



**DESERT COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING - MINUTES
43500 MONTEREY AVENUE, PALM DESERT, CA
CRAVENS MULTIPURPOSE ROOM
WEDNESDAY, NOVEMBER 16th, 2016
9:30 am**

- I. CALL TO ORDER** - Chair Sanchez-Fulton called the meeting to order at 9:30am and asked Trustee Wilson to lead the pledge of allegiance.

Dr. Kinnamon conducted the roll call:

Trustee Broughton
Trustee Stefan
Trustee Sanchez-Fulton
Trustee Jandt
Trustee Wilson
Student Trustee Estrada

Parliamentarian – Carlos Maldonado
Recorder – Julia Breyer

II. BOARD MEETING AGENDA

Confirmation of Agenda: Approve the agenda of the Regular Meeting of November 16th, 2016 with any additions, corrections, or deletions.

There were no corrections noted, and the agenda was approved as presented.

III. CLOSED SESSION

- 1. CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Dr. Joel L. Kinnamon

2. PERSONNEL

- a) DISCIPLINE/DISMISSAL/RELEASE/APPOINTMENT**
(Government Code Section 54957)

b) PUBLIC EMPLOYEE PERFORMANCE EVALUATION:

o Superintendent/President

3. CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION:

Section 54956.9 (d)(2/3/4) Specify number of potential cases: 4

4. CONFERENCE WITH REAL PROPERTY NEGOTIATORS: Property: Parcel
Numbers: 669 330 047, 502 190 003, 502 190 004, 502 190 008, 502 190 015, 502 190
020, 611 212 007, 611 212 008, 611 212 039, 611 212 019, 611 212 009, 611 212 040,
611 212 012, 611 212 032, 611 212 033, 611 212 034, 611 211 013, 611 211 014, 611
211 019, 757 062 003, 687 510 043, 687 510 044, 687 510 045, 687 510 049, 687
510 050

Agency Negotiator or Designee: Dr. Joel L. Kinnamon

IV. OPEN SESSION

Closed Session report – Chair, Mary Jane Sanchez-Fulton stated no reportable action was taken in closed session.

V. PUBLIC UPDATES

President Kinnamon presented Certificates of Appreciation for the participation in the Citizens' Bond Oversight Committee to Chris Escobedo and Jose Rodriguez. Mr. Escobedo served as the Taxpayers' Association Representative for four years, 2012-2016, on the Citizens' Bond Oversight Committee. Mr. Escobedo is active in enhancing opportunities for people as he works in local government administration as the City of La Quinta's Community Resources Director. Mr. Escobedo has served on the board of directors for the Cal Alumni Association, policy committees for the League of California Cities, Municipal Management Association of Southern California and is active in various volunteer organizations throughout the Coachella Valley, including the Dr. Carreon Foundation where he currently serves on the Advisory Council. Mr. Rodriguez served as the Student Representative for one year, 2015-2016, on the Citizens' Bond Oversight Committee. Mr. Rodriguez is a student at College of the Desert and has received a Liberal Arts A. A. Degree with emphasis in Math & Science and is currently working towards an A.A. Degree in Political Science. He is looking forward to either transferring to UC, Riverside or San Diego State University. Mr. Rodriguez has served as the Independent Senator with the Associated Students of College of the Desert (ASCOD) and as the student co-chair on COD's Green Council.

President Kinnamon congratulated Trustee Sanchez and Trustee Jandt for their reelection to the board. Dr. Kinnamon expressed his appreciation for those who ran and showed their interest in serving on the board and their interest in College of the Desert.

The election return shows College of the Desert Bond Measure CC passing by over 72%. President Kinnamon thanked the community for their support. Dr. Kinnamon thanked the

Trustees for their efforts towards Measure CC. He explained the future needs of the college and noted the bond passing is transformational for the college and its campuses.

President Kinnamon shared an article regarding the fourteen most scenic community college campuses. College of the Desert ranked sixth. There are more than one thousand one hundred community colleges across the country

VI. PUBLIC COMMENTS

1. Gloria Franz spoke on behalf of the Coachella Valley History Museum. Ms. Franz commented that the museum worked with College of the Desert on a grant and wanted to express her thanks to the Board for the funds. With the funds the museum was able to hire a new Executive Director, Patricia Korzec. Working very hard towards their expansion and looking forward to working further with College of the Desert.
2. Maxime Caure is on the international golf team and came from France. Coach helped him with his golf game and improved his confidence. Coach Manzoni is a great person.
3. Troy Kulas is a La Quinta resident. Spoke regarding Coach Manzoni. Mr. Kulas congratulated the Board on the passing of the bond measure and the colleges' success. He graduated from College of the Desert about ten years ago. Mr. Kulas met Coach Manzoni two years ago. His daughter is now being coached by Coach Manzoni and very happy with her progress. He feels it is good to have mentors.
4. Conor Morley is from the Coachella Valley. Mr. Morley commented that Coach Manzoni has been a topic of discussion lately and one of a dozen PGA professionals. He is hear because of Coach Manzoni and notes he is one of the best coaches in the Coachella Valley.
5. Lucas van den Elsen came to College of the Desert to play golf from the Netherlands. Was previously struggling with his golf game and Coach Manzoni has helped him tremendously. He expressed that he did not come to COD just for the education, he came for the golf and his love of the game. .
6. Michael Schaloum is from Seattle and attended the board meeting to support Coach Manzoni. Coach Manzoni donates his time and money as well as others towards the College of the Desert golf program. He is a great mentor and role model for all students. Mr. Schaloum came to College of the Desert two years ago as a transfer student. Coach Manzoni has helped him to grow as a person.
7. Kent Hanson has been a PGA member for twenty years. Mr. Hanson has known Coach Manzoni for twenty-five years. Coach Manzoni has assisted him in finding employees throughout the

years and has taught both his children. Coach Manzoni was recently acknowledged for the PGA America for a half century of service.

8. Dave Evans has been a PGA member for over fifty years and known Coach Manzoni for approximately fifty years. Mr. Evans spoke about Coach Manzoni, his winnings of eight state championships for College of the Desert. College of the Desert should be pleased to have a man of his stature as their golf coach.
9. Mike Lyons thanked the board members for the opportunity to speak. Mr. Lyons returned to the Coachella Valley seven years ago from Canada. Coach Manzoni has always stepped forward to help others and worked with Mr. Lyons to arrange for thirty students in Canada to come to College of the Desert for the golf program. Those students received a great education and received a friend.
10. Bryan Geiberger, spoke about Coach Manzoni's effect on the College of the Desert golf program. Mr. Geiberger commented that Coach Manzoni is a great guy and a significant asset to the golf program.
11. Jeff Glasser spoke about Coach Manzoni. Mr. Glasser was impressed by his coaching skills. He has a great amount of integrity for him. Coach Manzoni's dedication and kindness over the years have been appreciated and Mr. Glasser has welcomed the opportunity to work with Coach Manzoni.
12. Samuel Berglund is an international student from Australia. Coach Manzoni contacted him directly regarding the golf program and made him feel welcome.
13. Kyle Lum made a statement regarding RFP's. Mr. Lum submitted a proposal
14. Breanna Sewell congratulated Trustee Sanchez and Trustee Jandt on their re-election. Ms. Sewell spoke about her continued efforts towards Desert Hot Springs and thanked the Board of Trustees for the amount of classes being offered Desert Hot Springs.

VII. INTRODUCTION OF STAFF – President Kinnamon introduced new employees:

- Kayci Lydeen, Administrative Assistant, Counseling Services
- Monica Podlesny, CalWORKs Assistant
- Gary Ginther, Director of Library and Learning Resources
- Matthew Housewright, Supervisor of Maintenance and Grounds

VIII. APPROVE THE MINUTES OF:

Regular meeting of July 20, 2016.

There were no corrections to the minutes of July 20, 2016, and they stand approved.

Regular meeting of August 17, 2016.

There were no corrections to the minutes of August 17, 2016, and they stand approved.

Regular meeting of September 16, 2016.

There were no corrections to the minutes of September 16, 2016, and they stand approved.

IX. REPORTS

- A. College of the Desert Foundation** – Peter Sturgeon, was present and provided a brief report.
- B. ASCOD (Associated Students of College of the Desert)** – Luis Castellanos, President was present and provided a brief report.
- C. CODFA (College of the Desert Faculty Association)** – Denise Diamond, President, was present and provided a brief report.
- D. CODAA (College of the Desert Adjunct Association)** – David Bashore was present and provided a brief report.
- E. CSEA (California School Employees Association)** – Lauro Jimenez was present and provided a brief report.
- F. Academic Senate** – Christen Smith, President, was present and provided a brief report.

X. CLOSED SESSION: 12:00 pm to 1:30 pm

OPEN SESSION (1:30pm)

Closed session report: In closed session, the Board of Trustees authorized the giving of a notice that an educational administrator will be released from the educational administrator position effective June 30, 2017. It is understood that the educational administrator will not have retreat rights. Trustee Wilson moved and Trustee Stefan seconded. The motion carried the five members voting in favor and zero members voting no. The motion carried and was unanimous.

In closed session, the Board of Trustees authorized the hiring of Joseph Aquirre as Interim Director of Student Life, effective December 1, 2016. Trustee Broughton moved and Trustee Stefan seconded. The motion carried with five members voting yes and zero members voting no. The motion carried and was unanimous.

In closed session a motion was made by Trustee Stefan and seconded by Trustee Broughton, to accept the resignation of Mr. Jim Hummer, the Director of College of the Desert Foundation and authorize President Kinnamon to extend an offer of employment for the Interim Executive Director of the Foundation. The motion carried with five members voting in favor and zero members voting no. Motion carried five to zero.

G. GOVERNING BOARD

Student Trustee Estrada – Attended the general assembly in Sacramento where he met with fellow student Trustees. He visited several student events that took place in the amphitheater.

Student Trustee Estrada attended the College of the Desert Veteran's Day event and thoroughly enjoyed the event.

Trustee Jandt – Attended the Greater Palm Springs Economic Summit and commended President Kinnamon and everyone involved. Trustee Jandt reported on a new study that came out, 'Preparing Students for Success in California Community Colleges'. The article was published by Public Policy Institute of California and written by Olga Rodriguez and Hans Johnson. The compressive study touched on developmental education in community colleges, offers realistic facts and encouraging new programs that are being tested and utilized across the state. The article had interesting areas being developed. Trustee Jandt highly recommends this study.

Trustee Jandt thanked the custodial staff for all of their efforts made towards events, the cleaning and operating the college. College of the Desert has thirteen custodial staff and next year the college expects to have seventeen.

Trustee Stefan – Congratulated Trustee Sanchez and Trustee Jandt on their reelection as well as on the passing of Measure CC.

Trustee Stefan attended the College of the Desert Foundation Board Meeting. She will miss attending these meetings once she enters her new term.

Trustee Stefan phone banked for CTA office for proposition 55, which won the election.

Attended the Greater Palm Springs Economic Summit. Best part of the presentation was on College of the Desert, presented by President Kinnamon. The summit was enlightening, informative and accurate.

Attended Academic Angels Fall luncheon. Lisa Howell presented and it was wonderful to hear the knowledge that was coming from the employees.

Trustee Stefan completed her accreditation and ethics training to represent the board in a positive way.

She also attended the Bond Measure CC opening house at the Vue Grill the night of election. Election Day with her students was very tense. Nevertheless, everyone was ecstatic and she enjoyed celebrating with friends.

Trustee Stefan visited the Veteran's Office and tied ribbons on the victory tree. The following day she attended the Veteran's celebration. They honored several Veteran's and she enjoyed the inspirational speech by Congressman, Raul Ruiz. Later that day she watched students in the veteran's parade. Trustee Stefan was humbled by all the service members and all that they have done and how much they've given to our country. She concluded by noting

how thankful she is for everything we have and remember those who are less fortunate in our community.

Trustee Broughton – This is an important month that we give thanks for our freedom, to be able to vote and enjoy the democracy that we live in. She commented that she comes from the South where all politics are local.

Trustee Broughton congratulated her fellow Trustees for another term. She thanked the community for their support towards the bond measure. The students at College of the Desert are showing the results. She commented that the board members work and everyone else involved has helped the College of the Desert students to open the door so that they can move onto the next chapter in their life.

She noted it is with sincere regret that I accept Jim Hummer's resignation. Mr. Hummer was a big part of the Foundation Office and she thanked Mr. Hummer for his time and service.

Trustee Broughton was thankful for all that the Pollock's have given to the College along with several other wonderful individuals such as the Cravens'. College of the Desert has been extremely fortunate to receive several donations and support from families over the years. She added that as a community we honor and recognize the families that support College of the Desert, their students and the facilities.

Community colleges are dependent on their community. Trustee Broughton has several agricultural friends who tour the new agriculture community. This has grown to an opportunity to where everyone can see the students learn and grow. She discussed the college's Early Childcare Development and the wonderful award the center received. Trustee Broughton thanked staff all around, commented it was a great award and letter.

