

Follow up Report – Certification Page

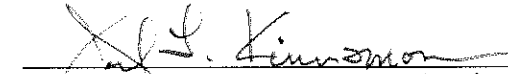
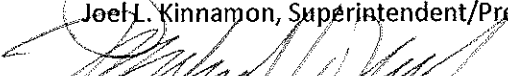
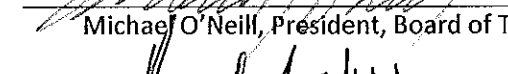
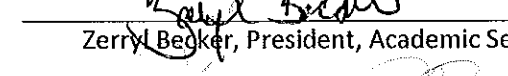
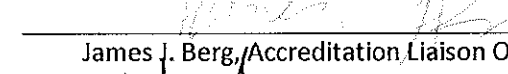
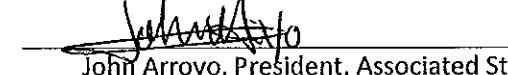
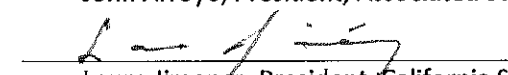
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Joel L. Kinnamon
Superintendent/President
College of the Desert
43500 Monterey Avenue
Palm Desert, CA 92260

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

Signatures:

 Joel L. Kinnamon, Superintendent/President	3-15-13 (Date)
 Michael O'Neill, President, Board of Trustees	3-15-13 (Date)
 Zerryl Becker, President, Academic Senate	5-22-13 (Date)
 James J. Berg, Accreditation Liaison Officer	3-25-13 (Date)
 John Arroyo, President, Associated Students of COD	3/22/13 (Date)
 Lauro Jimenez, President, California School Employees Association, COD CHAP. 407	3/22/2013 (Date)
 David Bashore, President, COD Adjunct Association	3/22/13 (Date)

College of the Desert

Follow Up Report

Submitted by:

College of the Desert

43500 Monterey Avenue, Palm Desert, CA 92260

Submitted to:

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

April 1, 2013

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Report Preparation

College of the Desert Superintendent/President, Joel L. Kinnamon, received an Action Letter from the Accrediting Commission for Community and Junior College (dated February 11, 2013) on February 14, 2013. The letter asked for a Follow-Up Report to the College's October 2013 Follow-Up Report, plus an additional Special Report, by April 1, 2013.

The College's Accreditation Liaison Officer, Jim Berg, Dean of Arts & Sciences, emailed a copy of the letter on February 14, 2014 to the following: Superintendent/President Kinnamon; Adrian Gonzales, Interim Vice President for Student Affairs; Stan Dupree, Interim Executive Director of Human Resources and Labor Relations; Carl Phillips, Dean of the Library, Distance Education, and Learning Resources; Bert Bitanga, Professor and Chair of the Outcomes and Assessment Committee of the Academic Senate; Zerryl Becker, Professor and President of the Academic Senate; Pam Hunter, Public Information Officer (and former ALO); and Margaret Eklund, Executive Administrative Assistant to the Vice President of Academic Affairs.

On February 26, 2013, Kinnamon and Berg met to discuss the Follow-Up Report and the Special Report, a process for completing the report by the April 1 deadline, and the necessary personnel necessary to respond to the specific recommendations. On February 27, 2013, a meeting was held to discuss the report and assign responsibility for drafting responses to the recommendations. Attending that meeting were Kinnamon, Berg, Phillips, Dupree, Gonzales, Hunter; Chris Nelson, Faculty Coordinator of the Academic Skills Center and co-chair of the College Planning Council's subcommittee on assessment; and Sam Sternman, HR Technology Manager. The assignments for drafting responses were as follows:

Recommendation 1: VP Student Services and Academic Skills Center

Recommendation 3: VP Student Services and Dean of Library

Recommendation 4: Executive Director of Human Resources

Recommendation 5: ALO, Executive Director of Human Resources, and Dean of Institutional
Research

Special Report: Superintendent/President

The timeline for completing the first draft of the report was as follows:

- February 27: Receive assignments, recommendations 1, 3, 4 & 5
- March 6: Drafts to President by 8 a.m.
- March 8: Full draft to College Planning Council for discussion
Draft report posted to College Web site
- March 12: Review and discussion at ASCOD Student Senate meeting
- March 13: Feedback to Dean Berg by 8 a.m.
Discussion of feedback at joint meeting of Academic Affairs, Business
Affairs and President's Office
- March 14: Academic Senate Executive Committee discussion
Updated Report on Portal for Board review
- March 15: Board of Trustees review
- March 15-25: Incorporate Board revisions, additional evidence
- March 26: Collect Signatures and submit to Commission

Jim Berg, Accreditation Liaison Officer, coordinated the compilation of the report following the timeline above. He led a discussion of the draft report at the regular meeting of the College Planning Council on March 8, 2013 and at a regular joint meeting of the Deans Council with the leadership of the Office of Business Affairs.

Recommendation 1

In order to increase effectiveness, the team recommends that the college complete the implementation of the comprehensive planning process by responding to the analysis of assessment results to ensure improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcomes within both instruction and non-instructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation, implementation, and evaluation. (I.B.1; I.B.2; I.B.6; I.B.7)

Response

In fall 2012, the Academic Senate's new standing committee on Outcomes and Assessment (OAC) was established under the leadership of Bert Bitanga, associate professor of architecture. The committee is "responsible for coordinating Student Learning Outcomes and Assessment, Program Review, and Program Review Updates."¹ These responsibilities were previously held by the Curriculum Committee. Under the leadership of Professor Bitanga, the committee has established a repository on the college portal of all Student Learning Outcomes for all college courses, all SLO assessments completed and in progress, all five-year program reviews, and all annual Program Review Updates submitted to the committee. Each academic, student services, and non-instructional services is required to file a PRU every fall. Course and program assessment information is collected in annual PRUs. The OAC's agenda includes developing a process to validate program reviews and developing a system to more easily collect and share data from course and program assessments. The new OAC process ensures that all assessments and PRUs are reported and reviewed, and the portal makes all SLO and assessment information widely accessible to the campus. Programs establish annual goals in their PRUs, and those goals feed into the department and school goals that are reviewed by the College Planning Council.

¹ OAC charge, on Website.

Throughout the 2011-12 academic year the College engaged in a campus-wide dialogue about the impact of potentially significant budget cuts resulting from the State's fiscal crisis. This broad based dialogue was facilitated through "Think Tanks," using the College Planning Council structure and membership to organize the work. The College modified the standing planning process to address critical needs and compliance issues in 2011-12. The result of the dialogue process was the development of a five year budget plan that identified potential new areas of revenue generation as well as potential cuts to services and staffing.

As the College entered the 2012-2013 academic year, a new Superintendent/President had been hired, and the Governor's office announced plans to address the State's fiscal crisis, including a ballot initiative to fund education (Proposition 30). As part of its assessment process and after the hiatus of the previous year, the College reviewed the planning process as designed. At the October 26, 2012 meeting of the College Planning Council (CPC), the college's new President and the President of the Senate reviewed several questions regarding the CPC and the Planning and Institutional Effectiveness (PIE) process. The CPC identified three issues on which to focus as the effectiveness of the PIE was assessed: the size and composition of the CPC, the function of sub-committees, and options for implementing the planning process for the current (2012-13) year. These concerns were referred to the Assessment of Planning and Outcomes (APO) sub-committee for discussion.²

At the November 16 CPC meeting, the APO committee noted that the PIE process adopted in Fall 2010 had never been fully implemented due to the Think Tanks, which had hampered the ability of the APO to fully evaluate the planning process. APO also presented a review of the process, acknowledging that the timeline had been compromised, and a proposed shortened timeline for the implementation of the process for 2012-13. The CPC took into account what had

² CPC Minutes for 10/26/12

been learned in 2011-12, when the process was used to incorporate some of the recommendations from the Think Tanks, and approved keeping the PIE process as it currently stands and the shortened timeline.³

The December meeting of the CPC included a complex discussion of the nature and role of the CPC and the planning process. The President of the Academic Senate made a presentation of various concerns about the function of the CPC, based on feedback from the Academic Senate. Among the concerns raised were: the relationship of the Senate to and the role of faculty on the CPC; the role of the CPC in decision making in the college; and the fact that steps in the proposed compressed PIE process would take place at times when most faculty were not on campus (as during January 2013). No specific decisions were made on these issues at the meeting, but the APO was asked to reconsider a revision of the PIE process to identify the Senate's specific roles and to adjust the dates of the process.⁴

At the February 8, 2013 meeting of the CPC (the first after winter break), faculty concerns, gathered at a FLEX activity in January, were shared. Additionally, the APO presented two options for continuing with the PIE process for the current year. Option 1 was to implement a greatly compressed version of the full process. A draft schedule for this had been created that responded to the charges made to the committee. Option 2 was to develop an alternative process for the coming year (2013-14), and to begin an eighteen-month process for academic year 2014-15 so that by this time next year it would be possible to complete the entire PIE as it was intended for that year. It was necessary that any alternative process should make clear use of annual Program Review Updates (PRU) and that faculty who had written those PRUs be fully

³ CPC minutes for 11/16/12

⁴ CPC minutes for 12/7/12

informed of how they were used and how planning priorities for 2013-14 were established. The APO committee was asked to develop a plan for Option 2.⁵

In their committee meeting on Friday, March 1, 2013, the APO committee developed a series of recommendations for implementing Option 2. These include that the interim planning process be given a clear, campus-wide disclosure; that proposals for new faculty and staff positions be processed separately from other college needs; that a clear rubric for establishing priorities be made available to everyone; that department Chairs make presentations of PRUs from their areas when prioritization takes place at the School level and that they be allowed to invite faculty to assist with the presentation; that this prioritization step take place during the college hour so that faculty may more easily participate; and that a report be made available explaining the outcome of PRUs. They also recommend that planning processes in all Schools and the President's Office should be as similar as possible. Finally, decisions about the allocation of funds for the coming year should be as transparent as possible, including an open meeting of the budget committee, and a final report showing not only the priorities but the proposed funding sources.⁶ The APO will be charged with evaluating this process as recommendations are implemented.

The CPC's subcommittee on Outreach and Training is chaired by the Vice President of Academic Affairs. That position has been vacant since July 2, 2013, and that committee has not been active. Without that committee leading the CPC's communication efforts, there has been little progress on improving the campus-wide understanding of the planning process.

⁵ CPC minutes for 2/8/13

⁶ CPC Minutes for 3/8/13

Recommendation 3

In order to increase effectiveness, the team recommends that the college investigate and create a plan to increase student, library, and learning support services for students in distance education and at off-site locations to ensure that they receive the same level and quality of services as students attending the main Palm Desert campus. The college must ensure equitable access to all of its students by providing appropriate, comprehensive, and reliable student, library, and learning support services regardless of location or means of delivery. This is especially important with regards to library services, including print resources, research assistance, and instruction. (II.B.3; II.B.3.a; II.C.1; III.C.1)

Response

College of the Desert continues to increase student, library and learning support services and activities for students in distance education courses and at education centers. This year's Program Review plans have identified and staff have taken steps to ensure the equitable support and services for all students, regardless of method or location of instructional delivery. In addition, the recent Substantive Change proposal and approval are clearly indicative of the College's efforts.

Services available to students begin with a comprehensive College website that includes information about the admissions process, registration courses, student support services, library services, academic programs, college policy, and student life activities. Through the college website students have 24-hour access to online admissions application (CCCApply), online financial aid information and applications (FAFSA), an online orientation program, electronic forms and petitions, online FAQs with regard to counseling and advising, and links to various services outside of the College. This online access helps all students, including students taking online classes and classes at the college's education centers. Services available to students in the Eastern Valley (Indio and Mecca/Thermal)⁷ include textbooks for all classes on reserve, Academic Skills Center computer lab, and tutoring, particularly for English and math. Students

⁷ Web page listing of services at EVC-Indio and Mecca/Thermal.

are able to print college related materials free of charge at the computer lab at the Eastern Valley Center. In addition, Office Communicator software and Web cameras have been installed in the Eastern Valley campus office to connect students to services located on the Palm Desert Campus.

Through two strategic grant efforts, the College has increased the on-site delivery of academic and counseling support at the Eastern Valley Centers. With funding from the US Department of Education, the College has implemented a TRIO-Student Support Services grant that is designed to serve the students who attend the Eastern Valley Center. This grant provides dedicated counseling and tutorial support services to low-income, first generation college students who intend to graduate and transfer. The TRIO-SSS grant has provided increased counseling services, dedicated tutorial services, student development workshops, and tours of four-year transfer institutions.⁸

The college also has a Title V—HSI grant that has enabled the hiring of the following staff to serve the Eastern Valley Centers: 1) a full-time bilingual counselor dedicated to the Eastern Valley Centers; 2) a part-time Counseling Support Assistant who is crossed-trained to provide information about admissions and financial aid; 3) a part-time bilingual Financial Aid Outreach staff member who assists in delivering financial aid and financial literacy information; and 4) a tutorial and supplemental instruction coordinator to initiate academic support services at the Eastern Valley Centers.⁹ Other activities include orientations and celebrations that mirror those at the Palm Desert Campus but are designed to reflect the particular nature of the EVC, the implementation of a summer bridge program offered at the Indio location,¹⁰ and a series of in-person and online workshops on financial aid, financial literacy, new student orientation,

⁸ Spring 2013 TRIO Calendar for Eastern Valley Center.

⁹ Web site listing of services provided by Title V project and HSI Counselor.

¹⁰ Flyers for Summer Bridge program, called EDGE, financial literacy workshop, and supplemental instruction.

academic standing, scholarships, student development workshops, and career development. In addition to workshops, the Outreach Specialist and Counseling Support Assistant provide “Enrollment Service” days at both the Mecca/Thermal and Indio sites. On these weekly dates students can come to the sites and get their specific Admissions and Records and Financial Aid questions answered. To allow more access to workshops, the grant staff is currently in the process of developing online counseling and enrollment service workshops to students. In addition to support services, the grant also provides academic support through Supplemental Instruction with basic skills courses at the Eastern Valley Centers. This program uses successful students to provide academic support and review of course material for students in designated courses.

The Title V—HSI grant is also helping the college to implement a student portal system. This portal will allow students to access their various accounts (WebAdvisor, Blackboard, e-mail, etc.) through the use of a single sign-on, and will also allow the College to more efficiently send information to students electronically through general information posts on the student portal. The College is currently engaged in building the portal software and integrating it with the student database (Datatel). During the Fall 2012 semester the Enrollment Services staff worked with the Information Systems department to develop the structure of the portal. Pilot testing began with small groups of students during the latter part of the Fall 2012 and early part of the Spring 2013, with full implementation scheduled for Fall 2013.¹¹

Finally, the College is utilizing its Title V—HSI grant to implement an early alert system. Called “Early Advantage,” the service is designed as an early intervention for students who are observed to be experiencing academic difficulty in courses. A faculty member identifies a student at risk based on poor attendance, poor test scores, possible learning disability, need of

¹¹ Minutes of Educational Technology meeting of 9/7/12.

psychological services, incomplete assignments, lack of motivation, or financial hardships. Once a student has been identified, the appropriate service area will be notified and students will be encouraged to meet with an Early Advantage coach or coordinator of one of the college's special programs (e.g., EOPS, DSPS). Early Advantage will be integrated with WebAdvisor and the student portal. The implementation timeline will closely mirror that of the student portal project. Beginning in Spring 2013, faculty volunteers were solicited to initiate pilot testing of the early alert system with students enrolled in the TRIO, DSPS, and EOPS programs. Faculty volunteers have been identified and engaged in their first training session on March 8, 2013.¹²

Response to Recommendation 4

In order to meet Standards, the college should improve the timely and effective completion of faculty and staff evaluations (III.A.1.b)

Response

College of the Desert has made considerable progress to improve the timely and effective completion of faculty and staff evaluations.

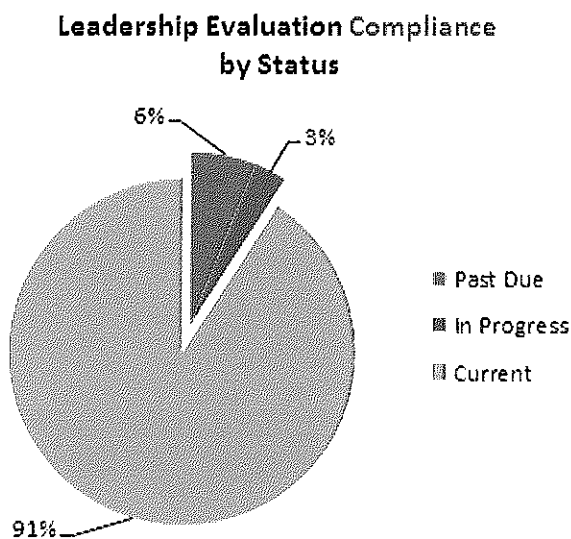
Staff and Leadership

The Office of Human Resources manages a third-party software platform, TrakStar, which allows HR to monitor timely completion of evaluations. The software controls the distribution of notifications and evaluation procedures between employees and their supervisors. TrakStar compliance has been thoroughly reviewed for 2013 for all groups of employees. All management and classified staff are now on track to have completed evaluations for newly hired and existing staff, based on date of hire and established evaluation timelines. Monthly reports to the Executive Director of Human Resources contribute to the overall compliance to evaluation

¹² Early Advantage flyer and Training agenda for 3/8/13.

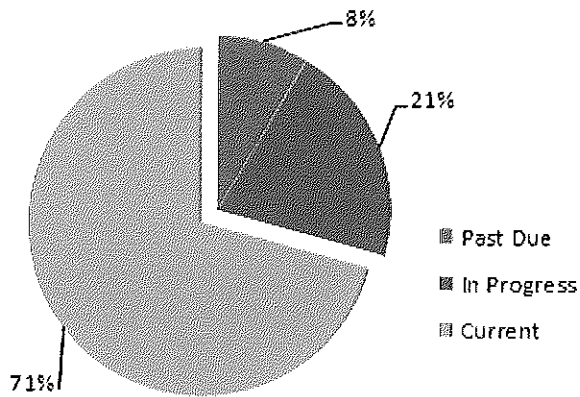
timelines across our various bargaining units and leadership. New staff in the Office of Human Resources has taken on the training of employees to use TrakStar, and new training sessions began in March 2013 and are planned every other month for groups and as needed for individuals. Additional online tutorial options, available at any time, are offered through the Human Resources portal on the College of the Desert intranet. Educational Administrators, by action of the Board of Trustees, cannot receive a new employment agreement unless there is a current evaluation on file for that employee.

The staff and leadership groups are in compliance with the standard on timely and effective evaluations, shown in the charts below.¹³



¹³ Classified and Leadership Appraisals Progress, March 2013

Classified Staff Evaluation Compliance by Status



Full-time Faculty and Adjunct Faculty Evaluations

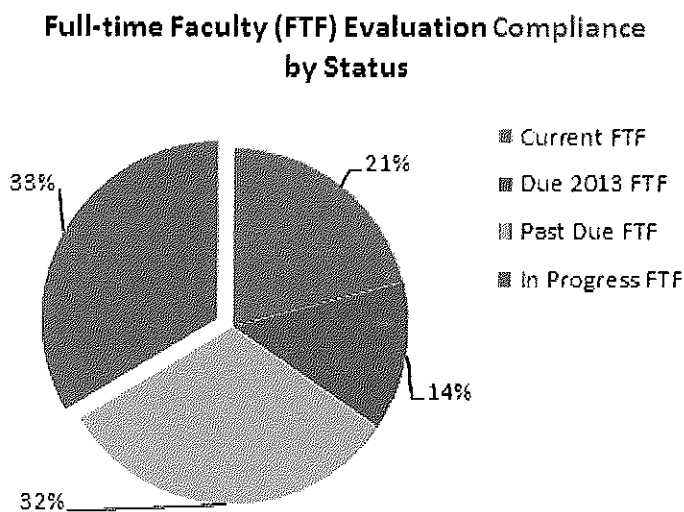
Faculty evaluations are subject to collective bargaining. During the 2011-12 negotiation process, the TrakStar system was determined not to be adequate to contain all elements of the faculty evaluation process. Faculty evaluation documents and timelines, developed through negotiations and in accord with California Education Code, do not lend themselves to the annual cycle that TrakStar automates.

