s construction program. The college’s standard for new construction is to exceed California Title 24 requirements by a minimum of 15 percent. Facilities Services consistently stresses energy conservation awareness, and the college continues to integrate technology with processes to reduce energy usage and to make energy conservation an integral part of everyday operations. During the summer, the workweek is shortened to

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four days. Throughout the year, classes are consolidated to the greatest extent possible, and electricity in unused buildings is set to a minimum. Thermostats are set at efficient levels and lights are turned off after hours. This is made possible and practical by the addition of centralized environmental controls being computerized and located in one location allowing thermostats to buildings to be controlled by one member of the facilities staff. Energy usage is also a criterion for the purchase of computers and new appliances.

Self Evaluation

The college meets this standard.

Our long-term capital plan, as evidenced in both the facility bond program and our FMP, supports college goals. The college's bond election focused on identifying our most critical facilities remodel and construction needs. The FMP addresses the overall structural needs of the institution. Energy management has been a priority of the college in an attempt to reduce long-term total operational costs. Changes in technology and new needs for technology support are being addressed with a Technology Plan within the limits of funding.

The college reviews staffing requirements as its facilities uses change. It uses square footage to allot custodial staff, though some areas are more time intensive than others to clean.

The college has successfully created architectural guidelines for its forthcoming construction efforts. This will ensure cost effectiveness, durability, sustainability, and will create a cohesive look and feel to the campus as it undergoes significant construction. The college FMP addresses seismic issues and creates integrated buildings and grounds

that best serve campus educational programs and services.

Planning Agenda

None.

III.B.2.b *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the Self Evaluation as the basis for improvement.*

Descriptive Summary

As evidenced in the PIE handbook, the budgetary process and the program review for each program, physical resource planning is integrated with institutional planning at College of the Desert ([e.IIIB-1](#); [e.IIIB-5](#)). The college ensures that facilities decisions emanate from institutional needs and plans for improvement through the planning process. There is a systematic process to assess the effectiveness of the use of the college's physical resources, and documented in the program review for each department, assessment results contribute to decision making regarding needed improvements.

The college completed revising its EMP and its FMP in 2010 ([e.IIIB-2](#); [e.IIIB-5](#)). A new Technology Plan has been reviewed, updated and was completed in academic year 2010-2011 to meet the college's mission and goals ([e.IIIB-5](#)). Five strategic initiatives drive institutional planning:

- inspiring educational commitment through collaboration;
- focusing on student success;
- valuing a culture of learning;
- enhancing an innovative, flexible, responsive, and accountable college culture; and
- modeling sustainability.

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The college has been successful in integrating its institutional planning by department program reviews, strategic goals, as well as its EMP and FMP ([e.IIIB-2](#); [e.IIIB-5](#)). These plans identify and match new and expanded programs and services with physical and fiscal resources. The college's planning process identifies the need for new and expanded programs and determines the physical resources needed to implement the required new or updated programs. The plans project student enrollment and allow the college to evaluate its future resource needs to meet the continuously changing needs of the student body and our community. This is evidenced in the "Institutional Effectiveness Handbook." Physical resource decisions are based on plans developed from program and services area needs. All new buildings are designed to integrate and promote interdisciplinary relations. The classrooms and labs are sufficient in number to provide for maximum room utilization. The Technology Plan as well as Technologies Accessibility Report document requirements that provide that all classrooms are equipped with the latest in high-tech multimedia equipment for class demonstrations, various teaching modalities, as well as access to the network and the Internet ([e.IIIB-5](#); [e.IIIB-13](#)). New classrooms are constructed as multi-purpose spaces to provide the flexibility for accommodating different methods of instruction and different subject matters.

Self Evaluation

The college meets this standard.

The college's 2010 FMP is based on a thorough evaluation of its needs. Its development involved college employee, program review data and community and student input. It is based on the college's EMP, is integrated with the Strategic Plan,

and will be continued to be updated through program review and by ongoing maintenance activities.

The Measure B Bond funding has enabled the college to complete the new nursing, public safety, and student center buildings. The college community believes these new buildings along with the remodeled existing building have succeeded in providing buildings that make a vast improvement in the educational quality provided to our students.

Planning Agenda

None.

Standard III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.*

III.C.1.a *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Descriptive Summary

The institution makes decisions regarding the use of technology services, facilities, hardware, and software by examining a multitude of areas. Program review, the Annual Planning Process, and the FMP are all tied to the TMP and then directly linked to the EMP ([e.IIIC-1](#); [e.IIIC-2](#); [e.IIIC-3](#)). The Technology Plan

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is concerned with all aspects of technology at the college in accordance with, and support of, the college's mission ([e.IIIC-4](#)). Issues specific to student learning are processed through the Academic Senate's educational technologies committee, whose resolutions are determined by the vote of elected faculty members. This committee monitors processes by which all significant changes in the use of educational technologies are approved. The process is designed to assure that planning for new technology takes into consideration issues such as infrastructure, technical support, Americans with Disabilities Act compliance, financial planning, safety, new and existing computer lab requirements, and technical feasibility ([e.IIIC-5](#)).

The Datatel Administrative User's Group reports directly to the president. This committee is charged with ensuring that procedures and policies are set in order to optimize available data and usage of the Datatel system for maximum benefit to scheduling and matriculation as well as enrollment management ([e.IIIC-6](#)). Through the efforts of the Datatel Administrative User's Group, the computer program "Informer" has been added in order to work with Datatel to enhance degree auditing through a more effective query program as well as other matriculation information and report gathering efforts.

Self Evaluation

The college meets this standard.

The college uses an innovative institutional planning process that integrates the college mission with the acquisition of technology resources in support of student learning programs and services. The current planning, budgeting, and assessment process and previous planning models, along with bond funding, have allowed the college to expand educational

facilities as well as improve network infrastructure and operational systems. The Technology Plan was reviewed in 2010 and planning initiatives were evaluated and incorporated in current planning initiatives. The college recently completed the rewritten EMP and FMP.

The revision of these three key plans is an example of the planning process at work. As needs and conditions change in the classroom, the planning process identifies future needs, and from time to time facilitates the need to revise the college's Education, Facilities, and Technologies master plans to meet these changes that affect student learning.

Planning Agenda

- The Technology and Institutional Research Department (IT/IR) will continue to assess the college's digital security measures to ensure all digital data is protected.
- Leadership, in concert with the CPC will continue to integrate technology with institutional planning at all levels.

III.C.1.b *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

The Technology Plan, in collaboration with the college's technology guidelines, details how students, staff, and faculty are trained in the use of various technologies ([e.IIIC-2](#); [e.IIIC-7](#)). Two Technology Institute in-service days, covering a wide variety of technology topics, are offered annually for all faculty, classified staff, and administrators. IT/IR staff in the Technology Learning Center provide a monthly schedule of training that includes open lab times where staff, faculty, and administrators can ask

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specific questions and receive specialized one-on-one training (pp. 6-10 [e.IIIC-6](#)).

In the event that circumstances dictate, IT/IR also provides on-site training for all college employees and students on an as-needed basis ([e.IIIC-8a](#)). In both academic years 2008 and 2009, IT/IR offered an average of 15 hours of training each month, totaling 135 training sessions per year. In these training sessions, about 125 faculty and 180 classified staff members received training in technology classes that covered a range including Microsoft Word 2007, file backup and management, Datatel and Informer query building, Web updates, Excel, Mail Merge, as well as enhanced Web classroom training and Blackboard training. During Flex week (fall and spring) 316 employees attended technology training classes similar to those classes mentioned above. However, the number of faculty and staff that take advantage of the training classes offered by IT/IR fluctuate each year; the figures above represent an average number of employees who take advantage each year. IT/IR also offers applicable workshops as needed when widespread new technologies are implemented such as WebAdvisor and the Blackboard learning management system. To enhance the learning experience as well as offer training that is pertinent to the college community, IT/IR conducts post-class surveys that are completed by students of the aforementioned classes and workshops. Help Desk services through an onsite IT/IR technician are available for questions, updating of Web sites, implementation of Portal construction, and technical troubleshooting.

Additionally, IT/IR and College of the Desert have developed a number of facilities and infrastructural changes to assist faculty with new technologies (see “Information Systems Program Review Guidebook”

[e.IIIC-9](#)). The Teaching and Learning Center provides faculty and staff training in the use of various software, the development and maintenance of faculty and departmental Web sites, and the incorporation of instructional software tools to enhance class and online instruction. The Technology Plan details how a multitude of online services has been implemented for student access ([e.IIIC-2](#)). Students are able to apply to College of the Desert online through CCCApply. They are also able to register and pay student fees, set appointments for assessment testing, access grades and E-mail accounts. Students can also receive up-to-date College of the Desert information and announcements through WebAdvisor, a student-centered site where student E-mail addresses are assigned for additional dissemination of information.

Self Evaluation

The college meets this standard.

The college assesses the need and provides for information technology training for leadership, faculty, and classified staff in a combination of ways. The college responds to technological changes as well as direct requests for training from staff and faculty.

With the implementation of Datatel in 2003-2004, all areas—teaching, learning, communications, research and operations—have benefitted significantly. The system has afforded better opportunities for faculty-student communication through Portal technology, has facilitated online teaching, improved opportunities for institutional research, and greatly improved specialized Management Information Systems reporting to the State Chancellor’s Office and other governmental agencies.

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During the student orientation process, Student Affairs employees train students in the use of technology needed to register, access WebAdvisor, and find other college information. The Helpdesk assesses training needs by individual requests for assistance from faculty and staff who E-mail or call the technical support helpdesk.

Training is provided to faculty in Blackboard, technology skills and information competency. Student Affairs trains students to use WebAdvisor during the orientation process. The Help Desk provides individual assistance to faculty and staff who call with technical problems.

Planning Agenda

None.

III.C.1.c *The Institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Descriptive Summary

The Technology Plan, in concert with the PIE handbook, details how the Palm Desert main campus and its satellites, the Indio, Mecca/Thermal, West Valley, the Desert Energy Enterprise, and Virtual campus' technological needs are planned, maintained, and upgraded ([e.IIIC-10](#)). The technologies committee continues to approve the development of new instructional labs and upgrades for existing labs and facilities on campus. In addition, technology systems have been put into place. For example, College of the Desert has upgraded firewalls, upgraded hardware infrastructure, and a voice over Internet protocol system. Specifically, technology infrastructures for servers, networks, wireless, E-mail, and voice over Internet protocol

system have all been upgraded. Upon rolling out these programs, the Dean of IT/IR provided a PowerPoint presentation to the Board of Trustees, faculty and general public highlighting the safety and general use features ([e.IIIC-11](#)). This presentation continues to be accessible to the public via the college's Web site ([e.IIIC-12](#)). The aforementioned upgrades were all completed by academic year 2009-2010. A key component of the voice over Internet protocol system has been the E-911 system. The extended 911 Cisco Emergency Responder System was implemented in 2009. When a 911 call is made, the E-911 operator receives all the pertinent information, including the location of the caller to respond to the building level, in addition to the contact information of the security department and the call back number that will ring the extension of the call's originator. Each phone is a speaker phone, so the emergency responder can listen into the room in the event the originator is not able to answer the return call ([e.IIIC-13](#)). This feature allows for quicker response by emergency responders including the college's security department. Moreover, the college provides for all members of the college community to receive text message notification when an emergency condition exists on the campus ([e.IIIC-14](#)).

Information Systems maintains multiple backup servers located throughout the Desert Community College District that are additionally backed up to tape. These tape backups are currently stored at an offsite location to ensure safety and availability in the event of an emergency that may occur on campus. Backups occur daily and on weekends with redundancy built into all servers. New buildings that are coming on line through the bond initiative will have the newest core routers and generator backups.

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Self Evaluation

The college meets this standard.

The college systematically plans, acquires, maintains, upgrades, or replaces technology infrastructure and equipment to meet institutional needs. It does this by participating in the planning process, which includes the submission of program review by the technology departments that involve planning and collaboration with the FMP and with the Technology Committee.

Systems are backed up on a regular basis and the Information Systems Department performs tape backup of all databases and system files on a nightly basis. Backup tapes are stored off site in a safe in an off-campus location on a rotating basis.

Planning Agenda

The IT/IR department will take appropriate action to improve communication with the college community.

The college will evaluate and implement appropriate ways to improve the coordination of administrative and instructional technology.

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 process and the availability of funds.

III.C.1.d *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Descriptive Summary

The EMP calls for a five percent yearly growth in distance learning through the offering of more online and hybrid courses. The college currently has met and exceeded that goal with an average yearly increase of 30 percent in online classes ([e.IIIC-15](#)). The introduction of Blackboard has allowed for the expansion and evolution of many online classes. During this accreditation cycle, online course offerings have grown from 52 classes in the fall of 2006 to 76 classes offered in the fall of 2009. The implementation of the Blackboard platform, which has afforded this growth of online offerings, has required a substantial financial investment by the college. Due to the current statewide financial crisis, the college must continue planning for the financial support required to properly maintain this learning management platform. Faculty training for the proper use of Blackboard continues to be offered through the Virtual Valley Coordinator as well as the designated IT/IR members ([e.IIIC-16a](#); [e.IIIC-16b](#); [e.IIIC-16c](#)). Due to the advanced level of technology implemented over the last four years, more students at College of the Desert are utilizing the College of the Desert Catalog, "Class Schedule," and registration via online access rather than previous conventional methods.

Self Evaluation

The college meets this standard.

The college is well served in its technology requirements by the staff of the IT/IR department. Through faculty and staff development training classes as well as active participation by IT/IR employees on various planning committees throughout the college, the importance of early-stage planning and incorporation of technology in new classroom construction and remodeling ensures that

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the most current technological equipment is available for all students in the classroom environment.

Planning Agenda

None.

III.C.2 *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

This institution employs an institutional planning process to integrate technology resources in support of student learning and institutional effectiveness ([e.IIIC-17](#)). Planning resources include the EMP and the technology program review ([e.IIIC-1](#); [e.IIIC-9](#)). The Information System's program review and the FMP were developed to support the college's EMP.

As outlined in the PIE handbook, the instructional program review process, guided by the college's EMP, established the need for all technology resources to support student learning. This is a specific review of technology needs, including issues related to the effective delivery of services. Technology needs are identified and brought to the annual planning process where those needs are prioritized ([e.IIIC-17](#)). The annual planning process is the primary mechanism for implementing the college's goals and mission.

The institution recently updated its Technology Plan, which addresses the needs of the new and remodeled buildings that are currently under construction on the main campus along with the satellite campuses. The Technology Plan requires

involvement and input from the campus community, including students, staff members, and faculty members, as well as multiple meetings with deans, leadership teams, administration, user groups, and technical staff. These steps ensure all possible resources, needs, and expectations of the campus community are addressed. The Technology Plan, supported by the CPC and other Academic Senate committees such as the Education Technology Committee, will continue to identify existing technology inefficiencies while establishing priorities and outline specific goals and action plans ([e.IIIC-2](#)).

