



Self Evaluation Report of
Educational Quality and Institutional Effectiveness

Prepared and Submitted in Support of Reaffirmation of Accreditation

Submitted by:

College of the Siskiyous
800 College Avenue
Weed, CA 96094

Submitted to:

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

Date Submitted: January 2016

Certification Page

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

From: Scotty Thomason

President/Superintendent

College of the Siskiyous

800 College Avenue, Weed, California 96094

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signatures:


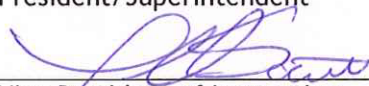
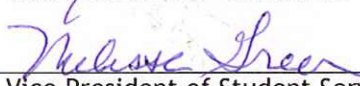
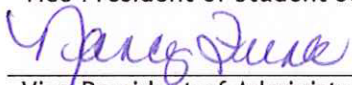
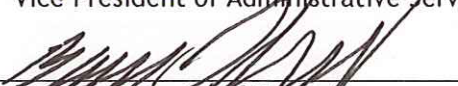
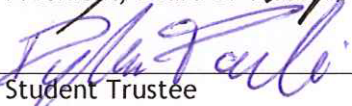
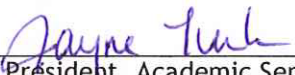

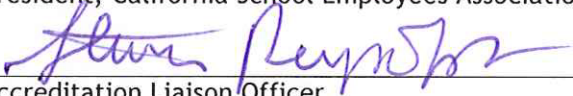
	12/8/15
President/Superintendent	Date
	12/8/15
Vice President of Instruction	Date
	12/8/15
Vice President of Student Services	Date
	12/8/15
Vice President of Administrative Services	Date
	12/8/15
President, Board of Trustees	Date
	12-8-15
Student Trustee	Date
	12/8/15
President, Academic Senate	Date
	12/8/15
President, Administrative Support/Management	Date
President, California School Employees Association	Date
	12/8/2015
Accreditation Liaison Officer	Date

Table of Contents

Introduction.....	5
The County.....	5
The College.....	7
Student Achievement Data and Institution-Set Standards	9
Organization of the Self Evaluation Process	19
Organizational Information.....	23
Certification of Continued Institutional Compliance with Eligibility Requirements	29
Certification of Continued Institutional Compliance with Commission Policies.....	38
Institutional Analysis of Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	46
Standard IA: Mission	46
Standard IB: Assuring Academic Quality and Institutional Effectiveness.....	51
Academic Quality	51
Institutional Effectiveness.....	56
Standard IC: Institutional Integrity	63
Institutional Analysis of Standard II: Student Learning Programs and Support Services	78
Standard IIA: Instructional Programs	78
Standard IIB: Library and Learning Support Services	92
Standard IIC: Student Support Services	104
Institutional Analysis of Standard III: Resources	112
Standard IIIA: Human Resources	112
Standard IIIB: Physical Resources.....	138
Standard IIIC: Technology Resources	143
Standard IIID: Financial Resources	151
Planning	151
Fiscal Responsibility and Stability.....	153
Liabilities	159
Contractual Agreements.....	163
Institutional Analysis of Standard IV: Leadership and Governance	164
Standard IVA: Decision-making Roles and Processes	164
Standard IVB: Chief Executive Officer	180
Standard IVC: Governing Board	191
Quality Focus Essay.....	202

Appendix A: ACCJC Response to Special Financial Report, June 2015	209
Appendix B: OPEB Funding Plan, Fall 2015	211
Appendix C: Evidence List.....	212

Introduction

Founded in 1957, College of the Siskiyous (COS) is a small, comprehensive, rural community college located in the extreme north central region of California. The College maintains two campuses: the smaller Yreka campus in North Central Siskiyou County, in the county seat of Yreka, and the main campus in the town of Weed in South Central Siskiyou County.

The County

Geography

The Siskiyou Joint Community College District encompasses a 6,300 square mile district that includes all of Siskiyou County and a small portion of Shasta County. This is a rural district where the largest city, Yreka, only has 7,600 people. There are five National Forests within the district taking up over 60% of the land area. In addition, there are also wilderness areas; national grasslands; national wildlife refuges; and state wildlife areas. The area hosts a variety of landscapes from rugged mountain ranges to river valley, and includes the majestic Mt Shasta, a 14,162-foot stratovolcano that towers nearly two miles about the surrounding area.



Population

Despite being larger than the entire state of Connecticut, Siskiyou County has only 43,628 residents. Its population density of only 7 people per square mile is far less than the state average of 246 and is closer to states like Montana. Most residents live in small towns, many of which are over 100 miles from either the Weed or Yreka campuses of the College of the Siskiyous.

While the population of Siskiyou County is always forecast to increase by census projections, the population has actually decreased since the 2010 census and is now barely above the population in 1990. The California Department of Finance is forecasting nearly 4% growth for the rest of the decade.

Demographics

According to census information, gender distribution is evenly split in Siskiyou County. However, the ethnic breakdown of the county is very different than the rest of the State. Siskiyou County is 86% Caucasian when compared to 62% for California. While the percentage is slowly decreasing, it is doing so at a much slower rate than the rest of the state.