In December 2012, the Office of Human Resources, after several months of vacancy, filled the position responsible for managing the faculty evaluation database. Within the first 30 days of hire, a new database to track, record and report on the timely and effective completion of evaluations for Full-time Faculty and Adjunct Faculty was developed and implemented.¹⁴ The database serves as a point of contact for all evaluation results and is used to monitor compliance according to established evaluation timelines via monthly e-mail communication reminders to the respective Deans and Vice Presidents. Continued use of the database, and a timely email communication process, will assist the Human Resources staff with tracking evaluations and will

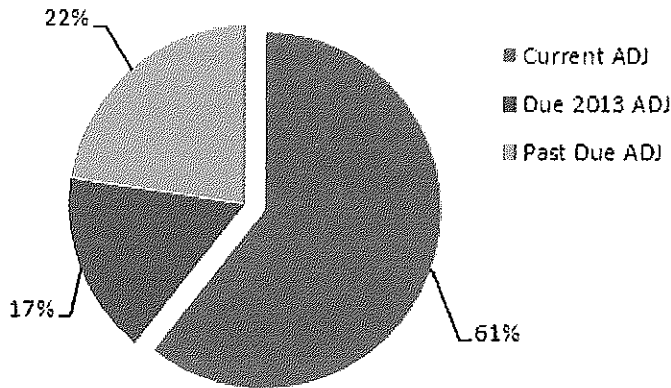
¹⁴ Active Faculty and Adjunct Evaluation data, March 2013.

assist Deans and Vice Presidents to complete them in a timely manner. In addition, upon further discussion between HR and the software developers, TrakStar will also be adapted to monitor the process of faculty evaluations (what is done and when), while the elements of the evaluations themselves will remain outside the system. TrakStar will thus serve as a check on the timely completion of evaluations in conjunction with the HR database.

Current fulltime and adjunct faculty evaluations have been summarized as Current, Due, Past Due, or In Progress (Spring 2013).



Adjunct Faculty (ADJ) Evaluation Compliance by Status



In summary, a complete audit of the status of evaluations for all employee groups, including administrators, staff and faculty, has been completed. A new internal HR database has been developed to monitor and record progress of completed evaluations. Communications have been sent to all employees and their supervisors advising them that evaluations are due or past due. Monitoring of evaluations with follow-up communications is being implemented. Substantial progress has been made on reducing the number of faculty who are overdue for evaluations.

Response to Recommendation 5

In order to meet standards, the team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing SLOs into the evaluation process of faculty and others directly responsible for student progress toward achieving SLOs. (III.A.1.c)

Response

Faculty evaluations include peer and dean review that include questions related to student learning outcomes.

- A. Sets clear outcomes for student learning
- B. Lesson is relevant to course description

Faculty are routinely rated and counseled on these items through peer and dean evaluations.¹⁵

Faculty evaluations also include student ratings of instruction. Three items on the student survey relate to outcomes and assessment.¹⁶

- 1. Uses graded materials (test, papers, projects, etc.) that reflect the course objectives
- 2. Distributes and reviews the objectives and requirements of the course
- 3. Covers material outlined in course description and syllabus

In Spring 2013, a sample of student ratings of instruction was analyzed to determine how well faculty were rated on these items. Ten recent evaluations of full-time faculty (of 112) and 30 adjuncts (of 290) were chosen. This represents ten percent of the faculty. The average ratings are as follows:

Item	Fulltime (n=10)	Part-time (n=30)
1	3.76	3.41
2	3.74	3.59
3	3.81	3.66

¹⁵ Classroom observation and Evaluation Form (C2).

¹⁶ Student Evaluation of Teaching (C5)

Among the fulltime faculty, for all the three questions selected, the scores were above 3.0 on a 4-point scale. Adjunct faculty scores showed more variation, from a low of .82 to a high of 4.0. The results reflect that the faculty are utilizing the right tools to evaluate the course objectives and that they are explaining and reviewing the requirements of the course as well as covering the materials outlined in the syllabus.¹⁷

The sample study shows that these items are useful indicators of student exposure to and understanding of student learning outcomes. The data from these items on student evaluations will be collected and reported to the college community in the aggregate annually. Deans will use the average scores from across the college to further coach faculty in their responsibilities and effectiveness related to student outcomes.

Descriptive Summary

Faculty members are periodically evaluated in accordance with their respective Bargaining Unit contracts using peer, dean, and student evaluations. Each source of input (peer, dean, and student) includes information on student learning outcomes as well as knowledge of subject matter, instruction techniques, engagement of students, and classroom management. The college will begin to archive the data in an electronic format in Spring 2013. The data will be analyzed to see how effective the teaching strategies have been regarding student progress toward achieving student learning outcomes.

¹⁷ Sample Set of Student Evaluation results

Appendix

Evidence for Recommendation 1

1. Outcomes and Assessment Committee Charge (on Web site)
2. CPC Minutes for 10/26/12
3. CPC Minutes for 11/16/12
4. CPC Minutes for 12/7/12
5. CPC Minutes for 2/8/13
6. CPC Minutes for 3/8/13

Evidence for Recommendation 3

1. Web page listing of services at EVC-Indio and Mecca/Thermal.
2. Spring 2013 TRIO Calendar for Eastern Valley Center.
3. Web site listing of services provided by Title V project and HSI Counselor.
4. Flyers for Summer Bridge program, called EDGE, financial literacy workshop, and supplemental instruction.
5. Minutes of Educational Technology meeting of 9/7/12.
6. Early Advantage flyer and Training agenda for 3/8/13.

Evidence for Recommendation 4

1. Classified and Leadership Appraisals Progress, March 2013
2. Active Faculty and Adjunct Evaluation data, March 2013.

Evidence for Recommendation 5

1. Classroom observation and Evaluation Form (C2).
2. Student Evaluation of Teaching (C5)
3. Sample Set of Student Evaluation results

Appendix

Evidence for Recommendation 1

CODP RTAL Outcomes & Assessment » Home



Outcomes & Assessment Committee

Meeting Schedule: 1st Thursday of every academic month from 12:30 to 1:45 in the President's Conference Room.

Purpose:

The Outcomes and Assessment Committee is responsible for coordinating Student Learning Outcomes and Assessment, Program Review, and Program Review Updates.

Goals:

*** UPDATE *** The ACCJC Status Report on institutional effectiveness with regard to SLOs and Assessment was submitted to the commission on October 15, 2012. The report and cited evidence can be downloaded from the following link [ACCJC Status Report & Cited Evidence](#). (For best results, save and unzip the file to your computer.)

Goals for Program Review include establishment of a Program Review validation process, a PR workshop to assist faculty in preparing an excellent and effective Program Review, and review of the PR process and generation of suggestions for improvement.

Goals for Program Review Update include review of the process to determine if it is effective and consultation with the Planning Council to confirm relevancy to the process.

Statement on Student Learning Outcomes and Assessment:

In concert with the nationwide effort amongst colleges and universities to create an evidence based process which documents the effectiveness of teaching and learning, as well as improvements to that process, College of the Desert is positioned to enrich the lives of our students by stating and assessing learning outcomes. Faculty at the college believe in integrative general education that encompasses not only knowledge and abilities, but values, attitudes and habits that create success within and outside of the academic arena.

Learning is a complex process. Assessing learning should reflect the adequacy and intricacy of its subject. Effective assessment includes diverse methods of measurement designed to give educators an understanding of how students learn and perform over time. Therefore, assessment is ongoing, revealing change, growth and increasing degrees of integration. As our picture of learning comes into clear view, we provide ourselves with a solid foundation for improving our students' educational experience.

We begin with statements of expected learning at the course, program and institution level. These statements are discussed, publicized and shared amongst all college constituents. Courses, programs and the institution are assessed according to the statements, aligned with faculty intention and curriculum design in mind and compared to the college's mission all with the purpose of clarifying our vision and implementing changes as needed.

Data acquired through the assessment process provides evidence for curriculum reform, planning, resource allocation, organizational leadership, staff and student development. To maintain the integrity of student learning outcomes assessment, knowledge and information coming out of assessment is not a part of faculty evaluation. Ultimately, we want to discover the best learning conditions for our students at every level and during every part of their educational experience.

As we embark upon understanding students' educational experience in the 21st century, faculty at College of the Desert recognize that student learning is a campus wide responsibility and assessment is a way of executing that responsibility. While faculty are the main drivers of this movement, we appreciate that we will also rely upon participation from student services, librarians, administrators, and students. Assessment may also involve community members such as alumni/ae, trustees, employers. It is our shared understanding of assessment as a continual learning cycle which includes measurement, feedback, reflection, and change that will foster teaching excellence as we challenge and support our students' active engagement in the learning process.

Members

Chair: Bert Bitanga

Michele Richards, ASBU

Pilar Agudelo, Communication

Amanda Phillips, General Counseling

Dustin Cohan, Math

Craig Hays, Kinesiology

Irene Larsen, Health Sciences/ECE

Rebecca Vineyard, Alternative

Joana Curash, Science

Chris Jones-Cage, Social Sciences

Carol Lasquado, Student Services Special Programs

Anthony Fesmire, Arts and Media

Ted Grofer, Adjunct

College Planning Council

MINUTES

OCTOBER 26, 2012 8:30 AM – 10:30 PM

PSA 19A

ATTENDEES	<p>Members: Joel Kinnamon, Zerryl Becker, Adrian Gonzales, ASCOD Communications Officer, ASCOD President, Basil Augustine, Bina Isaaq, Carl Phillips, Catherine Levitt, David Acquistapace, D. Bashore, D. Amsler, D. O'Loughlin, E. Deas, G. Bergstrom, J. Berg, J. Murphy, J. Lujan, K. Tabor, K. Hudgins, L. Jimenez, L. Emerson, M. Harlow, N. Moll, P. Hunter, R. Rawnsley, S. Rodriguez, S. Dupree, W. Ansley</p> <p>Ex Officio: David George, Douglas Redman (Curriculum/SLOAC), Carlos Maldonado, Chris Nelson (Basic Skills Initiative), Julius Vargas, Tara McCarthy.</p> <p>Recorder: Lee Ann Weaver</p>
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Agenda topics

1. APPROVAL OF MINUTES MAY 11, 2012 J. KINNAMON

DISCUSSION	Motion by Kathleen Hudgins, second by Gary Bergstrom. Correction to minutes: delete the last line referencing the next meeting.		
CONCLUSIONS	Motion carried unanimously with the change noted.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	
1. Minutes will be posted.	L. Weaver	ASAP	

2. PLANNING PROCESS DISCUSSION J. KINNAMON

	<p>Dr. Kinnamon referred to the CPC Handbook and, having read it, said the process looks like it should work. It addresses the 10+1 and the role of the Academic Senate, discusses how other matters are addressed and which sub-committees are involved. The sub-committees have not been empowered, they make recommendations back to the full CPC and eventually the Board of Trustees.</p> <p>He asked for the groups thoughts on the size of CPC as he has heard comments that it is too large. The following comments were made:</p> <ul style="list-style-type: none"> • It is probably too large but there would be concern if it was too small – all campus constituency groups should be represented and that might be difficult if too small. The representation is good now. • Decisions were brought to CPC and almost rubber stamped • Committees should do more and could do the hard work • Previous problems with attendance were due to no planning taking place. If members are not engaged they will not attend. • Make it larger – there are areas not represented, like Business Affairs. • The number of people on CPC depends on their function and that function has changed many times. Must clarify what is expected of CPC members.
DISCUSSION	<p>Dr. Kinnamon will rely heavily on this group to keep him and the Board more informed.</p> <p>He reviewed the Functions (page 5 of CPC Handbook). He thought it is designed great if the group is vibrant, the sub-committees are doing their work and bringing their recommendations back to the group and the President carries it out. The recommendation must be owned or it will not be implemented.</p> <p>Dr. Kinnamon asked Zerryl Becker to talk about CPC Lite. Zerryl said we don't want to exclude anyone but we must decide what it is we are trying to accomplish and then figure out the best way to accomplish it. CPC is often only presentations; the group is not asked to make decisions. The fifth function is the most important as these smaller taskforces can pull things together. These smaller groups should be in open meetings, and open to anyone, not just CPC members.</p> <p>Dr. Kinnamon referred to page 11, XI Strategic and Operational Planning and commented that he heard there had been a lot of discussion about what to do with CPC and there was concern about changes being made. He said if we are going to change the way CPC looks; it will be the group determining that. The Assessment of Planning and Outcomes Subcommittee (page 28 of Handbook) charges that group with evaluating the Planning and Institutional Effectiveness process and make recommendations regarding modifications to the process as needed. He suggests this subcommittee should be evaluating the effectiveness of CPC and whether it needs to be modified. He invited comments:</p>

	<ul style="list-style-type: none"> • Agreement it should be looked at but also need follow-up, as that hasn't happened in the past. • It makes sense to do this as it will be easier in a small group. When something is brought back to the group it can be adjusted if necessary and moved forward. <p>Adrian Gonzales is the Chair of this committee and Chris Nelson is the Co-Chair.</p> <p><u>Motion</u> by Joel Kinnamon, second by Basil Augustine, for this committee to meet and come back to CPC with a recommendation on the size of the CPC and the planning process. Motion carried unanimously.</p> <p>Adrian will confirm that those on the subcommittee last year will remain on it. Others will be added as outlined in the CPC Handbook.</p> <p>There was a question regarding the membership of CPC. It had been decided to keep the membership as it was to provide some consistency.</p> <p>The Assessment of Planning and Outcomes sub-committee included 4 faculty members: Linda Emerson, Wendy Ansley, Chris Nelson and Dustin Culhan; 1 adjunct: Catherine Levitt; Leadership: Annebelle Nery, Leslie Young, Adrian Gonzales, Pam LiCalsi; Classified: Stacey Williams.</p> <p>It was thought that the larger group should understand what they are doing before a sub-committee gets involved. Dr. Kinnamon said the point is the sub-committee is charged in making a recommendation in what CPC does. If it is too big they will make that recommendation. Their charge is anything related to the planning process.</p> <p>Pam reminded everyone that the sub-committee had made some recommendations 2 years ago but before CPC could finalize and implement those recommendations the focus of CPC became the think tanks.</p>
CONCLUSIONS	<u>Motion</u> by Joel Kinnamon, second by Basil Augustine, for this committee to meet and come back to CPC with a recommendation on the size of the CPC and the planning process. Motion carried unanimously.
ACTION ITEMS	PERSON RESPONSIBLE DEADLINE
1.	Assessment of Planning & Outcomes Sub-committee will meet and make a recommendation on the size of the College Planning council and the planning process and report at the next CPC meeting. Adrian Gonzales/Chris Nelson

2. GRANTS MANAGEMENT

DISCUSSION

J. KINNAMON

	<p><u>Motion</u> by Edwin Deas, second by Wendy Ansley, to task the Budget Sub-committee with reviewing the grant handbook and either endorse it as is or make recommended changes to CPC.</p> <p>Dr. Kinnamon referred to page 34 of the CPC Handbook regarding the Budget Sub-committee. This sub-committee is responsible for all college funds, both unrestricted and designated budgets. Since this sub-committee is dealing with resources it seems appropriate to introduce grants management into it.</p> <p>A question was raised as to whether this sub-committee was open to everyone. Dr. Kinnamon said that all meetings are open.</p> <p>Agenda items need to be submitted early and draft notes should go out to the members within a couple of days for distribution.</p> <p>As the Chair of the Budget sub-committee he thought it appropriate the grants handbook be reviewed by that committee. Others agreed.</p>
DISCUSSION	<p>Zeryl asked how this information gets from the sub-committee to the Senate, who is working on a resolution about grants. Dr. Kinnamon said he would rely on the committee to tell him it's not working as that document (CPC Handbook) address the Senate and 10+1. The budget sub-committee and grants is broader than 10+1. If the Senate passes a resolution it would be something to help inform the sub-committee and they would take it into consideration, but it wouldn't override the work of the sub-committee.</p> <p>Other comments were:</p> <ul style="list-style-type: none"> • Communication has been an ongoing problem – the handbook addresses it but we haven't been doing it. • Make sure we do these things and then assess them. • Need to hold the sub-committee accountable to do the work they are charged with. • Anyone can be on a sub-committee – not just CPC members – the more involvement, the better • Missing a student voice on the sub-committee • When sub-committees were formed it was mandated that anyone could attend but CPC members had to sit on one sub-committee. • The membership listed in the CPC handbook is the minimum membership on each sub-committee. • CPC will work with Carlos and Adrian to make sure the students are informed. • There is the expectation that when information comes back to CPC the members must distribute it to their constituents.

<p>Dr. Kinnamon hopes this process or a process can be put in place that is effective and works. We have a lot of important work to do and students need our focus. He knows everyone is committed. We want to eliminate obstacles in order for everyone to do their jobs the way they need to be done.</p>		
<p>CONCLUSIONS Motion carried.</p>		
<p>ACTION ITEMS</p>		
<p>1. Budget Sub-committee will review Grants Handbook and either endorse it or bring recommended changes back to the next CPC.</p>		<p>PERSON RESPONSIBLE Edwin Deas DEADLINE November 16, 2012</p>

3. STUDENT SUCCESS

INFORMATION

A.GONZALES

<p>DISCUSSION</p>	<p>Adrian reviewed a Power Point Presentation on the Student Success Taskforce with the members. We need to consider the role of the Matriculation Advisory Committee. This committee has not been very active. Do we want to continue with it, maybe link it to BSI, or part of college council? Adrian recommends we utilize the mechanisms that exist. Ideally, Orientation belongs to the Matriculation Advisory Committee. He recommends that CPC calls together a taskforce to look at what we are currently doing and make recommendations for fall of 2015. We do not have time to get things changed completely by next spring. We should have a plan in place for fall/spring 2013/2014 so we are prepared for fall. We must work with the local high schools.</p> <p>Questions asked:</p> <ul style="list-style-type: none"> • Priorities 1 & 2 have to be in good standing? Yes, just because you are a veteran/foster youth/EOPS/DSPS student you must be in good standing – it is not automatic. • How much latitude do we have with priority registration? Priority 3 can be broken down into several areas. We know the next group that has to go is the continuing students who are being successful and the incoming freshman. One model we should consider is requiring incoming freshman to complete the matriculation process by a certain date, and if they do that they will be given priority registration. We do not have the manpower to do rolling orientations. We service from 2000 – 3000 incoming freshman for fall orientation. <p>Juan Lujan proposed the Indio Center be utilized for assessment testing and orientation. East Valley students will be best served going to Indio. Adrian agreed and commented there has been discussion about faculty being more involved with orientation.</p> <ul style="list-style-type: none"> • Is there an update on the uniform diagnostic testing? It is an unknown implementation date. Part of the original draft of the legislation talked about an assessment off the shelf but they have backed off that comment. There is talk of developing a new test that everyone would use. They are likely to put together a taskforce. Adrian would anticipate it is 2-3 years away. • How will new students be expected to have a student education plan (SEP)? A very generic student education plan could be developed for incoming freshman to give them an idea of the types of courses we recommend they choose. And then train them on how to manipulate the SEP and at a later date they sit down with someone to formulate the SEP. This is the discussion we need to have. Basil thought it more basic than that and future students will have to be better prepared academically and know what they want to do here. • How will this affect the serendipitous student? Will they have to have a plan? It has yet to be defined whether the casual, life-long learner fits into this category. Adrian expects there will be some exemptions. • Our catalog doesn't state that certain classes are only offered in the spring or the fall so students do not know that if they choose not to take the class this fall, they must wait until next fall to take it. Will this be changed? Adrian said the Deans have begun discussions about doing a yearlong schedule and that will be an important tool. Basil commented that some have already started. • Can we go back to having site counselors now that we'll have to be more narrow and defined? Zerryl said that in the past each discipline put together a "sample" plan – it wasn't a student education plan, it was more to help the students understand the order in which they should take classes. Adrian commented we need the stronger partnership between Student Affairs and Academic Affairs to develop these types of things. Basil thought we needed to tighten this process up because if a student drops a class in the fall because he/she doesn't meet the pre-requisite they then have to wait a year to take the class again. • There have been meetings with Palm Springs Unified Counselors to make them aware of these new requirements. <p>Adrian said traditionally orientation has been in the counselors hands and we cannot do that any longer. It must be a campus-wide initiative moving forward and we must decide how we will address these issues. Linda Emerson suggested each discipline created a sample plan of courses available at orientation.</p> <p>Regarding the Matriculation Committee, Nancy Moll thought changing the name might help it become more active as many do not know what is involved with Matriculation. Something like Student Success taskforce.</p>
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	Zeryl Becker commented that "Meet the Faculty" focuses on talking to students about what it takes to get through your discipline. Faculty can bring a sample plan to give to students.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None		