In 2004, a successful bond measure was passed, totaling \$346.5 million, which allows College of the Desert to renovate existing classrooms and build new buildings, including the recently completed Barker Nursing Complex, the Public Safety Academy, and the Donald and Peggy Cravens Student Services Center. The Bond Committee Web site as well as the Bond Oversight Committee minutes are maintained on the college Web site and are accessible to the public ([e.IIIC-18](#)). Within the parameters of the bond, budgeting considerations and technology planning have been developed through extensive dialogue with faculty, staff, and students as well as with community members to furnish these new buildings with current technology designed to enhance student learning (sample technology committee recommended standards [e.IIIC-19](#)).

Self Evaluation

The college meets this standard.

The IT/IR department demonstrates effective integration of planning in the process of maintaining, upgrading, and introducing new technologies to the college. It is continuing the

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practice of integrated planning in the Datatel implementation as well as Blackboard by continuing to hold training seminars and onsite technology assistance to the core users as well as the college community at large. The IT/IR department also integrates technology planning through involvement on key college committees, through program review, and through the inclusion of the Technology Support section in the Strategic Plan.

Planning Agenda

None.

III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.

III.D.1 *The institution relies upon its mission and goals as the foundation for financial planning.*

III.D.1.a *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

During its usual and customary review of processes and procedures utilized at College of the Desert, the CPC, in agreement with the president of the college, convened a budget taskforce in 2009-2010.

The charge of this committee was to examine the proposed operational expenditures from fiscal years 2010-2014, including a proposed cost review of the Academic Affairs Department reorganization ([e.IIID-1](#)). The mandate of the Budget Taskforce required that all budgeting be tied directly to existing policies (AP 6300 [e.IIID-2](#)) as well as guidelines set forth in the PIE handbook ([e.IIID-3](#)) in support of programs and SLOs.

The annual planning process is the first step in providing the college with an ongoing and systematic cycle of evaluation, integrated planning, implementation, and assessment to improve the effectiveness by which we accomplish our mission. This process is guided by Administrative Policy 6200 ([e.IIID-4](#)) and by the PIE handbook ([e.IIID-3](#)).

When funding permits, the college occasionally augments funding to the unrestricted general fund ongoing budget, often in the form of a cost of living adjustment to “original” budgets per bargaining unit negotiations, maintenance/contracts, prior college commitments, etc.

In accordance with the PIE handbook (pp. 31-35), when an existing program’s ongoing budget is decreased, it creates an ongoing revenue source to be used in another program ([e.IIID-3](#)). Such reductions would not occur without a program review and recommendation by the program/department/area supervisor and approved by the CPC.

These criteria and procedures are for unrestricted funds only. Restricted funds, such as categorical, bond, grants, etc., have criteria set by law according to California codes or regulations that control changes or distribution of funding.

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While the primary objective of institutional planning is to successfully meet the educational needs of the student body in the college's service area in the context of the mission, a prerequisite objective of the college is to ensure the financial health and viability of the institution. As outlined in the PIE handbook, both institutional and financial planning have a long-range dimension in which changing community and student needs must be identified and prepared for, and a shorter-range dimension, in which programs are planned, reviewed, evaluated, and revised as necessary ([e.IIID-3](#)). In addition, as outlined in the FMP ([e.IIID-5](#)), the institution provides the facilities, technology, and human resources required to deliver the desired academic and student service programs.

As outlined in the PIE handbook (appendices A and C), each year, the college develops budget assumptions based on what is known about external and internal factors affecting revenues and expenditures ([e.IIID-3](#)). External factors include changes in Cost of Living Allowance percentages from the state, growth caps, as well as the college's contractual obligations such as health benefits, required retirement contributions, and lottery funding per Full-Time Equivalent Students (FTES). Internal factors include collective bargaining agreements, new programs or expansion of existing programs, and classes offered to meet the community's needs. These assumptions are forwarded to the Budget Advisory Committee for review and discussion. The revised budget is then published as a tentative budget and subsequently adopted in the budget. The college has developed a five-year financial model to project ongoing college costs, identify estimates of how much enrollment growth is necessary to fund ongoing costs and fund new projects and services while factoring in

potential cost increases such as salary schedule step increases and increases in utilities, health-care costs, etc. ([e.IIID-6](#)). This model incorporates these budget assumptions and the CPC recommendations to forecast long-term implications.

While financial projections are being made at the divisional level, the data for developing college priorities for funding is being generated at the divisional level and consolidated at the area level. The four areas (Academic, Business, and Student Affairs as well as the president's office) are integrated through the priority process at various administrative levels and are presented to the CPC for review and recommendations. It is at the CPC level where all constituent groups engage in collegewide dialogue and input is provided. Through the college's planning process, prioritized recommendations make their way forward to the CPC to be formally integrated into the budget process (see the PIE handbook, p. 28 and Appendix C [e.IIID-3](#)).

Dialogue occurs among the units performing program reviews and at the department and school levels. Recommended priorities are reviewed for alignment with the college's mission and goals. These recommendations receive a final review by the president and vice presidents for adjustments, approval by the CPC, and incorporation into the annual budget development process.

As outlined in the CPC guidebook for program review, all program reviews are designed to identify the overall effectiveness of each program unit in relation to required resources ([e.IIID-7](#)). It is not zero-based budgeting but rather an ongoing process of assessment and evaluation of a program unit's alignment with the college's mission and goals.

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Self Evaluation

The college meets this standard.

The college recognizes that the budget allocation in any particular year needs to reflect adequate resources for the planned delivery of programs and services. While there is little flexibility in the budget from year to year due to the high percentage of ongoing salaries and benefits expenditures, the college strives to ensure that whatever flexibility and growth in resources is attainable is assigned to priority areas identified in the annual planning process. Maintenance of balance between resourcing new activities and adequately resourcing existing activities is important to orderly development of the institution. By adopting a rolling five-year budget planning model, the college has succeeded to some extent in smoothing the revenue bumps that seem inevitable in the State of California and identifying expenditure reduction solutions that are made gradually and effective in the long term.

Planning Agenda

None.

III.D.1.b *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

Institutional planning at College of the Desert emphasizes the realistic assessment of availability of financial resources and of expenditure requirements. Long-term and conceptual planning exercises are financially evaluated in only general terms. However, as the timeframe becomes shorter and the planning more specific, financial evaluations are correspondingly more specific, and planned

programs are shaped to available revenues until the annual budget plan, financial resources, and programs are brought into balance. The key variables are the number of FTES, the funding per FTES that the college receives from the state including cost of living allowance, and the college's cost structure. Forecasting these variables and refining the forecasts as the budget develops are important activities. Some of these quantities will be forecast based on the priorities derived from the EMP ([e.IIID-8](#)). Others are external variables, such as state budget expansions or constrictions, increased costs of utilities, postage, insurance, as well as the cost of hiring and retaining quality staff.

As numerated in the PIE handbook, starting in the fall of each year, the budget planning process for the next year gets underway and includes the final adjustment by the president and vice presidents to the college's program priorities and initiatives ([e.IIID-3](#)). A budget model is created that captures the parameters laid out by the planning process from which the first complete draft budget will be created. Next, successive forecasts are made of revenue and expense based upon the college's projected programs, enrollments, and on the state's budget forecast. Expenditures are forecast based on the current year's expenditures, projected changes in program, and on more general economic considerations. As the fiscal year progresses, the budget forecast becomes more and more accurate until June of each year when the tentative budget is created and presented to the Board of Trustees for public debate and adoption (board approval of budgets 2009 [e.IIID-9](#) and 2010 [e.IIID-10](#)).

Due to the state budget crisis of 2009, continuing through 2010, the Board of Trustees facilitated public discussion regarding the college budget for fiscal

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years 2008–2009 and 2009–2010 ([e.IIID-11](#)). Due to the “moving target” that the state budget presented to the college, adoption of the final budget for both years was delayed. The academic year 2008–2009 was adopted in November of 2008. The 2009–2010 budgets were adopted in August 2009 after extensive public debate.

The realistic financial management of costs is a very important fiscal duty of the college. It is the college’s intent that cost increases are deliberately strategic, with the goal of improving or expanding the educational programs and are offset with revenue from FTES growth. Other times, cost increases, which are out of the college’s control, will occur. Utility cost increases are an example of this although energy efficiency techniques will offset some of these expenses in the longer term. All expenditures are monitored with emphasis on staffing, supplies, and contract services.

In terms of differential resource allocation to programs, the most important decisions are those made well before each semester in building that semester’s schedule of classes and then again in the first few weeks of each semester regarding cutting and adding sections. Guidelines for program allocations are documented in the college’s PIE Handbook ([e.IIID-3](#)). At any stage of the process, such decisions come down to comparing programs with high demand and courses and/or programs in which demand is declining, all in the context of the mission and institutional plans. This is an effective immediate measure of need and works in conjunction with the long-term assessment of underlying needs in the college. In order to be responsible, the institution must respond to that need and use its resources optimally within the limitations of a short-term decision framework.

Since the majority of the college’s funding is based on the number of FTES, student enrollment growth provides its core financial resource. Pursuit of growth in FTES is a complicated strategic question for a college. Decisions to seek additional enrollment always entail extensive cross-functional deliberation due to the inherent risk in staffing classes when full enrollment is not assured. If significant unmet need is identified, courses or programs are offered to both serve community need and collect the funding.

Simultaneously, the college must manage enrollment efficiency to maximize the return on instructor costs while providing appropriate class capacity, particularly when efficiency does not currently meet appropriate benchmarks. When growth funds are available, the college seeks to increase its level of base funding by increasing enrollment. When growth funds are not available, enrollment efficiency becomes a more central focus as inflationary pressures persist. Due to the state fiscal climate, the college has stressed the importance of growth management in relationship to program and student needs while considering the fiscal impact to the college. In this manner, the delicate balance between growth and efficiency is strategically managed.

The college launched a bond campaign in 2004 that resulted in the passage of Measure B, providing \$346.5 million in capital for new and remodeled facilities ([e.IIID-12](#)). As detailed in the PIE handbook, the college used long-term financial modeling to determine that the required facilities investment could not be funded from internal or state sources ([e.IIID-3](#)). Therefore, like many other California community colleges, College of the Desert decided to approach the taxpayers with a proposal for general obligation bonds for the purpose of renovating, upgrading, and replacing facilities and

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equipment ([e.IIID-13](#)). The projects in this proposal came from various planning groups and plans, including the EMP, Technology Plan, and FMP ([e.IIID-10](#); [e.IIID-5](#); [e.IIID-14](#)). Generously, the public approved the proposed bond measure ([e.IIID-15](#) Bond proposal).

The Citizens' Bond Oversight Committee is responsible to ensure compliance with the terms of Measure B ([e.IIID-16](#)). The college used experienced bond counsel for legal purposes. It selected a financial advisor to provide independent financial advice as well as to assist in negotiations with the selected underwriting firm to ensure fair terms. These three parties, in conjunction with the investment banking firm selected as underwriter along with the County of Riverside, have provided the college with high-quality financial planning regarding cash flow modeling and the timing and management of debt issuance.

During academic year 2009–2010, the CPC, which consists of members from across the college community, prepared a Strategic Planning and Priority Report ([e.IIID-17](#)). After a phase of planning, debate, and review, a series of goals and objectives have been set in regards to evaluating and developing “Best Practices” in many areas in alignment with the EMP as well as the college mission.

Self Evaluation

The college meets this standard.

The college strives to manage its planning and assessment of programs and services and to incorporate the results into the operating budget. While it does not pretend to operate zero-base budgeting, it has moved significantly away from the

assumption that the budget in any one year is last year's budget plus growth. The identification through the planning and assessment of priorities for introduction or improvement or reduction of programs or services serves to make the budget as flexible as possible.

The Measure B Bond Program is a tremendous local investment in the institution throughout the Coachella Valley. The array of projects will ensure that the college's mission of maturation will provide consistent quality service to valley residents for many years to come. A crucial requirement is the need to integrate operational long-term planning with the facilities planning to ensure the ongoing viability of what will be five separate campuses by 2014. While challenged by the state funding crisis, that integration of planning is being managed to the best of the college's ability.

Planning Agenda

None.

III.D.1.c *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

Descriptive Summary

The CPC, as well as its sub-committee on budgeting, receives current budgetary updates concerning the state budget. Due to the current budget crisis, it has been difficult to project future revenue levels coming from the State of California. For this reason, conservative five-year financial models continue to be developed and revised in order to provide a long-range window to develop alternative financial resources that will supplement state allocations in

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order to continue to meet expenditure requirements beyond those traditional annual budget-planning processes ([e.IIID-8](#)).

In 2010, the college completed a review and revision of its EMP and its FMP ([e.IIID-18](#), [e.IIID-5](#)). The institution developed a bond measure that was approved during the March 2004 elections, which has ensured the availability of funds to implement the EMP and the FMP. The funds from the bond measure are used for capital projects for long-range building plans that are consistent with the issuance of the bond. As outlined in the CPC handbook, through program review, academic schools make long-range plans and base short-term requests on the implementation of long-range planning ([e.IIID-19](#); [e.IIID-20](#)).

The College of the Desert Foundation has become increasingly active in its support of projects involving more short-term planning. Donations for scholarships have increased, which supports the enrollment growth of the college. Beginning in 2009, the College of the Desert Foundation became the primary entity that is solely responsible for all of the college's scholarships. Planning and scholarship information is published yearly in the College of the Desert Foundation Annual Report ([e.IIID-21](#)).

The college continues to review its mission and goals as part of the Annual Planning Process ([e.IIID-22](#)). As outlined by their handbook, the CPC reviews all planning and priorities that are produced at the division level in order to evaluate their relationship to SLOs as well as their impact on the financial budget for the coming year ([e.IIID-23](#)). This process ultimately drives the budget development process at College of the Desert.

Self Evaluation

The college meets this standard.

The unpredictability of ongoing state funding and the inherent vagaries of categorical funding make long-term projections difficult. However, the college recognizes that living from year-to-year means that necessary changes and cuts to expenditure budgets can be haphazard and misplaced. The introduction of a rolling five-year budget planning process has meant that even in these troubled financial times, strategic and well-thought out budget strategies can be developed that influence the direction of the college including its important collective bargaining. Participation in the budget process and widespread real-time communication of projections (in recent times of possible deficits) and proposed action plans has brought the entire campus community, including students, much closer to budget management.

Planning Agenda

None.