Age is where Siskiyou County completely diverges from the State and the nation. The median age in 2013 was 47.1 in Siskiyou County, compared to 35.4 in California and 37.6 in

the United States. The median age in Siskiyou County is increasing nearly twice as fast as in the State. If Siskiyou County were a country it would have the second highest median age of any country in the world.

The median age of county residents is increasing quickly because of two long term demographic trends that began prior to the year 2000. Young adults leave the county after they graduate from high school, and they do not return. The cohort of 15-19 year olds decreases between 20% and 50% when it reaches 20-24 years old. The other trend is an influx of adults age 45 and older who move to Siskiyou County, either for retirement or to be near extended family or aging parents after their own children have moved out. Since adults in the 20-44 age range are most likely to have children, there is a dearth of children growing up in the county.

In Siskiyou County only 20.5% of the population is under 18, compared to 24.5% in the state. In the year 2000 there were 11,778 under the age of 20, and in 2013 the number had decreased to 10,206. Even as the population of the whole county is decreasing, the number of children and young adults is decreasing at a faster rate. At the other end of the spectrum, senior citizens over the age of 64 make up 11.8% of the State population, but are nearly double that in the College's service area—20.6% of the county population. The number of senior citizens increased from 8,040 in 2000 to 9,148 in 2013. The number of people close to retirement age (55 to 64) increased from 5,519 to 7,836. Siskiyou County has an aging population.

College-Going Rate

Although the number of high school graduates decreases as the number of children younger than 18 decreases, the percentage of high school graduates who go on to attend college has been significantly higher than the state average. Siskiyou County regularly ranks in the top 10% of California counties sending graduates on to college. The rate for the most recent years available has been around 75%, much higher than the state average of 42%.

Economy and Employment

The economy of Siskiyou County never recovered from the mill closures in the 1980s and the county's unemployment rate is usually double California's rate. It peaked at 20.5% in 2011. It was 12.7% in January 2015. Due to heavy seasonal employment in tourism and forestry during the summer months, unemployment is often 6% lower during those months. The workforce participation rate is only 52.8% compared to the State rate of 64.2%.

Due to the drastically different distribution of jobs than the rest of the State, workers in Siskiyou County make less on average than workers in the rest of the State. Siskiyou County has a much smaller percentage of workers in the lucrative fields of information, finance, and professional categories and a larger percentage in agriculture. The mean household income in the county is \$50,428, which is 41% less than the State average income of \$85,408. Less than 10% of households in Siskiyou County have income over \$100,000 compared to 29% of State households.

According to the most recent census data, 21% of the residents of Siskiyou County live in poverty, which is a significant increase from the 17% rate in 2007. Compared to the current State poverty rate of 16%, Siskiyou County has a much higher percentage of people living in poverty. The gap is even worse for households with children headed by a single female, where 56% live in poverty, compared to 37% in California.

The College

COS Facilities

College of the Siskiyous (COS) is the only institution of higher education located in the Siskiyou Joint Community College District. The 260-acre main campus is located at the base of Mount Shasta in the town of Weed. Students enjoy a variety of modernized facilities in 23 buildings, including a 600-seat theatre, state-of-the-art fire tower, emergency services training facility, computer labs, science labs, art studios, a library, tutoring labs, distance learning facility, vocational education shops, a gymnasium, and numerous general purpose classrooms.

In addition, COS operates a smaller campus located 30 miles north of Weed in Yreka, the site of the College's Rural Health Sciences Institute and the Tactical Training Center, used by local law enforcement agencies. The Rural Health Sciences Institute boasts a nursing lab that simulates a hospital facility and labs that are equipped with lifelike programmable mannequins that simulate patients' symptoms.

Weed Campus
800 College Avenue
Weed, CA 96067

Yreka Campus
2001 Campus Drive
Yreka, California 96097

COS Faculty & Staff

The faculty and staff at COS offer students individualized attention in a familiar atmosphere where they commonly know students by name and maintain contact beyond their community college experience. The full-time equivalent student to full-time equivalent faculty ratio is about 25:1, demonstrating the personalized attention offered to students at COS.

COS Financial Resources

The College obtains the majority of operating revenue from funding provided by the State of California. Due to the budget crisis affecting the State since 2009, College of the Siskiyous is continually looking for cost reduction and revenue generation techniques which support the mission of this educational institution. Budget strategies considered at College of the Siskiyous are evaluated based on quantitative and qualitative research using predefined criteria stated in Board Policy 6200. A Budget Oversight Committee, chaired by the Controller, works through budget details and assists the campus in keeping on track.

Accreditation

College of the Siskiyous is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by The Commission of Recognition of Post-Secondary Accreditation and the U.S. Department of Education. The ACCJC reaffirmed the accreditation of College of the Siskiyous on July 2, 2012.