Trustee Wilson – Surprising election on many levels. She congratulated her incumbents and expressed her thanks on a hard fought election. Trustee Wilson expressed her thanks and congratulations on the passing of Measure CC. This speaks to the impact of the community college and all associated with College of the Desert. This shows the confidence from the voters towards the college and the community's confidence moving forward. Trustee Wilson thanked Stan Henry who was in the audience.

Trustee Wilson noted a personal accomplishment. On October 22nd she completed the Palm Springs Tram Challenge. Gil Vegas, her son, also participated in the event.

On October 26th, Trustee Wilson attended the Fast Pitch Event with President Kinnamon. She provided the history of the organization and continues to stay engaged. Trustee Wilson's dear friend, Leticia De Lara is the CEO of the organization.

Trustee Wilson attended the monthly Women's Club luncheon in Rancho Mirage. This organization provide scholarships to our students.

CVEP invited Trustee Wilson to attend a college completion meeting which she enjoyed. She also attended CVEP's Youth Meeting spearheaded by Riverside County's Office of Education. It is comprised of a number of community organizations to develop strategies to reach out and help disconnected youth, sixteen to twenty-four years of age, who are out of school and out of work. She looks forward to attending their future meetings.

She attended the Clinton Foundation's Health Matters Initiative at the Palm Desert UCR campus. Trustee Wilson thanked Trisha Gehrlein for all her efforts.

Trustee Wilson attended the Greater Palm Springs Economic Summit. She thanked President Kinnamon for his great presentation.

She attended the Academic Angels with Trustee Stefan. It was a wonderful event and she thanked Vice President, Lisa Howell for her outstanding presentation.

Trustee Wilson expressed her thanks for all who assisted in putting on the Veteran's Day celebration on the College of the Desert campus. She thanked those who work at the Veterans Resource Center. On November 11th, she also attended the Veteran's Day celebration at La Quinta City Hall.

Trustee Sanchez-Fulton – Thanked Trustee Jandt on his reelection and Trustee Stefan on her reelection. She commented that it's an honor working with all of her fellow board members and looks forward to what the future holds. She expressed her gratitude and appreciation to the Coachella Valley community and looks forward to continuing her role as a Roadrunner Trustee.

She is thrilled and excited that Measure CC passed. She noted this allows College of the Desert to continue to do great things for their students. Trustee Sanchez said her main mission is to serve the Coachella Valley students. She also commented that the students are safe at College of the Desert and to rest assured that the college is a safe haven.

Trustee Sanchez attended the Dr. Carreon Foundation and it was a beautiful event. The evening was full of families from the Coachella Valley. She thanked President Kinnamon for his attendance and his presentation.

She attended the VFW monthly luncheon in Indio. Trustee Sanchez commented that Mary Ricer does a lot from the VFW as well as the Desert Hot Springs VFW.

Also attended Desert Hot Springs and Indio's Women's Club, monthly luncheons. Both clubs provide scholarships. The Indio Women's Club will be collecting toiletries for Coachella Valley rescues.

Attended Southern California Energy + Water + Green Living Summit. This was one of the best educational events in the Coachella Valley. She got to meet Jerry from Ben and Jerry's

Ice Cream. The information received was very beneficial and there was a lot of students who attended. They showcased energy savings.

Trustee Sanchez attended the College of the Desert Día de los Muertos (Day of the Dead) Celebration in the amphitheater. Several clubs participated and showcased beautiful candy skulls.

She attended the Halloween judging event on campus. Congratulated Jackie Guerra and the student solutions kiosk. She really enjoyed seeing all the students who dressed up.

Also attended the CVEP event along with her fellow board members. She commented on Dr. Kinnamon's impactful presentation and thanked everyone who put together the video.

Trustee Sanchez went to support the special blue light mass at OLPH in Indio. Event was wonderful and she honored all our first responders, service men and women and it was touching to be there.

Trustee Sanchez expressed her thanks to Michael Allen Junior, President of College of the Desert Veterans Student Club. Mr. Allen gave a powerful speech about his life as a veteran. It was a beautiful ceremony, three awards were distributed and it was special to attend the event.

She participated along with Trustee Stefan in the Palm Springs Veteran's Parade.

President Kinnamon – Congratulated Trustees Jandt, Stefan and Sanchez on their reelection. He expressed his excitement on the passing of Measure CC and special thanks to the Foundation, Members of the Foundation who helped Friends of College of the Desert which resulted in the 72% passing vote. The voters believe what College of the Desert does is important and they invest in the students as well as the local economy. The community recognizes the quality education. President Kinnamon expressed his appreciation to all and the extended hours of work made by the Board of Trustees and Vice Presidents. He thanked Stan in the audience and that he appreciates his leadership.

He addressed the retirement of Mr. Hummer. They are currently transitioning over in the Foundation Office and the board approved President Kinnamon to move forward on a replacement at the appropriate time.

President Kinnamon recognized that everyone has a lot to be thankful and he is blessed to be in his role at College of the Desert.

- XI. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.**

Trustee Wilson pulled Administrative Services, Item 1, Purchase Orders and Contracts for Supplies, Services and Construction and Item 3, Approval of Contracts/Agreements and Amendments.

A. BOARD OF TRUSTEES

1. Annual Organizational Meeting

B. HUMAN RESOURCES

1. Personnel Items
2. 2017-2018 Holiday Schedule
3. New Job Description – Leadership

C. ADMINISTRATIVE SERVICES

- ~~1. Purchase Orders and Contracts for Supplies, Services and Construction *Pulled for discussion*~~
2. Warrants
- ~~3. Approval of Contracts/Agreements and Amendments *Pulled for discussion*~~
4. Payroll #4
5. Out-of-State Travel
6. Gift/Donation to the District
7. Budget Transfers
8. Notice of Completion – Measure B Bond Project
9. Change Order – Measure B Bond Project

D. STUDENT LEARNING

1. Proposed Addendum 2 to 2016-2017 College of the Desert Catalog
2. Approval of Courses approved by Curriculum Committee

Motion: Motion by Trustee Broughton, seconded by Trustee Jandt to approve the consent agenda as amended.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

The motion carried unanimously.

XII. ACTION AGENDA

A. ITEMS PULLED FROM THE CONSENT AGENDA FOR SEPARATE DISCUSSION AND CONSIDERATION

1. Purchase Orders and Contracts for Supplies, Services and Construction

Motion: Motion by Trustee Broughton, second by Trustee Stefan.

Discussion: Trustee Wilson thanked staff for their responses to her previous questions and concerns. She raised the issue regarding a purchase order for Cardiff Limousine from College of the Desert Campus to Santa Barbara for a football game. Trustee Wilson commented that this expenditure is excessive and is unacceptable. She requested that other resources get looked into for back up options should they encounter this issue again and be mindful to keep expenditures low. She suggested to look into borrowing local school buses. Dr. Kinnamon replied that he will ensure they look into alternative resources. Trustee Broughton commented that we should take into consideration the demand for buses during certain weekends due to festivals or events in town which can result in higher than normal rates. Vice President Howell commented that in this partial instance they do have pre-negotiated rates set in place however, when the company is unable to accommodate the request they go out to solidify another source. She stated it is at the vendor's discretion and she will look into this.

Vote:

Yes: Becky Broughton, Bonnie Stefan, Mary Jane Sanchez-Fulton, Aurora Wilson, Fred Jandt, Student Trustee Isiah Estrada

No: None

Absent: None

Abstain: None

The motion carried unanimously.

3. Approval of Contracts/Agreements and Amendments

Motion: Motion by Trustee Broughton, second by Trustee Stefan.

Discussion: Trustee Wilson requested further detail regarding David Chandler, a contractor who will provide training to students. Pam Hunter commented that it is a PACE contract with Coachella Valley High School. It's an ongoing partnership but this training benefits the students and allows for them to be better prepared for classes within the Public Safety Academy.

Trustee Wilson requested further information regarding a contact with Collaborative Brain Trust (CBT). This is for consulting services for integrative planning. It notes the term was for one day only. Collaborative Brain Trusts will come to College of the Desert to meet with internal staff. This will be part of an ongoing educational process to assist with the development of the Educational Master Plan. Dr. Ralston also

provided additional explanation regarding Dr. Nikki Harrington's background from CBT and the goal of their visit to College of the Desert.

No further discussion.

Motion carried unanimously

Vote:

Yes: Becky Broughton, Bonnie Stefan, Mary Jane Sanchez-Fulton, Aurora Wilson, Fred Jandt, Student Trustee Isiah Estrada

No: None

Absent: None

Abstain: None

The motion carried unanimously.

B. BOARD OF TRUSTEES

1. Board Policy Review – 1st Reading

a. BP 5140 – Disabled Students Programs and Services

b. BP 5500 – Standards of Student Conduct

Motion: Motion by Trustee Broughton, seconded by Trustee Stefan to approve BP 5140 as presented.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

Discussion: None

The motion carried unanimously.

Motion: Motion by Trustee Stefan, seconded by Trustee Jandt to approve BP 5500 as presented.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

Discussion: None

The motion carried unanimously.

C. PRESIDENT

1. College Mission Update

Motion: Motion by Trustee Broughton, seconded by Trustee Stefan to approve the College Mission Update as presented.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

Discussion: President Kinnamon requested that Vice President Nery elaborate on the mission updates. Vice President Nery provided a presentation detailing the history and timeline on the updated college mission.

The motion carried unanimously.

D. HUMAN RESOURCES

1. Initial Proposal, Public Hearing, and Acknowledgement of Proposal from College of the Desert Adjunct Association to Desert Community College District

In accordance with Government Code Section 3547, all initial bargaining proposals of an exclusive bargaining representative shall be presented at a public meeting of a public school employer.

Per Board Policy 2350 each speaker will be allowed a maximum of 3 minutes per topic. 15 minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Board, these time limits may be extended.

The Board of Trustees opened the public hearing for the proposal from the College of the Desert Adjunct Association to the Desert Community College District.

There were no speakers.

Public hearing was closed.

Motion: Motion by Trustee Jandt, seconded by Trustee Stefan to approve the Acknowledgement of Proposal from College of the Desert Adjunct Association to Desert Community College District as presented.

Discussion: None

Roll Call Vote: Dr. Kinnamon conducted the roll call vote:

Student Trustee Estrada – Yes
Trustee Sanchez-Fulton - Yes
Trustee Wilson - Yes
Trustee Jandt - Yes
Trustee Broughton - Yes
Trustee Stefan – Yes

The motion carried unanimously.

The Board of Trustees acknowledges the proposal from the Desert Adjunct Association to the Desert Community College District.

E. ADMINISTRATIVE SERVICES

1. 2015-2016 College of the Desert Foundation Audit Report

Motion: Motion by Trustee Stefan, seconded by Trustee Broughton to approve the 2015-2016 audit report as presented.

Discussion: Bill Chunawitz and team presented the 2015-2016 audit report and provided a recap to the board and President Kinnamon.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

The motion carried unanimously.

2. 2015-2016 District and Measure B Financial and Performance Audit Reports

Motion: Motion by Trustee Broughton, seconded by Trustee Stefan to approve the 2015-2016 district and Measure B financial and performance audit report as presented.

Discussion: Brandon Harrison presented two reports on the 2015-2016 financial and performance audit report and provided a recap to the Board and President Kinnamon. He confirmed they were pleased to report an unmodified opinion.

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

The motion carried unanimously.

3. Budget Revisions

Motion: Motion by Trustee Broughton, seconded by Trustee Stefan to approve the Budget Revisions as presented.

Discussion: None

Vote:

Yes: Student Trustee Isiah Estrada, Aurora Wilson, Becky Broughton, Bonnie Stefan, Fred Jandt, Mary Jane Sanchez-Fulton.

No: None

Absent: None

Abstain: None

The motion carried unanimously.

XIII. INFORMATION ITEMS

A. STUDENT SUCCESS

1. Review of Administrative Procedures
 - AP 5140 Disabled Students Programs and Services
 - AP 5500 Standards of Student Conduct

B. STUDENT LEARNING

1. Review of Administrative Procedures
 - AP 4105 Distance Education
 - AP 4260 Prerequisites and Co-requisites

XIV. STUDY SESSION

1. EDGE Program – Katie Chartier was present and provided a presentation.
2. ACT – Assessment & Care Team – Carlos Maldonado was present and provided a presentation.
3. Accreditation Update – Bert Bitanga was present and provided a presentation.
4. Public Safety Academy – Neil Lingle was present and provided a presentation.

XV. FUTURE AGENDA ITEMS

Trustee Jandt – Inquired about a potential board meeting to be held at Indio Campus.

Trustee Stefan - Requested to change the January 2017 BOT meeting date.

She also requested an update on the growth of the Veterans Services, how many students they serve and what services are provided to our students?

Trustee Broughton - Requested a continuation of updates on accreditation.

Trustee Wilson – Requested an update on the McCarthy Childcare Center.

She also would like to have Neil Lingle provide another update in approximately six months.

Chair Sanchez – Requested to have an update on AB86 which is now AB1210.

She would like to see a program offered to address food scarcity issues.

XVI. ADJOURN

Chair Sanchez-Fulton stated the meeting adjourned at 5:18 p.m.