III.D.1.d *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.*

Descriptive Summary

The California Code of Regulations outlines the timelines and requirements for publication and availability of California community colleges' budgets. Once the college receives funding resources, the Budget Committee is responsible for reviewing the collegewide budget and advising the college president. Individual academic areas and committees are responsible for managing the

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allocations they receive. The Fiscal Services Department of the college is responsible for overseeing the overall college budget. The CPC and its subcommittee, the Budget Committee, meets on a regular basis and publishes minutes of each meeting ([e.IIID-24](#)).

Due to the current state fiscal climate, the allocations to the college for the next academic year are uncertain and change frequently. Revisions are made on a continuous basis as the picture of the state budgetary crisis becomes clearer in its effect on the college. To best anticipate funding streams from the state, the Vice President of Business Affairs has completed a five-year budget projections report and continues to adjust these projections throughout each fiscal year ([e.IIID-8](#)). Budget development starts during the spring term.

Self Evaluation

The college meets this standard.

The unpredictability of ongoing state funding and the inherent vagaries of categorical funding make long-term projections difficult. However, the college recognizes that living from year-to-year means that necessary changes and cuts to expenditure budgets can be haphazard and misplaced. The introduction of a rolling five-year budget planning process, has meant that, even in these troubled financial times, strategic and well-thought out budget strategies can be developed that influence the direction of the college including its important collective bargaining. Participation in the budget process and wide-spread real-time communication of projections (in recent times of possible deficits) and proposed action plans has brought the entire campus community, including students, much closer to budget management.

Planning Agenda

The Business Office will provide more training for staff who use the automated budget system.

III.D.2 *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

Descriptive Summary

The college prepares financial reports, which include monthly, quarterly, as well as year-end comparative reports. These reports are presented to the president and the Board of Trustees, and are made available for review by budget managers and interested others through the college's Portal page ([e.IIID-25](#)).

Financial statements and unqualified audit opinion demonstrate that the college's finances are expended in a manner that supports the mission and goals of the college. As required by the California Education Code, an annual external audit is performed by an independent certified public accounting firm on all financial records and processes ([e.IIID-26](#)). The results of the independent audit are presented to the Budget Committee and reviewed by the president and the Board of Trustees. The college has continued to implement all recommendations from the external audits consistently over the years. The annual external audit is comprehensive, thorough and adheres to the Chancellor's Office Contract Audit Manual ([e.IIID-27](#)).

Self Evaluation

The college meets this standard.

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As noted previously, the sophistication of the budget tools and reporting mechanisms are limited by the capabilities of the county accounting system. However, we are committed to providing as much accurate and timely data as are possible.

Planning Agenda

None.

III.D.2.a *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

Allocation of resources to support student learning programs and services is derived from the annual planning process and guided by the PIE Handbook ([e.IIID-30](#); [e.IIID-4](#)). Budgets are routinely scrutinized during the progress of each fiscal year. This process allows for identification of any variances during the early stages of the fiscal year and makes it possible to enact corrections in a timely manner.

External audit findings in prior years have been minor in nature ([e.IIID-28](#)). The college continues to implement all recommendations discovered during the external audits. The annual external audit is comprehensive and thorough and adheres to the “Chancellor’s Office Contract Audit Manual” ([e.IIID-27](#)).

Self Evaluation

The college meets this standard.

The quest for continuous improvement in financial reporting has been driven more by internal demands than it has response to auditor-identified shortcomings: Subject only to resources, the commitment to develop and refine systems will remain strong.

Planning Agenda

None.

III.D.2.b *Appropriate financial information is provided throughout the institution.*

Descriptive Summary

The audit findings are presented to the Board of Trustees annually and published in the board minutes, which are available to all and published electronically ([e.IIID-29](#)).

Budget information is reported to the Budget Committee and the CPC, which are shared governance bodies with representation from all major areas of the college. Minutes of the meetings of these groups are available on the college Portal site ([e.IIID-30](#)). Detailed reports on the state of the budget presented in the budget committee meetings are available for distribution through committee Portal pages. Additionally, the Vice President of Business Affairs continues to hold campus-wide forums, open to all employees as well as all students, on the state of the college budget ([e.IIID-31](#)).

The Board of Trustees passes a tentative budget in June of each year for the following fiscal year. This tentative budget is the starting framework upon which the college will build the adopted budget that goes to the board in September or October if there is an extension of time by the Chancellor’s Office.

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The tentative budget allows the college to operate, paying payroll and vendors in the period of time before the actual budget is adopted ([e.IIID-32](#)). As the budget is developed, information is reported to the Budget Committee and the CPC, which are shared governance bodies with representatives from all major areas of the college. Minutes of the meetings of these groups are available on the college Portal site. Detailed reports on the state of the budget are presented in the budget committee meetings and are available for distribution through committee Portal pages ([e.IIID-27](#)). Furthermore, the Vice President of Business Affairs continues to hold campuswide forums and information sessions and E-mails that are open to all employees as well as all students, on the college budget ([e.IIID-33](#)). Once the budget is adopted, the Board of Trustees is updated on a quarterly basis on the actual financial progress as compared to the budget by the Business Affairs Office. All vice presidents, deans, and directors of the college receive monthly reports on their budgets. These tools are used to keep budgets in line with the budget and maintain financial stability throughout the fiscal year.

Self Evaluation

The college meets this standard.

Particular focus has been placed on communication of fiscal outlooks and likely consequences to all campus constituents. Clear reports with understandable messages have been made available on a continuous basis, particularly in recent times, to allay the fears and confusion that easily arise from the serious uncertainties of state funding.

Planning Agenda

None.

III.D.2.c *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

Revenues are received through periodic state apportionments and local sources. The college has the ability to address any cash flow difficulties through the use of tax anticipation notes issued through the Community College League of California as well as through drawing advances on property taxes as stipulated in the California Education Code.

In accordance with Board Policy 6540, the college is self-funded for property and liability through a joint powers authority, the Statewide Association of Community Colleges ([e.IIID-34](#)). The Joint Powers Authority provides coverage for property and casualty in adequate limits of liability.

In accordance with the State Chancellor's requirements, College of the Desert maintains a five percent reserve totaling \$2,123,144. Additionally we also maintain an unrestricted reserve of \$2,410,540 for future liabilities.

Furthermore, internal controls through a grants management policy and a contracts management policy provide oversight and management of grants and contracts to ensure that annual audits are conducted for the Measure "B" Bond ([e.IIID-35](#)). College cash assets are held by the County of Riverside Treasurer and are invested under county investment policies. College auxiliary operations are controlled by policy (AP 3600) and procedures adopted by the Board of Trustees following Chancellor's Office guidelines ([e.IIID-36](#)). The

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contract auditor includes the college auxiliary under their audits ([e.IIID-37](#)).

Self Evaluation

The college meets this standard.

The college may be considered fortunate that it has long practiced a policy of fiscal conservatism under the direction of the Board of Trustees. Consequently, the accumulation of reserves together with the adoption of multiple-year budgeting has enabled the college to ride out the current state fiscal crises without any significant detrimental effects.

Planning Agenda

None.

III.D.2.d *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Descriptive Summary

The institution has an annual external audit that is comprehensive and thorough. The audit has the following objectives:

- to determine the fairness of the presentation of the college's financial statements;
- to determine whether financial and financially related reports to state and federal agencies are presented fairly;
- to assess the adequacy of the systems and procedures for financial accounting, compliance with rules and regulations, and internal controls;
- to determine the accountability for revenues, the propriety of expenditures, and the extent to

which funds have been expended in accordance with prescribed state and federal laws and regulations; and

- to make necessary recommendations to correct any deficiencies or improve efficiency of operations.

In addition, internal controls, through a grants management policy (3280) and a contracts management policy, provide oversight and management of grants and contracts ([e.IIID-38](#); [e.IIID-39](#)). An external auditing firm audits the college's special funds annually, and the findings are made public ([e.IIID-33](#)). Through various shared governance committees, financial management practices remain sound and consistent with current policies and regulations.

Self Evaluation

The college meets this standard.

While, as noted earlier, the lack of sophisticated budget monitoring tools is a handicap, Fiscal Services staff nevertheless devote much energy to budget management over all fund areas. As a result, the predictability of outcomes and the absence of unexpected fiscal downtimes have been all but ensured internally.

Planning Agenda

None.

III.D.2.e *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the missions and goals of the institution.*

Descriptive Summary

The college's institutional planning processes ensure

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that all financial resources are used in accordance with its mission and goals ([e.IIID-3](#)). The CPC oversees the communication and dialogue that support institutional planning. The effectiveness of the CPC is enhanced by a composition that is broadly representative of the college. This council consists of representatives from leadership, faculty, students, and classified staff members as well as members of our adjunct instructors. In many cases, the president of the various unions appoints the members of the College Planning Council.

The external accounting firm audits the college's special funds annually. The findings are made available to the public through the college Web site ([e.IIID-28](#)). All financial management practices remain sound and are consistent with current college policies and state regulations.

Self Evaluation

The college meets this standard.

The growing importance of alternate revenue sources has been recognized by College of the Desert. Consequently, much emphasis has been placed on development of systems that focus on management of both revenues and expenditures in contrast to the General Fund where most emphasis is traditionally placed solely on expenditure control. Management processes are in place to ensure that all departments producing alternate sources of revenue are run on a "business" basis and that the college benefits from their individual contributions: In the future, it is a goal of the college that funds other than state apportionment will play an increasingly important part in financing the college operations.

Planning Agenda

None.

III.D.2.f *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

Descriptive Summary

Deans in originating schools review contractual agreements for consistency with the college's mission and goals prior to submitting for approval. Determination of appropriate funding for contracts is a collaborative effort between the originating school and Fiscal Services. Fiscal Services assures the funding is appropriate and available before a contract is approved. All grants and contracts comply with policies and procedures related to internal control, financial integrity, and responsible monitoring. The Fiscal Services Department assures agreements comply with regulations through an internal control team to assure that contractual agreements comply with good business practices. In compliance with the Board of Trustee's administrative policies 6300 and 6400, all contractual agreements are subject to audit by an outside company and are in compliance with the State of California contract audit manual annually to ensure the college is following all related state and federal regulations ([e.IIID-40](#); [e.IIID-36](#); [e.IIID-41](#)). Any subsequent recommendations from the audit reports are completed promptly.

Contracts are initiated at the dean's or vice president's levels, and the documents follow the flow of approval outlined in the grants and/or contracts management procedures. The Fiscal Services Department then screens for compliance of the granting and/or contracting agency in addition to the protection of college interests.

STANDARD III

Resources

Self Evaluation

The college meets this standard.

Through advice from the auditors, feedback from the budget managers and professional development experience of financial staff, ongoing evaluation, and development of systems is a continuous improvement goal.

Planning Agenda

None.

III.D.2.g *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

College of the Desert regularly evaluates and improves upon financial management processes in many different ways. First, external audits are conducted annually ([e.IIID-28](#)). The results of those audits provide directives that are followed for improvement of financial integrity. Secondly, the college's budget committee reviews the budgeting process, the financial statements, and the effectiveness of the Electronic Report Processing System to provide accurate and timely data to the various planning committees throughout the college. The analysis is primarily how the college uses the Electronic Report Processing System to analyze financial data and use the information for decision-making. Furthermore, in 2008, and modified in 2010, the college issued the PIE handbook. This handbook directly addressed procedures on various Planning Agenda items and outlined how fiscal services would assist in the planning and implementation of those items ([e.IIID-4](#)).

Annual audits include review of internal control systems. The College Planning Council and its budget sub-committee are the internal processes that review effectiveness of fiscal planning.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

III.D.3 *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

The college uses various means to assess its use of financial resources. Assessment is a primary goal of the various committees, such as program review, budget, facilities and safety, technology, professional development as well as curriculum. In addition, all grants, including Title V, require financial-use assessments and annual performance reviews. Routinely, deans work with the faculty within their school to assess resource allocation and review budgetary impact of proposed program changes.

An independent accounting firm conducts audits annually to ensure that college funds are accounted for appropriately ([e.IIID-28](#)). Any audit findings are referred to the appropriate department for complete resolution.

Self Evaluation

The college meets this standard.

There is a growing commitment, partly due to scarcity of resources, to ensure that funds are

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committed to programs and services to produce expected outcomes. When those outcomes are not realized, possible reallocation of resources to other areas in need of growth or improvement is now recognized as a component of the institution's budget management philosophy.

Planning Agenda

None.

STANDARD IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Over the last five years ([e.IVA-1a](#); [e.IVA-1b](#); [e.IVA-1c](#)), College of the Desert has worked diligently to improve its planning and processes. The intent of this work has been to make decision making transparent, systematic, and open to broad participation. These changes have been developed through various advisory groups: the Academic Senate, the Strategic Education Master Planning (SEMP) Process Committee, the Planning Council, and the current College Planning Council (CPC). The last three groups represent different stages in this process, with the SEMP Process Committee becoming the Planning Council, which (in October 2008) was combined with the College Council into the CPC.

All of these groups were involved in developing the current planning process; however, the driving force behind these changes—especially in the last three years—has been the president of the college. The president also set a tone of frank and open communication and has emphasized over and over

to leadership groups and to the campus at large that we need to do a better job of setting and achieving goals in support of student learning ([e.IVA-2](#)). Under his leadership, the college has also revised its mission, vision, and values statements ([e.IVA-3](#)).

Over the same five-year period, there have been significant changes in leadership. A new president was hired in fall 2007; the position of Vice President of Academic Affairs has been filled twice—with an interim vice president serving for a year; the position of Vice President of Human Resources was changed to an executive director reporting to the Vice President of Business Affairs. The president divided his cabinet into an executive cabinet that focused on operational issues and a full cabinet, which includes all executive members but also includes the presidents of the three unions, executive director of the foundation, and president of the Associated Students of College of the Desert (ASCOD) and concerns itself with more strategic concerns of the college. At the same time, annual planning and efforts involving institutional change have been referred primarily to the CPC, which the president chairs.

In fall of 2009, the planning process was fully articulated in the Planning and Institutional Effectiveness Process ([e.IVA-4](#)) and implemented. A proposal for reorganization of Academic Affairs was approved, and several cost cutting measures were announced in response to the budget crisis ([e.IVA-5](#)). The Planning and Institutional Effectiveness Process is the culmination of two years of effort and brings into sharp focus a complex set of procedures for setting and achieving goals that has shifted (mostly in procedural issues) over the years. It explicitly connects the college's previous efforts at developing SLOs and program review into a systematic planning

STANDARD IV

Leadership and Governance

process. This process starts with setting institutional goals and continues through program review and updates to the allocation of resources, implementation of plans, and the evaluation of these efforts ([e.IVA-6a](#); [e.IVA-6b](#)).