In addition to regional accreditation, the College maintains programmatic accreditation and approvals as follows:

- The Administration of Justice Reserve Peace Officer Programs for PC 832, Level III, and Level II are accredited by the California Commission on Peace Officer Standards and Training (POST).
- The Alcohol Drug/Human Services Program is accredited by the California Association of Alcoholism and Drug Abuse Counselors.
- The Fire/Emergency Response Technology Program is approved by the California State Board of Fire Services as an accredited regional academy for the State Fire Marshal's Office of the California Department of Forestry and Fire Protection.
- The Emergency Medical Services-Paramedic program is accredited by the Commission on the Accreditation of Allied Health Educational Programs (CAAHEP) in accordance with Title 22 requirements.
- The Licensed Vocational Nursing (LVN) program is approved by the State of California Board of Vocational Nurse and Psychiatric Technician Examiners.
- The Registered Nursing (LVN to RN Step-up) program is approved by the State of California Board of Registered Nursing.
- The Certified Nursing Assistant Program (CAN), also called the Nurse Assistant Training Program for certification of nursing assistants, is approved by the California Department of Public Health.

Student Achievement Data and Institution-Set Standards

The data in this section describe general trends of the College of the Siskiyous student population over the past five years.

Successful Course Completions

Definition: Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled at census. The Institution Set Standard is aggregated for all courses: basic skills, credit, transfer, and distance education											
Student identified diversity	Institution Set Standard	AY 10/11		AY 11/12		AY 12/13		AY 13/14		AY 14/15	
		Success Rate	Number Enrolled (duplicated headcount)	Success Rate	Number Enrolled (duplicated headcount)	Success Rate	Number Enrolled (duplicated headcount)	Success Rate	Number Enrolled (duplicated headcount)	Success Rate	Number Enrolled (duplicated headcount)
Siskiyous Total	65%	70%	16,924	70%	17,557	72%	15,745	72%	14,629	75%	11,929
Female	65%	70%	9,035	69%	9,242	71%	7,837	72%	6,924	72%	5,280
Male	65%	34%	7,577	71%	8,271	73%	7,683	72%	7,369	77%	6,357
African-American	65%	62%	857	59%	985	64%	988	65%	951	73%	677
American Indian	65%	61%	577	59%	602	62%	580	68%	441	65%	291
Asian	65%	76%	369	79%	319	80%	211	84%	375	82%	415
Hispanic	65%	66%	1,795	69%	2,058	70%	1,863	69%	1,896	74%	1,660
Multi-Racial	65%	67%	774	61%	626	64%	781	68%	854	65%	600
Pacific Islander	65%	63%	198	62%	126	75%	108	72%	87	84%	93
Unknown	65%	71%	1,295	69%	2,046	73%	1,804	75%	1,757	76%	1,173
White	65%	71%	11,059	72%	10,795	74%	9,410	73%	8,268	76%	7,020
1 to 17	65%	81%	594	79%	616	81%	641	76%	641	75%	445
18 & 19	65%	73%	4,850	71%	4,893	71%	4,212	67%	3,863	72%	3,084
20 to 24	65%	65%	4,463	66%	4,577	70%	4,403	67%	3,986	69%	3,049
25 to 29	65%	63%	1,868	68%	2,158	71%	2,055	73%	1,579	75%	1,427
30 to 34	65%	64%	1,327	67%	1,293	74%	1,094	75%	1,178	81%	1,066
35 to 39	65%	67%	861	70%	962	70%	768	82%	746	82%	793
40 to 49	65%	71%	1,373	71%	1,426	75%	1,120	80%	1,199	84%	1,123
50 +	65%	79%	1,582	77%	1,626	79%	1,442	82%	1,420	82%	907

**Successful Course Completions and Retention Rates by Discipline
Traditional Face-to-Face vs Online Interactive vs 2-Way Interactive Video**

Institution Set Standard for Successful Completion of Online courses ↓		2012-13 retention rate			2012-13 success rate			2013-14 retention rate			2013-14 success rate			2014-15 retention rate			2014-15 success rate		
		Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid
ADJ ¹	60%	96%	89%	91%	95%	67%	75%	97%	91%	95%	97%	67%	80%	95%	91%	86%	93%	78%	81%
ANTH ^{1,2}	60%	90%	90%	79%	87%	58%	75%	74%	82%	52%	65%	67%	42%	---	78%	65%	---	68%	57%
ART ^{1,2}	60%	87%	54%	---	75%	51%	---	86%	89%	---	76%	67%	---	82%	86%	---	73%	67%	---
BA ¹	60%	92%	88%	98%	79%	59%	80%	91%	89%	82%	83%	70%	55%	83%	87%	---	71%	66%	---
COMS ^{1,2}	60%	91%	---	88%	80%	---	76%	88%	---	90%	80%	---	80%	88%	---	84%	83%	---	80%
CSCI ¹	60%	88%	88%	---	75%	71%	---	83%	88%	---	70%	63%	---	72%	91%	---	56%	69%	---
ECE ¹	60%	100%	88%	91%	100%	72%	80%	75%	89%	89%	75%	70%	85%	75%	86%	89%	75%	70%	85%
ECON ²	60%	---	---	96%	---	---	87%	---	---	86%	---	---	69%	---	89%	---	---	79%	---
ENGL ^{1,2}	60%	79%	83%	81%	68%	68%	69%	85%	78%	87%	71%	65%	76%	86%	78%	96%	77%	67%	88%
ERPG ¹	60%	100%	95%	---	100%	74%	---	99%	85%	---	91%	55%	---	82%	89%	---	55%	56%	---
ETHN ²	60%	81%	69%	86%	73%	62%	73%	69%	67%	---	67%	61%	---	55%	73%	50%	53%	67%	50%
FIRE ¹	60%	97%	96%	---	91%	65%	---	97%	78%	---	89%	70%	---	99%	---	---	96%	---	---
GEO ^{2,3}	60%	74%	68%	---	74%	64%	---	96%	72%	---	72%	55%	---	---	---	---	---	---	---
GUID ²	60%	92%	76%	---	58%	48%	---	94%	72%	---	72%	60%	---	81%	---	---	70%	---	---
HEA ²	60%	93%	87%	---	72%	73%	---	95%	85%	---	85%	75%	---	84%	95%	---	66%	81%	---