Adjourned at 10:30 a.m.
 Next Meeting: Friday, November 16, 2012

College Planning Council

MINUTES

NOVEMBER 16, 2012 10:00 AM – 12:00 PM

CRAVENS MP ROOM

ATTENDEES	<p>Members: A. Gonzales, ASCOD President J. Arroyo, ASCOD Vice President J. Espino, B. Augustine, B. Isaac, C. Levitt, C. Phillips, D. Acquistapace, D. Amster, D. Bashore, D. O'Loughlin, E. Deas, G. Bergstrom, J. Berg, J. Kinnamon, J. Lujan, J. Murphy, K. Tabor, K. Hudgins, L. Emerson, L. Jimenez, L. Young, M. Harlow, N. Moll, P. Hunter, R. Rawnley, R. Reynolds, S. Dupree, S. Rodriguez, W. Ansley, W. Ellis, Z. Becker</p> <p>Ex Officio: D. George, D. Redman (Curriculum/SLOAC), C. Maldonado, C. Nelson (Basic Skills Initiative), J. Vargas, T. McCarthy.</p> <p>Guests: P. Chapman</p> <p>Recorder: LA Weaver</p>
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Agenda topics

1. APPROVAL OF MINUTES OCTOBER 26, 2012

J. KINNAMON

DISCUSSION	Motion by Lauro Jimenez, second by Zenyl Becker. No correction and minutes stand approved		
CONCLUSIONS			
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	
1. Minutes will be posted.	L. Weaver	ASAP	

2. BUDGET SUB-COMMITTEE REPORT

DISCUSSION

E. DEAS

DISCUSSION	<p>Dr. Deas reported the Budget Sub-Committee met and focused on the Grants Management handbook. The committee agreed it contained very good content but thought it could be formatted better by creating chapters for a better flow. They assigned a smaller task force of E. Deas, Z. Becker, A. Gonzales, P. Hunter and J. Jaramillo to work on formatting it in a more user-friendly document. The goal is to make it more accessible.</p> <p>He reported that two policy issues came up: 1. What, if any, is the role of the Academic Senate and other stakeholders in this endeavor and the task force will start to quantify that, 2. The desire is to have a very detailed process in order to consistently achieve what is needed. They recognize there are often smaller grants that would be compromised if subjected to this comprehensive process and it was thought a fast-track system could be developed. The sub-committee is likely to recommend the creation of a standing sub-committee of the Planning Council that would be a grants committee.</p> <p>The committee revisited the likelihood of Proposition 30 failing and what that would mean for College of the Desert. The next Budget Sub-Committee meeting will be November 19. They will receive the report on the handbook.</p> <p>The committee will start focusing on 2 main areas; 1. Preparing information for the reality of Proposition 30 passing and developing a Q & A to test at the November 19 meeting; 2. On the recommendation of the Board of Trustees the committee will review all matters relating to budgeting: processes, how cuts are decided and the like. They will cover 7 different areas of the budgeting process and find ways to do it better.</p> <p>L. Jimenez asked Dr. Deas to share the information previously presented on the indirect costs and the impact to the campus. Dr. Deas said there would be a comprehensive budget chapter in the handbook. They have drafted an alternative budget approach. Z. Becker added that the State Academic Senate has been strongly recommending that grants have the Senate approval, when they involve curriculum, academic programs, faculty, instructional support assistants and faculty development, before they are signed. They want to make sure the Academic Senate has awareness of what the grant is about and be able to review it appropriately prior to signatures. The Senate does not want to stop anything – they want to make sure issues are addressed.</p>		
CONCLUSIONS			
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	

1. Grant committee task force will re-format the handbook to make it more user-friendly	E. Deas	December 7, 2012 CPC meeting
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3.
ASSESSMENT/PLANNING/
OUTCOMES (APO) SUB-
COMMITTEE REPORT

DISCUSSION

A. GONZALES

	<p>Adrian Gonzales reported this sub-committee had a robust discussion on the role of College Planning Council, membership, planning processes and sub-committees and how they might evaluate CPC and planning.</p> <p>There were several recommendations: Do not make changes in how the process should work. It was felt the planning process the CPC set up has not been followed. It should actually be utilized as it was designed and then evaluated to see if it works. There need to be editorial updates; including what the CPC membership is, and who are the members of the sub-committees.</p> <p>They also discussed the membership of CPC and the role of Division Chairs and should those Chairs be represented on CPC as part of faculty representation or should there be additional members.</p> <p>The sub-committee had quite a bit of discussion and they requested clarification on the role of CPC as a decision making body vs. an advisory body to the President. The Handbook says both in different areas.</p> <p>The sub-committee is also suggesting we actually follow the PIE (Planning and Institutional Effectiveness Process). This is our planning document. It was suggested a smaller task force be formed to modify/implement it for this year. We are a month behind in the planning process for 2013-2014. C. Nelson said the planning process is a 3-year cycle; planning the first year, implementation the 2nd year and assessing the 3rd year.</p> <p>The sub-committee also recommends that training needs to occur. One of the CPC sub-committees is an outreach and training sub-committee and the intent of the sub-committee was to ensure that the membership knew their role on CPC, and the broader campus community understood as well. This has not occurred and this sub-committee needs to be reactivated.</p> <p>Currently there are only 2 sub-committees of CPC (the APO and the Outreach & Training) and it was felt this is not sufficient to accomplish the work of the CPC. The APO sub-committee is suggesting they continue to review what other sub-committees are needed.</p> <p>There was also discussion about this sub-committee's responsibility to evaluate the planning process itself which was not done last year. They discussed doing a survey to set a benchmark and throughout the year evaluate the planning process appropriately and by early next year they can come back and report on what is working and not working and make recommendations.</p>
DISCUSSION	<p>There was a question as to whether the APO or CPC as a whole should appoint a smaller sub-committee to update the membership.</p> <p>There was also discussion in the sub-committee regarding following what is in the manual, not what we've been doing.</p> <p>Chris Nelson presented a Power Point on the Planning and Institutional Effectiveness Process. This was a revision of a report previously presented in Spring 2011. <i>(this will be attached to the minutes)</i></p> <p>N. Moll asked if CPC reviews an item - is it possible for them to deny a recommendation. C. Nelson said that CPC does have the right to raise objections, they are not a rubber stamp body. Also, at various steps in the planning process there are to be reports made to the CPC by the Vice Presidents and Deans.</p> <p>There was a suggestion to change the name of CPC and remove "Planning", as it seems that planning happens prior to it coming to CPC and it comes to CPC as a done deal. Faculty feel the sub-committees are a waste of time as they have no input into the planning process.</p> <p>P. Hunter commented that if the goals and objectives are written in a more definitive way and the KPI's are written as they are intended to be, which is an observable, measureable benchmark, and everyone participates in agreeing what those are, it might be surprising how much opportunity there is up front for input and participation and planning. She added that closing of the loop is an annual presentation to the Board of Trustees as to what we have accomplished. If we do it correctly she thinks we have the ability for people to be very involved.</p> <p>Basil Augustine referenced the handout provided by Chris Nelson and commented that number 1 on the handout says "The Board of Trustees and the President announce College Strategic Goals (CSG's). He thought maybe CPC should be involved in setting goals but as it is, they have no input. Chris said the development of the strategic goals for the next year are done by CPC but this hasn't happened for the current year.</p> <p>Other comments:</p> <ul style="list-style-type: none"> • CPC cannot be wedded to the process if they are not involved. • It may be we need to look at this as a continual process and #7 on the handout would actually be the first step. CPC is assessing how well we did and from that come the goals for next year.

- Now have to come up with 5-7 goals, reinform the college population, read all the PRU's and take the priority list off to prepare for 2013-2014. How do we come up with 5-7 goals and what is the timeline on that?
- A group needs to get together and suggest how to jump start the process. Start talking about goals for 2013-2014. These goals have nothing to do with the PRU's. It is not too early to start talking about those goals so the Board can adopt them.
- The Education Master Plan feeds our goals and objectives. We need to remember there is a facilities plan and technology plan and these also need to be integrated into the conversation. This should be the place they meet.
- Important that there is a separation between the Strategic Plan and Operational Plan.
- If this comes together and we have our strategic initiatives we are trying to pursue, we can also look at our funding in a different way than in the past. It will help us align our resources. Currently they are not integrated well.
- Faculty weren't against separating strategic and operational budgets, it wasn't clear how faculty would have input. It varied widely from unit to unit as to whether faculty were consulted and there was a collegial process. It happened better in some areas than others.
- The PRU has a section in it called challenges. This would be a place where you could put in all the things you need to do an operational plan. Also, if you've identified things that are part of the strategic plan you can say this is where we're putting in our contribution. PRU's are intended to be produced by faculty or in a program, but when it comes to the unit, they have to be discussed with all faculty there, including adjunct.
- The units should meet about the PRU's – the whole division/unit.
- Simplify the PR documents.

Chris Nelson distributed a proposed timeline for this year. In light of today's discussions some of these items may need to change. He reviewed the timeline. Jim Berg suggested this document is evidence for complaints that faculty are not involved as CPC is not involved in the planning process until March 15. If we start next month with our 13/14 goals we can go back to our constituency groups and say these are the goals we should be working on for next year and encourage people to make sure the PRU's, even though they are for last year and are done, are written so that they help meet our goals. That also allows us to start with the budget process. Chris commented the PRU's are the foundation for our budget planning. This doesn't mean that everything in the PRU's can be funded in one year. This wasn't about funding, it was about planning. Chris also said that each of the steps in the timeline should be reported to the CPC.

Pam suggested the first conversation should be what do we value as an institution when it comes to serving students. That is the starting point.

Zerryl Becker suggested we are writing another book that has no relevance to how this place really works. We are in the same position today that we have been in for the last 10-15 years. We have multiple documents and they do not relate to what we are doing. We know that what we have on paper is wonderful but we also know it hasn't been working for the last few years. The number one issue from a faculty perspective is we are basing everything on the PRU. The PRU only makes sense to the person writing it -- no one else will know what is being asked. We also never have the conversation as to where we should put our faculty resources. We need to get the process started by sitting down and talking -- not filling out a bunch of paper called PRU's. We need to ask what are our goals and objectives for this college, what is our strategic plan, how does my program fit into that. The current process is not getting us where we need to go. The strategic and operational are not talking to each other early enough in the process.

Dr. Kinnamon asked where are the strategic goals, how do they get developed and what are they. He suggested a strategic goal could reinvent us if it were put out up front. We can be innovative as long as we do not revert back to the old way of doing things. This group should be meeting with the Trustees and talking about our strategic goals. We need the Trustee's support and what they are hearing from their constituents and merge those together. His sense is that most people feel we are spinning our wheels with our processes. We are working on the Accrediation recommendations and those recommendations belong in this process as well. We all have a limited amount of time but seem to be working in silos. He'd like us to find a way to bring it all together here at CPC. He would like to go back to the strategic goals and define them.

Chris Nelson said the handbook says there is a yearly process of assessment in moving forward with strategic goals. In April/May there are several meetings of CPC to say this is how far we are, either continue with it or move it and come up with new ones and present it forward. This becomes the basis for the planning cycle for next year.

It was suggested that every PRU should be presented to CPC, with the Deans present, in order to understand what is being asked for. Some faculty write very good PRU's as they have the time to do so, others may not be as well written but are no less important.

Karen Tabor commented what is really needed is to consider what the students need in strategic planning. If there are 50 students trying to crash a math class we have to ask ourselves do we need more math classes in order for these students to get out of the program. We are also making cuts across the board in every area equally, which is absurd. We need to get the statistics on what the students need and take care of it from that angle, then the PRU's.

Dr. Kinnamon said there have been many discussions recently on this topic. One of our strategic initiatives should be enrollment management, what that looks like, what is our process, who is involved and how do we make the students come out on top. Having this group come up with this gives him the ability to structurally look at it and

look at what resources are required.

Rick Rawnsley thought we ended up with a plan that plans plans. This group does a lot of planning but not enough action. Carlos agreed and commented we get half-way through a process, decide it doesn't work and then change our minds. We have to care what is happening in all areas and if we are charged with the responsibility of figuring out what is right we have to remember when writing the PRU's they are going to another group that will decide where the college is going. No one of us is more important than another. Nancy Moll confirmed Jim's comments. We have to commit to the process and if it doesn't work evaluate what didn't work.

Discussion regarding #3 motion below: Zerryl objects to the December 7 due date as it is unfair to faculty to ask them to do program challenges and a PRU when we have no idea what that PRU will be used for. If faculty will be sending them in they should be able to re-do them once they know what they are being used for. She said right now it is a black hole as she has no idea what will be done with the PRU or it will be used for and has no idea what she should be putting into it. Jim Berg disagreed that faculty feel their PRU's go into a black hole. In his area the department chairs talk about them and that is how they prioritize within their area. This does not happen in all departments and it was pointed out it is the responsibility of the Deans and Administrators to say this will happen and faculty will have input.

- CONCLUSIONS**
1. Motion by Kathleen Hudgins, second by Basil Augustine, to approve the sub-committee's recommendation of following the College Planning Council handbook as currently written with modifications for edits. No additional discussion. Motion carried with 2 opposed: Zerryl Becker & Rick Rawnsley and 1 abstention: Karen Tabor.
 2. Motion by Adrian Gonzales, second by Jim Berg, to approve the sub-committee's recommendation that the sub-committee structure be reviewed by APO and make recommendations to CPC and to reactivate the Outreach/Training sub-committee and begin doing trainings on the planning process for both CPC and the campus community. The Chair of the Outreach/Training sub-committee will be the Acting VP Academic Affairs, Dr. Kinnamon. Motion carried.
- Pam Hunter asked all those not currently on a sub-committee and have an interest in doing so to please contact the Chair and let them know of your interest to serve. Pam also reminded everyone that you do not have to be a CPC member to serve on a sub-committee.
3. Motion by Jim Berg, second by Kathleen Hudgins, to adopt the "Things to do List" as our timeline with some modifications and, at the December 7 CPC meeting we start the process of identifying the strategic goals for 2013-2014 and the January 18 date be changed as it is not a faculty contract date and at or before the February 15 date CPC gets a look at area/unit plans based on PRU's. Motion carried with 2 opposed: Zerryl Becker and ????

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. APO to review current sub-committee structure and make recommendations to CPC.	1. Adrian Gonzales	
2. Dr. Kinnamon to reactivate the Outreach & Training sub-committee by next CPC meeting	2. Joel Kinnamon	
3. Task Force to get started on updating and implementing planning process for 13/14.	3. All	December 7, 2012
4. The sub-committees will send all dates/times to LA Weaver, who will send to all CPC members.	4. Chairs, then LA Weaver	
5. Send Outreach/Training Sub-Committee description to members	5. LA Weaver	

4. ASCOD REPORT INFORMATION J. ARROYO/J. ESPINO

DISCUSSION

John Arroyo reported the following:

- The Homecoming Tailgate was very successful and over 500 students were served hotdogs
- ASCOD also presented the Homecoming half-time show
- One of ASCOD's goal was to be active in the general election and they registered over 150 students to vote. They also created awareness of Proposition 30.
- ASCOD sent 4 students to the Associated Students General Assembly and he thanked Dr. Kinnamon for being the guest speaker. The students attended various workshops, some of which were geared to teach them to be better leaders.
- ASCOD will participate in the March in March in Sacramento.
- There are a limited number of general use computers for students on campus. There is a computer lab in Student Life and in the Library. The students would like another computer lab -- something more centrally located. Basil Augustine supports this. Zerryl Becker asked if the students were using the computers for classwork or personal. John said mostly classwork and lack of printers is also a problem. There is no place on campus for a student to have something printed before 8:00 a.m.

Jessica Espino supported opening more areas for computers. She suggested there is a statistics lab that is often empty and maybe areas like that could be opened for students when not in use.

Ms. Espino is the ASCOD Vice President as well as the Chair of the Inner Club Council (ICC) and reported:

- Ten student will be going to the CCCSSA in Los Angeles. The invitation for this event was issued mostly to members of the various clubs. Students from the Language Club, GSA and A Las Con Futuro
- There are 23 chartered clubs on campus
- ICC members have decided to increase the activities at COD and one of their goals is to have weekly activities by spring 2013
- The Fitness Club is working on creating a "Don't Stress Out Day"
- Alas Con Futuro Club had their annual workshop and are starting to do outreach for high school students.

CONCLUSIONS

ACTION ITEMS

PERSON RESPONSIBLE

DEADLINE

1. None

5. INFORMATION **J. ARROYO/J. ESPINO**
 Dr. Kinnamon reminded everyone to use the Agenda Item request form to submit items for the next agenda. This document can be found in the CPC Handbook.

Adjourned at 12:10 p.m.
 Next Meeting: Friday, December 7, 2012

College Planning Council

MINUTES

DECEMBER 7, 2012 10:00 AM – 12:00 PM

PSA 19

ATTENDEES	<p>Members: A. Gonzales, A. Nery, ASCOD President J. Arroyo, ASCOD Vice President J. Espino, B. Augustine, B. Isaac, C. Levitt, C. Phillips, D. Amsler, D. Bashore, D. George, D. O’Loughlin, E. Deas, G. Bergstrom, J. Berg, J. Kinnamon, J. Lujan, J. Murphy, K. Tabor, K. Hudgins, L. Emerson, L. Jimenez, L. Young, M. Harlow, N. Moll, R. Rawnsley, R. Reynolds, S. Dupree, S. Rodriguez, W. Ansley, W. Ellis, Z. Becker</p> <p>Ex Officio: B. Bitanga, C. Maldonado, C. Nelson (Basic Skills Initiative), P. Hunter</p> <p>Guests: J. Enders, K. Dozier, L. Young, R. Reynolds, T. DiSalvo</p> <p>Recorder: LA Weaver</p>
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Agenda topics

I. APPROVAL OF MINUTES NOVEMBER 16, 2012 J. KINNAMON

DISCUSSION	There were no corrections to the minutes and they stand approved	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Minutes will be posted.	L. Weaver	ASAP

2. ASCOD REPORT DISCUSSION J. ARROYO/J. ESPINO

DISCUSSION	<p>J. Arroyo reported that the Green Council, for the first time ever, appointed a student to serve as co-chair. ASCOD is very excited with the opportunity and they worked hard to fill the position as quickly as possible. Eleanor Campbell, ASCOD Communication Office, will serve the remainder of the year as co-chair with Dr. Deas.</p> <p>At the last COD Food Survey Advisory Committee ASCOD was asked and agreed to develop a survey to provide recommendations for improvements to the services and food choices at Beep’s Café. They hope to administer the survey in early spring.</p> <p>J. Espino reported that one of ASCOD’s goals for this year is to promote and increase student activities on campus. The clubs plan to begin weekly activities for students during the spring semester. The first event will take place on Thursday, February 7th with 6 clubs collaborating to provide a successful and fun event.</p> <p>The Inter-Club Council (ICC) will be having the spring club rush week from February 19-21 in the Quad. This year’s theme is Circus/Carnival and the name selected is Road Runner Carnival Rush. They hope to provide a carnival atmosphere where students will have an opportunity to learn about our 25 clubs and can join their favorites.</p> <p>C. Nelson also reported that the ASC hopes to host a ping-pong tournament in the spring. He will coordinate with ASCOD.</p>	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None		

3. MEMBERSHIP DISCUSSION J. KINNAMON

DISCUSSION	<p>J. Kinnamon said the Membership list and terms was distributed to the group via email. There are several sub-committees that are part of College Planning Council. Many of these sub-committees met intermittently and many have faculty representation on them. Z. Becker will be working with the Senate Executive Committee to identify faculty representatives for those sub-committees. Those sub-committees are: Assessment/Planning/Outcomes, Food Services Advisory Committee, Matriculation Advisory Committee, Outreach and Training Sub-Committee. Each will be working to make sure we have a current membership list for that sub-committee.</p>	
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	<p>Z. Becker commented that Title 5 is clear that the Academic Senate should be appointing faculty to all committees on campus. It's referenced in Board Policies and Administrative Procedures, the Senate Constitution, and the CPC Handbook. This was not done until recently. The Senate is currently deciding the best way to do this. There must be adequate representation on these committees. Last year each area recommended someone and it went to the Senate but it stopped there.</p> <p>C. Nelson commented that he and Bert Bitanga are non-voting members but the handbook says there should be a majority of faculty on CPC. Bert is listed as Curriculum Chair and the Curriculum Chair is on the membership list as a non-voting member because they were in charge of Program Review, but the Senate has moved Program Review to the Outcomes/Assessment Committee.</p> <p>L. Jimenez asked about changes to the membership list and Dr. Kinnamon asked that any changes be sent to L. Weaver.</p>	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Changes to terms/sub-committees/membership are to be sent to L. Weaver.	1. Everyone	December 21, 2012