The reorganization of Academic Affairs resulted from long-term concerns raised by faculty and from the need to produce a more efficient organization ([e.IVA-7](#)). Cost-cutting proposals, including cuts in courses offered in 2009–2010, the elimination of Winter Intersession and Summer Session in 2010, and administration furloughs have all stemmed from the current budget crisis ([e.IVA-8](#)).

The changes described above have proved challenging to the institution at many levels. In larger terms, the Planning and Institutional Effectiveness Process represents a strong step towards a more accountable and collegial effort to achieve improvement in learning. On the level of implementation, we have had difficulties with the execution of a complex process, with communication about many significant changes, and with addressing state budget cuts.

Evaluation

In its administration, College of the Desert does value ethical and effective leadership and has focused its efforts strongly on producing institutional change in support of student learning and success. We have successfully revised our mission, vision, and values statements.

Since fall 2009, significant problems have developed due, in part, to failures in communication at several levels, the pace of change, and making cuts in services in tough economic times. For example, while the Academic Senate discussed plans for

reorganization ([e.IVA-9a](#) ; [e.IVA-9b](#)) there were still some levels of confusion about options and decision making procedure.

Planning Agenda

- Rethink communication strategies at several levels of the college.
- Continue refining the Planning and Institutional Effectiveness Process to assure a more effective implementation in coming years.

IV.A.1 *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.*

Descriptive Summary

College of the Desert is publicly committed to a mission of providing “excellent educational programs and services that contribute to the success of our students and to support the vitality of the communities we serve” ([e.IVA1-1](#)). To accomplish this role, the college recognizes that ethical and effective leadership is essential and strives to be collaborative in its strategic planning and fiscal responsibilities.

According to our recently revised vision statement, College of the Desert intends to be “a center of collaborations and innovations for educational enrichment, economic development, and quality of life in the Coachella Valley and surrounding

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communities” ([e.IVA1-2](#)). Moreover, we value student success, diversity and inclusion, integrity, respect, dedication, professionalism, communication, and life-long learning ([e.IVA1-3](#)).

Over the past several years, College of the Desert has actively encouraged broad participation in policy and procedures through “shared governance” practices ([e.IVA1-4](#)). Between 2002 and fall 2008, the Academic Senate and the College Council were the primary advising bodies to the president and the Board of Trustees. The senate had primary responsibility for academic and professional issues. The College Council examined collegewide initiatives, board policies and reviewed the planning/priority process. In 2005, the SEMP Process Committee was created, with the purpose of improving the planning and decision-making processes at the College of the Desert ([e.IVA1-5](#)). The committee finished its proposal in spring of 2007, and the proposal was approved by the Academic Senate and the Board of Trustees ([e.IVA1-6a](#); [e.IVA1-6b](#)). In September of 2007, the SEMP Process Committee was officially disbanded and a new committee (the Planning Council) was created to implement the proposed changes ([e.IVA1-7](#)).

At the October 10, 2008 meeting of the Planning Council, on advisement of the president and after discussion with the Vice President of Instruction, the Planning Council was merged with the College Council thus becoming the CPC ([e.IVA1-8](#)).

Membership in the CPC is “representative” and not proportional. The council is unique in that its membership includes full-time faculty, adjunct faculty, classified staff, and administrators ([e.IVA1-9](#)). The council meets twice a month, and a printed

agenda and minutes are produced and posted on the College Portal ([e.IVA1-10](#)).

At the beginning of each term, the president updates the campus community on the “state of the college.” The president reiterates the mission, vision, and values of the college and addresses the issues of the day as they relate to each of them. There is a question and answer portion to the presentation to allow for campus dialogue ([e.IVA1-11](#)).

New full-time faculty and administrators are provided an orientation at the beginning of their appointments that includes information about the college’s mission and vision. Adjunct faculty orientations are offered every semester at Flex ([e.IVA1-12](#)).

The college provides various ways for staff, faculty and students to become involved. Means for participating include department and division meetings, employee association meetings, the CPC, other committees and task forces, as well as representation on the President’s Cabinet. Student representatives serve on the Academic Senate, the CPC, and the Board of Trustees, and they report back to ASCOD ([e.IVA1-13a](#); [e.IVA1-13b](#)).

Staff is provided information and updates about institutional goals by participating in the following venues:

- the Voorhees Strategic Planning Process (2008);
- program reviews (posted on Web);
- student learning outcomes (SLOs) meetings and discussions (posted on Web);
- past accreditation report and response (posted on Web);
- ASCOD student survey (2008);

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- admission review by Matriculation Subcommittee (2009);
- categorical review findings (posted on Web);
- district audit findings (yearly);
- planning process;
- student/staff/faculty forums; and
- Community College Survey of Student Engagement (2008–2010).

College of the Desert measures institutional performance by reviewing and assessing student performance, the assessment of SLOs, program reviews, and reporting on institutional goals ([e.IVA1-15](#)).

The planning process includes program review at all levels. Program reviews are conducted every five years and updates are conducted annually. These reports are published on the college's internal Web Portal ([e.IVA1-16](#)). The Office of the President publishes collegewide information through E-mail and on the college Portal ([e.IVA1-17](#)). The Office of Institutional Research maintains extensive databases on student achievement and college performance. The college's Web page includes information on SLOs and assessments ([e.IVA1-18a](#); [e.IVA1-18b](#)).

Over the past two years, College of the Desert has been in the process of creating a new SEMP. The Voorhees SEMP was completed in 2008 ([e.IVA1-19](#)). In fall 2009, a consultant was hired to assist with updating the SEMP, and a draft plan was submitted to the CPC in fall 2010 ([e.IVA1-20](#)).

The college's planning process describes how various parts of the college participate in planning ([e.IVA1-21](#)). By virtue of staff involvement on committees, task forces, and division and department meetings, the college provides several methods for staff participation and input in all institutional planning.

Individuals are responsible for developing ideas for improving their areas of responsibility. This is made clear in job descriptions and annual performance evaluations. In addition, the program review and planning processes create the opportunity for all employees to forward ideas.

Proposals and actions that enhance student learning may be brought forward through several venues designed to support shared governance. Annual Program Review Updates are the primary formal avenue ([e.IVA1-22](#)). Other important pathways include efforts developed through various Academic Senate committees, and especially through the Curriculum Committee that are then brought to the CPC, and, if necessary, to the president and Board of Trustees. In addition, proposals for actions and various reports can be brought directly to the CPC or the Board of Trustees.

Evaluation

College of the Desert is committed to open dialogue and broad inclusion of students, staff, faculty, and administrators in its decision-making processes. This has been especially important in the last five years as the college has undergone dramatic changes in leadership, organization, and planning and assessment processes in that time. Among the biggest challenges we have faced is effective communication. We have greatly expanded the use of the college Portal, but it is very much a work in progress, and it is still not the first place people go to for information. E-mails, print distributions, addresses by the president, video presentations, and other media and messages have been used. We are working diligently to make communication as clear and consistent as possible.

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Planning Agenda

- Make “better communication” a major topic of planning in the CPC.
- Use orientation to new faculty and staff to communicate values and goals, how they are used, and their important role in planning.
- Continue use of Program Review Updates.

IV.A.2 *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.*

Descriptive Summary

Education Code 70901(b) (1) (E) of AB 1725 mandates our board to establish procedures to enable faculty, students, and staff the opportunity to participate in the governance of the College of the Desert ([e.IVA2-1](#)). The CPC is an advisory committee to the president on collegewide issues and serves as the primary policy and planning recommendation group for the college. It serves as an umbrella for six Academic Senate committees, two presidential committees, two Academic Affairs committees, twelve Business Affairs committees, and five Students Affairs committees, and reports directly to the president ([e.IVA2-2](#)). The 30 voting CPC members provide appropriate representation for students, faculty, staff, and administration in the decision-making process ([e.IVA2-3](#)). All CPC decisions are formal recommendations to the president.

The Academic Senate Constitution and By-Laws establishes the Academic Senate as the “official voice of the faculty on educational and professional

matters” ([e.IVA2-4](#)). Academic Senate Resolution ASR1.82 ([e.IVA2-5](#)) made a successful recommendation to the Board of Trustees to adopt two decision-making processes for the 10 + 1 academic and professional matters ([e.IVA2-6](#)). This resolution, following AB 1725 recommendations, defines areas in which the board either “relies primarily upon” senate decisions or arrives at “mutual agreement” with them in decision processes. This assures that faculty have an effect on the decision-making process at the college since they have a direct effect on the college’s policies, procedures, and budget planning. Page 50 of the CPC handbook provides a map describing the decision process regarding matters for institutional planning and budget development. It clearly establishes the Academic Senate as the final review body before proposals are forwarded to the Board of Trustees ([e.IVA2-7](#)).

The Desert Community College Faculty Association (DCCFA) and the College of the Desert Adjunct Association (CODAA) represent faculty on all contractual matters. Over 85 percent of the full-time faculty are members of DCCFA ([e.IVA2-8](#)). The associations have faculty representatives on many governance committees including the CPC, Budget Committee, and Health and Welfare Committee. The associations’ presidents present faculty association reports to the Board of Trustees during the monthly board meetings for the purpose of informing the board on the opinions of faculty on different issues ([e.IVA2-9](#)).

With 202 members, the California School Employees Association (CSEA) represents the largest association at College of the Desert and provides the main line of communication to the president and Board of Trustees for the classified staff on contract and

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related issues. Just like DCCFA and CODAA, the CSEA president addresses the Board of Trustees during their meetings ([e.IVA2-10](#)). Finally, under the leadership of our current college president, CSEA now has classified representation on every campus committee including the President's Cabinet ([e.IVA2-11](#)).

The relations between the three labor unions at the College of the Desert and the administration have been collegial. The unions conduct monthly meetings with their membership to discuss matters affecting their employment conditions on campus grounds.

Administrative Procedure 5400 establishes the creation of Associated Students of the College of the Desert (ASCOD) ([e.IVA2-12](#)). One student is elected to serve as Student Trustee and represent the general student population at Board of Trustees meetings. The association also provides student representative(s) in the CPC, Academic Senate, Bookstore Advisory, Citizen's Bond Oversight, Market Basket, Safety, and Matriculation Advisory committees ([e.IVA2-13](#)). Their representatives keep the association abreast with reports during weekly meetings. In addition to having representatives in various committees throughout the college, students have a representative on the Board of Trustees. The Student Trustee's responsibilities are outlined in Administrative Procedures 2015 but include a mandate to advocate for policies before the board that improve the educational opportunities of district students ([e.IVA2-14](#)).

Administrative Procedure 6200 ([e.IVA2-15](#)) requires that the president define procedures for establishing a representative budget committee. That committee exists under the CPC and has representation from all employee groups ([e.IVA2-16](#)).

The Board of Trustees guarantees that anyone, including members of the college and the community, may address the Board of Trustees during their meetings ([e.IVA2-17](#)). They may comment on or create board agenda items or comment on matters not on the agenda.

Evaluation

The college provides many opportunities for broad input into its policy decisions through its committee structures and its planning processes. It also has board policies (3250 and 2410) mandating such participation. Administrative procedures to specify such avenues of participation were reviewed by the president's executive cabinet on 12 August 2010 ([e.IVA2-18](#)) and will be reviewed by the CPC and the Board in fall 2010.

Planning Agenda

- Implement Administrative Procedures 3250 and 2410.

IV.A.2.a *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.*

Descriptive Summary

The Academic Senate is the "voice of the faculty" in academic and policy areas ([e.IVA2a-1](#)). For contract issues, faculty are represented by DCCFA and CODAA. These groups have clear avenues of communication with the administration by having members on the President's Full Cabinet, the CPC,

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and Board of Trustees meetings at which all three groups have regular opportunities to report activities or bring requests and recommendations to the board ([e.IVA2a-2a](#); [e.IVA2a-2b](#); [e.IVA2a-2c](#)). Staff and students also have explicit representation and defined roles in the meetings of the CPC ([e.IVA2a-3](#)) and board ([e.IVA2a-4](#)).

In areas of policy, the roles of faculty and administration in decision making are defined through Education Code 70901(b)(1)(E) and Assembly Bill 1725 ([e.IVA2a-5](#)), which clearly delineate the areas in that the board and administration should “rely primarily upon” the Academic Senate and where the two groups should seek mutual agreement. Recently, these rules were formally reasserted when the board-approved Academic Senate Resolution ASR 1-82 ([e.IVA2a-6](#)).

The deans’ responsibilities are to implement board policy and district or college procedures as applicable. Under the direction of the Vice President of Academic Affairs, the dean is to plan, manage, coordinate, schedule, and evaluate academic activities. Student needs are identified through SLO assessments, faculty observations, or by students bringing concerns to faculty or deans. These concerns, and recommendations to address them, are discussed in division and deans’ meetings.

Students have a voice through ASCOD, which has regular campus elections for its officers and appoints representatives to the board, the CPC, and the Academic Senate. The ASCOD meets regularly to discuss issues of importance to students and to disseminate information to students about decisions made by the college ([e.IVA2a-7](#)).

Strategic and annual planning for the college are managed through the CPC. The council’s existence, role, and operation are defined in the CPC handbook ([e.IVA2a-8](#)). The CPC is the primary shared governance body at College of the Desert and includes faculty representation from each academic division, from the Academic Senate, and from the two unions. Students and staff members also serve on the CPC ([e.IVA2a-9](#)). The planning process itself, as described in the Planning and Institutional Effectiveness Process is highly detailed, starting from program review in all areas of the college and connecting by means of several coordinating steps to budget decisions and general resource allocations ([e.IVA2a-10](#)).

Evaluation

Faculty, administrators, and students have substantial, substantive, and clearly defined roles in policy, planning, and budget decisions. However, communication to the campus regarding the planning process is not always clear.

Planning Agenda

Develop processes to better communicate all aspects of the planning process.

IV.A.2.b *The institution relies on faculty, its academic senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary

The Academic Senate and its standing committees are the primary avenue for faculty involvement in making recommendations regarding student learning programs and services. The Curriculum Committee “serves as primary recommending body

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on matters relating to curriculum” at College of the Desert ([e.IVA2b-1](#)). Among other goals and objectives, it maintains “the integrity and the quality of the district curriculum” and secures “curriculum consistency and balance” ([e.IVA2b-2](#)). SLOs are required for all course outlines and program reviews. The development and assessment of SLOs for all areas of the campus is handled by the Outcomes and Assessment Committee, a subcommittee of the Curriculum Committee ([e.IVA2b-3](#)). This committee manages all aspects of the SLO cycle.

In Academic Affairs, program reviews are approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees. In all other areas of the college, program reviews are submitted to the vice president who submits them to the Board of Trustees ([e.IVA2b-4a](#); [e.IVA2b-4b](#)).