Bonnie Stefan, Clerk

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 16/11/16

NAME: MAYME CAURE
(Please print legibly)

AFFILIATION: PUBLIC FACULTY STAFF STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. _____

TITLE _____

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: TROY KULAS
(Please print legibly)

AFFILIATION: PUBLIC FACULTY STAFF STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Coach TROY

TITLE: _____

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11-16-16

NAME: Conor Markey
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF _____
FACULTY _____ STUDENT ✓

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Coach Tony Manzoni
TITLE _____

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/16/16

NAME: Lucas van den Elzen
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF _____
FACULTY _____ STUDENT ✓

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Tony manzoni Golf
TITLE _____

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/16/16

NAME: Michael Schaloum
(Please print legibly)

AFFILIATION: PUBLIC STAFF
FACULTY STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Tony Manzoni/Golf
TITLE _____

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: Kent Hanson
(Please print legibly)

AFFILIATION: PUBLIC STAFF
FACULTY STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. RFD
TITLE: Tony Manzoni

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: DAVE EVANS
(Please print legibly)

AFFILIATION: PUBLIC STAFF _____
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. RELATED TO RFD

TITLE: DRIVING RANGE
TOLLY MANZONI

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: MIKE LYONS
(Please print legibly)

AFFILIATION: PUBLIC STAFF _____
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. RFD DRIVING RANGE

TITLE: TOLLY MANZONI

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: Bryan Geiberger
(Please print legibly)

AFFILIATION: PUBLIC X STAFF _____
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. _____

TITLE: Tony Manzoni

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REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 16 Nov

NAME: JEFF GLASSER
(Please print legibly)

AFFILIATION: PUBLIC _____ STAFF _____
FACULTY _____ STUDENT ✓

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. TONY MAZONI

TITLE _____

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REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/16/2016

NAME: Kyle Lum
(Please print legibly)

Denise Diamond
reading on my behalf

AFFILIATION: PUBLIC FACULTY STAFF STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Related to RFP for
TITLE GOLF RANGE

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: 11/16/16

NAME: Samuel Berglund
(Please print legibly)

AFFILIATION: PUBLIC FACULTY STAFF STUDENT

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. Tony Manzoni
TITLE _____

(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: Gloria Franz
(Please print legibly)

AFFILIATION: PUBLIC X STAFF _____
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. _____

TITLE: _____

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(DETACH HERE AND RETURN THIS PORTION TO THE BOARD ASSISTANT)

REQUEST TO ADDRESS THE BOARD OF TRUSTEES

BOARD MEETING DATE: _____

NAME: Breanna Sewell
(Please print legibly)

AFFILIATION: PUBLIC X STAFF _____
FACULTY _____ STUDENT _____

IF SPEAKING TO AN AGENDA ITEM PLEASE INDICATE THE ITEM TO WHICH YOU WISH TO SPEAK:

AGENDA ITEM NO. _____

TITLE: _____

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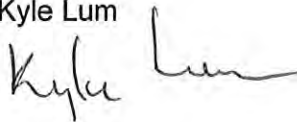
November 11, 2016

To: College of the Desert Board Memebers

Re: Board of Trustees Agenda meeting

I, Kyle Lum would like to make a brief statement regarding RFP'S. Request for Proposal for College Golf Center. I had previously made inquiries in August of this year. Unfortunately the extended time was postponed. I would like to submit a proposal for leasing of the range if another RFP is granted. Please keep me advised of all upcoming dates and contact information.

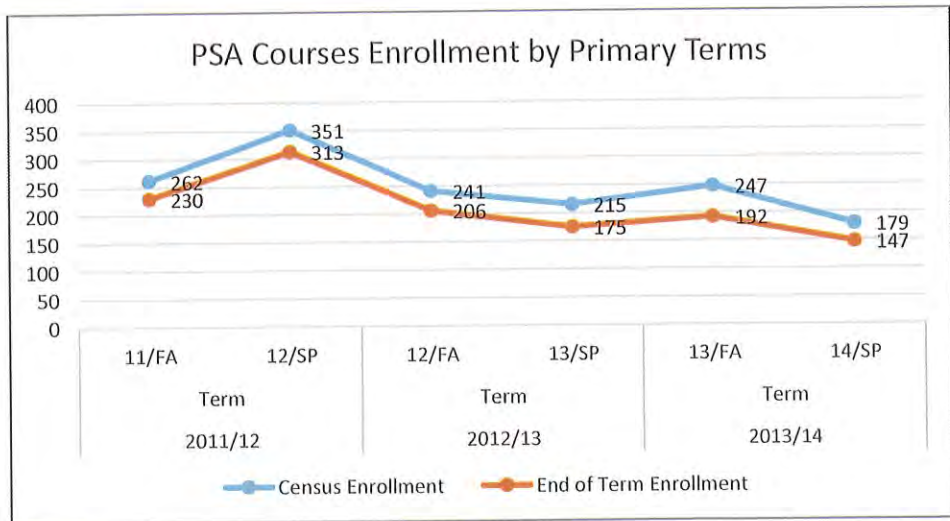
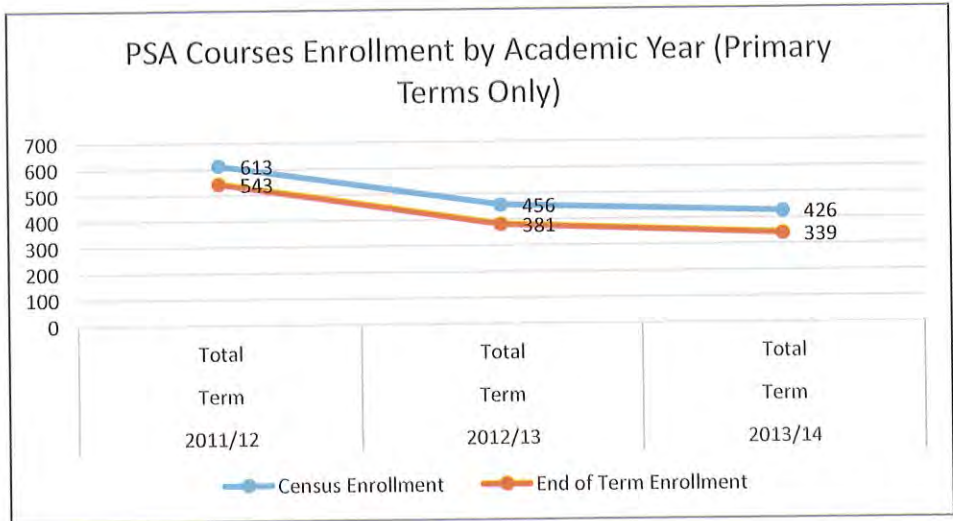
Kyle Lum

A handwritten signature in black ink that reads "Kyle Lum". The signature is written in a cursive style with a long horizontal stroke at the end.

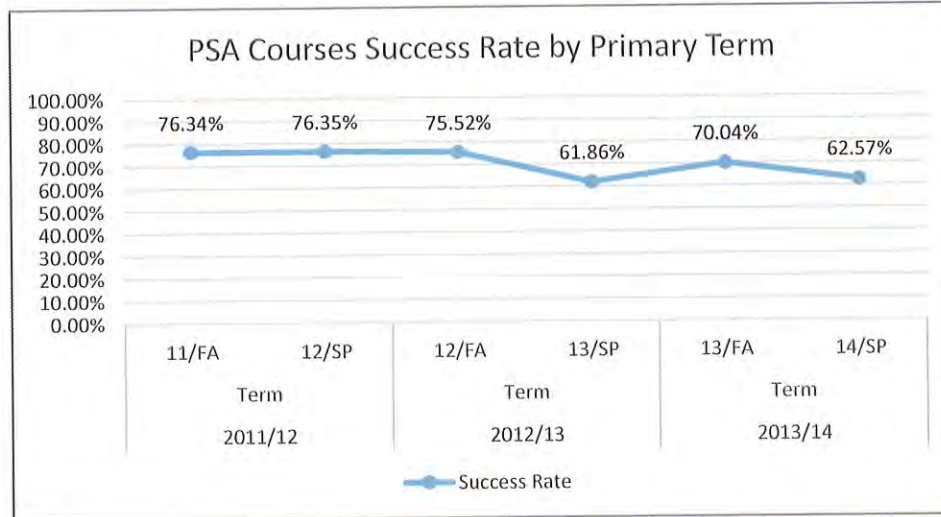
Kytel Company
Prodocs Company
Moorepark, CA
Cell: 310-350-2073

Public Safety Academy (PSA) Course Enrollment & Success Data
 (PSA Courses Include Police Science, Fire Technology, and Emergency Medical Technology Courses)
 Data Source: COMIS Referential Files

Public Safety Academy (PSA) Courses Enrollment & Success (Primary Terms Only)							
				Census Enrollment	End of Term Enrollment	Successful Enrollment	Success Rate
Academic Year	2011/12	Term	11/FA	262	230	200	76.34%
			12/SP	351	313	268	76.35%
			Total	613	543	468	76.35%
	2012/13	Term	12/FA	241	206	182	75.52%
			13/SP	215	175	133	61.86%
			Total	456	381	315	69.08%
	2013/14	Term	13/FA	247	192	173	70.04%
			14/SP	179	147	112	62.57%
			Total	426	339	285	66.90%



Public Safety Academy (PSA) Course Enrollment & Success Data
 (PSA Courses Include Police Science, Fire Technology, and Emergency Medical Technology Courses)
 Data Source: COMIS Referential Files




Police Science (AOT & BPOT) Courses Enrollment & Success (Primary Terms Only)							
				Census Enrollment	End of Term Enrollment	Successful Enrollment	Success Rate
Academic Year	2011/12	Term	11/FA	71	53	47	66.20%
			12/SP	106	88	79	74.53%
			Total	177	141	126	71.19%
	2012/13	Term	12/FA	68	48	44	64.71%
			13/SP	57	41	36	63.16%
			Total	125	89	80	64.00%
	2013/14	Term	13/FA	51	27	26	50.98%
			14/SP	2	2	2	100.00%
			Total	53	29	28	52.83%

Fire Technology (FIRE) Courses Enrollment & Success (Primary Terms Only)							
				Census Enrollment	End of Term Enrollment	Successful Enrollment	Success Rate
Academic Year	2011/12	Term	11/FA	191	177	153	80.10%
			12/SP	178	168	142	79.78%
			Total	369	345	295	79.95%
	2012/13	Term	12/FA	173	158	138	79.77%
			13/SP	91	77	61	67.03%
			Total	264	235	199	75.38%
	2013/14	Term	13/FA	196	165	147	75.00%
			14/SP	116	100	81	69.83%
			Total	312	265	228	73.08%

Public Safety Academy (PSA) Course Enrollment & Success Data
(PSA Courses Include Police Science, Fire Technology, and Emergency Medical Technology Courses)
Data Source: COMIS Referential Files

Emergency Medical Technology (EMT) Courses Enrollment & Success (Primary Terms Only)							
				Census Enrollment	End of Term Enrollment	Successful Enrollment	Success Rate
Academic Year	2011/12	Term	12/SP	67	57	47	70.15%
	2012/13	Term	13/SP	67	57	36	53.73%
	2013/14	Term	14/SP	61	45	29	47.54%



COLLEGE OF THE DESERT


Assessment and Care Team (ACT)

Ana Stockwell
Carlos A. Maldonado

16 November 2016

Mandates

- Clery Act
- Violence Against Women Act (VAWA)
- Title IX




COLLEGE OF THE DESERT

Jeanne Ann Clery Act

What Does the Act Require?

- Make timely warnings
- Maintain a public crime log
- Disclose campus security policies, procedures, and programs
- Address the special considerations regarding sexual assault, domestic violence, dating violence, and stalking
- Collect, count, and classify data-recognize the who, what, when, and where.
- Submit annual crime statistics to the Department of Education
- Prepare and disseminate the Annual Security Report (ASR)




COLLEGE OF THE DESERT

Jeanne Ann Clery Act

Campus Security Authority


- Campus Police
- Non-police security staff responsible for monitoring campus property
- Individuals and offices designated by the campus security policies as those to whom crimes should be reported
- Officials of the institution with significant responsibility for student and campus activities



Violence Against Women Act (VAWA)


What Does the Act Require?

- Report domestic violence, dating violence, and stalking, beyond crime categories the Clery Act already mandates;
- Adopt certain student discipline procedures, such as for notifying purported victims of their rights; and
- Adopt certain institutional policies to address and prevent campus sexual violence, such as to train in particular respects pertinent institutional personnel.



Title IX


"No Person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."



Title IX

What Does the Act Require?

- Identify Title IX Coordinator
- Investigate all claims of sexual harassment
- Stop the harassment
- Remedy the Effects
- Prevent the recurrence
- Responsible Employees must report to appropriate officials




Title IX

Responsible Employee

- Confidential
 - Licensed Professional Counselors
 - Pastoral Counselors
- May be deemed Confidential
 - Student Health Centers & Staff
 - Mental Health Professionals & Staff
 - Victims Advocate/Sexual assault Center Staff


Note: To be confidential, these individuals must be acting in the capacity both for which they are employed by the institution and receive the disclosure during the scope of the employment.