4. BUDGET SUB-COMMITTEE REPORT

INFORMATION

E. DEAS

	<p>Dr. Deas reported this committee continues working on the Grants Management Handbook and they are getting close to a finished product. They are restructuring the document to make it more accessible and user-friendly.</p> <p>Regarding budgeting, the committee has identified 7 areas for the committee to look at over the next 12 months. They are planning a complete makeover of the budgeting process and will report to the CPC periodically. The Board of Trustees has expressed concerns about the process and the committee is considering doing all the budget work between January and May. This way when the Board approves the tentative budget it will not be a rollover from the previous year as it is now.</p> <p>The committee is also attempting to create several instruments of communication, using simple, clear, transparent terms that will allow for easily understood communications to the Board and other stakeholders.</p> <p>C. Nelson commented there are two points within the planning process where planning and budget intersect. He will work with Edwin on planning dates. L. Jimenez asked when this new budgeting process will start. Dr. Deas thought a large portion of it will be implemented by July 1.</p>	
DISCUSSION		
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None		

5. OUTCOMES/ASSESSMENT SUB-COMMITTEE

INFORMATION

C. NELSON

	<p>C. Nelson reported this committee has not been able to meet but expects to do so in the next week or so. At the last meeting the committee identified several things to work on. The most immediate of those is developing a survey for faculty, staff and students, working with ASCOD, on how well they understand the planning process. The survey instrument will be brought to CPC.</p> <p>A Nery will be using some tools that other community colleges have used and the survey will be done campus-wide. They will administer the survey in the spring when faculty are back.</p> <p>J. Kinnamon asked if we could get the Senate appointment to the sub-committee prior to the meeting next Friday. Z. Becker commented they had 4 volunteers and several others that came to the last meeting and will see who is interested. C. Nelson thought there were 4 faculty identified as members. L. Emerson commented she is on that committee but asked if the Senate might choose others to serve and she would be out. Z. Becker thought this should be discussed by the Senate and hoped to do so at the short meeting planned for early the following week. She thought it wasn't clear if all CPC members had to serve on a sub-committee. C. Nelson reminded everyone that membership on the sub-committees was not limited to CPC, it was open to everyone. P. Hunter said the CPC handbook does say that all CPC members must serve on a sub-committee.</p> <p>C. Nelson commented the APO was asked to look at this and will put it on their agenda for their meeting next week. They will plan on making an initial recommendation.</p>	
DISCUSSION		

	Z. Becker said the Senate has 2 concerns; that there representation from various areas so as not to have 4 faculty from the same area serving on the same committee, and that there is some communication back to the Senate. It is not the Senate's role to tell someone they cannot serve on a sub-committee. The Senate will work with the faculty should there be several faculty from the same area volunteering.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. C. Nelson to send announcement invitine faculty to participate on the sub-committee	C. Nelson	December 12, 2012
2. Report at December 21 meeting.	Adrian Gonzales	December 21, 2012

**6. RELATIONSHIP
BETWEEN CPC &
ACADEMIC SENATE**

INFORMATION

Z. BECKER

	<p>Z. Becker reported there were several issues arising from the last CPC meeting that faculty were concerned about. Those concerns were brought to the Senate. She has reviewed the documentation and has spent time with faculty discussing how to go about changing this and also met with Dr. Kinnamon. Everyone wants this group to work but there are concerns about where the Senate fits into the process.</p> <p>The handbook does a good job of bringing everyone into the process. The decision-making steps listed say that CPC will create a proposal and keep the President informed. The solution proposed will be taken to the Senate for approval and if the President and Senate approve it goes to either the Board or the President. The process breaks down when you go to the PIE, as the Senate is not mentioned. The Senate is also not mentioned in the planning process flow chart. Faculty and the Senate do not have input into the process.</p> <p>At the last meeting it was decided to keep moving forward in the same manner. Last year the Senate reviewed the process and came up with a resolution that it should be changed. It was their understanding that at the beginning of the semester the CPC would look at how it needs to be changed in order to be more productive. This did not happen. The Senate is concerned the CPC is moving forward with something that does not work.</p> <p>Another Senate concern was the list of "Things to do" passed at the last meeting regarding the PRU's are due December 7, reviewed on January 18 and the Deans would use the PRU's to create some strategic process. The date was a problem as the Senate thought it didn't make sense to do PRU's when the planning council wasn't meeting. The Outcomes and Assessment committee from the Senate said they need them at the end of the semester so they can look at them the beginning of the semester. Then CPC said they will be done December 7, but said this 2 weeks before.</p> <p>The Senate Constitution was changed and have a new committee for outcomes and assessment and now have department chairs. It would make sense for this body to look at how that needs to fit into the planning process.</p>
DISCUSSION	<p>Dr. Kinnamon commented CPC does not want to step on the Senate's role. The Senate's role is critical in our planning process. The process has been layed out in the PIE document. If we make modifications we must go back to that document and determine how the process needs to work. The process is laid out with dates and timelines. We will need to look at which PRU's come in.</p> <p>L. Emerson commented that Social Sciences that they knew a month in advance the PRU's were due. Z. Becker knows that some schools are getting the information but if it's not a college-wide process, it is not working. L. Emerson doesn't know if it is a result of the process or the representatives are not getting the information back to their faculty. K. Tabor commented that Math also knew. N. Moll said her area had a special unit meeting and everyone's PRU's were passed out and reviewed. She asked if part of the issue could be how often the units meet. C. Nelson asked if the units keep minutes and if not, maybe that needs to happen. That way the minutes could be sent to the units. L. Emerson said they meet with their Deans and their constituents.</p> <p>B. Bitanga thought part of the confusion is the units weren't aware of when CPC eets. They did get the word out and they discussed it at the all faculty meeting. All units should have minutes to show it was a discussion with the faculty/school</p> <p>C. Nelson commented the dates were developed by working backwards from when a product was due in order to allow time for the various groups to meet and be able to come forward. He agreed there is a disconnect between CPC and the Senate. The assumption had been that since the various steps in the process are supposed to be reported to this body, the Senate was represented here and that information would go back to the Senate. There was also concern about faculty input into the process. Faculty are working on PRU's and there should be considerable discussion about PRU's. The intention is, at the unit level, the Deans or program leaders are combining requests that come out of PRU's and doing prioritization. This should include faculty. The intention has not been to leave faculty out.</p> <p>L. Emerson said they get the information from faculty, then meet with the Dean and the Chairs of each area, they</p>

talk amongst themselves and the Dean takes it forward.

Z. Becker asked if it was happening in every school. K. Dozier commented she represents a large group and the last date they heard was February. The bigger issue is how the document is being used and in 6 or 7 disciplines have never gotten any feedback outside of their areas. To them the PRU's go into a black hole. She spent time reading the Strategic Educational Master Plan and there is very little in the PRU that asks faculty to comment on how their program can meet or grow the things outlined in the master plan. She discovered many things about her program she didn't know about. There is a large disconnect between the plan and what she is being asked to do.

N. Moll recalled the Strategic Master Plan (SEMP) was presented to CPC, the members were to take it back to their schools and comment on the document. There was lively discussion and everyone was invited to comment on the final version, send those comments to Farley and the final was presented to CPC. There was additional discussion at that meeting that this document was already out of date because of the funding situation. CPC never went back to change it.

C. Nelson commented it was recommended at the end of last year was that CPC needed to look at the SEMP again. In the Planning Process documents approved in spring 2011 it said the primary task of CPC was to own the SEMP and discuss it. It should be the foundation of everything CPC does. This hasn't happened.

C. Maldonado asked if we are talking about faculty not having input or the Academic Senate not having input. He understands that each of the groups need to be able to participate. Z. Becker commented the Academic Senate is frustrated as they have been left out of the process. The handbook says they are there but the planning documents leave them out. The issue is that even if everyone knew what the date was there is not an adequate process for faculty to meet. It doesn't get to the Senate until it goes through the areas/units, Deans, and back to CPC.

C. Maldonado asked if the process and the deadlines have been approved how can the Academic Senate decide to move the dates. And when do the other units, that aren't faculty, know that decision has been made.

B. Bitanga commented that several years ago the PRU date was October 15. This is the first semester this committee was formed under the Senate. It was always under Curriculum. There has to be a process for faculty to discuss at the school level and decisions made with the Dean's input. He has had quite a lot of input from faculty about not wanting to do PRU's because they feel it goes into a black hole. He urges this group to make a decision about PRU's and communicate that back to faculty. C. Nelson said the original reason for the October 15 date was to give the divisions time to meet during November and December.

Z. Becker said this about collegial consultation and the Senate and CPC must work together. There needs to be a way to include the Senate in the planning process, a process that everyone owns and works hand-in-hand. P. Hunter asked what suggestions the Senate has for closing that loop. Z. Becker said the Senate recommended the following:

- Smaller CPC
- Faculty be represented by the Senate and Department Chairs and each would have distinct reporting duties. Having one representative from the Senate at CPC doesn't work.

Z. Becker thinks we need to go back to the APO committee and have them look at the planning document. The Senate is very concerned about the meeting of the Deans in January and making decisions about strategic planning when faculty are not here. Not all departments/divisions/schools have met to move their concerns forward. The Senate would like those dates retracted.

A. Nery commented that the size and the chair issue will be addressed in the survey. The survey will allow everyone to have a voice. Until we have that data we are dealing with anecdotal information. She also agreed with Kim that PRU's are supposed to be read.

J. Kinnamon restated 2 of the issues: 1) if the sub-committee is going to look at a better way to bring the Academic Senate into the planning process and, 2) the issue of the dates. He is still learning our process. He thinks there is a significant amount of the organization that is working on their PRU's and they should continue to do so. We may need to finesse this where needed. The process is important moving forward. The process is not as significant over the next 6 months as it is over the next decade with the budget challenges we continue to face. He thinks we need to continue our planning process and continue assessing and strengthening it. This will make all of our jobs easier. It will also be important to start linking the budgeting process to this.

Z. Becker commented the key things for faculty are assurances that we don't move forward with any strategic plans when faculty are gone. Also make sure the APO committee is charged with working on the planning document to determine where faculty will go. The third issue is the Training and Outreach committee. She thinks we were hasty in resurrecting it. Three of the four charges of that committee are also the Senate Outcomes and Assessment Committee charges.

P. Hunter asked if one of the intended next steps to be for the Senate to come with some names for participation on the APO. Z. Becker said that is the intention. J. Kinnamon commented on the makeup of the Outcome and Training committee: Outreach Chair, VP Academic Affairs, 4 faculty, 4 Leadership, 1 adjunct, 1 classified and 1 student. He asked if there is a way to utilize the representation on the Senate and have them combine. Z. Becker said the Chair is currently the Curriculum Chair but should be the Outcomes and Assessment Chair. We should meet with B. Bitanga to make sure we are not stepping on each other.

L. Emerson thought we should include something in the PRU process that addresses the SEMP. M. Harlow asked if

	the Senate resolution will be brought to the next meeting in order for the Outreach and Training committee can take it and get the training out to the Deans, faculty, etc to make sure everyone is being included. C. Nelson said the committee will do their best to bring a concrete process to the next meeting. Bert's committee is looking at ways to make the PRU's more effective.	
CONCLUSIONS		
ACTION ITEMS		
	PERSON RESPONSIBLE	DEADLINE
3. Report at December 21 meeting.	A. Gonzales/C. Nelson	December 21, 2012

7. CPC PROCESS

DISCUSSION

G. BERGSTROM

DISCUSSION	<p>G. Bergstrom commented on the votes taken at the last meeting of recommendations from the sub-committees. The faculty in his division were very upset as they wanted input before the vote was taken. He looked at the handbook to see what the process was for discussion at the division level before a vote. In the past there was discussion at one meeting, the members took it back to their areas for discussion and a vote was taken at the next meeting. He questioned whether the CPC has the power to vote immediately. He didn't think it mattered which way it is handled but the process does need to be clearly stated in the handbook. If it is going to happen this way the material needs to be sent at least a week ahead of time in order for the members to disseminate to their constituents. The other issue is if a member is not able to attend they should send a sub and if the sub isn't present and a vote is taken they cannot complain.</p> <p>The handbook also states that once the CPC makes a decision the Senate and President also must approve it.</p> <p>Those in his area do not think that vote was valid and should be redone. Dr. Kinnamon commented that it didn't really need a vote. The sub-committee already has the charge to assess whether CPC needs to be changed. The vote was to give them the authority they already have. The action was to leave the CPC the same. His understanding of the intent was to assess the process and get the feedback and make a recommendation to CPC.</p> <p>C. Nelson commented that in the first section of the CPC handbook it continually makes reference to CPC being a highly consultative group and must continually reach out to people. He thinks historically we have done that. There are things that come up that are considered an emergency and decisions have to be made.</p> <p>G. Bergstrom said that many folks in his division feel the structure of the CPC needs to be changed. He understood that the group voted to keep CPC the same and this is what his group has an issue with. K. Hudgins said we have been discussing this a long time and it was taken back to the constituents. N. Moll thought she understood that for the time being, in order to function for this year, we would keep CPC the same as it was and then evaluate it.</p> <p>There was discussion about the importance of getting the information in advance if a vote is to be taken and that the agenda should reflect if something is an action item.</p>
CONCLUSIONS	

7. OTHER

DISCUSSION

ALL

DISCUSSION	<p>There was discussion on the next meeting date of December 21. The Assessment committee is to meet and if they are able to do so they will report at the December 21 meeting.</p> <p>There was also discussion about the CPC meeting on the 1st and 3rd Friday of the month. The Board of Trustees meets the third Friday of the month and CPC cannot have their meeting then. It was decided to change to the 2nd and 4th Friday of the month.</p>
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Adjourned at 12:10 p.m.
Next Meeting: Friday, December 21, 2012

College Planning Council

MINUTES

FEBRUARY 8, 2013 10:00 AM – 12:00 PM

PSA 19

ATTENDEES	<p>Members: A. Gonzales, A. Nery, ASCOD President J. Arroyo, ASCOD Vice-President J. Espino, B. Augustine, B. Isaac, C. Hays, C. Levitt, C. Phillips, D. Anslar, D. Bashore, D. George, D. O'Lughlin, G. Bergstrom, J. Berg, J. Kinnamon, K. Tabor, K. Hudgins, L. Emerson, L. Jimenez, L. Young, M. Harlow, N. Moll, R. Rawnsley, S. Dupree, S. Rodriguez, W. Ansley, W. Ellis, Z. Becker</p> <p>Ex Officio: B. Bitanga, C. Maldonado, C. Nelson (Basic Skills Initiative), P. Hunter</p> <p>Guests: D. Berz, L. Young, R. Reynolds, M.J. Sanchez-Fulton (11:45)</p> <p>Recorder: LA Weaver</p>
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Agenda topics

1. APPROVAL OF MINUTES

J. KINNAMON

DISCUSSION	There were no corrections to the minutes of December 7, 2012 and they stand approved.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None.		

2. ASCOD REPORT

INFORMATION

J. ARROYO

DISCUSSION	<p>On Tuesday February 5 2013 the ASCOD student senate took position to participate and send 6 students and 1 advisor to the SSCCC Spring General Assembly in Burlingame, CA. At the conference students will attend different workshops that help them become better leaders and also participate in the resolution voting process where our students are able to vote on resolutions regarding issues affecting the system as a whole.</p> <p>The ASCOD student senate has taken position to participate in the annual March in March on March 6, 2013. This march is in Sacramento CA where all 112 collages are invited to attend and rally regarding higher education in our state capital. We will be working closely with the SSCCC to offer our help and support but also to help us enrich our participation. COD plans to take at least 1 bus filled with students to participate.</p> <p>Now that the general elections results are finally in besides Riverside County's lol we as the students are happy and delighted to hear about Proposition 30 passing. The question that has been rising here at College of the Desert is how is that going to impact College of the Desert? Is there a plan in progress about this proposition? Are we adding more classes?</p> <p>With several conversations that I've been having with my fellow colleagues several questions have been arising. When I sit down with the students and have a conversation they bring up the issue about parking. Some of the students have grown frustrated about the issue of parking in lot 11. If I remember correctly that parking spot was for students/staff/visitors. Now that we in spring semester that parking lot has grown to be a all staff parking. Numerous students have been ticketed for parking in "staff" parking but there was no notice or currently there is no signs that say staff parking. Students think is it's unfair to have to pay that fine when there was no notice or currently no sign about that parking lot.</p> <p>One other question that was brought up by several students was the availability of open restrooms at night. Some of the comments that were brought up were that many students do have classes at night and there is no way to get to a restroom after 8pm besides the one by the Pollock theatre and some classes extend till 10 pm. The students were seeking for an answer of possibly having more restrooms open at night.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Parking in Lot 11	J. Kinnamon	
2. Restrooms for students attending late classes	J. Kinnamon	

3. BUDGET SUB-COMMITTEE REPORT

INFORMATION

J. KINNAMON/A.GONZALES

DISCUSSION	<p>The Budget Sub-committee is scheduled to meet this next Monday. Dr. Kinnamon and Wade Ellis will discuss who will chair the meeting.</p> <p>A. Gonzales reported a small group met to look at the Grants Handbook and they are in the process of doing edits.</p>
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The group realized they needed to add information about how to put a grant together and the process to establish a grant.

Zerryl commented that the Academic Senate was not included in the process and there is strong information on the state level that we need to put this into the process, particularly if the grant will impact any of the 10+1; curriculum, programs, faculty.

This group is a task force of the Budget sub-committee. The task force did discuss keeping the process simpler below a certain threshold but for the larger grants the process will be more involved, with institutional discussions. It is hoped the process will not hinder those pursuing grants but when the grant impacts multiple offices there must be additional discussion.

Currently there is no one assigned as the "grants" person, but there are people on campus that have the expertise to assist anyone pursuing a grant. There is a piece of the HIS grant that assists the college in coordinating grants management.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None.		

4. OUTCOMES/ASSESSMENT
SUB-COMMITTEE REPORT

INFORMATION

A. GONZALES

Adrian reported the committee met in December and their charge was to look at the planning process, the dates previously proposed and whether they could be modified and were there any alternative approaches.

A handout was provided entitled "Draft Alternative Planning Process for 2012-2013. Option 1 would be to follow a modified timeline such as the handout. We would go through the steps of planning and utilize the tools we have available like the PRU's. The planning process is an 18 month process. Option 2 would be to put everything on hold and review the PRU's in a uniform way by school. If there were specific needs that needed to be addressed the Dean would take it to Executive Cabinet.

Chris Nelson commented they were also asked to include the Senate in the process so they are trying to identify ways for this to happen. They have also tried to involve the Division Chairs in the process. Whatever process is eventually used it is important that faculty no longer feel they are wasting their time and their PRU goes into a black hole.

Zerryl commented that we currently have a process in place where the PRU is turned in, discussed at the local level then taken to the next level without those that wrote it being involved again. We have to make sure we are addressing the bigger issue of faculty needing to discuss these at a collegial level and not at a school or discipline level. They need to be involved in what's happening in all areas. As we look at enrollment management we are going to see how important it is that everyone on campus understands we are in this together and we all need to buy into the process. She thinks the questions to ask are do we need more people involved or do we need to modify the way this happens on campus.

Chris Nelson commented that people do not have a sense of the direction the college is going. There is not an active Educational Master Plan that people are aware of and keep track of and that is reported on regularly. The question is being asked what are we doing about the Ed Master Plan and what are the goals for this year, and how do they fit in with the long term strategic goals. We must have those in order to know the direction the college is going.

Adrian agreed and said we should take the time to have those discussions as we've never done it. Jim Berg asked what is the outcome that we are looking for in 2013-2014. There is so much unknown with no Vice President in any area. The PRU's are strong but what would be the outcome of the next 4-5 months if we do this or didn't do it. Jim said that one of the things never discussed as a college-wide strategy is what has been our devotion to the FTO number. We haven't talked about whether that number is what we need. We've identified many needs over the last several years and those things still exist. The process we have been developing along the way has gotten better and it can continue to get better but there are other questions that need to be talked about in regards to a longer term strategy.

Zerryl said there is a danger when we tie it to budget. We've identified where we'd put money if we had it. The danger is if we don't have the money and it's something we need to do we need to find the money to do it. We need to make sure we are coming up with the kinds of strategic goals and operational plans that are going to keep us moving where we need to go. Then if there are funds available we have another way to look at it, but we cannot pin it to it. These discussions are not happening at the level where we get buy in from everyone.

Chris said the process is we have a strategic master plan that gives long-term goals, and from those there is a process to identify which sub-goals will be worked on for that year. At the end of each planning process there is an assessment as to how well we've achieved the goals from the previous year. We haven't been selecting annual goals and we haven't done the research to see if we've achieved them. CPC makes recommendations to the President, who takes it on to the Board.

Adrian commented there is a real danger of talking this thing to death. WE have a process we've set up that we've

been debating for a couple years. We recognize the shortcomings of that process and need to address them.