¹ Programs that offer online courses that are included among lists of required courses for degrees or certificates.

² Programs that offer online courses that fulfill a general education requirement.

³ No data exists for 2014-15 in Geology because the instructor was on sabbatical.

	2012-13 retention rate			2012-13 success rate			2013-14 retention rate			2013-14 success rate			2014-15 retention rate			2014-15 success rate			
	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	Trad	OL	Vid	
HIST ^{1,2}	60%	77%	90%	72%	64%	73%	57%	77%	78%	86%	59%	62%	72%	77%	76%	67%	59%	60%	63%
HUM ^{1,2}	60%	91%	70%	---	77%	57%	---	83%	82%	---	64%	66%	---	100%	85%	94%	100%	64%	80%
MATH ^{1,2}	60%	86%	85%	---	63%	56%	---	83%	82%	---	67%	53%	---	82%	81%	---	66%	55%	---
MUS ^{1,2}	60%	90%	72%	---	88%	64%	---	90%	82%	---	88%	65%	---	89%	81%	---	87%	64%	---
PEFI ²	60%	91%	90%	---	74%	77%	---	92%	81%	---	81%	73%	---	90%	93%	---	86%	75%	---
PHIL ^{1,2}	60%	90%	83%	---	71%	75%	---	78%	77%	---	68%	60%	---	67%	75%	---	65%	67%	---
PHYS ²	60%	93%	85%	---	92%	74%	---	87%	83%	---	83%	55%	---	96%	65%	---	91%	48%	---
POLS ²	60%	---	74%	80%	---	71%	74%	80%	70%	---	70%	69%	---	91%	72%	---	86%	70%	---
PSY ^{1,2}	60%	84%	92%	---	78%	74%	---	84%	83%	---	72%	74%	---	77%	79%	---	69%	72%	---
SOC ^{1,2}	60%	88%	80%	82%	76%	64%	79%	64%	79%	75%	58%	68%	---	92%	77%	69%	62%	68%	55%
SPAN ²	60%	72%	---	---	72%	---	---	84%	80%	---	80%	---	---	81%	55%	---	81%	55%	---
THEA ^{1,2}	60%	91%	84%	---	88%	66%	---	90%	83%	---	87%	68%	61%	91%	76%	---	90%	70%	---

Explanation of Abbreviations:

ADJ	Administration of Justice	GEOL	Geology	SOC	Sociology
ANTH	Anthropology	GUID	Guidance	SPAN	Spanish
ART	Art	HEA	Health	THEA	Theatre
BA	Business Administration	HIST	History	Trad	Traditional face-to-face
COMS	Communication Studies	HUM	Humanities	OL	Online interactive
CSCI	Computer Science	MATH	Mathematics	Vid	2-way interactive video
ECE	Early Childhood Education	MUS	Music		
ECON	Economics	PEFI	Physical Education: Fitness		
ENGL	English	PHIL	Philosophy		
ERPG	Environmental Resources: Power Gen	PHYS	Physics		
ETHN	Ethnic Studies	POLS	Political Science		
FIRE	Fire	PSY	Psychology		

¹ Programs that offer online courses that are included among lists of required courses for degrees or certificates.

² Programs that offer online courses that fulfill a general education requirement.

Basic Skills Cohort Tracking

Much attention has been paid to successful course completion in Basic Skills courses in English and Math. In addition to successful course completion, student progression through Basic Skills sequences has been monitored annually. Cohorts of students are tracked for two and three years. In the tables that follow, data show how many students who begin two levels below transfer continue to the next level and succeed at the next level. For example, in the first table, out of the cohort of 86 students who placed into Beginning Algebra I, only 30 students (or 35% of the cohort) successfully completed Intermediate Algebra, which is the lowest level math a student may use to fulfill the associate degree general education requirement for math. Of the cohort of 86 students, only six (or 7% of the cohort) successfully completed a transfer-level math course within two years. Similar data exist for the Basic Skills English sequence.

These data inspired both English and Math faculty to research new pedagogy and curricular design to increase the number of successful course completers at the transfer level. The faculty are currently working on these curricular redesigns.