Title IX

Responsible Employee

- Not "Confidential"
 - Faculty – All Levels
 - Faculty Advisors
 - Student Organization Advisors
 - Mediators & Ombuds
 - Student Affairs Staff
 - Academic Affairs
 - Campus Police/Public Safety
 - Intercollegiate Athletics Staff
 - Everyone else...




So, how do we comply?



Assessment and Care Team (ACT)

Mission: The College of the Desert Assessment and Care Team (ACT) provides proactive assistance to students who are exhibiting concerning behaviors, both to support students and assist faculty/staff.

Purpose: The College of the Desert Assessment and Care Team is to assess circumstances, enhance communication, and initiate appropriate responses to specific behavioral problems that may involve threats to the safety and security of the campus community. The team coordinates a network of existing resources, focused on prevention and early intervention.



Assessment and Care Team (ACT)

- 4 Faculty Representatives (Instruction, Counseling, Health Services) (1 Co-Chair)
- Disabled Students Programs and Services (DSPS) Representative
- Assistant Director of Clinical Services
- Director of Security and Emergency Preparedness
- Director of Student Life (Co-Chair)
- Dean of Student Success and Student Learning


Assessment and Care Team (ACT)

- **Membership:** Sandra Hauf
- **Co-Chairs:** Tim Nakamura
- Ana Stockwell Cynthia Price
- Carlos A. Maldonado Christine Schaefer
- **Members:**
- Chris Jones-Cage
- Elizabeth Goold

Assessment and Care Team (ACT)

Team Resources:

- **NaBITA Threat Assessment Tool - a generalized risk rubric:**
Considers Harm to self (mental & behavioral health) and Harm to Others (nine levels of hostility and violence). Identifies individuals as mild, moderate, elevated, severe, extreme.
- **The Structured Interview for Violence Risk Assessment – SIVRA 35:**
A thirty-five item inventory designed by Brian Van Brunt, Ed.D., that is used to assist Behavioral Intervention Team members and clinical staff in conducting a more thorough and researched-based violence risk assessment.



Assessment and Care Team (ACT)

A Guide for Assisting Students in Need

Assessment and Care Team (ACT)


How do I Make a Report?

Assessment and Care Team (ACT)

Options for Making a Report

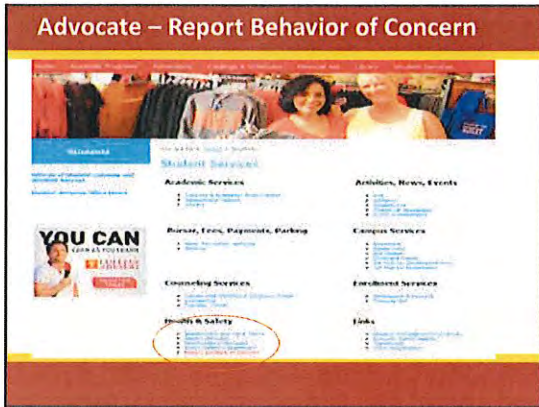
- Advocate (web-based form)
- Call Public Safety
 - 760.341.2111
- Call ACT Co-Chairs
 - Ana Stockwell
 - 760.776.7380
 - Carlos A. Maldonado
 - 760.773.2566

In case of emergency please Call 911 from any campus extension when possible or personal phone

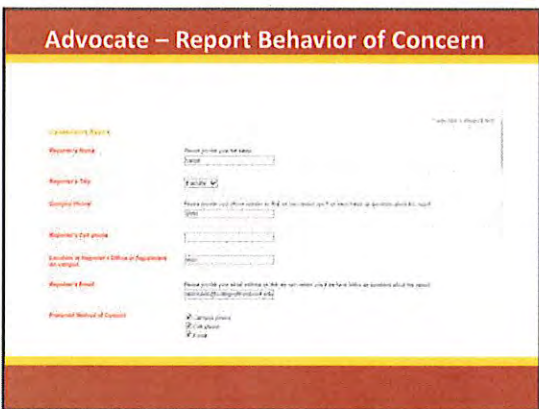


Advocate – Report Behavior of Concern











COLLEGE
of the **DESERT**

**A GUIDE FOR
ASSISTING STUDENTS
IN NEED**

ASSESSMENT AND CARE TEAM (ACT)

Acknowledgments

The Assessment and Care Team would like to thank the following universities and community colleges and their teams of professionals whose combined efforts made their information, and thus ours, accessible and easy to use. Material in this manual has been gratefully adapted from the following institutions:

- The University of South Florida 1/25/16
- Piedmont Virginia Community College 09/2013
- Columbus State University 2015-2016
- Brian Van Brunt, Executive Director, National Behavior Intervention Team Association (NaBITA)
- College of the Desert BAIT Manual June 2013

Introduction

Dear Faculty and Staff:

Has this ever happened to you?

- A student comes to your office and is obviously intoxicated or disruptive.
- A student reveals to you that he or she is having thoughts of suicide.
- A student, who is usually well-prepared for class begins to miss class, fails to complete assignments, and becomes inattentive to hygiene and personal appearance.

This Guide has been developed to provide you with a useful resource for recognizing students who may be experiencing emotional, physical, or development challenges and difficulties. This Guide will provide some basic guidelines for addressing a wide range of student behaviors. It will also serve as a guide to assist you in making voluntary referrals to campus resources. We are not expecting that you would act as a professional counselor, but hope this information is helpful as you work with students in your role as a faculty or staff member.

College students typically encounter a great deal of stress during their academic experience. Although many students cope successfully with the demands of college life, for some the pressures can become overwhelming and unmanageable. Students may experience stress as they attempt to perform well academically, begin their career path, navigate interpersonal relationships, and as they balance academic, social, work, and family obligations. Some may feel isolated, sad, helpless, and hopeless. The emotional and behavioral consequences are often played out on campus in classrooms, offices, or other college facilities.

As a faculty or staff member interacting with students, you are in a unique position to identify and help students who are in distress. You are likely to be the first person a student reaches out to for help. Your ability to recognize the signs of emotional distress and potential health issues and to make an initial intervention can have a significant impact on a student's future well-being.

The purpose of this Guide is to help you recognize some of the signs of students in distress, be supportive of their needs and facilitate appropriate referrals to the Counseling Center, Student Health & Wellness Center, Students with Disabilities Services, and other campus resources, as well as increasing your awareness of the Assessment and Care Team (ACT). These resources are available to assist and provide consultation to you regarding problems or situations that you encounter with students.

Best regards,

The Assessment and Care Team (ACT)

Assessment and Care Team (ACT)

Mission Statement

The Mission of the College of the Desert Assessment & Care Team (ACT) is to provide proactive assistance to students who are exhibiting concerning behaviors, both to support students and assist faculty/staff.

Overview

The purpose of the College of the Desert Assessment & Care Team is to assess circumstances, enhance communication, and initiate appropriate responses to specific behavioral problems that may involve threats to the safety and security of the campus community. The team coordinates a network of existing resources, focused on prevention and early intervention.

ACT seeks to work in tandem with the college community in assisting students with emotional distress. The following Guide is provided as a first-step intervention for the community. However, ACT also invites the community to consult with the Team at any point in the intervention journey. More information and resources can be found on the ACT website, including the “Incident of Concern” Referral Form, at https://collegeofthedesert-advocate.symlicity.com/care_report/.

Membership

Co-chairs:

- Ana Stockwell, Counselor, Nursing & Health Science
- Carlos A. Maldonado, Director of Student Life, Interim Title IX Coordinator

Core Members:

- Scott Cooper, Dean of Student Success and Student Learning
- Elizabeth Goold, RN, PHN, Assistant Director of Clinical Services
- Tim Nakamura, Director of Public Safety and Emergency Preparedness
- Christine Schaefer, Adjunct Counselor, General Counseling
- Cynthia Llewellyn Price, LMFT, Adjunct Counselor, Student Health & Wellness Center
- Adam Uhlhorn, Counselor, DSPS

Public Safety Authority and Responsible Employees

Public Safety Authority

- Public Safety Department
- Public Safety Department staff is non-police security staff responsible for monitoring campus property
- Individuals and offices designated by the Public Safety Department policies as those to whom crimes should be reported
- Officials of the institution with significant responsibility for student and campus activities

Responsible Employee

- Confidential
 - Licensed Professional Counselors
 - Pastoral Counselors
- May be deemed Confidential
 - Student Health & Wellness Center and Staff
 - Mental Health Professionals and Staff
 - Victims Advocate/Sexual Assault Center Staff

Note: To be confidential, these individuals must be acting in the capacity both for which they are employed by the institution and receive the disclosure during the scope of the employment.

Responsible Employee

- Not “Confidential”
 - General Counseling
 - Faculty – All Levels
 - Faculty Advisors
 - Student Organization Advisors
 - Mediators & Ombudsperson
 - Student Affairs Staff
 - Academic Affairs
 - Public Safety Department
 - Intercollegiate Athletics Staff
 - Everyone else...

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Helping Students in Distress

Responding to Student Emergencies

Immediate and decisive intervention is needed when student behavior poses a threat to self or others, including:

- Suicidal gestures, intentions, or attempts
- Other behavior posing a threat to the student (e.g., hallucinations, drug abuse)
- Threats or aggression directed toward others
- Demonstrated inability to care for oneself

The campus resource for responding to mental health emergencies is:

- Public Safety Department – 760-341-2111

Do:

- If the student requires immediate medical attention or hospitalization, call 911 and/or the Public Safety Department at 2111 or 760-341-2111.
- If the student is unmanageable (e.g., aggressive, hostile, refusing care), call the Public Safety Department at 2111 or 760-341-2111 for assistance.
- If you are directly threatened by a student or feel at risk, call 911.
- Listen attentively and respond in a straightforward and considerate way.
- Enlist the help of a co-worker so the student isn't left alone and you aren't left alone with the student.
- You may escort the student to the Student Health & Wellness Center or the Counseling Center.
- Make an ACT report as soon as possible.
- When contacting security, have available as much information as possible, including your name, the student's name and location, a description of the circumstances and the type of assistance needed, the exact location of the student in the building, and an accurate description of the student.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Referring a Student to ACT

Any referrals of Title IX violations, including gender discrimination, sexual harassment, sexual assault, stalking, intimate partner/relationship violence, bullying and cyberbullying, and retaliation, among others, should be reported to Carlos A. Maldonado, Interim Title IX Coordinator, as soon as possible.

When to Refer

- If your efforts to manage a significant classroom behavioral issue have not resolved the problem.
- If you are concerned about the welfare of a student, yourself and/or other students.
- If a student asks for help in dealing with personal issues that are outside your role as a faculty or staff member.
- If you have referred the student for assistance in the past and there seems to be no improvement or things seem to be worsening.

What about Confidentiality?

The Family Educational Rights and Privacy Act (FERPA) does not prohibit sharing personal observations and knowledge about a student among campus officials when there is a legitimate concern related to campus safety.

If you are concerned about a student whom you have observed exhibiting one or more of the warning signs, do not hesitate to notify ACT.

Does the Referral Need the Student's Participation?

Simply put, no it does not. There may be times when the student is not receptive to help or support, or when the student has long left your class or office and the link between your concern and making a referral occurs.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Do:

ACT Referrals can be made by:

Going to the **Report Incident of Concern** link on the Student Services and Faculty & Staff pages of the COD website. OR by emailing ACT at ACT@collegeofthedesert.edu.

When making a referral, be ready to provide the following information:

- Student's name and SID #
- Dates, times, and location of events
- What was observed
- What was said and by whom
- What has been done so far to address the concern and the student's response to those efforts

If you are not sure if you should refer:

Remember that in any given situation, there are probably several "right ways" to address your concern for a student's distress. Contact Ana Stockwell at 760-776-7380 or Carlos A. Maldonado at 760-773-2566 to discuss your concerns and your options. If Ana and Carlos are not available, contact any ACT member to discuss your concerns.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Awareness of Cultural Differences

Race, ethnicity, cultural background, sexual orientation, and other dimensions of difference are important to keep in mind as you help a distressed student. Reactions to racism, sexism, homophobia, disability status, etc., can affect the way in which emotional distress is manifested and also can impact help-seeking behavior. General barriers to seeking help, e.g., denial, fear of being labeled in a negative way, lack of information about campus resources, may be even more troublesome for students from under-represented groups. Communicating support, concern, and understanding is critical in reaching students who may feel isolated and marginalized.

Your sensitivity to the unique needs of international students, LGBT students, students of color, and students with disabilities, non-traditional-aged college students, and other under-represented groups can be important in helping culturally different students get assistance. Furthermore, being knowledgeable about campus resources that address the unique needs of culturally different and under-represented students is also important.