Dr. Kinnamon asked if Feb. 22 was the deadline or the start time. Adrian said they if they were going to follow the normal process these were target dates. Dr. Kinnamon is having conversations with the Board around Board goals and he's like to have the conversation with other stakeholders regarding establishing institutional priorities. This includes the Foundation Board, who wants to integrate more with the college and align their priorities more with the college. If the Senate could look at this next week and provide feedback, he will get feedback from the Trustees and provide Adrian and Chris with feedback.

Basil Augustine asked if we should start with the PRU's that are completed and have a discussion about them. Bert Bitanga said they have started looking at the PRU's and he's created a spreadsheet with those PRU's. He will bring that information to the February 22 meeting.

Dr. Kinnamon said it will be important to have some facilitated dialogue around planning with representation from all constituency groups. Don Berz is working with on the enrollment management process, which is a component of what we are doing here. He thought we also need to have another review of our strategic plan and facilitated conversations around that.

It was agreed we need to pick a place to start. Carlos questioned whether all of the people at this table really representative of the college and is it this group that says we are going to start with PRU's. Or are we going to decide today to do the 18 month process and then talk to our constituent groups. If this is the group charged with that task then let's do it. This group has a responsibility to talk about these issues. Silence means agreement. Cathy Levitt raised the question as to whether this group is charged with making the decisions or recommendations. Dr. Kinnamon said this group makes recommendations to the President and if those recommendations are not consistent with the direction the President and Board are going he has to come back and explain why those recommendations were not followed. What takes place here should be meaningful.

Linda Emerson thought the Chairs should be part of this committee and Dr. Kinnamon said everyone is welcome. The Outreach/Assessment Committee is reviewing this body and will be making recommendations as to its make-up.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Provide feedback to A. Gonzales and C. Nelson.	Zeryl Becker and Joel Kinnamon	February 22, 2013
2. PRU Spreadsheet	Bert Bitanga	February 22, 2013

5. ACCREDITATION INFORMATION J. BERG

DISCUSSION
 A handout was provided entitled "Planning Agenda, 2012-2015. This document was derived from our self-study of 2010 and outlines the things we said we would do. This is provided for information today and will be brought back to the next meeting for discussion. He asked that if anyone has information on areas that have been worked on to bring that information to the next meeting or forward it to him. Committee charges may need to be amended as there is only one item on the list that identifies who is responsible for that item. This can be a starting point as we prepare for our next Accreditation visit.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Forward existing information on Planning Agenda to J. Berg	All	By 2-22-13

6. BOARD POLICIES & ADMINISTRATIVE PROCEDURES FIRST READING J. KINNAMON

DISCUSSION
 Dr. Kinnamon asked the members to review these policies and procedures and share them with their constituents. Forward any comments or suggested changes to Lee Ann Weaver. These will be approved at the next meeting. It was pointed out that the college is a member of the Community College League of California's Policy and Procedure Service. Many of the changes are a result of changes in various laws. It was also noted that as a result of our last Accreditation visit all policies and procedures must be reviewed every 5 years. Many of these are up for that 5 year review.

AP 4105 Distance Education was left off this agenda and will be brought to the next meeting for information.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Review and send comments/suggestions for changes to the President's Office	ALL	2-21-13

7. EMERITUS PROCEDURES

DISCUSSION

Z. BECKER

DISCUSSION	Dr. Kinnamon said there were concerns from the Academic Senate about this procedure. There is also a faculty Emeritus process in place and there are specific guidelines outlined regarding number of years and the like. They thought it should be more consistent for all employee groups. He suggests forming a taskforce to review the procedures, both this and the Senate process and make recommendations to CPC.	
	Adrian will coordinate the taskforce and volunteers to serve include: Michael Harlow, Nancy Moll, Zerryl Becker, Lauro Jimenez and Linda Emerson.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. Taskforce to meet and review the procedure	Adrian Gonzales	March 8, 2013

8. FACULTY FLEX UPDATE
RE: CPC

DISCUSSION

D. GEORGE

DISCUSSION	Dr. George distributed a handout and reviewed it with the members. Those that attended the FLEX presentation brainstormed and came up with these suggestions. Those in attendance at the presentation came up with 7 recommendations for CPC. The Outcomes/Assessment committee will review these recommendations.	
	One of the recommendations was that agenda items should be filtered in relation to 1-9 Rely Primarily on vs 10 Mutually Agree in the CPC Handbook. Items 1-9 -- those that fall under the Senate should be information items only, after Senate review. CPC should only be making decisions on #10. Items on the agenda should be clearly marked as to whether they are Information/Action/Advisory.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None		

9. ENROLLMENT
MANAGEMENT

DISCUSSION

D. BERZ

DISCUSSION	Don Berz reported he has met with the Senate Executive committee. He is working with a taskforce and gathering data. The taskforce is co-chaired by Zerryl Becker and one of the Deans.	
	He commented that College of the Desert is a very fine college and is well thought of in the community.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None		

10. STUDENT SUCCESS TASK
FORCE

INFORMATION

A. GONZALES

DISCUSSION	Adrian reported that he, Chris Nelson and Zerryl Becker will be discussing the next steps. Some legislation has changed and there are some things we have to do. They will likely be recommending a steering committee to work on the student success recommendations.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None		

11. AGENDA ITEMS FOR
NEXT MEETING

ALL

DISCUSSION	There were no suggestions for agenda items for the next meeting.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None		

Adjourned at 12:05 p.m.
Next Meeting:

College Planning Council

MINUTES

MARCH 8, 2013

10:00 AM – 11:30 AM

PSA 19

ATTENDEES	<p>Members: A. Gonzales, A. Nery, ASCOD President J. Arroyo, ASCOD Vice President J. Espino, B. Augustine, B. Isaac, C. Hays, C. Levitt, C. Phillips, D. Amsler, D. Bashore, D. George, D. O'Loughlin, G. Bergstrom, J. Berg, J. Kinnamon, K. Tabor, K. Hudgins, L. Emerson, L. Jimenez, M. Harlow, N. Moll, R. Rawnsley, S. Destal, S. Dupree, S. Rodriguez, W. Ansley, W. Ellis, Z. Becker</p> <p>Ex Officio: B. Bitanga, C. Maldonado, C. Nelson (Basic Skills Initiative), P. Hunter</p> <p>Guests: L. Young</p> <p>Recorder: LA Weaver</p>
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Agenda topics

1. APPROVAL OF MINUTES

J. KINNAMON

DISCUSSION	<p>Motion by L. Jimenez, second by B. Isaac, to approve the minutes of the February 8, 2013 meeting. No discussion. Motion carried unanimously.</p> <p>Motion by D. George, second by K. Hudgins, to approve the minutes of the February 22, 2013 meeting. There is an incorrect time listed on the top of the minutes – change 11:00 PM to 11:00 AM. Motion carried unanimously.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. Change time of February 22 minutes to 11:00 AM.	Lee Ann Weaver	ASAP

2. ASCOD REPORT

INFORMATION

J. ESPINO

DISCUSSION	<p>On March 4, 2013 the ASCOD student senate took 46 COD students to the March in March in Sacramento, CA. Five students had the opportunity to speak to the Legislatives. Students that participated were excited and thankful for the opportunity to participate in the march.</p> <p>The ASCOD student senate is working on a survey to help improve the implementation on going green in campus. Student feel this is an important issue in campus and ASCOD will be working together with the Green Council to make this happen. Once the survey is reviewed and finalized by the ASCOD student senate it will be available through Survey Monkey. Students are asking for the faculty to please help by taking the survey.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None.		

3. BUDGET SUB-COMMITTEE REPORT

INFORMATION

J. KINNAMON/A. GONZALES

DISCUSSION	<p>J. Kinnamon reported the grant sub-committee met and they agreed to continue to review other college's grants processes. They will move forward with funding a stipend for a faculty member to review other colleges. Zerryl and another member of the sub-committee to put together the scope of that. Z. Becker said there will be 2 groups; one to concentrate on the procedures for getting approval for going after a grant, and will turn over the management of the grant to a non-faculty group.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None.		

4. OUTCOMES/ASSESSMENT SUB-COMMITTEE REPORT

INFORMATION

A. GONZALES

DISCUSSION	<p>A. Gonzales reported they talked about Option B discussed at the last meeting and agreed we are not going to revise the timeline for this year. They also discussed the PRU process and the Outcomes/Assessment committee of the Senate is managing the process. There must be someone to manage the process for the other areas.</p>	
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Regarding PRU's, the sub-committee discussed making sure there was a good disclosure of the process. They also want to make sure we follow through with having a presentation by school so the school can share what is happening in their area.

They discussed the allocation of funds and making sure there is a transparent process. The budget committee meeting should be an open discussion so everyone can see what decisions are being made, as well as showing people where the money went and how it was used. The original goal of the APO was to ensure that funds were utilized in the way they were expected to be.

The sub-committee also reviewed the recommendations made at the FLEX presentation. There needs to be more clarity in the language in the CPC handbook. The training group for CPC has not been active and there is confusion about the roles. This sub-committee needs to be reactivated.

The group discussed recommendation #2 which was that certain issues belong to the Senate. It was thought the CPC Chair and Co-Chair could easily discuss which should go CPC and which to the Senate.

The size and composition of CPC had also been discussed, as well as it not being clear who was a voting member and who wasn't. The set-up of the room and the name tags for voting members makes it clear now.

They did not discuss the other 3 topics: the sub-committees of CPC, the renaming of the APO and the assessment process.

The sub-committee hopes to meet before spring break to talk about the decision-making process on campus to have a better understanding of where decisions are made.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1. None.		

5. ACCREDITATION

ACTION

J. BERG

J. Berg reported that the ACCJC has requested a follow-up report to our follow-up report by April 1. He distributed a handout which includes the letter from the ACCJC, a draft of the follow-up report and a timeline for the report. In October the college sent them a report addressing 8 recommendations. They have now requested a follow-up to that follow-up on 4 of the recommendations. In addition, they requested a special report on the FTES over reporting issue.

The previous report had gone through a task force process and read by the Academic Senate twice before being submitted. The current timeline does not allow us to go through a great vetting process. He and Dr. Kinnamon met with a number of people to give assignments for each of the 4 areas. The drafts of those responses were due 2 days ago. The handout is a draft of the report. This draft will be placed on the portal for review and comment and those comments are due to J. Berg by 8:00 a.m. on March 13.

Dr. Kinnamon and Dr. Berg visited with the commission to get additional information and they articulated to us they want to see what we've done since October and show we are moving forward and progressing. It seems the special report is what they are most interested in.

The recommendations we are to respond to are:
 Recommendation 1: The planning process
 Recommendation 3: Our efforts to increase student services and our library services at our education centers
 Recommendation 4: Timely and effective completion of faculty and staff evaluations
 Recommendation 5: Develop and implement appropriate policies and procedures that incorporate effectiveness in producing SLO's into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes.

D. George asked why we have such a tight timeline. Dr. Berg explained that the ACCJC board meets in January. Our report, submitted in October, would be reviewed and recommendations would go to the ACCJC Board in January. The due date of April 1 is so the ACCJC board can review it in June. We have been told that any recommendations the ACCJC makes are to be resolved within 2 years. Our visit was April 2011 so our issues need to be resolved by April 2013.

D. George asked if we are in good shape for this follow-up report. J. Berg commented that regarding recommendation #3, we did a lot of work on a substantive change report that included documented of services for online students and we were able to draw on this. The HSI grant has allowed us to do a lot of improvement in increasing the services to students at EVC. There is nothing new to report in the area of planning since October. We have a lot of data about the timely and effective completion of faculty and staff evaluations. Improvements have been made. Regarding recommendation #5, we have always evaluated faculty on student learning outcomes and they have been part of the faculty evaluation system. As a pilot we have done a brief sample of student evaluations relative to outcomes and assessment: uses graded materials that reflect the course objectives, distributes and reviews the objectives and requirements of the course and covers material outlined in course description and syllabus. We pulled sample evaluations from 10% of FT faculty and 30 adjuncts in spring 2013. Dr. Berg thinks the commission wants to tie student learning outcomes much more closely to faculty evaluations.

Z. Becker commented how well this report was put together in such a short time. Dr. Berg commented that Human Resources did an amazing job, especially Sam Sternman. Z. Becker commented that for the previous report the commission wanted a faculty member on each of the recommendations and asked if that was the case this time. J. Berg said they made no stipulations to that affect. J. Kinnamon said in the letter they said the report needed to be widely distributed and vetted. A. Gonzales reported that he and Carl spoke to a lot of people, including faculty, requesting evidences. Z. Becker wanted to make sure it wasn't an issue and offered to have the Senate Executive committee would make sure someone is closely aligned with each one. Dr. Kinnamon thought this would be good. He also strongly encouraged the CPC members to share this report with their constituents. He thanked Dr. Berg for pulling it together in such a short time.

J. Berg thought there were some areas with a clear connection to the Senate or Budget committee and he suggests that accreditation item becomes a standing agenda item for those groups and this would keep the evidences clear. C. Phillips pointed out that we indicate on the report we've hired counselors and financial aid people but that only for another couple of years. He asked if a decision had been made on how we sustain those positions. A. Gonzales said the intent of the grant is to get us going and we have to decide which of those services are the most beneficial. C. Phillips thought we should add language to this affect. A. Gonzales agreed.

There was discussion on evaluations and why many are not done in a timely fashion. It was suggested that while Human Resources should be the record keeper, it should be up to each individual faculty or staff member to know when their evaluation is due and be prepared for it.

J. Arroyo asked if the report requires a student signature and it does. He will take the draft to ASCOD for input.

There is concern tying evaluations to student success as it is felt there is the possibility of witch hunts. Certain areas don't have as high a student success rate as others and faculty does not want that type of evaluation.

J. Kinnamon thought the type of dialogue happening today is the type of thing the commission wants to see.

K. Hudgins said we know other states do better and asked what other colleges in California do to make the Chancellor's office happy. J. Berg said he looked at a follow-up report from Miramar college and they've developed a system whereby in their evaluations they've included an assessment of how involved faculty in their participation in the SLO process, both at the course and program level.

N. Moll commented she is the only full-time person and has 3 adjuncts and asked what can you ask of the adjuncts. What is reasonable in asking them to work on SLO's? J. Berg said that is a topic for the departments. D. Bashore thought there are many adjuncts who will not do anything above and beyond their job duties but some would if they were asked. Oftentimes they are not asked. J. Berg thought if assessment is part of the way you do things you are doing things you would be doing in class anyway. Questions could be added to the end of an exam.

Dr. Kinnamon referenced the draft of the special report. There are three areas the commission wants us to address:

- Actions taken to ensure accuracy in its financial reporting system(s)
- Specific actions to create checks and balances to assure accurate apportionment reporting, award of credit, and attendance accounting and reporting
- Budget plans that provide for institutional fiscal stability while undertaking the repayment to the CCC for inappropriately claimed state apportionment funds

The report outlines what steps we have already taken and says we are working with the Chancellor's office to negotiate a settlement. While it wasn't a requirement of the Chancellor's office, we hired FCMAT to come back and validate our P-1 reporting of attendance and FTES. We also have Don Berz here to help with an enrollment management plan and other professional development relative to recording and funding. FCMAT will be providing recommendations on weak areas.

We put into place some variance reports for FTES, as well as a process where Fiscal Services/Business Affairs is engaged in the process of FTE reporting and tying it to our budget.

Page 6 is about the budget plans. Without having an agreed upon hard number the Chancellor's office had an adjustment of \$5.2M and a revision to our base. In additional meetings the numbers increased. Our response is we have set aside \$1.8M in the 2012-2013 adopted budget we also had projected an ending balance of about \$3.5M. Our Board of Trustees has mandated a reserve of 7.5%, which can be borrowed from if necessary. The commission is most concerned with whether we are still fiscally sound and able to move forward.

There is language in code that allows for disputing any extraordinary audit from the Chancellor's office and Dr. Kinnamon has delivered that information to the Chancellor's office this week and indicated they shouldn't be taking any money from College of the Desert.

Both draft reports will be posted to the College Planning Council portal in order to get feedback from everyone. Dr. Kinnamon will also let everyone know when the team will be here.

Additional Comments: N. Moll asked how will we deal with hiring without having numbers from the Chancellor's office. Dr. Kinnamon thought we will have the numbers by the end of the semester. We will identify priorities and he will look at the FCMAT recommendations to make sure we have the organization where it needs to be.

Bert Bitanga is in the process of setting up a program review showcase. April 12 there will be 8 program reviews

	showcased at CPC.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. Post reports to CPC portal page and the website	Lee Ann Weaver	ASAP

6. REVISION OF AP 3101
EMERITUS STATUS

DISCUSSION

A. GONZALES

DISCUSSION	<p>Adrian Gonzales distributed a handout and reported a small group met to discuss the Emeriti process. They talked about the existing language and the Senate resolution, as well as policies from other schools. He pointed out some highlights. The group added a definition section. Other policies they looked at encouraged faculty to participate and remain active on campus if receiving Emeriti status. The length of service noted comes from the Senate resolution. On other policies the President's office is the one that evaluates the nomination pending length of service and personnel issues on file. Others would not have access to that information.</p> <p>Adrian asked that everyone review the handout, distribute it within the various departments and be prepared to discuss at the next CPC meeting. At that time the group will craft the final draft for 1st and 2nd reading.</p>	
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. Adrian to send the document to L. Weaver for posting	Adrian Gonzales	ASAP

7. AGENDA ITEMS FOR NEXT
MEETING

INFORMATION

DISCUSSION	There were no suggestions for agenda items for the next meeting. The members were asked to forward their suggestions to Lee Ann.
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
I. None		

Adjourned at 11:38 a.m.

Next Meeting: Friday, March 22, 2013 10:00 – 12:00 in PSA 19

Evidence for Recommendation 3



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Eastern Valley Center

Location: 44-199 Monroe St., Indio, CA

Contact: (760) 776-7200

Student Services Offered

- Counseling: General, EOPS/CARE, DSPS, Psychologist, and TRIO
- TRIO SSS: Located at Mesa Thermal & Indio Campus
- Application Online Assistance
- Accessibility and Records Assistance
- ~~Disability~~ Aid Assistance
- Academic Skills Center: Computer lab, Math & English Tutors
- Assessment Testing: Offered during the Fall and Spring registration
- Bookstore: Located at EVC the first week of every semester
- ASCOD Student Elections, Club Rush
- ABE (GED/HS Diploma) & ESLN Program Registration
- Student Bus Passes \$5.00; Sponsored by COD Alumni
- Workshops: Nursing, Teaching, CalGrant, Financial Aid, ~~Registration~~

Driving Directions:

- Take I-10 (East from Palm Desert/West from Salton Sea)
- Take the Monroe St. off-ramp.
- Drive south on Monroe (about 0.2 mi.)
- Turn right on Fred Waring
- Arrive at Eastern Valley Center on the corner of Monroe and Fred Waring.