Administrators coordinate the implementation of college policy, including all board approved program reviews and SLOs. They assure that programs carry out course and program level goals and objectives according to the Planning and Institutional Effectiveness Plan. They also coordinate with faculty through regular division meetings and through the CPC.

Evaluation

Through standing academic senate committees and through subcommittees such as the Outcomes and Assessment Committee, faculty and administrators have clearly defined roles for decision making regarding students learning programs and services.

Planning Agenda

None.

IV.A.3 *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.*

Descriptive Summary

The current governance structures at College of the Desert provide a robust and well-articulated framework for discussion and decision making. The Board of Trustees delegates necessary authority to the president ([e.IVA3-1](#)). The president in turn works with the CPC, the Leadership Group (which includes a broad range of administrators and supervisors), and the President’s Full Cabinet (which includes top administrative, senate, student, and bargaining unit leadership). A variety of other committees provide input to the CPC either directly or indirectly. The Academic Senate has five standing committees, and their work, as appropriate, is reported to the CPC.

However, this structure is relatively new, having evolved through a long series of changes over the last five years. Recent major changes include creating the Leadership Group (by President Sheehan, fall 2007), expanding the President’s Cabinet (by President Patton, fall 2008) and merging the old College Council and Planning Council into the current CPC (by President Patton, fall 2008).

Over the same five-year period, planning processes have undergone a deliberate evolution, so that in fall 2009, the current planning process was adopted ([e.IVA3-2](#)). These changes resulted from effective collegial discussions in several venues and included broad representation from administrators, faculty,

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classified staff, and students ([e.IVA3-3a](#); [e.IVA3-3b](#); [e.IVA3-3c](#)). While students are always invited to participate, their level of involvement has varied. In 2009–2010, students were involved in the Accreditation Self Study teams, the CPC, the Board of Trustees, the Academic Senate, and the Budget Committee.

The revised planning process includes some recently developed components that are firmly in place (revised academic program review), some components that have evolved almost every year (the prioritization process for new program requirements), and some that are very new (SLO assessment and annual program review updates). Participation in all of these changes has been broad and inclusive, and has been managed through the CPC, the Curriculum Committee, and the Outcomes and Assessment Committee (OAC) ([e.IVA3-4](#)). However, the Planning and Institutional Effectiveness Process specifies when and how such participation is included ([e.IVA3-5](#)), and the president and those who participated in planning these changes have made consistent efforts to be transparent and to include a broad range of input. Consistent efforts have also been made to keep the college aware of these changes and how they will affect the institution ([e.IVA3-6](#)).

Three examples can be cited to illustrate the effectiveness and the challenges of recent changes. First, during the 2008–2009 academic year, the OAC led the college through the planning of course-level SLOs Assessment Cycles for the entire college. SLOs were identified for all courses, and assessment of those SLOs is now well under way ([e.IVA3-7a](#); [e.IVA3-7b](#)). Program-level SLOs were approved in fall 2009 ([e.IVA3-8](#)). The OAC included one dean and faculty leadership drawn from all academic divisions

and from Student Affairs. These members, in turn, became resources to their area faculty, working with well-developed procedures, models, and a series of faculty development activities to assure dialog and to develop a shared understanding of the writing and assessing of SLOs and developing curriculum change as a result ([e.IVA3-9](#)). The work of the OAC was closely correlated with the Academic Senate and regularly reported to the CPC and to the Board of Trustees ([e.IVA3-10](#)).

In addition, in fall 2009, at the president's request, the CPC formed a Budget Task Force which was charged with bringing information and proposals to the CPC for dealing with the budget crisis. An Efficiency Task Force was charged with examining administrative structures with the goal of improving student success and college functions ([e.IVA3-11](#)). Both task forces had broad membership, though the Budget Task Force required that members have some understanding of budgetary issues. The latter has brought regular reports on the budget and recommendations for savings back to the CPC for discussion ([e.IVA3-12](#)).

The Efficiency Task Force focused initially on the Academic Affairs area, and at that time the leadership and focus was in that area, but the membership was broadly representative ([e.IVA3-13](#)). As work on Academic Affairs was completed, the focus and membership shifted to Student Affairs, Business Affairs, and the Office of the President.

Finally, the Efficiency Task Force, making use of models and principles developed in the previous year by the Academic Senate Executive Committee, proposed a complete reorganization of Academic Affairs to create a more efficient academic structure while addressing Academic Senate Resolutions ASR

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1-88 and 1-89 ([e.IVA3-14](#)) calling for the creation of faculty chairs and lead faculty ([e.IVA3-15](#)). While some ground work for these changes was laid over some time, the final steps that brought the reorganization into clear focus was done very quickly, in part because of the budget crisis.

By-laws of the Academic Senate require that it be a representative body ([e.IVA3-16](#)). A change in membership of this body in response to the reorganization of Academic Affairs was made in spring 2009 ([e.IVA3-17](#)).

Evaluation

College of the Desert has developed structures for making institutional change. These structures and procedures explicitly call for cooperation and dialogue at many levels within the college. From a perspective of “well-laid plans” College of the Desert is in a good position. The implementation of these continually refined structures and procedures will require a careful review of communication strategies and practice and use of consultation and decision making in implementing the process.

Planning Agenda

- Review and continually refine the effectiveness of the Planning Process annually.
- Continually communicate the revisions in the Planning and Institutional Effectiveness Process and changes in its implementation.

IV.A.4 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and*

guidelines, and commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.

Descriptive Summary

College of the Desert has demonstrated its integrity through reliable reporting to federal, state, and professional agencies including (among many others) the California Board of Registered Nursing, the California Community College Athletic Association, the U.S. Department of Education Civil Rights Division (Title 9), the California Community Colleges Chancellor’s Office, the United States Department of Education, and various grant agencies ([e.IVA4-1](#)).

College of the Desert is designated by the United States Department of Education as a Hispanic Serving Institution. In addition to the opportunities and responsibilities that come with that designation, College of the Desert received in 2009 a cooperative Title V grant (with California State University, San Bernardino, Palm Desert Campus) from the United States Department of Education to improve transfer rates, retention, and success of Hispanic students ([e.IVA4-2](#)).

Federal reports on financial aid and other services have all been consistently made in a timely manner ([e.IVA4-2](#)). State Management Information Systems (MIS) reports and other reports on categorical programs such as Matriculation Services, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, CalWORKS, and

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Disabled Students Programs and Services were all delivered on time ([e.IVA4-3](#)). Budget and construction progress reports are regularly made to the Bond Oversight Committee.

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges has certified that College of the Desert meets the accrediting standards set by that agency. The previous self-study was initially submitted on March 15-17, 2005 ([e.IVA4-4](#)). The college responded to recommendations of ACCJC in a timely manner. The final report was submitted on March 2009 by College of the Desert, and accepted by ACCJC on July 2009 ([e.IVA4-5](#)).

Evaluation

College of the Desert takes full responsibility for its interactions with external contracts and with ACCJC. It has been honest and expeditious in all its dealings with such groups.

Maintaining a positive relationship with the United States Department of Education through regular and thorough reporting has led to the continuation of the HSI designation and the current Title V grant.

Planning Agenda

None.

IV.A.5. *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.*

Descriptive Summary

Members of the administration submit to an extensive performance review process that includes input from a wide range of faculty, administrators, and staff. The Planning and Institutional Effectiveness Process spells out in detail how planning processes should proceed, and there are segments in the process where the effectiveness of newly instituted plans, the over-all effectiveness of the planning process, and progress on long-term strategic planning are evaluated ([e.IVA5-1](#)). Program review is required for all areas of the campus including non-instructional areas. This process requires the assessment of SLOs in all areas and making changes as a result of that assessment ([e.IVA5-2](#)). The program reviews also include a rigorous self-evaluation process for all programs ([e.IVA5-3](#)).

The CPC meets twice a month, and its purpose and operation are spelled out in the CPC handbook. The CPC is generally self-reflective and adjusts its operation and tasks as needed; however, at this time, there is no explicit process for directly evaluating the integrity and effectiveness of the CPC itself.

The Academic Senate Executive Committee meets monthly ([e.IVA5-4](#)), and this provides an opportunity to discuss performance issues of individual Senate committees, and there is an annual Senate retreat ([e.IVA5-5](#)). However, there is currently no explicit process for self-evaluation in the Academic Senate.

In response to College of the Desert's 2005 Accreditation Self Study, ACCJC made the following recommendation: "That the Board of Trustees develop a written policy describing its self-evaluation process that is published in the policy manual."

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In October 2007, the Board of Trustees adopted Board Policy 2745 entitled “Board Self Evaluation” ([e.IVA5-6](#)). This policy established a Board Self-Evaluation Committee that recommends to the full board the instrument and/or process to be used for self-evaluation. The board adopted the instrument and process on 13 March 2008, and has completed this process and reviews its self-evaluation at its annual board retreats ([e.IVA5-7](#)). The results are used to cite accomplishments over the previous year, identify areas for improvement in the board functioning, and provide a basis for setting goals for the upcoming year.

The process established in the Board Policy 2745 has been further delineated in Administrative Procedure 2745 ([e.IVA5-8](#)). And following procedure, a Board of Trustees Retreat in December 2007 reviewed a draft self-assessment tool developed from the Association of Community College Trustees’ “Board Self-Evaluation Item Bank.” And at the January 2008 Board of Trustees’ meeting, the board approved the self-assessment tool ([e.IVA5-9](#)). The board reviewed its self-assessment in February 2008 and October 2009 ([e.IVA5-10](#)). The policy, along with its accompanying procedures, continues to be carried out and is functioning ([e.IVA5-11](#)).

Evaluation

College of the Desert has responded to ACCJC recommendations from the 2005 Accreditation Self Study. In the mean time, the college has developed a new CPC and planning process. While the planning process includes explicit processes for self review, the CPC handbook does not set out explicit procedures for self-review and evaluation. In addition, the Academic Senate does not have an explicit self-evaluation process.

Planning Agenda

- Develop and implement annual self-review procedures for the CPC.
- Incorporate these procedures into the CPC handbook.
- Develop processes for evaluating the Academic Senate.

IV.B Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

Descriptive Summary

The Board of Trustees of the Desert Community College District has responsibility for establishing policies for the district ([e.IVB1-1](#)). Policies are reviewed on a regular basis to assure support of student learning programs and services ([e.IVB1-2](#)). The board hears recommendations regarding policy and other issues from the community, administration, faculty, and student body through regular public meetings; however, it makes independent decisions. Board Policy 2430 stipulates that the board delegates authority to carry out policy to the president ([e.IVB1-3](#)).

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Board Policy 2431 stipulates that the board defines the hiring process for the CEO ([e.IVB1-4](#)). Board Policy 7250 provides general guidelines for the hiring of all educational administrators ([e.IVB1-5](#)), which include the president. The procedures for hiring the president are specified as part of Administrative Procedure 7120 ([e.IVB1-6](#)), which describes all hiring within the district. While the board policies mentioned above have been in effect since 2005, the current administrative procedure was approved in 2008 after the hiring of the current president. The details of that hiring process conformed well to both policy and the current procedures.

Procedures for evaluating the president are established in Board Policy 2435, which was adopted in 2005 ([e.IVB1-7](#)), but the current administrative procedures (Administrative Procedures 2435) were adopted in 2008 ([e.IVB1-8](#)), one year after the hiring of the current president. However, these procedures have been followed with the current president ([e.IVB1-9](#)).

Evaluation

The Board of Trustees establishes and regularly reviews policy for the district. While procedures for hiring and evaluating the president were adopted after the current president came to office, the actual procedures used in that hiring align closely with those now in force. Policy in this area has been established since 2005.

Planning Agenda

None.

IV.B.1.a *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates*

for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Members of the Board of Trustees are elected for a four-year term. They must reside in the Trustee Area they wish to represent, but they are elected by the district as a whole ([e.IVB1a-1](#)). They serve on various community and statewide committees as representatives of the district to share information and protect the interests of the college. They attend community meetings to speak on behalf of the college ([e.IVB1a-2](#)) and work with local leaders.

The board is responsive to community concerns but makes independent decisions. Regular board meetings are open to the public, and each meeting includes opportunities for the public to address the board ([e.IVB1a-3](#)). Occasionally board meetings are shifted to locations more convenient to the community. For instance, the board met in Desert Hot Springs where local officials brought questions about developing the Western Valley Center ([e.IVB1a-4](#)).

The board follows Code of Civil Procedure Section 1245.245 in decision making, and votes represent the voice of the district and board as a whole ([e.IVB1a-5](#)). Board Policy and Administrative Procedure 2710 outlines conflict of interest rules for board members ([e.IVB1a-6](#)).

College of the Desert is a public community college, so no board member owns any part of the institution.

Evaluation

The Board of Trustees makes policies and acts forcefully and independently in support of public interests and defends and advocates for the district.

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Planning Agenda

None.

IV.B.1.b *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

The Board of Trustees establishes policies for the district ([e.IVB1b-1](#)). As a member of the Community College League of California (CCLC), the college also subscribes to the CCLC Policy and Procedure service, which provides recommended policy updates to the college. The board also hears recommendations from the Academic Senate, the CPC, members of bargaining units, and the president ([e.IVB1b-2](#)). Though the board may review policies as part of retreats, most work is dealt with as needed in regular board meetings ([e.IVB1b-3](#)).

Board Policy 1200 (mission statement) was revised and approved by the board in December 2009 ([e.IVB1b-4](#)). The board regularly reviews all policies. Board Policy 4020 describes policy regarding academic program development ([e.IVB1b-5](#)). Board Policy Series 4000 describes all academic policies ([e.IVB1b-6](#)). Board Policy 6200 describes how the budgets are developed to support district master and educational plans ([e.IVB1b-7](#)). The board approves the budget annually in accordance with these policies ([e.IVB1b-8](#)).

The board policies can be found on the college Web site ([e.IVB1b-9](#)).

Evaluation

The Board of Trustees establishes and implements policies and provides appropriate resources in support of its mission and student learning programs and services.

Planning Agenda

None.

IV.B.1.c *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

Governing Board Policy 2200 defines the responsibilities of the Board of Trustees. This authority is derived from the Education Code of the State of California ([e.IVB1c-1](#)). Their responsibilities include representing the public interest, establishing policies that define the institutional mission, setting prudent ethical and legal standards for college operations, and assuring the fiscal health and stability of the college ([e.IVB1c-2](#)). In this they hire and evaluate the CEO and delegate power and authority to this chief executive to effectively lead the district ([e.IVB1c-3](#)). It is their responsibility to assure fiscal health and stability and to monitor institutional performance and educational quality. They advocate and protect the district.