Resources for Culturally Different Students

- **International Students**
 - International Education Program – International Services – (760) 776-7238
 - Student Health & Wellness Center – Diversity Issues – (760) 776-7211
- **Students with Disabilities**
 - Disabled Student Program and Services – (760) 773-2534
- **LGBTQ – Students**
 - Student Health & Wellness Center – 760-776-7211

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Signs and Sources of Distress

Faculty and staff are not expected to provide personal counseling to students but they are often the first to recognize when a student is in distress and are in a unique position to reach out to that student. Faculty and staff play an important role in encouraging students to utilize campus resources, including facilitating a referral to the Counseling Center, the Student Health & Wellness Center, Students with Disabilities Support Service, or in accessing ACT to link students to the appropriate resource. In your role, we encourage you to speak directly to students when you sense they are in academic or personal distress, openly acknowledge that you are aware of their distress, that you are sincerely concerned about their welfare and that you are willing to help them explore their options.

Not all students will be receptive to your help. In some cases, and in order to ensure students of concern do not fall in the gaps, a referral to ACT may be warranted.

Academic Problems

- Excessive procrastination
- Uncharacteristically poor preparation or performance
- Repeated requests for extensions or special consideration
- Disruptive classroom behavior
- Excessive absences/tardiness
- Avoiding or dominating discussions
- Career and course indecision
- References to suicide or harm to others in verbal or written statements

Interpersonal Problems

- Always asking for help with personal problems
- Dependency
- Hanging around office
- Withdrawing from friends and other students
- Disruptive behavior
- Inability to get along with others
- Complaints from other students

Behavioral Problems

- Change in personal hygiene
- Dramatic weight gain or loss
- Frequently falling asleep in class
- Irritability
- Unruly behavior
- Impaired speech
- Disjointed thoughts
- Tearfulness
- Intense emotion
- Inappropriate responses
- Difficulty concentrating
- Physically harming self
- Destruction of property
- Anxiety and panic
- Inability to communicate clearly
- Loss of contact with reality

Life-threatening, needs immediate response	CALL 9-1-1
Non-life-threatening	CALL Ext. 2111 or 760-341-2111

Sources of Distress

- Relationship problems/break-ups
- Family problems
- Grief and loss
- Divorce of parents
- Loneliness
- Academic pressure or failure
- Serious illness or injury
- Difficulty adjusting to college life
- Anxiety
- Eating disorders
- Trouble adjusting to American culture
- Sexual or physical abuse or assault
- Identity confusion
- Depression
- Drug/alcohol abuse
- Career indecision
- Loss of goal or dream
- Low self-esteem
- Unplanned or undesired pregnancy
- Language barriers
- Financial problems

The following pages of this manual will provide you with some tips and guidelines on managing students in distress.

Life-threatening, needs immediate response	CALL 9-1-1
Non-life-threatening	CALL Ext. 2111 or 760-341-2111

Distressed Behavior Continuum

Students of Concern: Behavior Continuum				
Mild	Moderate	Distressed	Crisis	Severe
Disruptive	Failing in school	Alcohol/Drug use	Irrational fears	Highly disruptive
Failing grades	Defiance to rules	Self-destructive behavior	Excessive risk taking	Disjointed thoughts and/or speech
Poor performance	Lethargic	Depression/Anxiety signs	Heightened emotional reactivity	Loss of contact with reality
Absences	Feelings of depression	Unusual behavior	Hostility	Hallucinations/Paranoia
Difficulty managing stress	Falling asleep (at odd times/situations)	Pushing limits on social decorum	Aggression/Violence	Stalking
	Changing hygiene	Suspiciousness	Self-harm/harm to others (thoughts, not action)	Threats
	Alcohol Use	Criminal tendencies	Irritability/Agitation	Suicidal/Homicidal intent
	Drug experimentation		Memory loss or disorientation	
			Serious crimes	

Interventions				
Mild	Moderate	Distressed	Crisis	Severe
<ul style="list-style-type: none"> • Faculty/Staff consultation with appropriate office and/or department • General Counseling 	<ul style="list-style-type: none"> • Faculty/Staff consultation or referral with appropriate office and/or department • General Counseling 	<ul style="list-style-type: none"> • Office of Student Life • Public Safety Department • Student Health & Wellness Center • ACT 	<ul style="list-style-type: none"> • Office of Student Life • Public Safety Department • Student Health & Wellness Center • ACT 	<ul style="list-style-type: none"> • Hospitalization • Arrest • Involuntary Withdrawal • No trespass order • ACT

The different levels of distress can be represented through the above continuum. The list included here is not comprehensive, nor does each behavior need to be present before making a referral. In addition, the list of interventions provides some of the options available.

When referring a student in distress to a COD campus resource, make a parallel report to ACT so follow-up and feedback loops are complete.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

A Word about Medications

An impressive amount of research over the last 40 years has been devoted to the discovery, development, and research of medication that can help with mood, behavior, and other emotional difficulties. Medications often are most helpful in combination with therapy and other efforts at self-help.

The vast majority of psychotropic medications are not habit-forming, and students can always decide, with consultation, to stop taking them. It might be unwise not to consider medications that can make an enormous contribution to well-being, just as it would be unwise to consider medication the only or best option for everyone. The meaning of taking medication, and of taking a particular medication, is an important aspect to keep in mind.

Know that it is important for the provider to be selective when deciding who is an appropriate candidate for medication, as well as which medication and at which dosage. Sometimes medications take some days or weeks to start working. Many of the newer medications offer significant advances in effectiveness, often combined with fewer side effects. The balance between desired effects and possible undesired effects (“side effects”) should be assessed by the student, in consultation with the prescribing clinician. Fortunately, many choices exist and can be discussed.

Medications are not “quick fixes” for longer-standing problems. They do not offer the opportunity to feel better without regard to the underlying psychological and social factors. They are not, for instance, a treatment for bad days or problems with intimacy. They do not change who someone is as a person. While there may be some disappointment as a result, this can often be reassuring for a student to know. A concern may be that if medications are helpful, they must be correcting some biochemical abnormality that is the sole cause of the problems.

As human beings, the interaction of our physical selves with our emotional and spiritual selves, along with our interactions with the environments, makes our reaction to medication much more complex. Thus, it is important for us to take into account the major aspects of our lives that contribute to our state of being.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Tips for Supporting and Encouraging Students

- Request to see the student in private.
- Briefly acknowledge your observations and perceptions of the student's situation and express your concerns directly and honestly.
- Listen carefully to what the student is troubled about and try to see the issue from his or her point of view without agreeing or disagreeing.
- Follow up with the student to see how he or she is doing.
- Strange and inappropriate behavior should not be ignored. The student can be informed that such behavior is distracting and inappropriate. Avoid labeling the student's behavior or the issues presented.
- Your ability to connect with an alienated student will allow him or her to respond more effectively to your concerns.
- Help the student identify options for action and explore possible consequences. If possible offer to phone or accompany the student to the appropriate resources.
- Inform the student about what can be gained by meeting with a counselor or other professional to talk about his or her problems.
- Be open about the limits on your ability to help the student.
- **If the student appears to be in crisis, call 911.**
- Do not promise to keep threats to self or others a secret.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Identifying Behaviors of Concern

Behaviors of concern from a student usually causes us to feel alarmed, upset, or worried.

When faculty or staff members encounter behaviors of concern, they feel worried about the student's well-being. Students exhibiting behaviors of concern may have difficulties in and out of the classroom.

Examples of behaviors of concern may include:

- A student who jokes about killing himself or herself.
- A student who perspires profusely when giving a presentation in front of the class.
- A student who discloses that his or her loved one was diagnosed with a terminal or serious illness.
- A student who seems to work harder than most students but can't pass an exam.
- A student who appears to be losing significant weight yet speaks with pride about how little he or she eats.
- A student whose writing appears disjointed and fragmented as though he or she cannot maintain a logical sequence of thought, or contains themes of violence which are out of context with the assignment.
- A student who reports that FBI agents are following him or her around campus.

Interventions for Behaviors of Concern

Faculty and staff have options for responding to student behavior that they find concerning.

If a college professional is unsure how to respond to a distressed student, here are some suggestions:

- Refer to College of the Desert's Assessment and Care Team website.
- Seek advice and counsel from the department chair, supervisor or dean, the Counseling Center, or ACT.
- Initiate a discussion with the student about the behavior that is of concern.
- Refer the student to campus departments or offices that have the necessary expertise and personnel to help the student.
- Initiate an online Incident of Concern Report to ACT at https://collegeofthedesert-advocate.symplicity.com/care_report/.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Identifying Disruptive Behavior

Disruptive behavior is student behavior that interferes with or interrupts the educational process of other students or the normal operations of the college.

A disruptive student typically resists interventions or corrective action. Specific examples of disruptive behavior include:

- A student who verbally abuses or intimidates another.
- A student who is overly demanding of faculty or staff.
- A student who interrupts the educational process in the class by:
 - Making hostile remarks out of turn
 - Aggressively taking over the lecture
- A student who notably disrupts the environment outside the classroom.

Interventions for Disruptive Behavior

The college professional may find the following procedures helpful when dealing with disruptive behavior:

- Verbally request that the student stop the disruptive behavior.
- If the problem persists, ask the student to leave the class or the area.
- Initiate a discussion with the student about the behavior that is of concern.
- Inform the student of the behavior that needs to change, define a timeline for when the change needs to be made, and explain the consequences if the change does not occur.
- After meeting with the student, document the content of the meeting in writing. It is sometimes helpful and/or necessary to provide the student with a written copy of the requirements and the consequences discussed.
- Contact the department chair, supervisor, or dean for advice and support.

Reporting Disruptive Behavior

Even if you believe the situation has been resolved, initiate an online Incident of Concern Report to ACT at https://collegeofthedesert-advocate.symplicity.com/care_report/.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Identifying Threatening Behavior

Threatening behavior from a student typically leaves us feeling frightened and in fear for our personal safety. These behaviors should be taken very seriously.

If you have concerns about immediate safety, call 911.

Examples of threatening behavior include:

- A student who implies or makes a direct threat to harm him or herself or others.
- A student who displays a firearm or weapon.
- A student who physically confronts or attacks another person.
- A student who stalks or harasses another person.
- A student who sends threatening emails, letters, or other correspondence to another person.
- A student whose writing contains themes and threats of violence.
- A student who raises their voice or yells at another student.
- A student who is clearly intoxicated or appears to be under the influence of drugs.
- A student who engages in odd, strange, delusional, or psychotic rants or actions.
- A student who exposes himself or herself in class.
- A student who has a medical emergency such as fainting, seizure, or vomiting.
- A student who is displaying obscene or inappropriate artwork.

Interventions for Threatening Behavior

The safety and well-being of the campus community is the top priority when a student exhibits threatening or potentially violent behavior.

Specific interventions include:

- Immediately contact 911.
- Contact the Public Safety Department from a campus phone at 2111 or 760-341-2111.
- Contact the department chair, supervisor, or dean for advice and support.
- File an online Incident of Concern Report to ACT at https://collegeofthedesert-advocate.symplicity.com/care_report/.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Suicidal Student

Suicide is the third leading cause of death among college students. Suicidal persons may be ambivalent about killing themselves and typically respond to help. Suicidal states are definitely time-sensitive and so early intervention is important. Most individuals who follow through with suicide were neither crazy nor psychotic, and may have appeared calm. It is important to note that most people considering suicide give warning of their intent so it is important to take any report of suicide seriously.

High-risk indicators for suicide include: a detailed suicide plan; a history of past attempts; feelings of hopelessness and despair or excessive guilt; feelings of alienation and isolation; saying that they have no reason to live or have no purpose in life; giving away important possessions; a severe loss or threat of loss; and a history of drug and alcohol abuse.

If you have concerns that a student may be suicidal:

Do:

- Take any threat of suicide seriously; you have a responsibility to act immediately.
- Show concern and be available to listen or to talk.
- Ask the person if they are so depressed that they want to hurt themselves (“You seem so upset that I’m wondering if you are considering suicide?”).
- If the student sends you an email stating they want to commit suicide, do not ignore it. Reach out to the student immediately and connect the student to the resources on this page.
- Acknowledge that a threat or attempt at suicide is a plea for help and let them know that help is available.
- Make an ACT referral.
- If the student is on campus recognize your limitations and walk the student to Student Health and Wellness Services (do not leave the student alone).
- Trust your gut in these situations. If you are uncertain, err on the side of caution and report it.

Don’t:

- Don’t ignore a student’s attempt to reach out. If you are the person they have disclosed to, that is a sign they trust you and you can be very helpful in providing support.
- Don’t minimize the situation or depth of feeling, e.g., “Oh, it will be much better tomorrow.”
- Don’t be afraid to ask directly if the student has considered suicide. You will not be putting the idea in their head, but rather opening up the conversation to get the help they need.
- Don’t try to be everything to the student.
- Don’t ignore your limitations.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Depressed Student

Nearly half of all college students will feel so depressed at some point that they have trouble functioning. Clinical depression is much more than just feeling down or sad. The depressed student may show a multitude of symptoms including feelings of extreme sadness, worthlessness, guilt, and low self-esteem that can last for weeks, months, or even years. When a person has a depressive disorder it interferes with their daily life and relationships. Depressed students may have physical symptoms such as an increase or decrease in appetite, difficulty sleeping, lack of interest in daily activities, and show low activity and energy. Sometimes depression can take the form of irritation, anxiety, and anger.