Tell us what you think. [Visit this page regularly!](#)

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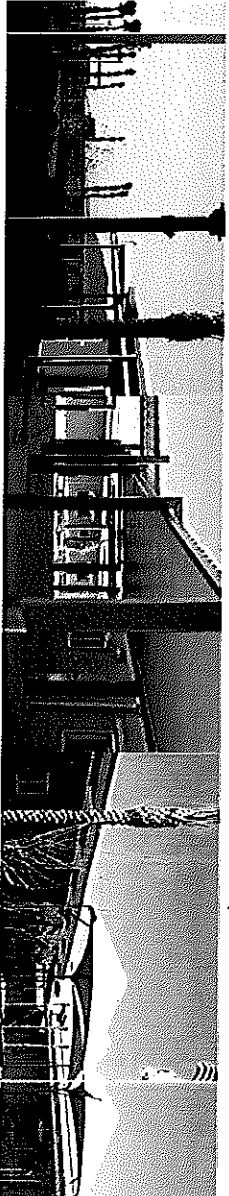
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Mecca Thermal Center

Location: 61-120 Buchanan St., Mecca, CA

Contact: (760) 396-2010

Student Services Offered

- **Counseling Services**
- **1920 555: Location at Mecca Thermal & Yuba Campus**
- **Admissions & Records Assistance**
- **Financial Aid Assistance**
- **Application Online Assistance**
- **Assessment Testing**
- **Bookstore - Onsite the first week of every semester**
- **ESLN Program Registration**
- **Student Bus Passes \$5.00 - Sponsored by COD Alumni Association**
- **Workshops - Financial Aid (Student Services)**
- **Mecca/Thermal Academic Skills Center (MTC/ASC)**
- **Academic Skills Center/Mission Statement**
- **Computer Lab, Tutors (Math & English), Learning Software (ReadOn, Skills Tutor)**

Driving Directions:

- Mecca/Thermal Center
- Take I-10 (East from Palm Desert Campus)
- Take 86 Expressway going South.
- Turn left on Avenue 62
- Turn Left (East) on BUCHANAN ST.
- Take a right at the first stop sign
- Arrive at Mecca/Thermal Center at 61-120 Buchanan St. on the Right

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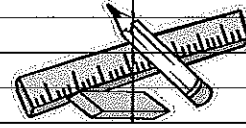
Spring 2013 TRIO Calendar


Office Hours
 Monday-Thursday (MTC)
 8:00am-5:00pm
 Friday (Indio)
 8:00am-12:00pm

61120 Buchanan St.
 Mecca, CA 92254



January	What	Time	Where
23rd Wednesday	Registration and Waitlist Close	11:59pm	
24 th Thursday	Web Advisor Registration re-opens for available classes	9:00am	
25 th Friday	Math and English Boot Camp	TBA	INDIO
28 th Monday	Spring Classes Begin		All Classes
28 th Monday	Late Registration with Add Permit Code		



February	What	Time	Where
1 st Friday	Math/ English Workshop Began		
2 nd Saturday	College Tour to CSUSB	7:30am-3:30pm	Meeting in PALM DESERT
5 th Tuesday	"You Need Money, Come Get Free Money"	9:00am-10:00am	MTC-MECCA
6 th Wednesday	Last Day to ADD full-term classes/Last day to complete online application/Last day to drop full-term classes and qualify for refund		
9 th Saturday	Scholarship Boot Camp	9am-12am	Palm Desert
10 th Sunday	Last day to drop full-term classes without receiving a "W" grade		
13 th Wednesday	Pathways to Success Presentation/ Workshop	TBA	Palm Desert
14 th Thursday	PROGRESS REPORT DUE		
15 th Friday	Holiday-Lincoln's Birthday CAMPUS CLOSED		
18 th Monday	Holiday-Washington's Birthday CAMPUS CLOSED		
20 th Wednesday	"Stand Out and Get an Interview"	2:00pm-3:00pm	MTC-MECCA
26 th Tuesday	"FAFSA Workshop"	3:00pm-4:00pm	EVC-INDIO

March	What	When	Where
2 nd Saturday	FAFSA Due COD Scholarship and Cal Grant application deadline Pathways to Success Scholarship DUE		
5 th Tuesday	Last day to submit Spring 2013 Application to Graduate		
5 th Tuesday	"Knock'em Dead with a Killer Resume"	3:00pm-4:00pm	EVC-INDIO
12 th Tuesday	"Stand Out and Get an Interview"	8:00am-9:00am	EVC-INDIO
25 th -29 th	HOLIDAY - SPRING BREAK COD CLOSED		



TRIO Club Activities & Community Service

- ❖ Elementary School Volunteering
- ❖ Community Outreach
- ❖ Come to our club meeting to get involved!

Complete your Workshops Online through USA funds. See Link on our website. Spring Workshops DUE April 26th 2013



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[College Readiness Initiative- EDGE Program](#)

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Counseling services available at EVC-Indio Center include:

[Academic, Career & Personal Counseling](#)

[Student Educational Plan](#)

[Probation and Dismissal Evaluation](#)

[Student Development Workshops](#)

To schedule an appointment with our HSI counselor Cynthia Vasquez,

please call 760-776-7200.

Driving Directions:

- Take I-10 (East from Palm Desert/West from Salton Sea)
- Take the Monroe St. off-ramp.
- Drive south on Monroe (about 0.2 mi.)
- Turn right on Fred Waring
- Arrive at Eastern Valley Center on the corner of Monroe and Fred Waring.

College of the Desert

Get the **EDGE**

Engage. Develop. Grow. Empower.



Summer 2013

Para obtener el folleto en español, por favor de llamar a Elvia Nelson al 760-636-7968.



College of the Desert
Eastern Valley Center at Indio
44199 Monroe Street
Indio, CA 92201



Many students arrive at COD to discover they must take two or more years of developmental education courses prior to enrolling in college-level classes; often, this is due solely to performance on the placement exams.

What is the EDGE Program?

The EDGE program helps you review basic skills to "Engage, Develop, Grow and [be] Empowered". EDGE gives you the chance to place into higher-level classes, getting you more quickly on the road to academic success.

Who is eligible?

Students who place into English 51 or Math 60 are eligible for EDGE.

How long is the EDGE program?

This 4-week program offers a fast-paced review of basic skills in writing, reading, and mathematics and gives you an exclusive chance to retake your assessment test and place into higher-level courses, saving you time and money at COD!

What are the benefits of EDGE?

- ✓ Writing/Reading and Math Review
- ✓ Access to Textbooks and Computers during participation in EDGE
- ✓ Convenient, Fast-Paced Curriculum
- ✓ Dedicated Faculty, Counselors and Staff
- ✓ College Student Success Strategies
- ✓ Assistance with Financial Aid Applications and Financial Literacy Exposure
- ✓ Assigned Counselor for Your Entire Time at COD to Help You Stay On Track
- ✓ And most of all, a chance to place yourself into higher-level classes, saving time and money as you pursue your college degree!

The EDGE Program is funded through the U.S. Department of Education Title V HSI Grant-Student Affairs.



How do I enroll in the EDGE Program?

If interested in participating, please contact Jenna Huntzinger at (760) 776-7237. We look forward to hearing from you!



Summer 2013 EDGE Schedule

June 10, 2013—July 5, 2013
Eastern Valley Center at Indio

You must choose one of the following groups to enroll into:

Calculating Success

(Math Review)

Monday	Tuesday	Wednesday	Thursday
Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am
Student Development 11:00 am - 12:30 pm		Student Development 11:00 am - 12:30 pm	

Words To Live By

(English/Reading Review)

Monday	Tuesday	Wednesday	Thursday
Student Development 11:00 am - 12:30 pm	English / Reading Review 11:00 am - 2:00 pm	Student Development 11:00 am - 12:30 pm	English / Reading Review 11:00 am - 2:00 pm
English / Reading Review 12:30 pm - 3:00 pm		English / Reading Review 12:30 pm - 3:00 pm	

Learning Large

(Math, English/Reading Review)

Monday	Tuesday	Wednesday	Thursday
Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am	Math Review 8:30 am - 11:00 am
Student Development 11:00 am - 12:30 pm	English / Reading Review 11:00 am - 2:00 pm	Student Development 11:00 am - 12:30 pm	English / Reading Review 11:00 am - 2:00 pm
English / Reading Review 12:30 pm - 3:00 pm		English / Reading Review 12:30 pm - 3:00 pm	

EDGE Student Voices

"It refreshed my memory on things I learned in the past, I also learned things I was taught before but didn't understand."

"I learned a great deal, created new friendships, and received help for my future."

"If I had to redo my time here in EDGE, I would go through it all over again."

"I really liked that everyone is there to help you. No one is ignored..."



COLLEGE
of
DESERT

Financial Literacy Workshops

All attendees will receive educational supplies and be entered to win a COD Bookstore gift card!!!

Personalized and interactive workshops designed to help you take control of your finances!

Topics Include...

- ◆ Money management basics
- ◆ Budgeting
- ◆ Repairing credit and avoiding debt
- ◆ Identity and money protection
- ◆ Open discussions and Q&A

Date/Time	Location
Sept. 19th 1 pm-2 pm	Palm Desert MPR
Sept. 26th 12:30 pm-1:30 pm	EVC-Indio RM 2
Oct. 17th 11 am-Noon	Palm Desert MPR
Oct. 23rd 11 am-Noon	Mecca/Thermal C2
Nov. 5th 11 am-Noon	Palm Desert- MPR

To register online visit

www.collegeofthedesert.edu/financialaid.

For more information, call Elvia Nelson at 760-636-7968

Sponsored by the Individual Title V HSI Grant

From: Tara McCarthy
Sent: Tuesday, January 22, 2013 12:25 PM
To: Tara McCarthy
Subject: Important information about your Math-040 course!
Attachments: SI Session Outreach_John Conger_ Math 40_Spring 2013.jpg

SI STUDY SESSIONS

CONGRATULATIONS

You enrolled in a Spring course that will offer Supplemental Instruction (SI) Study Sessions

SI STUDY SESSION SCHEDULE

Math 40 (section 0807)

Tuesday's & Thursday's

11:00-12:30 PM

SI Leader: John Conger

FOR MORE INFO CONTACT • Tara McCarthy • SI Coordinator •
760-776-7333 • tmccarthy@collegeofthedesert.edu

WWW.COLLEGEOTHEDESERT.EDU/SI



WHAT IS SI?

Academic Support Program
Offered in difficult courses
Out-of-Class Study Sessions
Facilitated by SI Leader

WHAT ARE SI STUDY SESSIONS?

FREE (no cost to you)
Work in groups
Review course content/notes
Discuss readings
Prepare for exams
Fun & Interactive

WHY SHOULD I ATTEND?

Study more effectively
Study more efficiently
Earn higher grade in course



U.S. Dept. of Education Title V
HSI Grant-Student Affairs

Educational Technologies

MINUTES

SEPTEMBER 6, 2012

12:30 P.M.

DSPS CONFERENCE ROOM

CHAIR	Felix Marhuenda-Donate
COMMITTEE MEMBERS	Scott Smith (Arts and Media); Paul Maag (Student Services/Special Programs); Thomas Armstrong, (PE/Athletics); Thang Le (Math); Claudia Derum (General Counseling); Kathlyn Enciso (Communications); Wendy Sanders (ECE); Tom Gillman (Business & Applied Technology); Alexa Sawa (Science); Nicole Tortoris (Social Science); Donna Kirscht (Adjunct Faculty); Marc Drescher (Director ITIR); Bina Isaac (Dean ITIR); Carl Phillips (Dean Library & Learning Resources); Jorge Perez (ABE)

- I. **Call to Order and Presence of a Quorum (2/3 of 15 total is 10 present)**
Quorum was present. Meeting called to order at 12:35PM
- II. **Public Comments**
None
- III. **Approval of Agenda**
The motion to approve the agenda was presented by Wendy Sanders and supported by Tom Gillman.
- IV. **Approval of Minutes from March 6, 2012.**
Minutes were approved as written.
- V. **Consent Agenda**
- VI. **Announcements**
 - a. **DE Checklist (Dean Phillips)**
The subcommittee is currently restructuring and will be cutting some members.
 - b. **Campus EAI (Dean Isaac)**
The faculty present felt that 13SU would be a good time to fully employ Campus EAI. That would give IT enough time to train faculty and students. A 13SP pilot was suggested.
 - c. **BB Updates (Chair)**
A major Bb update was installed during the week of finals leaving faculty and students without access to Bb. Also, faculty was not properly notified about the update or about the changes that this new SP entails.
The Ed Tech committee and its chair promise better communication and responsibility when it comes to handling matters regarding our online classroom, B b.
 - d. **Technology and Email Confidentiality Agreement (Dean Isaac)**
Our current Technology Confidentiality Agreement needs updating. We also need to create an Email Confidentiality Agreement. Dean Isaac volunteered to lead a subcommittee that would do both. The subcommittee volunteers are Marc Drescher, Felix Marhuenda-Donate, Paul Maag, Nicole Tortoris, and Claudia Derum.

REQUIRED ACTIONS	PERSON RESPONSIBLE	DEADLINE
a. Restructure subcommittee and prepare draft checklist	Dean Phillips	October 4 th
b. Create TLC faculty trainings for Campus EAI and determine ways of informing students	Dean Isaac	12FA
c. No action necessary		
d. Coordinate the creation of the draft agreement	Dean Isaac	October 4 th

with subcommittee

VII. Action Agenda

1. LMS TASK FORCE REPORT

CHAIR

BACKGROUND

The LMS task force has completed their report and has recommended we adopt Moodle as our sole LMS.

Donna had concerns regarding the involvement of DE faculty in the pilot program and how all the categories used to evaluate the LMS were weighed equally. Because not enough training was provided to the pilot faculty before the beginning of the semester, some of the faculty had problems trying to determine how the features worked.

The Nursing/ECE and BUMA division were concerned with the amount of man-hours it would take to convert to a new LMS.

BUMA is concerned that there are not enough publisher-provided course cartridges for Moodle. They also feel that costs should not be a factor when determining our choice for LMS.

Remote Learner offers a course conversion tool from Bb to Moodle for an initial setup cost of \$1600 and \$45 per course. The report considered the costs of converting 300 courses.

There are several new members to the committee who would like more time to discuss the report and the vote with their constituents. They were concerned that they would have to abstain from a vote.

DISCUSSION

The faculty in the PE/Athletics division have experience with Moodle and would vote to transition. They felt it was more straightforward and user-friendly. However, they acknowledge they do not use the LMS as heavily as other divisions. There were some students that were unhappy they had to use two different LMS for two different courses; however, the overall result for student Moodle experience was positive.

The purpose of the pilot was to have feedback from COD faculty regarding their experience with Moodle to include in the report; therefore, no new faculty will be added to the pilot.

The representatives from Counseling and SS would like for all the faculty in the committee to have ample time to discuss the vote with their constituents.

Motion was presented by Donna and seconded by Paul to postpone the vote on the adoption of the report until the October meeting. Seven (7) in favor of postponement and three (3) opposed. Item was postponed.

Marc Drescher volunteered to create course shells to those faculty who wish to create their own courses. He already created a test shell and gave everyone authoring rights.

Tom Gillman raised the question on whether adjunct instructors have two votes; one as a member of their division and one as an adjunct.

RESULT

Committee voted to postpone the vote on the approval of the LMS Task Force report until the next Ed Tech meeting in October.

2. COURSE CATEGORIES

CHAIR

BACKGROUND

There have been several issues with the hybrid category. Faculty feel that if some meetings are replaced with online activities the course should be labeled a hybrid. Our current definition follows the Chancellor's definition of hybrid and is creating

DISCUSSION	<p>confusion among our students.</p> <p>The issue over course categories encompasses three related problems; what is a HYBRID course, correctly labeling LOCATION and correctly labeling the DAYS AND TIMES of Distance Education (DE) courses.</p> <p>Definition of the HYBRID CATEGORY: For funding purposes, the Chancellor's office has defined a HYBRID course as a course in which over 50% of the face-to-face (f2f) meetings are replaced with online activities. Although we decided to use the same definition as the Chancellor's office for a hybrid course, this is creating confusion for our students and problems with auditors. We offer some courses which less than 50% of the f2f meetings are replaced with online activities.</p> <p>The committee has decided to replace the existing language of the Hybrid Course Category that states: <i>"Over half of the traditional face-to-face on campus meetings are replaced with online activities."</i> with <i>"Some of the traditional face-to-face on campus meetings are replaced with online activities."</i></p> <p>Now any course that replaces as many as one f2f meeting with an online activity needs to be labeled HYBRID in the schedule of classes and needs to have Curriculum-approved DE modality.</p> <p>LOCATION: We are still using the antiquated Virtual Valley (VV) code for the LOCATION of DE courses. The problem is that hybrid courses also fall under this LOCATION so whenever a student sees the location listed as VV, they think it is an online class. Dean Phillips has promised to create a new location called HYBRID to aid confusion and include all courses which fall under this newly-redefined category.</p> <p>DAYS AND TIMES: The days and times for online classes are specified in the class schedule as TBA. This has to be changed because TBA has a special definition at the state level and we had problems with the auditors this summer because they selected courses that said "TBA" for days and times and called them "TBA" classes and then dinged us for not having the appropriate documentation for "TBA". The committee has decided that leaving the days and times for DE courses BLANK would present the least amount of confusion for our students.</p>
RESULT	<ol style="list-style-type: none"> 1) Hybrid Course Category was changed to <i>"Some meetings..."</i> from <i>"Over half..."</i> 2) VV location in WebAdvisor will be replaced with two new locations; Online and Hybrid. 3) Meeting days and times of DE courses will be left blank instead of using TBA.

VIII. Computer Lab Approvals

- 1) Enrollment Services/A&R – Veteran Services Lab was approved as submitted

IX. For the Good of the Order

- 1) ITIR will be performing Datatel uploads to Bb three (3) times a day seven (7) days a week until census. We currently upload only twice a day five (5) times a day. This is creating problems with students that change their schedule over the weekend since they will not have access to the next working day. In the past, there has only been two problems with the upload in the years that we have had Bb and if there is a problem with the upload Bb will not likely suffer any downtime.

CCC CONFER RECORDING OF THE MEETING IS AVAILABLE AT THE URL BELOW:

<https://sas.illuminate.com/site/external/recording/playback/link/table/meeting?suid=M.81073694880185629E5D5750C70CBC>

Meeting adjourned at 4:00 PM



► FACILITATES COMMUNICATION BETWEEN FACULTY, COUNSELORS, STUDENT SUPPORT SERVICES PROFESSIONALS, & STUDENTS



► NOTIFIES STUDENTS OF THEIR PROGRESS EARLY TO PROVIDE TIME FOR IMPROVEMENT



► PROVIDES FACULTY WITH INFORMATION ON STUDENT SUPPORT SERVICES AT COD

COLLEGE OF THE DESERT | TITLE V HSI GRANT | STUDENT AFFAIRS

Early Advantage

Your success is our success

EARLY ADVANTAGE IS DESIGNED AS A TIMELY INTERVENTION FOR STUDENTS WHO ARE EXPERIENCING DIFFICULTY EARLY IN THE SEMESTER.

Assists faculty and staff in improving the motivation and achievement of students at COD.

Identifying students for Early Advantage

There are many factors that hinder student success in college. Some examples include:

- Poor attendance
- Low test scores
- Need for tutorial services
- Incomplete assignments
- Failing work
- Lack of motivation
- Financial hardships
- Lack of childcare
- Lack of transportation

Faculty are encouraged to speak with students one-on-one before sending the referral. Once the faculty referral is submitted via WebAdvisor, the Early Advantage Coach or Special Program Coordinator (EOPS, DSPS, TRiO, etc.) will contact the student encouraging them to meet with him/her. Faculty can follow-up on the student's status via WebAdvisor.



FACULTY WANTED

If you are interested in participating in the Early Advantage pilot project, please contact:

Tara McCarthy ♦ Early Advantage Coordinator/Coach ♦
760.776.7333 ♦ tmccarthy@collegeofthedesert.edu



COLLEGE
of the
DESERT



Early Advantage Introduction

Friday, March 8, 2013

Purpose: The purpose of this meeting is to introduce Early Advantage to faculty who Volunteered to participate in the pilot project.