Board decisions are final. No other governing entity may overturn their decisions.

Evaluation

The Board of Trustees is responsible for the educational quality, legal matters, and financial integrity of the district.

Planning Agenda

None.

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IV.B.1.d *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Descriptive Summary

Bylaws of the board are incorporated into its policies ([e.IVB1d-1](#)), and these clearly specify its size, duties, responsibilities, structure, and operating procedures. All board policies can be found on the college Web site and are maintained by the Office of the President ([e.IVB1d-2](#)). Board Policy 2010 covers membership size and eligibility ([e.IVB1d-3](#)). Student Trustees are covered by Board Policy 2015 ([e.IVB1d-4](#)). Board Policy 2200 outlines board duties and responsibilities ([e.IVB1d-5](#)). The structure of officers ([e.IVB1d.6](#)) and the establishment of committees ([e.IVB1d.7](#)) are established by board policies 2210 and 2220.

Evaluation

Bylaws of the Board of Trustees are contained in its Board Policy series 2000, which are posted on the college's Web site.

Planning Agenda

None.

IV.B.1.e *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

District policies are set by the Board of Trustees and direct the district's operations. Board policies may be reviewed by various constituent groups, including the Academic Senate, the CPC, and the president ([e.IVB1e-1](#)). Recommendations from any of these groups will be forwarded to the board by the president.

Minutes are the recorded evidence that the board acts consistently with its policies. Board members comply with Brown Act provisions during and between meetings and have attended training on Brown Act compliance ([e.IVB1e-2](#)). The Brown Act is a California statute that assures the right of the public to attend and participate in meetings of public bodies.

The college subscribes to the CCLC Policy and Procedure Service and receives revisions to Education, Accreditation and Government Code sections twice a year ([e.IVB1e-3](#)). They are reviewed by the Office of the President for accuracy and applicability, and changes are made and forwarded to the board for information or approval as needed.

Evaluation

The Board of Trustees regularly reviews and revises its policies and abides by them.

Planning Agenda

None.

IV.B.1.f *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

New board members are provided an orientation by the president and given a detailed overview of the college, its operations, and the responsibilities of board members ([e.IVB1f-1](#)). Special board sessions provide training to new board members ([e.IVB1f-2](#)), and all board members have attended training in the role and responsibilities of the board ([e.IVB1f-3](#)). Finally, new board members are also encouraged to attend the annual workshop put

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on by the CCLC ([e.IVB1f-4](#)). This workshop provides valuable training for the new trustee.

The board consists of five members elected by the voters of the district and serve staggered terms of four years per board policy 2100 ([e.IVB1f-5](#)). Elections are held in even numbered years.

Evaluation

The Board of Trustees provides training and orientation for its new members, and it has policies to assure continuity of membership.

Planning Agenda

None.

IV.B.1.g *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

Board Policy 2745 details the board self-evaluation process ([e.IVB1g-1](#)). The board evaluates itself at the annual Board Retreat. There is an evaluation instrument in place ([e.IVB1g-2](#)) that is distributed to the board via E-mail two months prior to the retreat. A summary is presented at the retreat for discussion ([e.IVB1g-3](#)).

Evaluation

Self-evaluation processes for the Board of Trustees are defined and published.

Planning Agenda

None.

IV.B.1.h *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

Board Policy 2715 sets high standards of ethical conduct for the members of the board ([e.IVB1h-1](#)). Administrative Procedure 2715 defines the actions that will result from such a violation ([e.IVB1h-2](#)).

The board also attends Brown Act training, files Form 700 to declare any conflict of interest, and takes additional optional ethical training offered by Riverside County ([e.IVB1h-3](#)).

Evaluation

The Board of Trustees has a clearly defined code of ethics.

Planning Agenda

None.

IV.B.1.i *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

The board received training from Dr. Barbara Beno, ACCJC president, in April 2007 ([e.IVB1i-1](#)) and received reports and updates at board meetings on the progress of the Focused Midterm Report in 2008 ([e.IVB1i-2](#); [e.IVB1i-3](#); [e.IVB1i-4](#); [e.IVB1i-5](#)). One board member served on the accreditation self-study team for Standard IV ([e.IVB1i-6](#)). The board receives regular updates on the college's self-study efforts and approves the final draft of the document.

Evaluation

The Board of Trustees is fully informed and appropriately involved in accreditation.

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Planning Agenda

None.

IV.B.1.j *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.*

Descriptive Summary

The President of the Desert Community College District is hired through procedures described in Administrative Procedure 7120 (e.IVB1j-1), which conforms to Education Code Sections 87100 et seq.; 87400; 87478 et seq.; 88003. This administrative procedure is a uniform model for hiring “all positions” in the district and contains specific requirements for hiring the president. Job descriptions and salary placements for all positions are “approved by the Board of Trustees,” and for presidential searches, the Board of Trustees, in consultation with the Office of Human Resources, develops the job notice, conducts second interviews, and “determines the final candidate.”

This procedure was approved in 2008, one year after the current president was hired. However, procedures actually used for the hiring of the president closely followed those now explicitly stated in Administrative Procedure 7120. The board received training regarding the hiring of the president (e.IVB1j-2). They were involved in

approving the job description and salary (e.IVB1j-3), a member served on the hiring committee, which included broad representations from across the campus and community (e.IVB1j-4), and the board made the final recommendation for hiring (e.IVB1j-5). There was a national search, and final candidates participated in open forums on campus that allowed faculty, staff, and students an opportunity to meet and question them.

The board delegates authority to the president through his employment contract and through Board Policy 2430 (e.IVB1j-6) and its related administrative procedure. He or she is empowered to carry out all aspects of policy and is held accountable for doing so. The board conducts annual evaluations of the president, and a separate faculty and staff evaluation of the president is conducted as well (e.IVB1j-7).

The Board of Trustees of the Desert Community College District is actively concerned with the operation and success of the college and its students. During board meetings, individual board members will direct questions and requests to the president and other chief administrators in relation to policy issues (e.IVB1j-8), and they may make requests in private meetings with the president as well.

Several years ago, there were incidents in which board members came on campus and took actions that the president at that time thought inappropriate. To address this, she asked that board members attend statewide training on the roles of board members, and she asked that they not come on campus at all. In fall 2007, his first year at College of the Desert, the current president adopted a different approach. He wanted board members to better understand the college and arranged that they

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would each “shadow” our current vice presidents for a day ([e.IVB1j-9](#)). They were encouraged to observe and ask questions. At the same time, he told them to bring any concerns about college operations directly to him and not take any action themselves. He also assisted with continuing in-house training on the roles of board members ([e.IVB1j-10](#)). There have been significant changes in the behavior of board members, but there is still an appearance of board involvement in day-to-day college operations and attempted influence in decision-making.

The president provides professional advisement to the board members on setting goals for the college ([e.IVB1j-11](#)). Progress on specific college goals and academic programs are reported through the college’s planning process that is presented in an annual cycle of midyear and annual reports. Board members frequently request ad hoc reports on planning and programs through board meetings.

Evaluation

The board takes full responsibility for hiring the president and delegates full authority to him to carry out policy. There have been appearances of difficulties with board members’ involvement at the operational level. Both recent presidents have adopted specific approaches to deal with this. There has been training on appropriate board roles, and the current president has explicitly required that board members bring concerns to him. The appearance of improper board involvement with operational matters remains.

Planning Agenda

The president will continue to actively intervene to assure that board members keep their attention on policy issues.

IV.B.2 *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Descriptive Summary

We can point to four concrete examples of the president’s leadership and responsibility for College of the Desert:

- a change in the style of communication in the college;
- the reforming of the President’s Cabinet to improve cooperation with the unions and the Academic Senate;
- the merging of the College Council with the Planning Council to create the current CPC, bringing a very long process for developing a comprehensive institutional planning process to completion; and
- the leading of efforts to address the effect on the current state budget crisis on the college.

Not all of these efforts have been equally successful, and some are still in progress, but all show clear leadership of the president.

The president adopted at least three strategies to improve communications regarding planning and operational issues across the campus. On most significant issues and decisions that the college faced, the president used campus E-mail to provide clear and direct information to all stakeholders ([e.IVB2-1](#)). The key to this change was the perceived honesty and openness of these messages. On the other end of the spectrum, he has regularly invited faculty and staff to join him in “brown bag lunches” throughout each semester ([e.IVB2-2](#)). These allowed

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him to talk informally with small groups of people, learn more about who we are, hear direct suggestions from faculty and staff, and talk to them about policies and practices and the general direction of the college. He and his staff developed a standardized form for keeping meeting minutes across the campus, which has been widely adopted ([e.IVB2-3](#)).

Before the current president, the President's Cabinet consisted of the president, his vice presidents and the Academic Senate president. Now the president has added a full cabinet which includes the previous members but adds the presidents of the three unions, the president of ASCOD, the Executive Director of the Foundation, and the Executive Director of Institutional Effectiveness ([e.IVB2-4](#)). This last position was created to specifically manage planning, and institutional research ([e.IVB2-5](#)). In a related concern, he moved the Office of Institutional Research directly under his office. The main reason for all of this was to bring more voices to the table and to shift the focus of the Full Cabinet away from operational issues towards broader questions of policy and institutional direction ([e.IVB2-6](#)). Operational concerns shifted into the CPC.

Initially, the president formed a Planning Council ([e.IVB2.7](#)) whose primary job was to further develop a long-term effort to improve planning processes for the college and to make them operational. At that time, there seemed to be both an overlap of duties and an occasional cross purpose with the College Council. So the president merged these two groups to create the current CPC, which is the primary operational and planning body at the college ([e.IVB2-8](#)). A major result of this, strongly led by the president, was the creation of the current Planning and Institutional Effectiveness Process

([e.IVB2-9](#)) in which all aspects of planning, from program review, to goal development, to prioritization, to allocation of resources, to assessment of progress and effectiveness are all explicitly laid out, including every detail of procedure. It is the first time that such a process has been described and facilitated in such detail and clarity.

In addition to keeping the college informed on the fluctuations of the state budget crisis and its effect upon College of the Desert ([e.IVB2-10](#)), the president has directed the CPC to develop concrete plans to address these problems. He directed the development of a Budget Task Force and an Efficiency Task Force ([e.IVB2-11](#)). The former was charged with developing direct budgetary options, and the latter with evolving more efficient operational structures within the college, starting with Academic Affairs, then moving to Student Affairs, Business Affairs, and the Office of the President. Among other things, the latter group—working from models initially developed in the Academic Senate—developed a model for reorganization of the academic divisions ([e.IVB2-12](#)). As another step in leading efforts to deal with budget issues, the president asked that all top administrators take a 2.5 percent pay cut for one semester and took a larger cut himself ([e.IVB2-14](#)).

Evaluation

The president has primary responsibility for the quality of the Desert Community College District. He has shown forceful leadership during difficult times in carrying out these responsibilities.

Planning Agenda

None.

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IV.B.2.a *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Descriptive Summary

Since its last accreditation, the Desert Community College District has hired a new president and two new vice presidents. The Vice President of Human Resources' role has been changed to an executive director under Business Affairs. The president created a full president's cabinet including a broader range of campus leaders, including the vice presidents of Academic Affairs, Student Affairs, and Business Affairs, the presidents of the Academic Senate and the three bargaining units, an executive director of the Office of Institutional Effectiveness, and the Executive Director of the College Foundation. The Executive Cabinet comprised of the president, ASCOD President, and vice presidents, also meets regularly. The president also created a president's administrative leadership group that includes members outside the cabinet who deal with various operational issues ([e.IVB2a-1](#)). In spring 2009, as part of ongoing efforts to make planning central to the administration of the college, the president merged the Planning Committee into the College Council, creating the CPC as the central shared governance body of the college ([e.IVB2a-2](#)).

Members of the administration are evaluated on their job performance via the standard leadership evaluation mechanism. The administrative structure as a whole is evaluated through the president's full and executive cabinets.

At the highest level, delegation of duties and tasks happens at cabinet level, and is recorded there on

action lists that are reviewed regularly ([e.IVB2a-3](#)). The vice presidents are responsible for delegation of authority to the deans, directors, and other staff. Delegation of authority is also managed through the CPC as evidenced by the creation of task forces on efficiency and budgets in fall 2009 ([e.IVB2a-4](#)), which were explicitly placed under the leadership, respectively, of the Vice President of Academic Affairs and Business Affairs. The authority and roles of members of the CPC are specified in the CPC handbook ([e.IVB2a-5](#)), and the College of the Desert Planning and Institutional Effectiveness Process is intended to tie major decision making to program review and student learning in all areas.

The CPC will determine the composition and representation of academic units once the reorganization is final. The scope of the CPC won't change, but its size and membership will change to reflect the reorganization. Among the guiding principles of the CPC is that faculty make up half of the organization and that academic units are represented appropriately ([e.IVB2a-6](#)).

Evaluation

The president, working through established procedures and venues, establishes an administrative organization appropriate to the mission and purposes of the college. He evaluates this structure and its administrators regularly and has established clear lines of delegation to effectively manage the institution.

Planning Agenda

None.

IV.B.2.b *The president guides institutional improvement of the teaching and learning environment by the following:*

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- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve SLOs; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The president and members of his cabinet lead by example, personally and as a group, to communicate to constituencies the qualities that the college values. The president leads discussions in the cabinet, which keeps its focus at the policy level and keeps the issues and concerns of student learning at the center of the discussion ([e.IVB2b-1](#)). The president, working in collaboration with the Board of Trustees, defines institutional goals and the vice presidents define their goals to him. This is communicated verbally and in writing ([e.IVB2b-2](#)). In 2008–2009, the CPC and President’s Cabinet redefined the planning process and the structure of how planning happens including how the college identifies its goals and direction ([e.IVB2b-3](#)). All of this is reflected in the evolution of the College of the Desert Planning and Institutional Effectiveness Process document. Although his schedule is crowded, the president also tries, where possible, to maintain an open door policy. He has instituted informal brown bag lunches as a means to communicate with faculty and staff ([e.IVB2.b-4](#)). He gives regular Flex addresses to the faculty and attends a wide range of meetings including Student Senate meetings, division meetings, faculty and other employee events, campus community events, and senate open forums. People feel comfortable approaching him.

The president made the Office of Institutional Research (OIR) a part of his office ([e.IVB2b-5](#)), appointed a new executive director, and included this person as members of his Full Cabinet.

The OIR collects and distributes information about student learning and posts that information on the college’s Web page ([e.IVB2b-6](#)). The OIR and the Outcomes Assessment Committee (OAC) assist in the regular collection of data that show that learning happens both in and out of the classroom. These can be found under the Assessments tab of the OAC page of the College of the Desert Web Page ([e.IVB2b-7](#)). The president also demonstrates his commitment through supporting training programs, including data mining workshops to provide faculty and staff the skills to gather and use data ([e.IVB2b-8](#)) whether it is high-level data or information gathered from classroom assessment techniques. Faculty and staff are encouraged to make “data informed” decisions at all levels.