In its most serious form, depression can be accompanied by self-destructive or suicidal thoughts which require immediate intervention (refer to the section titled “The Suicidal Student”).

If you have concerns that a student may be depressed:

Do:

- Talk to the student in private.
- Listen carefully and validate the student’s feelings and experiences.
- Be supportive and express your concern.
- Discuss a clear action plan with the student such as making an appointment at the Student Health & Wellness Center.
- Be willing to consider flexible arrangements (e.g., an extension on a paper), if appropriate, as a way to alleviate stress and instill hope.
- Contact ACT if you feel you need assistance with a depressed student.

Don’t:

- Don’t be afraid to ask if the student is suicidal.
- Don’t downplay the situation.
- Don’t try to dispute whether the student is depressed or expect them to stop feeling depressed.
- Don’t overwhelm the student with too much information or help.
- Don’t ignore your limitations.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Grieving Student

During their college career, many students may experience the loss of someone close to them and on occasion, they may be dealing with their own life-threatening illnesses.

There are five stages of normal grief that have been identified:

1. Denial and isolation
2. Anger
3. Bargaining
4. Depression
5. Acceptance

Many people do not experience the stages in order, but it is helpful to look at them as guides in the grieving process.

If you have a student who is dealing with grief or loss:

Do:

- Listen carefully and compassionately.
- Consider the option of allowing the student to postpone turning in assignments or taking exams.
- When appropriate, if you are comfortable, you can share similar experiences you have had so the student doesn't feel alone or crazy.
- Be on the alert for signs that the student is feeling a need to harm himself or herself as a way to cope with the pain.
- Talk to the student about getting some professional help to deal with the loss.

Don't:

- Don't be afraid of tears. Tears are a natural, healthy way of releasing emotions.
- Don't avoid discussing the deceased person with the student. He or she is often grateful to find someone who will listen.
- Don't say well-intentioned things to the student that might imply the grief is not valid . . . "It can't be that bad."

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Anxious Student

Anxiety is a very common disorder among college students and affects about four million adults in America: about twice as many women as men.

The symptoms of anxiety can be both emotional and physical, including: unrealistic or excessive worry or fears; exaggerated startle reactions; shakiness and/or trembling; sleep disturbance; pounding or racing heart; increase in breathing rate, dizziness, and nausea.

Unknown and unfamiliar situations can raise anxiety levels as well as high and unreasonable self-expectations.

These students may often have trouble making decisions, may procrastinate over assignments, and may have intense reactions over grades.

If you think a student may be dealing with anxiety:

Do:

- Encourage students to discuss their feelings. Often, this alone relieves pressure.
- Remain calm and reassuring when possible.
- Be clear about academic expectations and boundaries.
- Seek assistance if a student becomes panicked or their reactions are overwhelming to you.
- Refer to ACT

Don't:

- Don't take responsibility for the student's emotional state.
- Don't overcomplicate things.
- Don't overwhelm him or her with too much information or too many ideas.

Life-threatening, needs immediate response	CALL 9-1-1
Non-life-threatening	CALL Ext. 2111 or 760-341-2111

The Substance Abusing Student

The misuse and abuse of alcohol, over-the-counter medications, illicit drugs, and tobacco affect the health and well-being of millions of Americans. One of the major advancements in addiction science is the realization that stress plays a major role. Alcohol continues to be the most abused substance among college students. Alcohol and other drug-related accidents remain the single greatest cause of preventable death among college students. (See <http://www.samhsa.gov/atod>.)

Do:

- Share your honest concern and encourage the student to seek help.
- Be alert for signs of alcohol and drug abuse: preoccupation with drugs, periods of memory loss, deteriorating performance in class.
- Get necessary help from Public Safety in instances of intoxication.
- Encourage the student to seek support and resources through the Student Health & Wellness Center at 760-776-7211.

Don't:

- Don't ignore the problem.
- Don't chastise or lecture.
- Don't encourage the behavior.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student with Adjustment Issues

Transitions are times of change that usually involve both loss and opportunity. Entering college is one of life's most demanding transitions and is arguably the most significant time of adjustment since starting kindergarten. College students face many challenging transitions, including graduating and entering the work force. The changes inherent in a transition produce stress and challenge a student's coping resources. Students commonly experience a decline in functioning (academic, social, emotional) during transitions. Adjustments can be worsened by counterproductive coping mechanisms such as avoidance of stress-producing situations and people, excessive partying, and alcohol abuse. Transitions can pose greater problems to students who have existing psychological problems or difficult life circumstances. Students going through a period of life adjustment may benefit from counseling to enhance their coping efforts or to prevent the onset of more serious problems.

Do:

- Convey to the student that adjustment or transition stress is normal and often brings a temporary decline in performance.
- Encourage the student to use positive coping methods to manage transition stress, including regular exercise, social support, a reasonable eating and sleeping regimen, and pleasurable activities.
- Refer the student to the Student Health & Wellness Center at 760-776-7211, especially if performance problems persist beyond a reasonable amount of time.

Don't:

- Don't assume that the student understands the impact of life transitions and/or is aware of the source of stress.
- Don't minimize or trivialize the student's feelings or reactions.
- Don't discount or overlook factors that put the student at risk for more problems.

Life-threatening, needs immediate response	CALL 9-1-1
Non-life-threatening	CALL Ext. 2111 or 760-341-2111

The Eating Disordered Student

Eating disorders are believed to impact 20 percent of college students. An eating disorder is not about dieting, but rather an unhealthy way to try to cope with emotional problems. Eating disorders include anorexia and bulimia. Anorexia involves restricting one's eating, often leading to malnourishment. A student with anorexia often equates thinness with self-worth. Bulimia usually entails binge eating followed by excessive exercise, vomiting, or the use of medication such as diet pills. Eating disorders are widely considered to be the most dangerous mental health issues due to a high mortality rate.

The presence of an eating disorder in a student's life not only impacts his or her body image and food intake but can also affect a student's social and academic functioning. Students may struggle with attention and concentration issues, depressive symptoms, physical pain, low energy, social isolation, and low self-esteem.

Do:

- Recognize the dangers associated with eating disorder behaviors rather than viewing them as a choice, lifestyle, or an attempt to obtain attention.
- Encourage the student to seek out formal help including counseling and a thorough medical assessment.
- Support the student even if he or she is not currently motivated to obtain help.
- Refer the student to the Student Health & Wellness Center (760-776-7211) where they can obtain the appropriate referral.
- Consult with ACT as needed.

Don't:

- Don't assume that all thin students have an eating disorder. These issues impact students of all shapes and sizes.
- Don't confront a student by stating "I think you have an eating disorder." Instead share your concerns with the student by naming the behaviors you've witnessed.
- Don't encourage the student to "just eat" to "stop throwing up." Recovery from an eating disorder often requires mental health treatment to alter behaviors.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student Who Reports a Sexual Assault

Sexual assault falls under the reporting requirements of Title IX and should be reported to Carlos A. Maldonado, Interim Title IX Coordinator, as soon as possible.

Conservative estimates put the rate of attempted and/or completed sexual assaults for college students at one in six. Moreover, these assaults are overwhelmingly committed by someone the student knows. These incidents of sexual assault are very traumatic. The nature of sexual assault makes it an inherently humiliating crime, which often makes it very difficult for students to talk about. These students may have difficulties with concentration or motivation, suffer sleep disturbances, have trouble trusting others, and may feel highly anxious and/or afraid.

Do:

- Listen to what they are telling you and believe them.
- Contact Public Safety at 760-341-2111 if the sexual assault happened on campus.
- Make a report to ACT. ACT will help the student explore their medical, legal, and judicial options. They will also provide counseling resources for the student and not pressure the student to do anything they don't want to do.
- Encourage them to seek support through the Student Health & Wellness Center at 760-773-7211, Coachella Valley Sexual Assault Services at 760-568-9071, or RAINN at 800-656-HOPE (4673).

Don't:

- Don't ask a lot of prying questions, as you may inadvertently send the message that you don't believe them or that you are questioning how they handled themselves in that situation.
- Don't blame them for what happened and let them know it was not their fault, regardless of the circumstances under which the assault occurred.
- Don't be skeptical or show that you don't believe them. The vast majority of students do **NOT** make up stories about being sexually assaulted.
- Don't try to be this person's only support. Recovery takes a long time and often involves the need for professional services.
- Don't pressure the student to report the crime.
- Don't report the crime against the student's wishes. ACT can assist the student to report if that is what the student wants to do.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student in an Abusive Relationship

Intimate Partner/Relationship Violence falls under the reporting requirements of Title IX and should be reported to Carlos A. Maldonado, Interim Title IX Coordinator, as soon as possible.

Abusive relationships often involve a repeating pattern of verbal, sexual, emotional, and physical abuse that increases over time. The offender could be a romantic partner, a parent/guardian, or a care attendant.

Indicators of abuse include:

- Verbal abuse
- Isolation from friends and family
- Fear of other/partner's temper
- Feeling trapped
- Acceptance of highly controlling behavior
- Assuming responsibility for other's abusive behavior
- Physical indicators, such as bruises in different stages of healing, bruising or marks around the throat

Do:

- See the student in private.
- Recognize that the student may be fearful and vulnerable.
- Remember that abusive relationships involve complex dynamics, including high levels of denial and, thus, are difficult to change.
- Be aware that interventions from a variety of sources increase the chances for change.
- Make a report to ACT.
- Refer or escort the student to the Student Health & Wellness Center or the Counseling Center if the student is in distress.
- Refer the student to Shelter from the Storm at 760-328-7233 for 24/7 assistance.
- Contact Public Safety at 760-341-2111 if it involves another student or if the incident occurred on campus.

Don't:

- Don't pressure the student to leave the abusive relationship without careful safety planning with a professional as this could place the student in greater danger.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student Who Reports Being Stalked

Stalking falls under the reporting requirements of Title IX and should be reported to Carlos A. Maldonado, Interim Title IX Coordinator, as soon as possible.

Facts about Stalking

Stalking is repeated following or harassment of an individual that is designed to instill a sense of fear or danger.

Stalkers often have an irrational obsession with the victim and try to gain power and omnipotence through control and intimidation.

Stalking behavior includes tailing the victim, as well as harassment via phone, email, fax, and letters; unwanted gifts; and unwanted attentiveness.

Stalking behavior can escalate and become violent.

Stalkers can be male or female and targets can be of the same or opposite sex.

Studies suggest that domestic partner stalking can be among the most dangerous.

Do:

- Encourage the victimized student to trust his or her instincts.
- Contact Public Safety at 760-341-2111.
- Report to ACT.
- Advise the student to document unwanted contacts and maintain evidence of harassment.
- Advise the student to take precautions to ensure safety, including a change in routine travel routes and schedules, and making use of Public Safety to be escorted to and from their vehicle or class.
- Refer the student to the Student Health & Wellness Center or the Counseling Center for supportive counseling.

Don't:

- Don't ignore or minimize the situation.
- Don't suggest that the victim is responsible for the unwanted attention.
- Don't take responsibility for protecting the student.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student Who Reports Having a Disability

Facts about Disability

- Students with documentation of a physical, learning, or psychiatric disability are eligible to access accommodations through the Disabled Students Programs & Services (DSPS) at 760-773-2598.
- Students may not realize that accommodations are available.

Students with:

- **Physical disabilities** present special classroom access needs associated with limitations in mobility, speaking, hearing, and/or vision.
- **Medical disabilities** may experience difficulties participating in their academic programs due to the condition itself or the ongoing treatment protocol.
- **Learning disabilities** have impairments that interfere with and slow down information processing, memory and retrieval, and output. These disabilities can have a detrimental impact on reading, writing, math, attention, concentration, and/or overall organization.
- **Psychiatric disabilities** have an ongoing psychological condition that may interfere with their ability to participate in the routine educational program.

Do:

- Speak to the student in private about your concerns.
- Treat each student with sensitivity and respect.
- Maintain confidentiality about their disability.
- Acknowledge the difficulties that the student is having.
- Be open to follow-up consultation with DSPS regarding accommodations for the student.
- Remember that any student requesting accommodations must present a Faculty Notification Letter from DSPS, which will include recommended actions.
- Set rules and parameters for all students in your classes; accommodation is not absence of academic expectations.
- Consult the *DSPS Faculty/Staff Guide* on the DSPS website or contact the DSPS office by phone at 760-773-2534.

Don't:

- Don't use patronizing language with the student.
- Don't underestimate or question the stated disability.
- Don't assume the student understands the academic limitations imposed by the disability.
- Don't assume the student qualifies for accommodations without DSPS verification.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Academically Underachieving Student

While it is easy to conclude that the academically underachieving student is simply unmotivated, the real situation is often more complicated. Students may be preoccupied with situational and family problems, or have emotional problems that are distracting and disabling. They may have learning disabilities, attention deficit disorder, or substance abuse problems.

Do:

- Inquire compassionately as to what the problems are.
- Provide enough time for the student to open up. His or her initial defensiveness may be off-putting to an instructor who values involvement and dedication in students.
- Help the student assess the source of underachievement, e.g., distractions, preoccupations, emotional problems, depression, difficulties with underlying academic and study skills.
- Sensitively address the difficulty of dealing with a “failure mentality.”