Location: CSSC MPR, College of the Desert

Invited Attendees: Nicholle Clark, Scott Cooper, Kim Dozier, Linda Emerson, Jessica Enders, Kathleen Hudgins, Elise King, Carol Lasquade, Tara McCarthy, Joel Murphy, Elvia Nelson, Bart Podlesny, Wendy Sanders, Christen Smith, Ed Reed, Sally Rodriguez, Cynthia Vasquez, Magdalena Zepeda

AGENDA

Welcome

Introduction to Early Advantage- Handbook

Piloting of one course section & classroom presentations

Determining access to WebAdvisor- Early Advantage

Thank you for your participation

Evidence for Recommendation 4

TrakStar Appraisal Progress - March 2013

Rev 030713

Position	Route for Approval Status	Appraisal Due
Student Center Assistant	Approved	1/21/2010
Instructional Support Assistant	Approval in Progress	1/16/2011
Instructional Support Assistant	Approval in Progress	3/30/2011
Administrative Assistant	Approval in Progress	3/31/2011
CampustMaintSec, EVC MT	Approval in Progress	4/14/2011
Director, Child Development Center		4/15/2011
Instructional Support Specialist - ASC	Approval in Progress	4/16/2011
Secretary Bilingual	Approval in Progress	5/20/2011
Secretary	Approval in Progress	6/4/2011
CampustMaintSec, EVC MT	Approval in Progress	6/4/2011
Academic Skills Center Assistant	Approval in Progress	7/2/2011
Child Development Center Assistant		9/8/2011
VideoTrainer for Employees		1/9/2012
Grants Technician		1/31/2012
Locksmith		2/3/2012
Instructional Laboratory Technician - PSA	Approval in Progress	6/4/2012
Senior Office Assistant		6/17/2012
Secretary Bilingual	Approval in Progress	6/20/2012
Secretary	Approval in Progress	7/23/2012
Executive Assistant to the Executive Director, Foundation	Approval in Progress	7/28/2012
Athletic Trainer		8/10/2012
Assessment & Testing Services Specialist	Approval in Progress	9/9/2012
Tech Prep Specialist		11/1/2012
Administrative Assistant		11/18/2012
Warehouse Operator	Approval in Progress	12/1/2012
Administrative Services Assist		12/5/2012
Senior Office Assistant		12/20/2012
Senior Print Shop Specialist		1/3/2013
Custodian		1/7/2013
Custodian		1/9/2013
Administrative Assistant	Approval in Progress	1/11/2013
Senior Office Assistant	Approval in Progress	1/13/2013
Admissions & Records Specialist		1/28/2013
Admissions & Records Specialist		1/31/2013
Financial Analyst		2/1/2013
Senior HVAC & Refrigeration Mechanic		2/10/2013
Athletic Programs Assistant		2/17/2013
Custodian		2/28/2013
Lead Security Officer	Approval in Progress	3/3/2013
Laboratory Specialist/Science		3/5/2013
Maintenance Worker		3/8/2013
Accompanist		3/10/2013
Administrative Assistant		3/13/2013
Custodian		3/14/2013
Secretary		3/15/2013
Secretary		3/17/2013
Print Shop Technician		3/20/2013
Schedule & Catalog Publications Specialist		3/20/2013
Custodian		3/23/2013
Custodian		3/23/2013
Instructional Support Assistant		3/26/2013
Mail Technician		3/29/2013
Instructional Support Assistant		3/31/2013
International Education Program Specialist		4/5/2013
Counseling Support Assistant		4/6/2013
Sr. Program Specialist Office of Student Life		4/11/2013
Secretary		4/14/2013

Classified and Leadership

Payroll Specialist	4/14/2013
Supervisor, Custodial Services	4/15/2013
Superintendent President	4/15/2013
Director Student Health & Disability	4/15/2013
Director, ATTS	4/15/2013
Director International Student Programs	4/15/2013
Superintendent President	4/15/2013
Director Education Technology & Web Services	4/15/2013
Executive Director, Human Resources	4/15/2013
Director, Fiscal Services	4/15/2013
Director, Title V Project	4/15/2013
Dean, Enrollment Services	4/15/2013
Assistant Director Clinical Services	4/15/2013
Dir, Security and Emergency Prep	4/15/2013
Executive Director, College Foundation	4/15/2013
Director, Community Relations	4/15/2013
Dean, Information Systems & Education Technology	4/15/2013
Superintendent President	4/15/2013
Director, Net Services & Telecommunication	4/15/2013
Employee and Labor Relations Manager	4/15/2013
Director, Financial Aid	4/15/2013
Director, PSA	4/15/2013
Director, Student Life	4/15/2013
Director, ATTC	4/15/2013
Dean, Enrollment Services	4/15/2013
Superintendent President	4/15/2013
Director, Maintenance & Operations	4/15/2013
Dir, Systems Management & MIS Operator	4/15/2013
Assistant Director Maintenance & Operations	4/15/2013
Executive Assistant to the President and Board of Trustees	4/15/2013
Superintendent President	4/15/2013
Coordinator/Counselor EVC	4/15/2013
VP, Business Affairs	4/15/2013
MESA Program Director	4/15/2013
Director Nursing & Allied Health	4/15/2013
Admissions & Records Specialist	4/15/2013
Coordinator Academic Skills Center	4/15/2013
Coordinator Tech and Work Experience	4/15/2013
Director, Admissions & Records	4/15/2013
Senior Office Assistant	4/16/2013
Instructional Support Assistant	4/16/2013
Groundskeeper	4/16/2013
Custodian	4/17/2013
Purchasing Services Assistant	4/17/2013
Laboratory Specialist - Health & Nursing	4/18/2013
Executive Administrative Assistant	4/20/2013
Groundskeeper	4/20/2013
Payroll Specialist	4/20/2013
Director, Partnership and Community Education	4/25/2013
Business Services Technician	4/25/2013
Instructional Support Assistant	4/26/2013
Arts Technician	4/30/2013
Groundskeeper	5/1/2013
Economic & Workforce Development Training Technician	5/5/2013
Secretary	5/9/2013
Maintenance Assistant	5/11/2013
Instructional Support Assistant	5/17/2013
Instructional Support Assistant	5/19/2013

Evaluation Data - Active FT Faculty and Adjunct Faculty - March 2013

rev 030713

Employee Type	School	Position	LastEvalDate	NextEvalDate
Full-time Faculty	School of Applied Sciences and Business	Professor, Digital Design & Production	2/12/2002	2/12/2005
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	11/17/2004	11/17/2007
Full-time Faculty	School of Communication and Humanities	Associate Professor, Spanish	11/25/2009	11/25/2010
Adjunct Faculty	School of Applied Sciences and Business	ADJFACCTINST	12/7/2011	10/7/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/2/2010	10/2/2013
Adjunct Faculty	School of Library and Learning Resources	ADJFESLNINST	12/10/2010	10/10/2013
Adjunct Faculty	School of Arts and Sciences	ADJFMUSCINST	4/28/2008	4/28/2011
Adjunct Faculty	School of Arts and Sciences	ADJFCHEMINST	12/21/2010	10/21/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFCOMMINST	12/13/2012	12/13/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	12/13/2011	10/13/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	12/6/2011	10/6/2014
Full-time Faculty	Student Affairs	Counselor	1/23/2003	1/23/2006
Full-time Faculty	School of Health Sciences and Education	Professor, HPER	4/20/2004	4/20/2007
Adjunct Faculty	School of Arts and Sciences	ADJFMUSCINST	12/5/2011	10/5/2014
Adjunct Faculty	School of Communication and Humanities	ADJFSPCHINST	12/6/2011	10/6/2014
Full-time Faculty	School of Communication and Humanities	Professor, French and Spanish	5/23/2011	3/23/2014
Full-time Faculty	Student Affairs	Counselor, (Non-Teaching)	1/28/2010	1/28/2013
Adjunct Faculty	School of Communication and Humanities	ADJFESLNINST	12/22/2008	12/22/2011
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	5/23/2012	3/24/2015
Full-time Faculty	School of Health Sciences and Education	Assistant Professor, Nursing	1/11/2010	1/11/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFNATRINST	5/1/2012	3/2/2015
Adjunct Faculty	School of Communication and Humanities	ADJFSPCHINST	3/27/2011	1/25/2014
Full-time Faculty	School of Applied Sciences and Business	Associate Professor, Computer Information Science	12/1/2008	12/1/2011
Adjunct Faculty	School of Arts and Sciences	ADJFHISTINST	12/6/2011	10/6/2014
Full-time Faculty	School of Communication and Humanities	Assistant Professor, English	12/19/2011	10/19/2014
Full-time Faculty	School of Arts and Sciences	Professor, Culinary Arts	12/18/2007	12/18/2010
Adjunct Faculty	School of Library and Learning Resources	ADJFASCTEVCIM	8/9/2010	11/27/2010
Full-time Faculty	School of Communication and Humanities	Professor, Reading	5/26/2005	9/1/2007
Adjunct Faculty	School of Applied Sciences and Business	ADJFCISCIINST	12/14/2011	10/14/2014
Adjunct Faculty	School of Arts and Sciences	ADJFHISTINST	12/14/2011	10/14/2014
Full-time Faculty	School of Applied Sciences and Business	Associate Professor, Architecture	11/20/2012	11/20/2015
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	5/22/2012	3/23/2015
Adjunct Faculty	School of Arts and Sciences	ADJFPOLINST	4/30/2009	4/30/2012
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/11/2008	12/11/2011
Adjunct Faculty	School of Health Sciences and Education	ADJFNRSGINST	5/16/2007	5/16/2010
Adjunct Faculty	School of Arts and Sciences	ADJFDRUGINST	5/13/2008	5/13/2011
Adjunct Faculty	School of Arts and Sciences	ADJFPPSYCINST	12/1/2011	10/1/2014
Adjunct Faculty	School of Arts and Sciences	ADJFPPSYCINST	12/6/2010	10/6/2013
Full-time Faculty	School of Applied Sciences and Business	Instructor, HVAC	12/11/2012	12/11/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFACCTINST	5/1/2012	3/2/2015
Adjunct Faculty	School of Health Sciences and Education	ADJFNRSGINST	5/18/2010	3/18/2013

Active Faculty and Adjunct Data

Full-time Faculty	Student Affairs	Counselor, ACES	3/11/2005	3/11/2008
Adjunct Faculty	School of Communication and Humanities	ADJFFRCHINST	12/4/2012	10/5/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	4/11/2012	2/10/2015
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	12/12/2011	10/12/2014
Adjunct Faculty	School of Library and Learning Resources	ADJFABEDINST	4/26/2012	2/25/2015
Adjunct Faculty	School of Communication and Humanities	ADJFREADINST	12/13/2011	10/13/2014
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	12/13/2010	10/13/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	5/9/2012	3/10/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, Chemistry	12/10/2009	12/10/2012
Adjunct Faculty	School of Health Sciences and Education	ADJFHPERINST	7/24/2008	5/25/2011
Adjunct Faculty	School of Applied Sciences and Business	ADJFCISINST	11/30/2011	9/30/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFPLSINST	4/12/2010	4/12/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFECONINST	12/5/2011	10/5/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	5/11/2011	3/11/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFARCHINST	5/24/2011	3/24/2014
Adjunct Faculty	School of Arts and Sciences	ADJFHISTINST	5/24/2012	3/25/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	5/7/2012	3/8/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	4/7/2012	2/6/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	3/5/2012	1/4/2015
Full-time Faculty	School of Applied Sciences and Business	ADJFADJUINST	12/7/2010	12/7/2013
Full-time Faculty	Student Affairs	Professor, Art		
Full-time Faculty	Student Affairs	Coordinator/Counselor (SSS/Evc)		
Adjunct Faculty	School of Arts and Sciences	ADJFPOLSINST	5/14/2009	3/14/2008
Adjunct Faculty	School of Health Sciences and Education	ADJFECEINST	4/1/2009	5/14/2012
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	4/21/2012	4/1/2012
Adjunct Faculty	School of Arts and Sciences	ADJFPHILINST	4/29/2009	2/20/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	11/20/2008	4/29/2012
Adjunct Faculty	School of Arts and Sciences	ADJFBOLINST		11/20/2011
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	4/28/2011	4/28/2010
Full-time Faculty	School of Arts and Sciences	Assistant Professor, Theatre Arts	12/20/2012	2/26/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	4/23/2012	12/20/2015
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	5/25/2011	2/22/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFARCHINST	5/12/2011	3/25/2014
Full-time Faculty	School of Library and Learning Resources	Reference Librarian	10/26/2009	3/12/2014
Full-time Faculty	Student Affairs	Counselor, EOPS	2/1/2008	10/26/2012
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	11/11/2004	1/31/2011
Full-time Faculty	School of Applied Sciences and Business	Instructor, Engery Systems		9/1/2008
Full-time Faculty	School of Applied Sciences and Business	ADJFADJUINST	2/24/2011	4/1/2013
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	5/9/2007	12/25/2013
Full-time Faculty	School of Arts and Sciences	Professor, Mathematics	12/21/2005	5/9/2010
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	12/22/2008	12/21/2008
Adjunct Faculty	School of Arts and Sciences	ADJFPOLSINST	12/7/2011	12/22/2011
Adjunct Faculty	School of Library and Learning Resources	ADJFDVEDINST	4/25/2012	10/7/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/1/2010	2/24/2015
Adjunct Faculty	School of Arts and Sciences	ADJFPPSYINST	11/19/2007	10/1/2013
				11/19/2010

Active Faculty and Adjunct Data

Full-time Faculty	School of Arts and Sciences	Associate Professor, Psychology	2/27/2007	2/27/2010
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	3/18/2010	3/18/2013
Adjunct Faculty	School of Communication and Humanities	ADJFREADINST	12/14/2011	10/14/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/14/2011	10/14/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	4/19/2012	2/18/2015
Full-time Faculty	School of Arts and Sciences	MESA Program Director	11/29/2004	11/29/2007
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	3/14/2011	1/12/2014
Full-time Faculty	School of Library and Learning Resources	Electronic Resources Cataloger/librarian	10/26/2009	10/26/2012
Full-time Faculty	School of Arts and Sciences	Associate Professor, Music	12/5/2011	12/5/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFISCINST	12/5/2007	12/5/2010
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	12/6/2011	10/6/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFNATRINST	5/1/2012	3/2/2015
Full-time Faculty	School of Applied Sciences and Business	Assistant Professor, Mathematics	12/21/2011	10/21/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	4/15/2010	4/15/2013
Adjunct Faculty	School of Arts and Sciences	ADJFBIOLINST	5/21/2012	3/22/2015
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	11/29/2010	9/29/2013
Full-time Faculty	School of Health Sciences and Education	Assistant Professor, Nursing		3/1/2013
Adjunct Faculty	School of Communication and Humanities	ADJFSPANINST	11/17/2010	9/17/2013
Full-time Faculty	School of Applied Sciences and Business	Professor, Business	12/14/2010	10/14/2013
Full-time Faculty	School of Applied Sciences and Business	Associate Professor, Accounting	12/11/2012	12/11/2015
Full-time Faculty	School of Applied Sciences and Business	Professor, Computer Science	12/1/2008	12/1/2011
Adjunct Faculty	School of Communication and Humanities	ADJFTALIINST	11/22/2010	9/22/2013
Adjunct Faculty	School of Communication and Humanities	ADJFRATVINST	10/13/2010	8/13/2013
Adjunct Faculty	School of Communication and Humanities	ADJFREADINST	4/16/2012	2/15/2015
Adjunct Faculty	School of Health Sciences and Education	ADJFHPERINST	11/9/2009	11/9/2012
Full-time Faculty	School of Arts and Sciences	Professor, Mathematics	12/14/2008	12/14/2011
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	12/11/2011	10/11/2014
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Early Childhood Education	12/10/2009	12/10/2010
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	5/14/2010	3/14/2013
Adjunct Faculty	School of Arts and Sciences	ADJFJOURINST	11/15/2007	11/15/2010
Adjunct Faculty	School of Health Sciences and Education	ADJFHPERINST	12/6/2007	12/6/2010
Full-time Faculty	School of Arts and Sciences	Professor, Mathematics	12/6/2006	12/6/2009
Full-time Faculty	School of Applied Sciences and Business	Associate Professor, Business	12/19/2011	10/19/2014
Adjunct Faculty	School of Arts and Sciences	ADJFHISTINST	5/26/2011	3/26/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/8/2011	10/8/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Anthropology	4/1/2009	4/1/2012
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	11/4/2011	9/4/2014
Full-time Faculty	Student Affairs	Counselor/Specialist Dtps	2/2/2010	2/2/2013
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Nursing	4/27/2009	4/27/2011
Full-time Faculty	School of Health Sciences and Education	Professor, HPER	2/14/2006	2/14/2009
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	4/4/2011	2/2/2014
Adjunct Faculty	School of Library and Learning Resources	ADJASCLGIBLN	3/29/2012	1/28/2015
Adjunct Faculty	School of Arts and Sciences	ADJFPHILINST	12/1/2011	10/1/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	4/21/2012	2/20/2015

Active Faculty and Adjunct Data

Full-time Faculty	Student Affairs	Counselor	2/6/2009	2/6/2012
Adjunct Faculty	School of Applied Sciences and Business	ADJFHORTINST	5/11/2011	3/11/2014
Adjunct Faculty	School of Arts and Sciences	ADJFPHILINST	12/7/2009	12/7/2012
Adjunct Faculty	School of Applied Sciences and Business	ADJFBUSININST	5/21/2010	3/21/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFCISCINST	12/8/2011	10/8/2014
Adjunct Faculty	School of Arts and Sciences	CLASSADASTSSA	3/26/2010	3/26/2012
Adjunct Faculty	School of Arts and Sciences	ADJFPSYCINST	12/4/2008	12/4/2011
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Nursing	12/7/2009	12/7/2012
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/21/2010	10/21/2013
Adjunct Faculty	School of Library and Learning Resources	ADJFDVEDINST	6/21/2011	4/21/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFHORTINST	5/24/2011	3/24/2014
Full-time Faculty	Student Affairs	Clinical Psychologist - Non-Teaching	3/9/2011	3/9/2014
Adjunct Faculty	School of Communication and Humanities	ADJFRATVINST	11/23/2010	9/23/2013
Adjunct Faculty	School of Arts and Sciences	ADJFMUSCINST	11/23/2010	9/23/2013
Full-time Faculty	Student Affairs	Counselor, (Non-Teaching)	1/24/2008	1/24/2011
Full-time Faculty	School of Communication and Humanities	Assistant Professor, Speech	12/19/2011	10/19/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFBLDGINST	5/24/2011	3/24/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	5/16/2012	3/17/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFBLSWINST	12/5/2011	10/5/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Psychology	2/14/2011	2/14/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	12/3/2010	10/3/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFECONINST	12/16/2011	10/16/2014
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	11/19/2009	11/19/2012
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUINST	5/11/2011	3/11/2014
Full-time Faculty	Student Affairs	Counselor	1/28/2002	1/28/2005
Adjunct Faculty	School of Applied Sciences and Business	ADJFACCTINST	12/8/2011	10/8/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	11/20/2008	11/20/2011
Adjunct Faculty	School of Applied Sciences and Business	ADJFAC&RINST	4/19/2012	2/18/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	5/7/2012	3/8/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, History	12/20/2004	12/20/2007
Adjunct Faculty	School of Arts and Sciences	ADJFPHYSINST	4/30/2012	3/1/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	5/22/2012	3/23/2015
Adjunct Faculty	School of Communication and Humanities	ADJFEGLINST	4/29/2010	2/27/2013
Adjunct Faculty	School of Communication and Humanities	ADJFESLNINSTLB	4/23/2012	2/22/2015
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/16/2010	10/16/2013
Adjunct Faculty	School of Health Sciences and Education	ADJFHIPERINST	12/6/2007	12/6/2010
Full-time Faculty	School of Health Sciences and Education	Professor, Nursing	7/10/2007	7/10/2010
Full-time Faculty	Student Affairs	Coordinator, EOPS	2/6/2009	2/6/2012
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	11/25/2008	11/25/2011
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	2/28/2011	2/28/2014
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINSTLB	3/9/2009	3/9/2012
Full-time Faculty	School of Applied Sciences and Business	Professor, Natural Resources	11/20/2012	11/22/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFECONINST	12/6/2011	10/6/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/13/2011	10/13/2014

Active Faculty and Adjunct Data

Adjunct Faculty	School of Applied Sciences and Business	ADJFHORTINST	5/24/2011	3/24/2014
Adjunct Faculty	School of Communication and Humanities	ADJFADJUNST	2/24/2011	9/23/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	2/24/2011	12/25/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	2/24/2011	12/25/2013
Adjunct Faculty	School of Communication and Humanities	ADJFADJUNST	11/22/2010	9/22/2013
Adjunct Faculty	School of Library and Learning Resources	ADJFADJUNST	4/26/2012	2/25/2015
Adjunct Faculty	School of Communication and Humanities	ADJFADJUNST	4/15/2010	2/13/2013
Adjunct Faculty	School of Health Sciences and Education	ADJFHSCIINST	11/23/2010	9/23/2013
Adjunct Faculty	School of Communication and Humanities	ADJFADJUNST	3/28/2011	1/26/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFACCTINST	11/29/2011	9/29/2014
Full-time Faculty	Student Affairs	Counselor, Alternative Media Specialist	11/14/2006	11/14/2009
Full-time Faculty	School of Arts and Sciences	Professor, Physics	12/7/2005	12/7/2008
Adjunct Faculty	School of Arts and Sciences	ADJFMATHLSN	12/12/2011	10/12/2014
Full-time Faculty	School of Applied Sciences and Business	Professor, Golf Management	12/7/2001	12/7/2004
Full-time Faculty	School of Arts and Sciences	Assistant Professor, Mathematics	10/21/2010	10/21/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	4/7/2012	2/6/2015
Full-time Faculty	Student Affairs	Assistant Professor, Adaptive Computer Specialist	12/7/2011	12/7/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	11/30/2008	11/30/2011
Full-time Faculty	School of Applied Sciences and Business	Professor, Administration Of Justice	12/13/2005	12/13/2008
Full-time Faculty	Student Affairs	Tutorial Coordinator (Title V/HSI)	10/16/2012	10/16/2012
Adjunct Faculty	School of Health Sciences and Education	ADJFPERINST	12/6/2007	12/6/2010
Full-time Faculty	Student Affairs	Counselor, International Education Programs	1/25/2006	1/25/2009
Adjunct Faculty	School of Communication and Humanities	ADJFABEZINST	4/25/2012	2/24/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	12/5/2006	12/5/2009
Adjunct Faculty	School of Arts and Sciences	ADJFSOCIINST	12/14/2010	10/14/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFNATRINST	5/18/2011	3/18/2014
Adjunct Faculty	School of Applied Sciences and Education	CLASINLBTRT	12/21/2009	8/26/2010
Adjunct Faculty	School of Health Sciences and Education	ADJFPERINST	12/14/2011	12/21/2012
Adjunct Faculty	School of Communication and Humanities	ADJFAMSLINST	2/24/2011	10/14/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	3/14/2011	12/25/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFARCHINST	5/22/2012	1/12/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFCARTINST	12/14/2011	3/23/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	12/3/2012	10/14/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/15/2005	10/5/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, Geology	12/15/2005	12/15/2008
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	4/25/2011	2/23/2014
Adjunct Faculty	School of Library and Learning Resources	CLASINLBTRCH	11/23/2009	11/23/2012
Adjunct Faculty	School of Library and Learning Resources	ADJFESLNINST	12/13/2011	10/13/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/7/2011	10/7/2014
Adjunct Faculty	School of Communication and Humanities	CLASABEISAPT	12/13/2011	10/13/2014
Adjunct Faculty	School of Library and Learning Resources	ADJFVEDINST	4/30/2012	3/1/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	5/21/2010	3/21/2013
Adjunct Faculty	School of Arts and Sciences	ADJFBIOLINST	12/16/2011	10/16/2014
Full-time Faculty	School of Library and Learning Resources	Academic Skills Center Coordinator	3/24/2005	3/24/2008