Basic Skills Cohort Tracking: Mathematics

	Institution Set Standard Basic Skills	Two Levels Below Transfer 1st semester	Successful Course Completion	Success Rate	Two Levels Below Transfer 2nd semester	Successful Course Completion	Success Rate	One Level Below Transfer	Successful Course Completion	Success Rate	Transferable	Successful Course Completion	Success Rate
Mathematics Fall 2009-Spring 2011 Cohort		N	N	%	N	N	%	N	N	%	N	N	%
Siskiyou Total	53 %	86	59	69%	52	40	47%	33	30	35 %	11	6	7%
African-American	53 %	6	5	83%	4	2	33%	1	1	17 %			0%
American Indian/Alaskan Native	53 %	3	3	100 %	3	1	33%	1	1	33 %			0%
Asian	53 %	1	1	100 %	1	1	100 %			0%			0%
Hispanic	53 %	12	10	83%	6	5	42%	5	2	17 %			0%
Multi-Ethnicity	53 %	4	2	50%	3	1	25%			0%			0%
Unknown	53 %	7	5	71%	4	3	43%	4	4	57 %	1	0	0%
White Non-Hispanic	53 %	53	33	62%	31	27	51%	22	22	42 %	9	6	11 %

	Institution Set Standard Basic Skills	Two Levels Below Transfer 1st semester	Successful Course Completion	Success Rate	Two Levels Below Transfer 2nd semester	Successful Course Completion	Success Rate	One Level Below Transfer	Successful Course Completion	Success Rate	Transferable	Successful Course Completion	Success Rate
Mathematics Fall 2010-Spring 2012 Cohort		N	N	%	N	N	%	N	N	%	N	N	%
Siskiyous Total	53 %	82	59	72%	51	40	49%	28	20	24%	15	9	11 %
African-American	53 %	5	2	40%	2	1	20%	1	0	0%			0%
American Indian/Alaskan Native	53 %	2	1	50%	1	1	50%			0%			0%
Asian	53 %	2	2	100 %			0%	1	1	50%	1		0%
Hispanic	53 %	5	4	80%	3	1	20%	2	2	40%	2		0%
Multi-Ethnicity	53 %	2	2	100 %	1	1	50%			0%			0%
Pacific Islander	53 %	3	3	100 %	2	1	33%	1	1	33%			0%
Unknown	53 %	12	9	75%	8	7	58%	5	2	17%	3	1	8%
White Non-Hispanic	53 %	51	36	71%	34	28	55%	18	14	27%	9	8	16 %
Mathematics Fall 2011-Spring 2013 Cohort		N	N	%	N	N	%	N	N	%	N	N	%
Siskiyous Total	53 %	60	39	65%	30	21	35%	21	13	22%	13	10	17 %
African-American	53 %	4	1	25%	1	1	25%			0%			0%
American Indian/Alaskan Native	53 %	1	1	100 %	1	1	100 %	1	1	100 %	1		0%
Hispanic	53 %	11	8	73%	4	4	36%	5	1	9%	1	1	9%
Multi-Ethnicity	53 %	1	1	100 %	1	1	100 %	1	0	0%			0%
Pacific Islander	53 %	1	1	100 %			0%			0%			0%
Unknown	53 %	10	7	70%	8	2	20%	2	2	20%	2	2	20 %
White Non-Hispanic	53 %	32	20	63%	15	12	38%	12	9	28%	9	7	22 %

	Institution Set Standard Basic Skills	Two Levels Below Transfer 1st semester	Successful Course Completion	Success Rate	Two Levels Below Transfer 2nd semester	Successful Course Completion	Success Rate	One Level Below Transfer	Successful Course Completion	Success Rate	Transferable	Successful Course Completion	Success Rate
Mathematics Fall 2012-Spring 2014 Cohort		N	N	%	N	N	%	N	N	%	N	N	%
Siskiyous Total	53 %	86	56	65%	38	36	42 %	24	16	19 %	13	7	8%
African-American	53 %	4	0	0%			0%			0%			0%
American Indian/Alaskan Native	53 %	2	1	50%			0%			0%			0%
Asian	53 %	3	2	67%	2	2	67 %	2	2	67 %	2	2	67%
Hispanic	53 %	11	10	91%	8	8	73 %	8	5	45 %	3	2	18%
Multi-Ethnicity	53 %	2	0	0%			0%			0%			0%
Pacific Islander	53 %	1	1	100 %			0%			0%	1	1	100 %
Unknown	53 %	15	9	60%	5	4	27 %	3	3	20 %	2	1	7%
White Non-Hispanic	53 %	48	33	69%	23	22	46 %	11	6	13 %	5	1	2%
Mathematics Fall 2013-Spring 2015 Cohort		N	N	%	N	N	%	N	N	%	N	N	%
Siskiyous Total	53 %	107	75	70%	60	40	37 %	24	17	16 %	12	11	10%
African-American	53 %	10	6	60%	4	2	20 %	1	0	0%			0%
American Indian/Alaskan Native	53 %	5	4	80%	4	3	60 %	2	2	40 %	1	1	20%
Hispanic	53 %	10	7	70%	5	4	40 %	4	3	30 %	4	4	40%
Multi-Ethnicity	53 %	13	11	85%	8	5	38 %	5	4	31 %	2	2	15%
Unknown	53 %	13	7	54%	5	3	23 %	2	1	8%			0%
White Non-Hispanic	53 %	56	40	71%	34	23	41 %	10	7	13 %	5	4	7%