Don't:

- Don't take the student's problem personally or be insulted that they do not find the class engaging.
- Don't assume too quickly that the problem is mere laziness.
- Don't punish the student for lack of involvement.
- Don't dismiss the student and problem as unworkable in one meeting.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Demanding Student

Typically, the utmost time and energy given to these students will not seem like enough from the student's perspective. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth.

Do:

- Let them know the limits of what it is reasonable for you to provide.
- Let them make their own decisions as much as possible.
- When you have given appropriate time to them, let them know, "Excuse me, I need to attend to other things right now."

Don't:

- Don't let them use you as their only source of support.
- Don't get trapped into advice giving, "Why don't you . . .?"
- Don't get angry.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Verbally Aggressive Student

Students usually become verbally abusive when in frustrating situations which they see as being beyond their control. Anger and frustration become displaced from those situations to you. Typically the anger is not directed at you personally. These students often feel they will be rejected and, therefore, reject you before you reject them. They often realize the drama and intimidation behind their anger and are aware of their impact.

Do:

- Acknowledge their anger.
- Rephrase what they are saying and identify their emotions.
- Allow them to ventilate, get the feelings out, and tell you what is upsetting to them.
- Tell them you are not willing to accept their verbally abusive behavior.
- Help the person problem solve and deal with the real issues when they become calmer.
- Defuse and de-escalate the situation by remaining calm, speaking in a calm tone of voice, and modeling appropriate behavior to the student.
- Make an ACT referral.

Don't:

- Don't meet alone with the student.
- Don't get into an argument or shouting match.
- Don't become hostile or punitive.
- Don't press for an explanation or reasons for their behavior.
- Don't look away in order to not deal with the situation and ignore the student.
- Don't stay in a situation in which you feel unsafe.
- Don't ignore a gut reaction that you are in danger.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Violent or Physically Destructive Student

Violence due to emotional distress is very rare. It typically occurs only when the student is totally frustrated and feels totally unable to do anything about it. The adage, “An ounce of prevention is worth a pound of cure” best applies here.

Do:

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation and de-escalating it if possible.
- Explain clearly and directly what behaviors are acceptable.
- Stay in an open area.
- When all else fails, divert attention.
- Get necessary help – other staff or security.
- Contact Security Department
- Make an ACT referral.

Don't:

- Don't meet alone with the student.
- Don't ignore warning signs that a person is about to explode (for example: yelling, screaming, clenched fists, threatening statements).
- Don't threaten, dare, taunt, or “push” the student into a corner.
- Don't touch the student.
- Don't stay in a situation in which you feel unsafe.
- Don't ignore a gut reaction that you are in danger.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

The Student in Poor Contact with Reality

These students have difficulty distinguishing fantasy from reality, the dream from the waking state. Their thinking is typically illogical, confused, disturbed; they may coin new words, see or hear things which no one else can, have irrational beliefs, and exhibit bizarre or inappropriate behavior. Generally, these students are not dangerous and are very scared, frightened, and overwhelmed. They are much more frightened of you than you are of them.

Do:

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation in the environment and see them in a quiet atmosphere (if you are comfortable doing so).
- Acknowledge your concerns and state that you can see they need help.
- Reveal your difficulty understanding them (when appropriate).
- Focus on the “here and now.” Switch topics and divert the focus from the irrational to the rational or the real.
- Speak to their healthy side, which they have.
- Make an ACT referral
- **Call 911 if it appears the student is a danger to themselves or others.**

Don't:

- Don't argue or try to convince them of their irrational thinking, it only makes them defend their position more.
- Don't play along.
- Don't demand, command, or order the student.
- Don't expect customary or usual emotional responses.

Life-threatening, needs immediate response	CALL	9-1-1
Non-life-threatening	CALL	Ext. 2111 or 760-341-2111

Departmental Safety Plan

As a result of certain kinds of behavior from students, it may be necessary to set up a departmental safety plan. For example, if you think that a student has been threatening to you in the past and he or she shows up at your office, you may need help in dealing with the student. Quite often it is the people you work with and who are in the closest physical proximity who can provide the help you need. The following section will help you to define a security plan for your department.

Security Plan

First and foremost, call on the Public Safety Department to help with setting up a plan. The following are the kinds of behavior you should be concerned with:

- Unwilling to leave the building.
- Interrupting the business of the department.
- Bizarre statements/actions.
- Angry/verbally abusive/yelling.
- Behaving suspiciously.
- Threatening.
- Violent.

There are at least three types of responses open to you.

1. **Individual response:** Do what you can to get the person to stop the behavior; try to handle it yourself (if the person is violent or potentially violent, call the police).
2. **Get assistance from others within your department** and elsewhere in the building.
 - Have someone come and stand near you for support.
 - Have someone come to help you deal with the person.
 - Call or speed-dial a designated person for help.
 - Have someone find a designated person to help.
 - Have a code phrase that can be used when contacting the reception desk or a co-worker.
3. **Get assistance from the Public Safety Department** (in cases of violent or potentially violent behaviors).
 - Have another person call 911 or the Public Safety Department from a campus phone at 2111 or 760-341-2111.
 - Retreat to a locked office or another safe space while waiting for the police.

Questions to Consider as You Develop Your Departmental Safety Plan

1. What specific areas do you need to prepare in your department?
 - Reception.
 - Individual offices.
2. How can we in the department help each other when faced with difficult situations?
 - What will the procedures be for getting help from others within your area?
 - What do you expect of the person when he or she comes to a colleague's assistance?
3. When you need another level of assistance – above what can be provided from within your department:
 - Who will be your designated “helpers,” and are they readily available?
 - How will you reach them?
4. What should someone do while waiting for help?
5. What should be the protocol if someone observes an individual disturbing other people by yelling, acting bizarrely, etc.?
6. How will you coordinate planning and support with nearby departments?
7. What does your department need to carry out these plans?
 - Specifically, what kinds of training do you think would help?

An Example of a Possible Scenario

You are a receptionist at a window in the financial aid office. One week ago, a student waiting in line began speaking very loudly and abusively about how the financial aid office “screwed up,” and now he has to pay for it. By the time the student reached your window he was quite agitated. As you tried to explain to the student what he needed to do, he said “the next time I’m here, I’m gonna blow up the place.” Today he is at your window again.

- How could you have prepared for this?
- What do you do?

This scenario (or one that may be more appropriate for your specific department) discussed in your group setting can help you prepare the implement a safety plan.

A Quick Reference Guide for Helping Troubled Students

Seeking Guidance or Advice

Student:

- Communication indicates loss of touch with reality
- Communication reflects suicidal thoughts or action, depression, anxiety, or difficulty dealing with grief



Student Health & Wellness Center
760-776-7211
or
Assessment and Care Team
act@collegeofthedesert.edu

Student:

- Communication indicates having been a victim of a stalking, harassment, hazing, or other crime
- Communication reflects sexual assault or relationship violence



Public Safety Department
760-341-2111
or
Assessment and Care Team
act@collegeofthedesert.edu

Student:

- Has not attended class for an extended period of time
- Is overwhelmed by a problem with the college
- Is debilitated or overwhelmed by a family emergency



Assessment and Care Team
act@collegeofthedesert.edu
or
Office of Student Life
760-773-2566

Student behavior that:

- Substantially impairs, interferes with or obstructs orderly processes and functions of the college
- Deliberately interferes with instruction or office procedures
- Is lewd or indecent
- Breaches the peace



Assessment and Care Team
act@collegeofthedesert.edu
or
Public Safety Department
760-341-2111

Reporting Concerning Behavior

Student:

- Does something significantly out of character
- Acts peculiar and this is cause for alarm
- Displays unhealthy or dangerous patterns of behavior
- Appears to be under the influence or coping with the effects of substance abuse
- Continues to seem distressed despite prior referrals made



Assessment and Care Team
act@collegeofthedesert.edu
or
Public Safety Department
760-341-2111

Immediate Action

Student is:

- Threatening the safety of self or others
- Acting in a frightening or threatening manner
- Not leaving the classroom after being asked to leave
- Reporting or initiating a threat or bomb scare
- Reporting any Title IX violations



Call 911
or
Public Safety Department
760-341-2111

**NOTE: Regardless of the situation, contact any of the above offices for support or information.
For more information on helping distressed students, go to:
<http://www.collegeofthedesert.edu/students/sl/Pages/Assessment-and-Care-Team.aspx>**

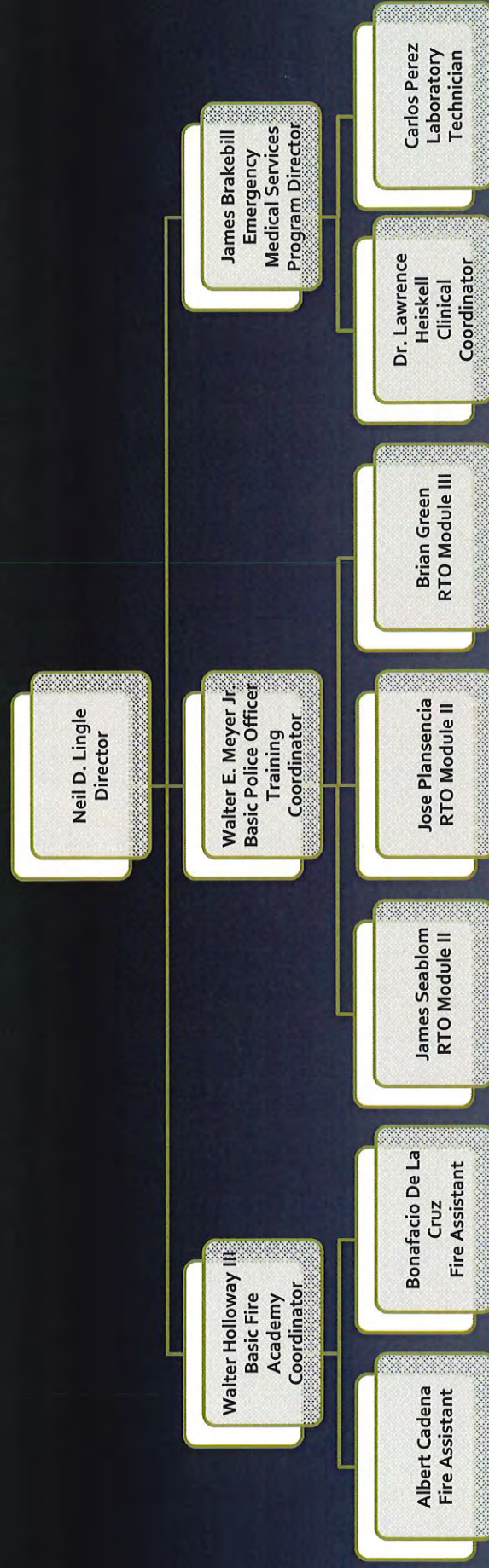
Contact Directory

Emergency	911
Public Safety and Emergency Preparedness	2111 or 760-341-2111
Assessment and Care Team (ACT)	
• Email	ACT@collegeofthedesert.edu
• Incident of Concern Report	https://collegeofthedesert-advocate.symplicity.com/care_report/
ACT Members	
• Carlos A. Maldonado	760-773-2566
• Ana Stockwell	760-776-7380
• Scott Cooper	760-776-7453
• Tim Nakamura	760-568-3352
• Adam Uhlhorn	760-862-1372
• Christine Schaefer.....	760-568-3188
• Elizabeth Goold.....	6853
• Cynthia Llewelyn Price.....	760-776-7211
Title IX Coordinator	
• Carlos A. Maldonado, Office of Student Life	760-773-2566
Cathedral City High School	760-207-1441
Desert Hot Springs High School	
• Officer Clark.....	760-828-1145
• Officer Romero	760-698-4862
• Officer Blancarte.....	760-391-2317
• Officer Canas	760-408-9915
Indio Campus (45524 Oasis St., Indio, CA 92201)	760-776-7200
• Indio Campus Security (Mobile)	442-666-9439 or 442-666-9438
• Indio Campus Security (Direct Landline)	442-400-5311
Mecca/Thermal Campus (61120 Buchanan, Thermal, CA 92274).....	760-396-3010
Palm Springs High School	760-413-1731 or 760-880-3701
Disabled Students Program & Services	760-773-2534 or 760-862-1395
International Education Program & Services	760-776-7238
Student Health & Wellness Center	760-776-7211
Off-Campus Resources	
• Coachella Valley Sexual Assault Services.....	760-568-9071
• Crisis & Suicide Intervention HELPLINE.....	951-686-4357
• Disaster Distress Hotline	1-800-985-5990
• National Suicide Prevention Hotline	1-800-273-8255
• RAINN (Sexual Assault Resource)	800-656-4673
• Shelter from the Storm.....	760-328-7233

College of the Desert
Public Safety Academy Update

November 2016

COD-PSA Organizational Chart 2016



Emergency Medical Services Program

- Received Emergency Medical Technician Program approval September 2016
- Two EMT Hybrid courses approved by Riverside County EMS for Spring 2017
- Received recertification as an American Heart Association Training Site
- COD West Valley Campus is ideal for EMS Program siting and administration

Basic Fire Academy

- Accredited Regional Training Program (ARTP) Site Visit January 26, 2017
- State Fire Training Fire I / IFSAC-ProBoard curriculum – 613 hours
- Implemented IFSAC-ProBoard Skills Evaluation and Testing Program

Basic Peace Officer Training Program

- COD is a "Modular Presenter" Academy offering Module III/Module II
- Module III - 168 hours / Module II - 268 hours
- PSA Course Enrollment and Success
- TMAS I Testing through POST ends Feb 1, 2017. TMAS II begins
- Actively working toward curriculum redesign and program accountability

Public Safety Academy Goals

- Align Public Safety Academic Disciplines within the PSA
- Increase Enrollments
- Identify Funding Mechanism
- Develop Retention Strategy for Students
- Increase Staff (EMS Faculty and Classified Support)
- Develop a Plan for future Paramedic Program and Module I Program Delivery

Questions

Thank You!