Active Faculty and Adjunct Data

Adjunct Faculty	School of Arts and Sciences	ADJFPSYCINST	12/5/2011	10/5/2014
Adjunct Faculty	Multiple (see Manager)	ADJFDANCINST	12/12/2007	12/12/2010
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	5/26/2005	5/26/2008
Adjunct Faculty	School of Applied Sciences and Business	ADJFARCHINST	12/15/2011	10/15/2014
Adjunct Faculty	School of Arts and Sciences	ADJFGEOGINST	12/14/2009	12/14/2012
Full-time Faculty	Student Affairs	Employment Specialist, Physical Disabilities Counselor	6/21/2011	9/1/2008
Adjunct Faculty	School of Library and Learning Resources	ADJFESLNINST	5/1/2011	4/21/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	4/7/2012	1/5/2010
Full-time Faculty	Student Affairs	Counselor, Upward Bound	6/22/2011	2/6/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNINST	4/16/2010	4/22/2014
Adjunct Faculty	School of Communication and Humanities	ADJFSPANINST	12/10/2012	4/16/2012
Full-time Faculty	School of Arts and Sciences	Professor, Mathematics	4/24/2012	12/10/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFFIREINST	4/28/2012	2/23/2015
Adjunct Faculty	School of Library and Learning Resources	ADJFABEDINST		2/27/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNINST		4/1/2013
Full-time Faculty	Student Affairs	Coordinator/Counselor TRIO DSPS	12/14/2010	10/14/2013
Full-time Faculty	School of Applied Sciences and Business	Professor, Turfgrass Management	11/20/2008	11/20/2011
Full-time Faculty	School of Arts and Sciences	Associate Professor, Mathematics	12/9/2011	10/9/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFCSCINST	4/21/2010	2/19/2013
Adjunct Faculty	School of Communication and Humanities	ADJFDVEDINST	5/19/2011	5/19/2014
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Vocational Nursing	2/17/2011	12/18/2013
Adjunct Faculty	School of Communication and Humanities	ADJFSPANINST	12/12/2011	10/12/2014
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	1/16/2009	1/16/2012
Adjunct Faculty	School of Arts and Sciences	ADJFHISTINST	5/24/2005	5/24/2008
Full-time Faculty	School of Communication and Humanities	Associate Professor, English	12/7/2009	12/7/2010
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Nursing	12/6/2010	12/6/2011
Full-time Faculty	School of Applied Sciences and Business	Assistant Professor, Auto Mechanics	11/24/2009	11/24/2012
Full-time Faculty	School of Communication and Humanities	Associate Professor, Speech	4/18/2008	4/18/2011
Adjunct Faculty	School of Arts and Sciences	ADJFDDSNINST	4/28/2012	2/27/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNINST	12/14/2011	10/14/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNINST	4/21/2012	2/20/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNINST	11/16/2009	11/16/2012
Adjunct Faculty	School of Health Sciences and Education	ADJFHPERINST	12/18/2007	12/18/2010
Full-time Faculty	School of Applied Sciences and Business	Coordinator Teaching, Cooperative Work Experience	5/5/2009	5/5/2012
Adjunct Faculty	School of Arts and Sciences	ADJFTHTRINST	12/10/2007	12/10/2010
Full-time Faculty	School of Arts and Sciences	Professor, Sociology	11/29/2011	9/29/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFDRFTINST	6/21/2011	4/21/2014
Adjunct Faculty	School of Library and Learning Resources	ADJFDVEDINST	11/22/2010	9/22/2013
Adjunct Faculty	School of Communication and Humanities	ADJFIOURINST	12/2/2009	12/2/2012
Adjunct Faculty	School of Communication and Humanities	ADJFDVEDINST	12/1/2010	10/1/2013
Full-time Faculty	School of Communication and Humanities	ADJFREADINST	4/23/2009	4/23/2012
Full-time Faculty	School of Arts and Sciences	Professor, Music	1/30/2013	1/30/2014
Full-time Faculty	Student Affairs	Athletic Counselor	2/6/2003	2/6/2006
Full-time Faculty	School of Health Sciences and Education	Professor, Nursing		

Active Faculty and Adjunct Data

Full-time Faculty	School of Communication and Humanities	Assistant Professor, Reading	12/19/2011	10/19/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Biology	11/29/2010	9/29/2013
Adjunct Faculty	School of Library and Learning Resources	ADJFASCTLLSN	8/27/2010	12/15/2010
Adjunct Faculty	School of Library and Learning Resources	ADJFATUTASC	4/10/2012	2/9/2015
Adjunct Faculty	School of Library and Learning Resources	ADJFDVEDINST	4/23/2012	2/22/2015
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/5/2012	10/5/2015
Full-time Faculty	School of Health Sciences and Education	Professor, Early Childhood Education	2/2/2007	2/2/2008
Adjunct Faculty	School of Applied Sciences and Business	ADJFDDSNINST	5/1/2012	3/2/2015
Full-time Faculty	Student Affairs	Counselor, (Non-Teaching)	1/28/2010	1/28/2013
Adjunct Faculty	School of Library and Learning Resources	CLASABEDISAS	2/7/2012	12/8/2014
Adjunct Faculty	School of Library and Learning Resources	ADJFESLNINST	12/12/2011	10/12/2014
Full-time Faculty	School of Arts and Sciences	Assistant, Professor, Biology	11/28/2012	11/28/2015
Adjunct Faculty	School of Communication and Humanities	ADJFREADINST	12/1/2011	10/1/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/14/2009	12/14/2012
Full-time Faculty	School of Communication and Humanities	Professor, English as a Second Language (Non-Credit)	12/19/2011	10/19/2014
Adjunct Faculty	School of Arts and Sciences	ADJFTHRINST	5/2/2008	5/2/2011
Full-time Faculty	School of Applied Sciences and Business	Professor, Economics & Finance	12/1/2008	12/1/2011
Adjunct Faculty	School of Applied Sciences and Business	ADJFHORTINST	5/10/2011	3/10/2014
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	4/29/2009	4/29/2012
Adjunct Faculty	School of Arts and Sciences	ADJFBIOLINST	5/24/2011	3/24/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/19/2008	12/19/2011
Full-time Faculty	Student Affairs	Counselor, Hispanic Serving Institute	1/20/2005	1/20/2008
Adjunct Faculty	School of Arts and Sciences	ADJFPOLINST	4/14/2010	4/14/2013
Adjunct Faculty	School of Arts and Sciences	ADJFANTHINST	4/29/2009	4/29/2012
Adjunct Faculty	School of Communication and Humanities	ADJFSPCHINST	3/8/2011	1/6/2014
Adjunct Faculty	School of Arts and Sciences	CLASPARTACMP	5/27/2010	3/27/2013
Full-time Faculty	School of Communication and Humanities	Associate Professor, English as a Second Language (Credit)	12/17/2008	12/17/2011
Full-time Faculty	School of Arts and Sciences	Associate Professor, Philosophy	5/13/2009	5/13/2012
Full-time Faculty	School of Arts and Sciences	Assistant Professor, Art	12/11/2009	12/11/2012
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	5/20/2009	5/20/2012
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	12/8/2011	10/8/2014
Adjunct Faculty	School of Communication and Humanities	ADJFREADINST	12/3/2012	10/5/2015
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	5/7/2009	5/7/2012
Adjunct Faculty	School of Arts and Sciences	ADJFEVCXLLSN	4/16/2012	2/15/2015
Adjunct Faculty	School of Applied Sciences and Business	ADJFBUSNINST	5/17/2012	3/18/2015
Adjunct Faculty	School of Health Sciences and Education	ADJFHPERINST	11/6/2009	11/6/2012
Full-time Faculty	School of Health Sciences and Education	Counselor, Health Sciences		4/1/2013
Adjunct Faculty	School of Communication and Humanities			9/23/2013
Adjunct Faculty	School of Arts and Sciences	ADJFMUSCINST	5/30/2007	5/30/2010
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUIINST	4/4/2011	2/2/2014
Adjunct Faculty	School of Health Sciences and Education	ADJFFENCINST	12/10/2007	12/10/2010
Full-time Faculty	School of Communication and Humanities	Professor, English	12/11/2002	12/11/2005
Full-time Faculty	School of Communication and Humanities	Assistant Professor, English as a Second Language (Credit)	11/13/2009	11/13/2010
Adjunct Faculty	School of Health Sciences and Education	ADJFNRSINST	12/10/2009	10/10/2012

Active Faculty and Adjunct Data

Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	3/28/2011	1/26/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFAC&RINST	12/5/2011	10/5/2014
Adjunct Faculty	School of Arts and Sciences	ADJFARTSINST	12/5/2011	10/5/2014
Full-time Faculty	School of Arts and Sciences	Associate Professor, Biology	10/13/2008	10/13/2011
Full-time Faculty	School of Communication and Humanities	Professor, Adult Basic Education, Dev Ed	3/30/2009	3/30/2012
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	5/8/2012	3/9/2015
Full-time Faculty	School of Arts and Sciences	Associate Professor, Sociology	12/13/2011	12/13/2014
Full-time Faculty	School of Arts and Sciences	Professor, Chemistry	5/17/2007	5/17/2010
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	11/14/2008	11/14/2011
Adjunct Faculty	School of Communication and Humanities	ADJFFRCHINST	11/24/2010	9/24/2013
Adjunct Faculty	School of Applied Sciences and Business	ADJFADJUNST	4/7/2012	2/6/2015
Adjunct Faculty	School of Arts and Sciences	ADJFMATHINST	5/9/2007	5/9/2010
Adjunct Faculty	School of Communication and Humanities	ADJFSPCHINST	11/1/2010	9/1/2013
Adjunct Faculty	School of Arts and Sciences	ADJFPPSYCINST	12/15/2008	12/15/2011
Adjunct Faculty	School of Library and Learning Resources	ADJFDVEDINST	6/9/2011	4/9/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFCONMINST	12/14/2011	10/14/2014
Adjunct Faculty	School of Communication and Humanities	ADJFAMSLINST	12/15/2011	10/15/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFAUTOINST	5/25/2010	3/25/2013
Full-time Faculty	Student Affairs	Counselor, Hispanic Serving Institute	5/26/2005	5/26/2008
Adjunct Faculty	School of Communication and Humanities	ADJFECEDINST	9/23/2013	9/23/2013
Adjunct Faculty	School of Health Sciences and Education	Professor, English as a Second Language (Non-Credit)	5/18/2010	3/18/2013
Full-time Faculty	School of Communication and Humanities	ADJFHPERINST	5/21/2010	5/21/2013
Adjunct Faculty	School of Health Sciences and Education	CLASPARTA910	12/12/2007	12/12/2010
Adjunct Faculty	School of Arts and Sciences	ADJFENGLINST	12/5/2011	10/5/2014
Adjunct Faculty	School of Communication and Humanities	ADJFENGLINST	12/13/2011	10/13/2014
Full-time Faculty	School of Communication and Humanities	Assistant Professor, Nursing	11/4/2010	9/4/2013
Adjunct Faculty	School of Health Sciences and Education	ADJFNATRINST	5/23/2011	5/23/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFPPSYCINST	11/18/2008	11/18/2011
Adjunct Faculty	School of Arts and Sciences	ADJFCLNSINSTLB	12/1/2011	10/1/2014
Full-time Faculty	School of Health Sciences and Education	Associate Professor, Learning Disabilities Specialist	5/24/2010	3/24/2013
Adjunct Faculty	Student Affairs	ADJFPPSYCINST	11/14/2006	11/14/2009
Adjunct Faculty	School of Arts and Sciences	ADJFDVEDINST	5/27/2011	3/27/2014
Adjunct Faculty	School of Library and Learning Resources	ADJFSPANINST	6/21/2011	4/21/2014
Adjunct Faculty	School of Communication and Humanities	ADJFESLNINST	4/26/2012	2/25/2015
Adjunct Faculty	School of Library and Learning Resources	ADJFARCHINST	6/21/2011	4/21/2014
Adjunct Faculty	School of Applied Sciences and Business	ADJFHISTINST	5/29/2012	3/30/2015
Adjunct Faculty	School of Arts and Sciences	ADJFESLNINST	5/13/2009	5/13/2012
Adjunct Faculty	School of Library and Learning Resources	ADJFPHILINST	4/16/2012	2/15/2015
Adjunct Faculty	School of Arts and Sciences		12/13/2011	10/13/2014

Evidence for Recommendation 5



Classroom Observation and Evaluation Narrative Form C-2 (1 of 2)

Faculty Member: Course: Date & Time: Semester: Year:

4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs Improvement 0 = Not Observed					
To what extent does the instructor demonstrate the following:	4	3	2	1	0
1. Demonstrates enthusiasm about subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sets clear outcomes for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Displays a positive attitude about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Displays behavior consistent with professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Treats all individuals with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognizes diverse talents and views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Listens attentively and responds appropriately to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Presents ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creates a climate that is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lesson is relevant to course description (for Peer Evaluators only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Effectively manages classroom to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provides students with alternative ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encourages student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Incorporates strategies that elicit critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Provides cooperative learning opportunities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



COLLEGE OF THE DESERT
OFFICE OF HUMAN RESOURCES

ADJUNCT FACULTY CLASSROOM OBSERVATION/EVALUATION NARRATIVE FORM

Adjunct Faculty Name: _____ Course: _____

Date/Time: _____ Semester: **Select...** Year: _____

To what extent does the instructor demonstrate the following?	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Not Observed (0)
1. Demonstrates enthusiasm about subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sets clear outcomes for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Displays a positive attitude about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Displays behavior consistent with professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Treats all individuals with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognizes diverse talents and views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Listens attentively and responds appropriately to students comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Presents Ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creates a climate that is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lesson is relevant to course description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Effectively manages classroom to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provides students with alternative ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encourages student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Incorporates strategies that elicits critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Provides appropriate learning opportunities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESERT COMMUNITY COLLEGE DISTRICT
Student Evaluation Form of Teaching Effectiveness

C-5

Please rate on the Scantron Sheet how well your instructor meets the following:
Mark A for Excellent, B for Good, C for Satisfactory, D for Needs Improvement

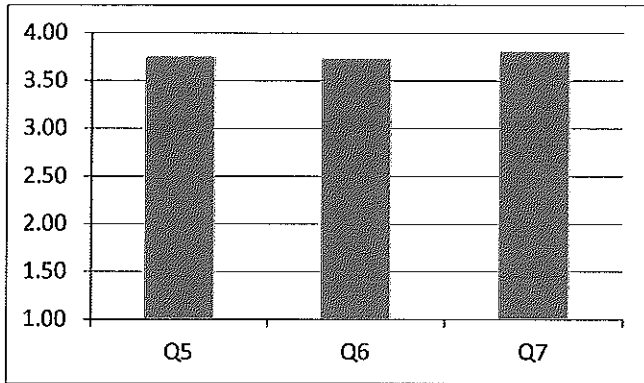
Your instructor:

1. Is knowledgeable in subject matter of this course.
2. Is well organized and prepared for class.
3. Encourages student's questions and comments.
4. Provides prompt and helpful feedback on student performance
5. Uses graded materials (tests, papers, projects, etc.) that reflects the course objectives.
6. Distributes and reviews the objectives and requirements of the course.
7. Covers material outlined in course description and syllabus.
8. Stimulates interest in the subject.
9. Displays professional behavior.
10. Projects a positive attitude about student's ability to learn.
11. Is respectful of students and their diverse needs and backgrounds.

Please write any comments you wish to share on the back of your Scantron.

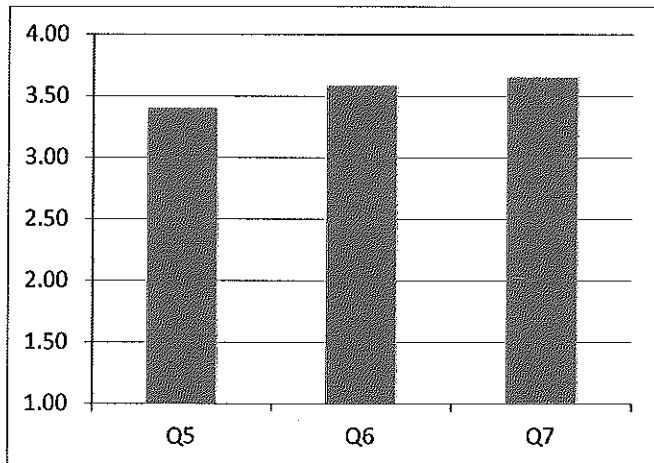
Sample Set of Student Evaluations, March 2013

Full-Time Faculty	Eval Date	Questions		
		Q5	Q6	Q7
	11/16/2012	3.86	3.93	3.93
	10/15/2012	3.57	3.64	3.79
	10/30/2012	3.59	3.73	3.73
	11/8/2012	3.89	3.89	3.83
	11/17/2011	3.88	3.91	3.97
	11/27/2012	4.00	3.92	3.98
	10/26/2012	3.87	3.78	3.81
	11/17/2011	3.67	3.39	3.71
	11/17/2011	3.55	3.77	3.68
	11/10/2011	3.69	3.44	3.69
	Mean	3.76	3.74	3.81
	Median	3.78	3.78	3.80



LEGEND
 4.00 = Excellent, 3=Good, 2=Satisfactory, 1=Needs Improvement
 Q5: Uses graded materials (tests, papers, projects, etc.) that reflects the course objectives.
 Q6: Distributes and reviews the objectives and requirements of the course.
 Q7: Covers material outlined in course description and syllabus.

Adjunct Faculty	Eval Date	Questions		
		Q5	Q6	Q7
	4/10/2012	3.46	3.69	3.46
	3/22/2012	3.07	3.00	2.93
	5/16/2012	3.07	3.27	3.47
	11/21/2012	3.56	3.50	3.81
	5/16/2012	2.40	2.80	3.55
	2/28/2012	3.46	3.67	3.67
	12/9/2011	3.64	3.77	3.82
	4/23/2012	3.53	3.58	3.74
	11/6/2012	4.00	3.92	4.00
	4/26/2012	3.74	3.69	3.64
	4/28/2012	3.47	3.92	3.86
	4/28/2012	2.86	3.45	3.48
	4/30/2012	0.82	2.67	2.86
	4/30/2012	3.60	3.80	3.77
	5/1/2012	3.69	3.52	3.76
	5/1/2012	3.75	3.90	4.00
	5/7/2012	3.22	3.42	3.37
	5/7/2012	3.54	3.71	3.62
	5/8/2012	3.56	3.56	3.50
	5/9/2012	3.40	3.90	3.90
	5/16/2012	3.30	3.65	3.55
	5/22/2012	3.79	3.72	3.85
	5/22/2012	3.78	3.89	3.89
	5/22/2012	3.43	3.57	3.71
	5/23/2012	3.64	3.39	3.43
	5/24/2012	3.79	3.62	3.74
	12/3/2012	3.00	3.62	3.54
	12/3/2012	3.92	3.84	3.92
	12/5/2012	4.00	3.96	4.00
	12/10/2012	3.82	3.73	3.91
	Mean	3.41	3.59	3.66
	Median	3.55	3.66	3.73



LEGEND
 4.00 = Excellent, 3=Good, 2=Satisfactory, 1=Needs Improvement
 Q5: Uses graded materials (tests, papers, projects, etc.) that reflects the course objectives.
 Q6: Distributes and reviews the objectives and requirements of the course.
 Q7: Covers material outlined in course description and syllabus.