Basic Skills Cohort Tracking: English

	Institution Set Standard Basic Skills	Two Levels Below Transfer	Successful Course Completion	Success Rate	One Level Below Transfer	Successful Course Completion	success after 2nd semester	Transferable	Transferable	success after 3rd semester
English Fall 2009-Spring 2011 Cohort		N	N	%	N	N	%	N	N	%
Siskiyous Total	53%	47	29	61.7%	17	9	19.1%	8	8	17.0%
African-American	53%	3	0	0.0%			0.0%			0.0%
American Indian/Alaskan Native	53%	1	0	0.0%			0.0%			0.0%
Asian	53%	1	1	100.0%	1	1	100.0%	1	1	100.0%
Hispanic	53%	7	7	100.0%	6	2	28.6%			0.0%
Multi-Ethnicity	53%	5	3	60.0%	4	3	60.0%	1	1	20.0%
Unknown	53%	1	0	0.0%			0.0%			0.0%
White Non-Hispanic	53%	29	18	62.1%	6	3	10.3%	6	6	20.7%
English Fall 2010-Spring 2012 Cohort		N	N	%	N	N	%	N	N	%
Siskiyous Total	53%	74	41	55.4%	36	15	20.3%	14	11	14.9%
African-American	53%	8	3	37.5%	2	1	12.5%	1	1	12.5%
American Indian/Alaskan Native	53%	3	1	33.3%			0.0%			0.0%
Asian	53%	2	2	100.0%	1	1	50.0%	1	1	50.0%
Hispanic	53%	13	11	84.6%	13	2	15.4%	2	2	15.4%
Multi-Ethnicity	53%	3	1	33.3%			0.0%			0.0%
Unknown	53%	5	3	60.0%	2	2	40.0%	1	1	20.0%
White Non-Hispanic	53%	40	20	50.0%	18	9	22.5%	9	6	15.0%
English Fall 2011-Spring 2013 Cohort		N	N	%	N	N	%	N	N	%
Siskiyous Total	53%	56	29	51.8%	22	16	28.6%	12	7	12.5%
African-American	53%	8	3	37.5%	1	0	0.0%	1	1	12.5%
American Indian/Alaskan Native	53%	1	1	100.0%			0.0%			0.0%
Asian	53%	1	1	100.0%	1	1	100.0%			0.0%
Hispanic	53%	10	8	80.0%	7	5	50.0%	5	3	30.0%
Multi-Ethnicity	53%	1	0	0.0%			0.0%			0.0%
Unknown	53%	18	10	55.6%	9	6	33.3%	3	1	5.6%
White Non-Hispanic	53%	17	6	35.3%	4	4	23.5%	3	2	11.8%

	Institution Set Standard Basic Skills	Two Levels Below Transfer	Successful Course Completion	Success Rate	One Level Below Transfer	Successful Course Completion	success after 2nd semester	Transferable	Transferable	success after 3rd semester
English Fall 2012-Spring 2014 Cohort		N	N	%	N	N	%	N	N	%
Siskiyous Total	53%	56	28	50.0%	15	14	25.0%	14	10	17.9%
African-American	53%	13	4	30.8%	1	1	7.7%			0.0%
American Indian/Alaskan Native	53%	3	2	66.7%			0.0%			0.0%
Asian	53%	1	1	100.0%	1	1	100.0%	1	1	100.0%
Hispanic	53%	6	5	83.3%	1	1	16.7%	3	2	33.3%
Multi-Ethnicity	53%	4	2	50.0%	2	2	50.0%	2	1	25.0%
Pacific Islander	53%	1	1	100.0%	1	1	100.0%	1	0	0.0%
Unknown	53%	5	2	40.0%	2	1	20.0%	1	1	20.0%
White Non-Hispanic	53%	23	11	47.8%	7	7	30.4%	6	5	21.7%
English Fall 2013-Spring 2015 Cohort		N	N	%	N	N	%	N	N	%
Siskiyous Total	53%	35	22	62.9%	14	8	22.9%	7	6	17.1%
African-American	53%	10	7	70.0%	5	4	40.0%	3	2	20.0%
American Indian/Alaskan Native	53%	1	1	100.0%	1	0	0.0%			0.0%
Asian	53%	2	0	0.0%			0.0%			0.0%
Hispanic	53%	4	2	50.0%	1	0	0.0%	1	1	25.0%
Multi-Ethnicity	53%	3	3	100.0%	1	0	0.0%			0.0%
Pacific Islander	53%	1	0	0.0%			0.0%			0.0%
Unknown	53%	5	2	40.0%	1	1	20.0%			0.0%
White Non-Hispanic	53%	9	7	77.8%	5	3	33.3%	3	3	33.3%