The OIR reports directly to the president, showing the importance of data gathering and analysis to the institution at large.

The president personally led the CPC through the development of the Planning and Institutional Effectiveness Process ([e.IVB2b.9](#)), which explicitly ties SLOs assessment to program review and program review to all aspects of annual and strategic planning, including the allocation of resources.

Evaluation

The president has provided strong leadership in developing a culture of evidence at College of the Desert. This is evident through changes in the Office of the President that place the OIR near the center of his administration by building research

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requirements into several levels of the college's planning process and by assuring the data is readily available to the college and that faculty and staff have training opportunities to assure effective use of data.

Planning Agenda

None.

IV.B.2.c *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Descriptive Summary

Board Policy 2430 delegates authority and full responsibility to the president to carry out the policies of the board and to "ensure that all relevant laws and regulations are complied with" ([e.IVB2c-1](#)). By the same policy, he is given the authority to delegate tasks as needed. This is done primarily through the President's Cabinet and the CPC ([e.IVB2c-2](#)), which the president chairs and that serves as the primary shared governance body at College of the Desert. Issues requiring participation and/or agreement of the Academic Senate or the unions may be managed through the bodies just mentioned or through more direct negotiations as needed.

There are three vice presidents, over Business Affairs, Academic Affairs, and Student Affairs. The vice presidents serve on both the Cabinet and the CPC.

The president and the vice presidents report to the board on implementations and institutional practices as needed during regular or special board sessions ([e.IVB2c-3](#)).

Evaluation

The president exercises his authority appropriately to assure that board policies are carried out and that statutory and other legal requirements are met either by his own direct action or through lawful delegation. These actions are regularly reported to the Board of Trustees. These actions are consistent with policy and the mission of the college.

Planning Agenda

None.

IV.B.2.d *The president effectively controls budget and expenditures.*

Descriptive Summary

The college's Budget Task Force includes broad campus representation, and is led by the Vice President of Business Affairs ([e.IVB2d-1](#)). Budget planning begins every year in January when the governor's budget proposal for the following fiscal year is announced. The college's Budget Task Force, on which the president sits, begins the process of developing the college budget in anticipation of the final state budget. The state budget projections are revised by the governor in May of every year (the "May revise") and the legislature generally passes a budget in the summer ([e.IVB2d-2](#)). The college is assisted by the Chancellor's Office and the California Community College League in following the state budget process. Using these resources, the Budget Task Force attempts to anticipate the level of funding that will be allocated to the colleges through the general appropriations, categorical funding, special initiative funding, and any available growth dollars ([e.IVB2d-3](#)). In addition, the task force has developed five-year budget projections as a tool for strategic planning efforts ([e.IVB2d-4](#)). The budget committee submits a budget to the President's

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Cabinet in May or June, and the Board of Trustees passes a tentative budget in July to begin the fiscal year ([e.IVB2d-5](#)). (Riverside County regulations require a tentative budget to be in place in July.) The final budget is revised based on final state budgets and approved by the board in September ([e.IVB2d-6](#)).

There are budgetary constraints on all California community colleges that must be attended to, and the president is the final authority on them. One, the “Fifty Percent Law,” stipulates that 50 percent of the college’s expenditures must be directly related to instruction. The other, the Full-Time Faculty Obligation (FTO), refers to Education Code section 87482.6, which requires the Board of Governors to establish regulations to require that districts provide “75 percent of their hours of credit instruction” through full-time instructors. The college’s Chief Fiscal Officer is charged by the president to monitor budgets for compliance with the Fifty Percent Law and reports monthly to the Budget Committee ([e.IVB2d-7](#)). The Chief Human Resources Officer is charged by the president to monitor the FTO and reports annually to the president ([e.IVB2d-8](#)).

The college files the Annual Financial and Budget Report, form CCFS-311, to the Board of Trustees, the Chancellor’s Office, and the Riverside County Office of Education ([e.IVB2d-9](#)). As required by state and federal law, College of the Desert engages a private firm to conduct an annual audit for financial and policy compliance. The president reviews all reports before they are sent to the appropriate agencies ([e.IVB2d-10](#)). A separate audit is conducted for Measure B bond projects through the Citizens’ Oversight Committee ([e.IVB2d-11](#)). For this self-study, we also provide annual budget reports for the last five years ([e.IVB2d-12](#)).

Organizations that are affiliated with College of the Desert include the College of the Desert Foundation, College of the Desert Alumni Association, and the Desert Community College District Auxiliary Services. The president sits on the board of directors for each of these organizations.

Evaluation

The president, working within legal requirements and through college governance structures, effectively manages the budget and expenditures of the district.

Planning Agenda

None.

IV.B.2.e *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The Desert Community College District serves the entire Coachella Valley and is the only community college within this large area. The president and his top administrative staff regularly meet with community leaders and associations, with public service groups, and with K-12 leaders and representatives of the University of California, Riverside and the Palm Desert Campus of California State University, San Bernardino ([e.IVB2e-1](#)). These relations can be seen in how the district carries out bond construction activities, the recent opening of the Public Safety Academy at the Palm Desert Campus ([e.IVB2e-2](#)), the opening of the Mecca/Thermal Center in the eastern valley ([e.IVB2e-3](#)), the negotiations for establishing a site for the new Western Valley Center in Palm Springs ([e.IVB2e-4](#)), the development of a joint Title 5 Grant with California State University, San Bernardino ([e.IVB2e-5](#)),

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and participation in the California Partnership for Achieving Student Success ([e.IVB2e-6](#)).

Evaluation

College of the Desert enjoys a close and mutually supportive relationship with local communities. While these connections are fostered by many people in many ways, the president strongly represents the college and the district in these matters.

Planning Agenda

None.

Standard I thru IV Evidence List

EVIDENCE- Standard I

Symbol	Document
e.IA-1	Education Code Section 66010.1-66010.8
e.IA-2	Student Status per MIS Submission FA2009
e.IA-3	Population Projections for California and Its Counties 2000-2050
e.IA-4	CVEP Coachella Valley Economic Report 2008
e.IA-5	Student Characteristics FA2009
e.IA-6	Student Assessment Level FA2009
e.IA-7	Values Statement
e.IA-8	Mission, Goals and Objectives 2008-09 thru 2012-2013
e.IA-9	Planning and Institutional Effectiveness (PIE) Handbook
e.IA-10	Mission and Values Survey Results v2008-0406
e.IA-11	CPC Minutes
e.IA-12	CPC Action Items
e.IA-13	President's Cabinet Agendas 2009-2010
e.IA-14	President's Cabinet Agendas 2010SEPT
e.IA-15	Cabinet Action Items Status
e.IA-16	Leadership Agendas July 2010
e.IA-17	Facilities Master Plan 2003-2015
e.IA-18	Bond Oversight committee Annual Report 2008-2009
e.IA-19	Strategic Education Master Plan
e.IA-20	Census Headcount FA2009
e.IA-21	Program Review 2008-2009
e.IA-22	Evaluation Plan (Full Time Teaching Faculty)
e.IA-23	Evaluation Plan (Part Time Teaching Faculty)
e.IA-24	Curricular Changes FA2010
e.IA-25	Assessment Schedule - All Courses June 2010
e.IA-26	Program Outcomes - Curriculum Cmte
e.IA-27	Institutional Outcomes FA2009
e.IA-28	Strategic Education Master Plan Process Cmte 2005-07
e.IA-29	CPC Planning Goals Template
e.IA-30	Strategic Education Master Plan
e.IA-31	Mission, Goals and Objectives 2008-09 thru 2012-2013
e.IA-32	Planning and Institutional Effectiveness (PIE) Handbook
e.IA-33	College Planning Council (CPC) Handbook
e.IA-34	Strategic Education Master Plan
e.IB-1	Program Review Schedule - Academic
e.IB-2	Program Review Schedule - Support Svcs

e.IB-3	2009-10 PRU Summary
e.IB-4	Program Reviews Completed 2009-10
e.IB-5	CPC Agenda 2009-1106 - Update on Assessment
e.IB-6	Bd of Trustees Agenda - Retreat 2010-0930
e.IB-7	Annual Program Review forms - Academic
e.IB-8	Annual Program Review forms - Student Affairs
e.IB-9	Annual Program Review forms - Support Services
e.IB-10	PIE - Planning Proposal Form template
e.IB-11	Annual Plan Progress Report form
e.IB-12	Annual Plan Progress Report form
e.IA-13	CPC Agendas May2009 thru Sept2010
e.IB-14	Board of Trustees Agenda - Retreat 2010-0930
e.IB-15	2009-10 Goals and Action Strategies
e.IB-16	2010-11 Goals and Action Strategies
e.IB-17	Strategic Planning Cycle flowchart
e.IB-18	CPC Handbook - Appendix D
e.IB-19	CPC Handbook - Appendix E
e.IB-20	Bond Oversight Committee Annual Report 2008-2009
e.IB-21	PIE Handbook - Figure 3, Page 13
e.IB-22	Technology Plan 2010-2015

EVIDENCE- Standard II

e.IIA-1	COD Catalog 2010-11
e.IIA-2	Education Master Plan 2010
e.IIA-3	Advisory Board Minutes
e.IIA-4	Organizational Report: Labor Market Basket Study
e.IIA-5	ARCC Report
e.IIA-6	Program Review Instructions
e.IIA-7	Industry Advisory Review
e.IIA-8	Program and Course Approval Handbook
e.IIA-9	Curriculum Committee Minutes
e.IIA-10	Curriculum Committee Goals and Membership
e.IIA-11	Course Outline Samples
e.IIA-12	List of Distance Education courses at COD, 2010
e.IIA-13	Distance Education Checklist
e.IIA-14	SLO course outlines
e.IIA-15	Outcomes and Assessment Committee Website
e.IIA-16	Data Book - Transfer Rates
e.IIA-17	Website for Research
e.IIA-18	Spring 2010 Class schedule

Standard I thru IV Evidence List

e.IIA-19	Student Characteristics - historical	e.IIA-59	Adjunct Faculty Handbook
e.IIA-20	Statistics on Student Demographics - FT vs. PT p. 13	e.IIA-60	Mission/Vision/Value Statement
e.IIA-21	Data Book - SLOs p. 15	e.IIB-1	2010-2011 College Catalog
e.IIA-22	CCSSE Report 2010	e.IIB-2	COD Educational Master Plan
e.IIA-23	Historical FTES	e.IIB-3	Student Affairs Unit Reports 08-09
e.IIA-24	Classes that were over/under enrollments	e.IIB-4	Student Affairs EOY Reports 07-08
e.IIA-25	Program Review Data Book	e.IIB-5	Student Affairs PRU 08-09
e.IIA-26	Assessment Reports	e.IIB-6	CPC Portal Committee Site
e.IIA-27	Sample OAC MATH 57	e.IIB-7	OAC Web Site
e.IIA-28	Program Review update for English	e.IIB-8	BSI Web Site
e.IIA-29	President's newsletter on Western Campus	e.IIB-9	Student Affairs Matriculation Advance 1 & 2
e.IIA-30	Facilities Master Plan	e.IIB-10	Measure B Bond Website
e.IIA-31	Flex Schedule Fall 2008	e.IIB-11	E-mails from Chancellor's Office
e.IIA-32	OAC:Art Sample	e.IIB-12	Forum Overviews
e.IIA-33	Program assessment Reports	e.IIB-13	Link to PTK web site
e.IIA-34	Outcomes and Assessment Website: Samples	e.IIB-14	PTK Article in Chaparrel
e.IIA-35	Sample Program Review Updates	e.IIB-15	Press Release PTK
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e.IVB2-5	Job description for Executive Director of Institutional Effectiveness	e.IVB2c-3	Board minutes showing who reports at board meetings
e.IVB2-6	Full cabinet meeting agenda to show the focus on policy and institutional direction	e.IVB2d-1	Budget Task Force Web page showing membership
e.IVB2-7	Formation of the Planning Council	e.IVB2d-2	Link to agenda and minutes of the Budget Task Force
e.IVB2-8	Formation of the CPC	e.IVB2d-3	Minutes of Budget Task Force showing discussion of coming year's budget
e.IVB2-9	CPC minutes showing president's leadership in developing PIE	e.IVB2d-4	Sample 5 year budget projection
e.IVB2-10	Emails from president on budget crisis	e.IVB2d-5	Minutes of Board of Trustees accepting tentative budget
e.IVB2-11	CPC minutes 092509 budget and efficiency task forces	e.IVB2d-6	Minutes of Board of Trustees accepting final budget
e.IVB2-12	CPC minutes with Efficiency Task Force proposal on reorganization	e.IVB2d-7	Minutes of Budget Task Force showing report on fifty percent law
e.IVB2-14	Evidence that president and execs took one semester pay cut	e.IVB2d-8	Sample FTO report
e.IVB2a-1	Membership of the Leadership Group	e.IVB2d-9	Sample annual CCFS-311, Annual Financial and Budget Report
e.IVB2a-2	Minutes showing merging of Planning Committee and the College Council	e.IVB2d-10	Sample of annual audit
		e.IVB2d-11	Sample audit from the Citizen's Oversight Committee
		e.IVB2d-12	Budget reports from the past five years

Standard I thru IV Evidence List

- e.IVB2e-1 Evidence of the president and vice presidents meeting with various groups and educational leaders in the community
- e.IVB2e-2 Agenda of opening of PSA
- e.IVB2e-3 Agenda of opening of Mecca/Thermal Campus
- e.IVB2e-4 Evidence of negotiations for establishing the site of the Western Valley Center
- e.IVB2e-5 Minutes for the development of the Title V grant
- e.IVB2e-6 Minutes for the California Partnership for Achieving Student Success

ADDENDUM TO EVIDENCE LIST * - (*list not reflected on hard copy)

- | | | | |
|----------|---|----------|------------------------------------|
| e.IIC-1 | Mission Statement - Library | e.IIC-16 | Request for Instruction Form |
| e.IIC-2 | List of Monthly displays | e.IIC-17 | New LIS-001 Course |
| e.IIC-3 | List of Garrow Art Wall Exhibits | e.IIC-18 | Online database tutorials |
| e.IIC-4 | Meetings with Faculty | e.IIC-19 | ACRL Standards for Info competency |
| e.IIC-5 | Request for Book form | e.IIC-20 | Library Hours |
| e.IIC-6 | Monthly Newsletter with New Books List link | e.IIC-21 | List of Electronic Databases |
| e.IIC-7 | Monthly New BookList | e.IIC-22 | Cost of electronic databases |
| e.IIC-8 | Memo for meetings with nurses | e.IIC-23 | eBook collection numbers |
| e.IIC-9 | Selection tools | e.IIC-24 | Emergency Procedures |
| e.IIC-10 | Council of chief Librarians | e.IIC-25 | ILN-TAG Meeting Agenda |
| e.IIC-11 | CCL Consortium | e.IIC-26 | Inland Library Network |
| e.IIC-12 | CCL-EAR | e.IIC-27 | OCLC Invoice |
| e.IIC-13 | The Outlook (first page) | e.IIC-28 | Joint Review of Courses |
| e.IIC-14 | Basic Instructional Handouts (sample) | e.IIC-29 | Page from informal user survey |
| e.IIC-15 | Specific Informational Handouts | | |

Planning Agenda

Standard I. Institutional Mission and Effectiveness

Standard IA.