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



Update on Accreditation Progress

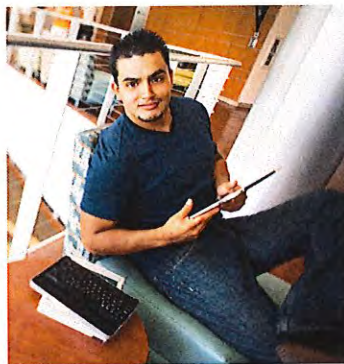
Co-chairs : Dr. Annebelle Nery and Bert Bitanga

Presented at the Palm Desert Campus

Board of Trustees Meeting—November 16, 2016

Office of Institutional Effectiveness, Educational Services & Planning
College of the Desert Academic Senate

Update on Accreditation progress 2016-2017



Putting Together a Team: The Accreditation Workgroup

College of the Desert Accreditation Team								
	Dr. Annabelle Nery (AI/O) Administration Chair				Bart Branga Faculty Chair	Jeffrey Salas ASCCO Rep	Jennifer Baker Staff Rep	
	Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity <small>The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission frequently and accurately. The institution uses a variety of quantitative and qualitative data and analysis to originate and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the institution accomplishes its mission.</small>	Standard II - Student Learning Programs and Services <small>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, a ethical, and personal development for all of its students.</small>	Standard III - Resources <small>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility of resources, allocation of resources and planning rests with the system, in such cases, the system is responsible for meeting standards on behalf of the constituent colleges.</small>			Standard IV - Leadership and Governance <small>The institution recognizes and utilizes the contributions of leaders throughout the organization for continuous improvement of the institution. Governance roles are established to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the oversight of responsibility of the governing board and the chief executive officer.</small>		
Admin. Rep.	Dr. Daniel Martinez	Dr. Leslie Young <small>Instructional Programs</small>	Dr. Pamela Ralston <small>Library Learning Support Services</small>	Amanda Phillips <small>Student Support Services</small>	Dr. Mary Ann Gualarte <small>Human</small>	Lisa Howell <small>Physical</small>	Sheri Willis <small>Technology</small>	Lisa Howell <small>Financial</small>
Faculty Co-Chair	Dr. Courtney Dousselt	Dr. Wendy Sanders	Donna Greene	Sandra Hauf	Dr. Chris Jones-Cage	Scott Ventura	Dr. Kim Dozier	Dr. Karl Farmer
Staff	From Research C/O/O - Sai Yang	Mary Lou Murojo <small>ASCCO Leader</small>	Mary Lou Murojo <small>John Ferrell, Sheila Baker, Rick Byrnes, Anthony Andrade-Carter</small>	Mary Lou Murojo	Mary Lou Murojo <small>Mary Ann Gualarte, Erin Nelson, Terrell Tim Nakamura</small>	Mary Lou Murojo	Mary Lou Murojo <small>John Ramond, Virginia Ortega</small>	Mary Lou Murojo <small>Cheryl Coropelous, Business Leader Luis Quijano, Tracie</small>
Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Status	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Title	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Accreditation Master Timeline Institutional Self Evaluation Report (ISER)

College of the Desert Accreditation Master Timeline
Institutional Self Evaluation Report (ISER) (Revised 11/13/2016)

TASK	FALL		WINTER			SPRING			SUMMER			FALL			WINTER			SPRING		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
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LEGEND

- Meetings
- Gather Info/ Writing of ISER / QIP
- Drafts to Editor
- Due Date or External Team Site Visit
- ISER Draft/Visit to AS on Board of Trustees
- Send Final ISER to ACCO/External Team
- Detailed Preparations for Site Visit
- ACCO Review and Reporting to COO



Standard I

- The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.
- The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.



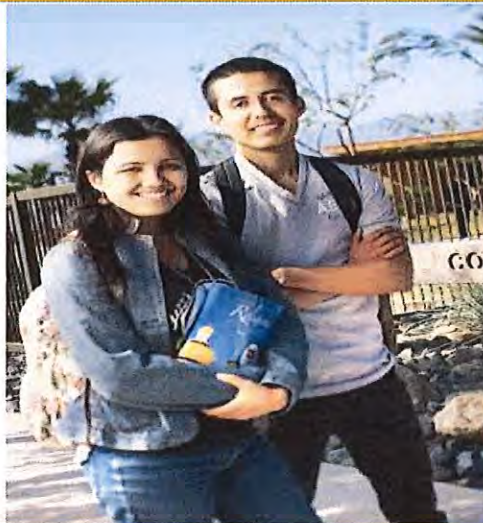
Standard I Progress:

- The College Mission has been analyzed and segmented for evaluation to address each statement within the mission.
- Use of data to effectively accomplish our mission is being addressed.
- Analysis of alignment of Programs and Services with our mission.
- Making certain that we articulate our mission in a widely published statement approved by the BOT and that it is periodically reviewed.
- Institutional integrity is reviewed, analyzed, and evaluated with evidence.
- Our use of documented assessment of Student learning and evaluation of student achievement is being evaluated.
- Providing evidentiary regular reviews of our institutional policies, procedures.
- Providing information for the total cost of education.
- Analysis of our use and publication of governing board policies on academic freedom and responsibility.



Standard II

- 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.



Standard II Progress:

- STD IIA – Instructional Programs
 - Alignment of course and program offerings to mission
 - Institutional determination of fields of study to offer as programs.
 - Institutional determination of fields of study to offer as DE/CE programs.
 - Improving instructional courses, programs and service.
- STD IIB – Library Learning Support Services
 - Institution provides support at all locations for student learning and achievement.
 - Maintains educational equipment and materials to support student learning and enhance achievement of the mission.
- STD IIC – Student Support Services
 - Regular evaluation of the quality of student support services
 - The institution identifies and assesses learning support outcomes for the student population.



Standard III

- The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.



Standard III Progress:

- **STD IIIA – Human Resources**
 - The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.
- **STD IIIB – Physical Resources**
 - The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.
- **STD IIIC – Technology Resources**
 - Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
- **STD IIID – Financial Resources**
 - Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.



Standard IV

- 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.



Standard IV Progress:

- The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.
- Decision –making roles and processes
- Chief Executive Officer
- Governing Board



What's Next ?




- Standard Drafts to Editor and Dissemination of Draft College Wide
- Work on Quality Focus Essay (QFE)
COD Accreditation Newsletter
- Finalize Institutional Self Evaluation Report (ISER)
- Prepare for Accreditation Visiting Team



Possible Quality Focus Essay Topics

1. Analyze and review our entire planning process/cycle from SLOs, Assessments, Program Review, Prioritization, Resource Allocation, Assessment of Planning Outcomes, and implementation for improvement.
2. Access student services, particularly for distance education and off campus services.
3. Access to Library Services at educational centers.



College of the Desert Accreditation Newsletter

Desert Community College District August 26, 2016 Edition I, Volume I

Statement on the Benefits of Accreditation

Accreditation is the primary means by which colleges and universities in the United States assure and improve quality. Both accrediting bodies and the institutions they accredit must use the highest standards of professionalism to ensure that accreditation provides value to the institutions themselves, the students, the public, the government, and other institutions of higher education.

Visit our Accreditation webpage to view the latest information and progress of meetings, schedule, and everything affiliated with Accreditation.

<http://collegeofthedesert.edu/aboutus/Accreditation/Pages/default.aspx>

Accreditation Site Visit
Meeting the target

College of the Desert is scheduled for an Accreditation Site Visit in the Fall Semester 2017. The COD Accreditation Team was assembled to include campus-wide representation from various constituent groups. They meet regularly and are currently working in a collaborative effort to complete a draft of the Institutional Self Evaluation Report (ISER), which is due for campus dissemination in September 2016. The College is committed to a process of accreditation that is transparent, collegial, and inclusive of all participants.

Accreditation Team

Administrative Co-Chair
Dr. Annabelle Noy (ALO)

Faculty Co-Chair
Bert Bitanga

Administrative Support
Mary Lou Harney

Document Editor
Rick Farnaby

ASCCOD Representative
Jeffrey Siles

Staff Representative
Jennifer Baker

Standard I
Dr. David Martinez

Standard II A
Dr. Courtney Deussett

Standard II B
Dr. Leslie Young

Standard II C
Dr. Wendy Sanders

Standard III
Dr. Pamela Palston

Standard III C
Doreen George

Standard III D
Amanda Phillips

Standard III E
Sandra Hoof

Standard III F
Dr. Mary Ann Gulate

Standard III G
Dr. Chris Jones-Cage

Standard III H
Lisa Howell

Standard III I
Dr. Lisa Socio

Standard III J
Shari Willis

Standard III K
Dr. Kim Dozier


Standard III L
Lisa Howell

Standard III M
Dr. Carl Farmer

Standard IV
Dr. Joel Karaman

Standard V
Dr. Pamela Palston

Standard VI
Christon Smith



43500 Monterey Avenue
Palm Desert, CA 92260
(760) 346-8041
www.collegeofthedesert.edu

College of the Desert Accreditation Newsletter

Desert Community College District August 26, 2016 Edition I, Volume I


What's New in Accreditation

Quality Focus Essay (QFE)

When an institution undertakes self-evaluation for accreditation, it may identify policies, procedures, or practices in need of change or student outcomes it wishes to improve. An institution may make some changes or improvements immediately before an evaluation team arrives. Other changes and strategies for improving outcomes will require a longer time to accomplish. These changes and strategies should be identified as the institution's plans for improvement (action plans), and should be integrated into the ongoing planning and decision making processes at the college with timeliness for completion. Using the format of a Quality Focus Essay (QFE), an institution will identify two or three "action projects" for further study and action that have good potential for improving student outcomes. The projects should be related to Accreditation Standards, emerge from the institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement, be based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement. The Guide provides questions intended to stimulate discussion and assist the institution in selecting appropriate action projects for the QFE.

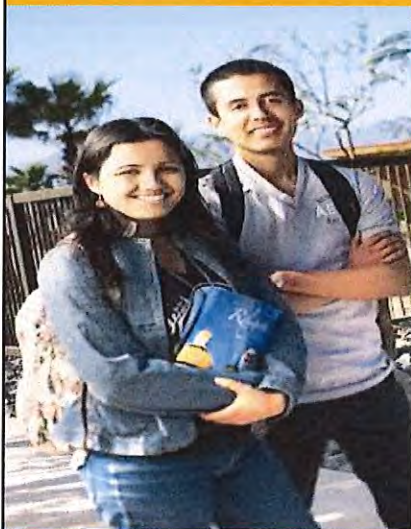
Common Accreditation Acronyms and Definitions

- **WASC - Western Association of Schools and Colleges**
The Accrediting Commission for Schools (ACS) is a world-renowned accrediting association and WASC is one of the six regional accrediting agencies in the United States working closely with the Office of Overseas Schools under the U.S. Department of State. ACS WASC provides assistance to schools worldwide, primarily in California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe.
- **ACCJC - Accrediting Commission for Community and Junior Colleges**
Accredits community colleges and other associate degree granting institutions in the Western region of the U.S. The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.
- **ALO - Accreditation Liaison Officer**
Individual(s) who ensures compliance with accreditation requirements are incorporated into the planning and evaluation process of the institution.



43500 Monterey Avenue
Palm Desert, CA 92260
(760) 346-8041
www.collegeofthedesert.edu

Summary of Progress



- Standard Drafts are being completed and sent to the Document Editor
- Accreditation Webpage is Progressing
- Work on Quality Focus Essay (QFE) in progress
- COD Accreditation Newsletter has been disseminated campus-wide. Volume 2 is in progress to be completed by December 9, 2016
- Next documents
 - ISER due Spring 2017
 - Accreditation visit Fall 2017
- Accreditation is an ongoing process



PLEASE JOIN US THIS YEAR FOR FUTURE ACCREDITATION WORK!!!



COLLEGE
of the
DESERT

- Accreditation Workgroups
- Standard Teams
- Departments who assisted in providing input and evidence
- Document Editor
- Student Input
- Community Leadership Input
- Board of Trustee Members



Salamat !

THANK YOU!!!