Persistence Rates: Fall to Spring

Percentage of students in non-community education classes attending classes again in the following Spring from the Fall term					
	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
	Rate	Rate	Rate	Rate	Rate
Siskiyou Total	61%	64%	64%	53%	47%
Female	64%	66%	64%	59%	54%
Male	59%	62%	64%	47%	41%
19 or less	72%	74%	75%	67%	68%
20 to 24	60%	63%	65%	59%	57%
25 to 29	50%	63%	57%	48%	39%
30 to 34	51%	60%	54%	53%	38%
35 to 39	62%	65%	56%	47%	36%
40 to 49	57%	59%	57%	39%	39%
50 +	61%	57%	63%	48%	41%

Persistence Rates: Spring to Fall

Percentage of students in non-community education classes attending classes again in the following Fall from the Spring term					
	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
	Rate	Rate	Rate	Rate	Rate
Siskiyou Total	47%	45%	39%	41%	32%
Female	53%	51%	45%	47%	40%
Male	43%	39%	34%	36%	26%
19 or less	53%	58%	50%	52%	48%
20 to 24	47%	46%	42%	41%	39%
25 to 29	41%	41%	36%	38%	29%
30 to 34	44%	36%	34%	37%	22%
35 to 39	42%	39%	29%	33%	23%
40 to 49	46%	39%	36%	29%	20%
50 +	49%	41%	39%	45%	38%

The data in the tables below were collected from the Annual Accreditation Reports.

CTE Exam licensure and exam pass rates

Program	Institution Set Standard	AY 2010-2011	AY 2011-2012	AY 2012-2013
Paramedic	80%	100%	78%	100%
Fire	85%	89%	93%	n/a
Admin of Justice POST Level 2	85%	100%	95%	100%
Admin of Justice POST Level 2	85%	100%	95%	100%
Admin of Justice POST PC 832	85%	100%	95%	100%
Nursing	90%	77%	94%	93%
Nursing	90%	92%	n/a	96%
Nursing	90%	90%	n/a	94%

CTE Job Placement Rates

Program	Institution Set Standard	AY 2010-2011	AY 2011-2012	AY 2012-2013
Paramedic	80%	92%	91%	77%
Fire	80%	n/a	82%	n/a
Admin of Justice POST Level 2	80%	71%	87%	80%
Admin of Justice POST Level 2	80%	76%	n/a	72%
Admin of Justice POST PC 832	80%	88%	n/a	90%
Nursing	90%	78%	95%	93%
Nursing	90%	n/a	n/a	91%
Nursing	90%	n/a	n/a	93%

Organization of the Self Evaluation Process

The institutional self evaluation process is an important part of the College's entire planning and evaluation cycle. The College's Planning By Design document includes the Institutional Self Evaluation for Accreditation as an integral step in evaluating the effectiveness and accomplishments of the preceding Educational Master Plan (EMP) and in preparing for the next iteration of the EMP, which will now be known as the Institutional Master Plan (IMP). The College's typical self evaluation processes include integrating program review results with other institutional planning and evaluation activities. However, the institutional self evaluation process for accreditation adds another layer of extensive dialogue and reflection on the quality, effectiveness, and efficiency of the College's processes, programs, and services. This chapter of the Self Evaluation Report describes the activities of the College to create the report and to prepare for the visit from the external evaluation team.

TimeLine

In preparation for the comprehensive institutional evaluation visit in March 2016, the College kicked off its self-evaluation process by inviting Jack Pond to present a workshop on April 25, 2014, on the purpose of accreditation, the process, and the revised Standards of Accreditation, which were still being vetted by member institutions in the Western Association. This workshop was attended by numerous faculty, staff, managers, and administrators.

The College officially began its institutional self-evaluation process in August 2014 with the formation of the Accreditation Steering Committee. The President/Superintendent and the ALO invited members of the campus community, ensuring to have at least one faculty member and one manager or administrator to lead the College's analysis of each section of the Standards of Accreditation. The ALO created a prospective timeline of activities for accomplishing the project. He presented this timeline to the whole campus community on Staff Orientation Day, August 14, 2014, and announced the members of the Steering Committee.

The timeline proceeded as follows:

August 2014	Form Standards Subcommittees
September 2014	Review Standards; begin discussing and researching. Identify how COS meets Standards.
October 2014	Complete program reviews. Continue identifying how COS meets Standards. Begin plans for improving if the College does not meet a Standard.
November 2014	Make simple improvements immediately. Assign complex improvements to appropriate group.
December 2014	Continue fixing and planning.

January 2015	Document completed fixes. Planning Committee meets. Standards subcommittees draft descriptions of how we meet standards.
Feb. 2015	Institutional Master Plan planning continues. Standards drafting continues. Gather evidence.
March 2015	Date selected for the visit from the External Evaluation Team.
April 2015	Drafts of chapters of Institutional Self-Evaluation Report compiled and vetted to campus.
May 2015	Campus provides feedback, including campus forums.
May-Nov 2015	Report revising: second draft.
Sept.-Dec. 2015	Institutional Master Plan drafting.
Nov. 2015	Final draft of Institutional Self Evaluation Report completed.
Nov-Dec. 2015	Evidence links tested and corrected as needed.
Dec. 8, 2015	Governing Board approval.
December 2015	Report submitted to the ACCJC.
Feb. 2016	The visiting team arrives.