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Planning Agenda

None.

Standard IA1.

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Planning Agenda

The BSI Committee will be leading the faculty dialogue about the CCSSE 2008 and 2010 results.

Standard IA2.

The mission statement is approved by the governing board and published.

Planning Agenda

None.

Standard IA3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Planning Agenda

Since we fully meet this criterion, there is no planning agenda other than to continue the CPC process that includes annual review of the mission statement.

Standard IA4.

The institution's mission is central to institutional planning and decision making.

Planning Agenda

None.

Standard IB1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Planning Agenda

Although we meet this standard, in the process of continuous quality improvement:

- We are in the final phase of implementation for the new PIE process. The college implemented a new planning process (as recommended by the SEMP Process Committee) in 2007–2008. As the process has been utilized and evaluated, the process has evolved, and the CPC has made refinements. The current version of the process, as outlined in the PIE process, was approved in 2008–2009. The 2009–2010 academic year was the first year that the revised cycle was utilized from the beginning with planning through assessment and process improvement. As the process requires, the CPC's Assessment of Planning and Outcomes (formerly Evaluation) Subcommittee evaluates, assesses and recommends process improvement changes as needed. A recommendation of the Evaluation Subcommittee 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.
- The college will continue improving our understanding and use of data, implementing additional strategies to increase the faculty and staff

Planning Agenda

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 facilitate the dialogue about improving student learning.

- The institution will continue to work with the Director of Student Life to schedule training for students regarding planning and their role in the process.

Standard 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.

Planning Agenda

The college will continue to 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. The CPC will continue to review, evaluate, and prioritize students' needs based on data that faculty have gathered through classroom assessment of learning outcomes. This information, along with student achievement data, is captured in the annual PRU and is used in the action plans created by school deans. These action plans are reviewed by the CPC and allow programs to be

strengthened based on the evidence provided. This cycle reinforces a culture of evidence that uses findings to improve student learning.

Standard 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.

Planning Agenda

1. Continue the dialogue with all campus constituencies to ensure continuous quality improvement to benefit the institution and its planning process; and
2. As the End-User Data Subcommittee is implemented, assessment of its effectiveness will be essential.

Standard 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.

Planning Agenda

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.
2. Evaluate and assess organizational restructuring, especially as it pertains to planning and institutional dialogue and effectiveness.

Planning Agenda

Standard IB5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Planning Agenda

Evaluate results of the Beta test of the Institutional Research page and make appropriate adjustments.

Implement the approved Strategic Communications Plan.

Standard 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.

Planning Agenda

The college established the SEMP Process Committee in November, 2005 which was responsible for the creation of the original strategic planning process. Through the ongoing assessment of the process, it has evolved and improved. In the 2009-2010 academic year, the current complete planning cycle was used. As the process requires, the CPC's Assessment of Planning and Outcomes (formerly Evaluation) subcommittee will continue to evaluate, assess and recommend process improvement changes as needed.

Standard 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.

Planning Agenda

College of the Desert will continue to implement needed change as determined through the on-going cyclic evaluation process included in the PIE process.

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.

Standard II.

Student Learning Programs and Services

Standard IIA1.

The institution demonstrates that all instructional programs regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Planning Agenda

Fully implement CurricUNET within the next school year and train faculty and staff across campus throughout the year;

- Engage all disciplines in the PRU process by 2012;
- Continue to close assessment loops at the course and program level by 2012; and
- Use the faculty gathered assessment data to guide school dean action plans.

Standard 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.

Planning Agenda

Planning Agenda

Use the results of CCCSSE to improve student satisfaction and engagement in the learning process.

Standard IIA1b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Planning Agenda

Through the use of SLO assessment and Distance Education approval processes, continue to implement and evaluate delivery modes for appropriateness and effectiveness.

Standard 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.

Planning Agenda

- Continue to implement the course-level assessment schedule;
- Continue to coordinate program-level assessment and engage the remaining disciplines in the PRU process in 2010–2011 and
- Begin collegewide assessment of institutional outcomes.

Standard IIA2.

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs,

programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Planning Agenda

None.

Standard 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;
- Begin collegewide assessment of institutional outcomes; and
- Continue with CurricUNET training.

Standard IIA2b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

Planning Agenda

None.

Standard IIA2c.

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Planning Agenda

None.

Planning Agenda

Standard IIA2d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Planning Agenda

None.

Standard IIA2e.

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Planning Agenda

None.

Standard 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.

Planning Agenda

- Train all faculty and staff in PRUs and Assessment Reports and collaborate with the Office of Institutional Research; and
- Continue to facilitate broadly based participation in the planning process.

Standard IIA2g.

If an institution uses departmental course and/or program examinations, it validates their

effectiveness in measuring student learning and minimizes test biases.

Planning Agenda

None.

Standard IIA2h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Planning Agenda

None.

Standard IIA2i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda

Begin assessing institutional outcomes in spring 2011.

Standard 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, determines the appropriateness of each course for inclusion in the general education curriculum by examining

Planning Agenda

Continue to ensure that as new courses are proposed and existing courses are updated, faculty

Planning Agenda

provide general education worksheets to maintain the integrity of courses included in the general education curriculum.

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.

Standard IIA3a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Planning Agenda

None.

Standard IIA3b.

A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda

None.

Standard IIA3c.

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.

Planning Agenda

Proceed with assessment of institutional outcomes.

Standard IIA4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

None.

Standard IIA5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda

None.

Standard 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 syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Planning Agenda

Leads and/or chairs will work with assistant

Planning Agenda

Outcomes and Assessment Committee coordinators to ensure the transparency and adherence to SLOs for every course and program.

Standard IIA6a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Planning Agenda

None.

Standard 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.

Planning Agenda

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.

Standard IIA6c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its

catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Planning Agenda

None.

Standard IIA7a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Planning Agenda

None.

Standard IIA7b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Planning Agenda

None.

Standard IIA7c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Planning Agenda

None.

Planning Agenda

Standard IIA8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Planning Agenda

N/A.

Standard IIB.

Student Support Services

Standard IIB1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, supports student learning and enhances achievement of the mission of the institution.

Planning Agenda

None.

Standard IIB2.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Standard IIB2a.

General Information

Planning Agenda

None.

Standard IIB2b.

Requirements

- admissions;
- student fees and other financial obligations; and
- degree, certificates, graduation and transfer.

Planning Agenda

The college will continue to review and update the College of the Desert Catalog, so it reflects organizational improvements.

Standard IIB2c.

Major Policies Affecting Students

- academic regulations, including academic honesty;
- nondiscrimination;
- acceptance of transfer credits;
- grievance and complaint procedures;
- sexual harassment; and
- refund of fees.

Planning Agenda

None.

Standard IIB2d.

Locations or Publications Where Other Policies May be Found

Planning Agenda

None.

Standard IIB3a.

The institution assures equitable access to all of its students by appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Planning Agenda

None.

Standard IIB3b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Planning Agenda

Planning Agenda

None.

Standard IIB3c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda

None.

Standard IIB3d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda

None.

Standard IIB3e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda

None.

Standard IIB3f.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Planning Agenda

None.

Standard IIB4.

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

None.

Standard IIC.

Library and Learning Support Services

Standard IIC1a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda

None.

Standard IIC1b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda

None.

Standard IIC1c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other

Planning Agenda

learning support services, regardless of their location or means of delivery.

Planning Agenda

None.

Standard IIC1d.

The institution provides effective maintenance and security for its library and other learning support services.

Planning Agenda

None.

Standard IIC1e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Planning Agenda

None.

Standard IIC2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

None.

Standard III. Resources

Standard IIIA1a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized United States accrediting agencies. Degrees from non-United States institutions are recognized only if equivalence has been established.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard 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 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.

Planning Agenda

Planning Agenda

- 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.
- 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.
- Connect staff development to the evaluation process in a meaningful way that fosters improvement in the areas indicated by the written process.

Standard 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.

Planning Agenda

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.

The college will continue to work with the CPC to make student evaluations a tool that can be used to evaluate SLOs in all classes.

Standard IIIA1d.

The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda

- 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 continue to evaluate the effectiveness of these procedures and facilitate campus discussion to ensure they are consistently applied to all employees.
- 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.

Standard IIIA2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Planning Agenda

The college will continue its current practices in assessing staffing needs while developing policies that help govern assessment on a regular basis.

Standard IIIA3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Planning Agenda

Planning Agenda

The college will continue its current practices in administering human resources policies equitably and consistently and in making such policies available to employees.

Standard IIIA3a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIA3b.

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.

Planning Agenda

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 singular storage location to be inaccessible.

Standard IIIA4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Planning Agenda

The college will continue its current practices in demonstrating through policies and practices an

appropriate understanding of and concern for issues of equity and diversity.

Standard IIIA4a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIA4b.

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

The college will continue to assess regularly its record in employment equity and diversity consistent with its mission.

Standard IIIA4c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIA5a.

The institution plans professional development activities to meet the needs of its personnel.

Planning Agenda

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIA5b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIA6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of Human Resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IIIB.

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard 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.

Planning Agenda

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.

Standard 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.

Planning Agenda

The college should develop an effective means of maintaining essential equipment within the confines of fiscal limitations.

Standard 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.

Planning Agenda

Continue to monitor and identify safety hazards on campus, either environmental or criminal, and develop action plans as needed for prompt correction.

Standard IIIB2.

To assure the feasibility and effectiveness of physical resources in supporting institutional

Planning Agenda

programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting the standard.

Standard IIB2a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Planning Agenda

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.

Standard IIB2b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the Self Evaluation as the basis for improvement.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Standard IIC1a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Planning Agenda

- The Information Technology and Institutional Research department will continue to assess the college's digital security measures to ensure all digital data is protected.
- Leadership, in concert with the CPC will continue to integrate technology with institutional planning at all levels.

Standard IIC1b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Planning Agenda

The college will continue to provide employees with access to Blackboard and Datatel related training opportunities.

Standard IIC1c.

The Institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Planning Agenda

The Information Technology and Institutional Research department will take appropriate action to improve communication with the college community.

The college will evaluate and implement appropriate ways to improve the coordination of administrative and instructional technology.

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

Planning Agenda

priorities established through the planning, budgeting, and assessment process and the availability of funds.

Standard III C1d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Planning Agenda

The college will implement and fund Technology program review recommendations where fiscally possible.

Standard III C2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard III D. Financial Resources

Standard III D1a.

Financial planning is integrated with and supports all institutional planning.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard

Standard III D1b.

Institutional planning reflects realistic assessment of financial resource availability, development of

financial resources, partnerships, and expenditure requirements.

Planning Agenda

The college will continue to inform the college community in regards to its fiscal condition including state fiscal decisions that will have both positive and negative effects on the college.

Standard III D1c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard III D1d.

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.

Planning Agenda

The Business Office will provide more training for staff who use the automated budget system.

Standard III D2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Planning Agenda

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IID2a.

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IID2b.

Appropriate financial information is provided throughout the institution.

Planning Agenda

The standard is met, and the college will continue efforts to support meeting this standard.

Standard IID2c.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Standard IID2d.

The institution practices effective oversight of finances, including management of financial aid,

grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Standard IID2e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the missions and goals of the institution.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Standard IID2f.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Planning Agenda

The college meet this standard, and the college will continue efforts to support meeting this standard.

Standard IID2g.

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Planning Agenda

Standard IIID3.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

The college meets this standard, and the college will continue efforts to support meeting this standard.

Standard IV. Leadership and Governance

Standard IVA.

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Planning Agenda

- Rethink communication strategies at several levels of the college.
- Continue refining the Planning and Institutional Effectiveness Process to assure a more effective implementation in coming years.

Standard 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.

Planning Agenda

- Make “better communication” a major topic of planning in the CPC.
- Use orientation to new faculty and staff to communicate values and goals, how they are used, and their important role in planning.
- Continue use of Program Review Updates.

Standard 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.

Planning Agenda

- Implement Administrative Procedures 3250 and 2410.

Standard 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.

Planning Agenda

- Develop processes to better communicate all aspects of the planning process.

Standard IVA2b.

The institution relies on faculty, its academic senate, or other appropriate faculty structures,

Planning Agenda

the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Planning Agenda

None.

Standard 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.

Planning Agenda

- Review and continually refine the effectiveness of the Planning Process annually.
- Continually communicate the revisions in the Planning and Institutional Effectiveness Process and changes in its implementation.

Standard IVA4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.

Planning Agenda

None.

Standard 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.

Planning Agenda

- Develop and implement annual self-review procedures for the CPC.
- Incorporate these procedures into the CPC handbook.
- Develop processes for evaluating the Academic Senate.

Standard IVB1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Planning Agenda

None.

Standard IVB1a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Planning Agenda

None.

Standard IVB1b.

The governing board establishes policies consistent with the mission statement to ensure the quality,

Planning Agenda

integrity, and improvement of student learning programs and services and the resources necessary to support them.

Planning Agenda

None.

Standard IVB1c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Planning Agenda

None.

Standard IVB1d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Planning Agenda

None.

Standard IVB1e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Planning Agenda

None.

Standard IVB1f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Planning Agenda

None.

Standard IVB1g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Planning Agenda

None.

Standard IVB1h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Planning Agenda

None.

Standard IVB1i.

The governing board is informed about and involved in the accreditation process.

Planning Agenda

None.

Standard IVB1j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Planning Agenda

Planning Agenda

The president will continue to actively intervene to assure that board members keep their attention on policy issues.

Standard IVB2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda

None.

Standard IVB2a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Planning Agenda

None.

Standard IVB2b.

The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve SLOs; and*

- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

Planning Agenda

None.

Standard IVB2c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Planning Agenda

None.

Standard IVB2d.

The president effectively controls budget and expenditures.

Planning Agenda

None.

Standard IVB2e.

The president works and communicates effectively with the communities served by the institution.

Planning Agenda

None.

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