Participation

Subcommittees that worked on each section of the Standards comprised members of the different constituent groups on campus. Each subcommittee discussed how the College meets the Standards, collected evidence of meeting the Standards, and wrote and edited their individual sections following the timeline above. Figure 1 summarizes the broad participation of the College's constituent groups in the self-evaluation process.

The subcommittees met weekly or every other week to discuss findings and progress on their tasks. The ALO provided the teams with templates, guidelines, and samples for writing their sections of the report. Members of each team were provided access to a dedicated drive on the College's intranet where they could share drafts of their work and store evidence documents in electronic format.

Full campus participation occurred in Fall 2014 when all members of the College community were asked to respond to a survey regarding evidence of the College's meeting the Standards. Using Survey Monkey, the College presented the language of each Standard and asked participants whether they believed the College exceeds the standard, meets the standard,

Steering Committee	5 Administration 6 Faculty 3 Administrative support/Management
Standard I	2 Faculty 2 Administrative support/Management 4 Classified 1 Student
Standard II	5 Administration 9 Faculty 2 Administrative support/Management 3 Classified 1 Student
Standard III	3 Administration 5 Faculty 7 Administrative support/Management 3 Classified
Standard IV	2 Administration 5 Faculty 2 Administrative support/Management 2 Classified 2 Students 1 Trustee

Figure 1: Summary of Participation by Constituent Group

or does not meet the standard. Respondents were also given the opportunity to answer that they did not know one way or the other. To assist each of the Standards Subcommittees in their search for information, College personnel were also asked to respond to the following multiple choice question:

I know where there is evidence to support my answer (check all that apply):

- I know of related documents, printed or electronic, such as policies, procedures, reports, or memos.
- I can tell the story or provide the background.
- I know someone else who can tell the story or provide the background.

Using the data gathered from this survey, members of the Standards subcommittees contacted the survey respondents who knew where to find evidence, collected the relevant information, and began drafting their sections of the report. A deadline of for completing the evidence

The first draft of the Institutional Self Evaluation Report was to be compiled by March 15, 2015. A draft of all the completed sections was vetted with the College's constituent groups

in May 2015 and forums were held to gather feedback on the draft. After more months of drafting and revising, the final version of the report was completed November 30, 2015. The Governing Board approved the final report at its meeting on December 8, 2015.

Conclusion

The report which follows contains the data and analysis gathered in support of the College's claim that it continues to fulfill the Eligibility Requirements for Accreditation and that it meets the Standards of Accreditation. The process of writing the report met many challenges along the way, obstacles that stalled its more timely completion. Regardless, the College accomplished the task and humbly submits its report for review by the Accrediting Commission of Community and Junior Colleges.

Organizational Information

Siskiyou Joint Community College District is a single-college district, and College of the Siskiyou is the name of the one college in the District. The administration of the College oversees the programs, services, and operations of two campuses: the Weed campus in South Siskiyou County and the smaller Yreka campus in North Siskiyou County. Both campuses are home to instructional programs, learning support programs and services, and student support programs and services. The Weed campus houses the administrative offices for the District and is the central location for college operations: Human Resources; Maintenance, Operations, and Transportation; Technology Services; and the Business Office,

In addition to its primary operations, programs, and services at its two campuses, the College also has Instructional Service Agreements (ISA) with the following third-party providers:

- Farmworker Institute for Education and Leadership Development (FIELD)
- San Francisco Police Academy

The administrative and organizational structure of the College has experienced several changes since the last comprehensive self-evaluation for accreditation. At the time of the last comprehensive visit, the College had three vice presidents to oversee all programs and services: Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services and Information Services. In 2010, the President set wheels in motion to combine the positions of VP of Instruction and VP of Student Services into a single Vice President of Student Learning. The VPs of Instruction and of Student Services resigned, and in 2011, a VP of Student Learning was hired. In 2012, the VP of Administrative Services and Information Services resigned. Shortly thereafter, the College hired an interim VP of Administrative Services. In 2013, the President resigned; the VP of Student Learning became the interim President; and the Dean of Student Learning became the interim VP of Student Learning. A Dean of Liberal Arts and Sciences position was re-created to replace the Dean of Student Learning. In 2014, the interim President accepted a position as president of another college; the interim VP of Administrative Services was selected as the new President; and the interim VP of Student Learning underwent a title change to VP of Academic Affairs. This title change was a first step to reinstating the position of VP of Student Services. The new President served both as President and as interim VP of Administrative Services until a permanent Vice President could be hired. In November of 2014, this position was filled. Then in July 2015, the interim VP of Academic Affairs returned to his position as dean, but now as Dean of Liberal Arts and Sciences. In July 2015, a VP of Student Services was hired followed shortly by the hiring of a VP of Instruction in August 2015.

In sum, the dust seems to have finally settled on the administrative structure at COS. The organizational charts on the following pages describe the structures and functions of each area of the College's administration with names of persons in key leadership positions.

2015-16 Organizational Chart

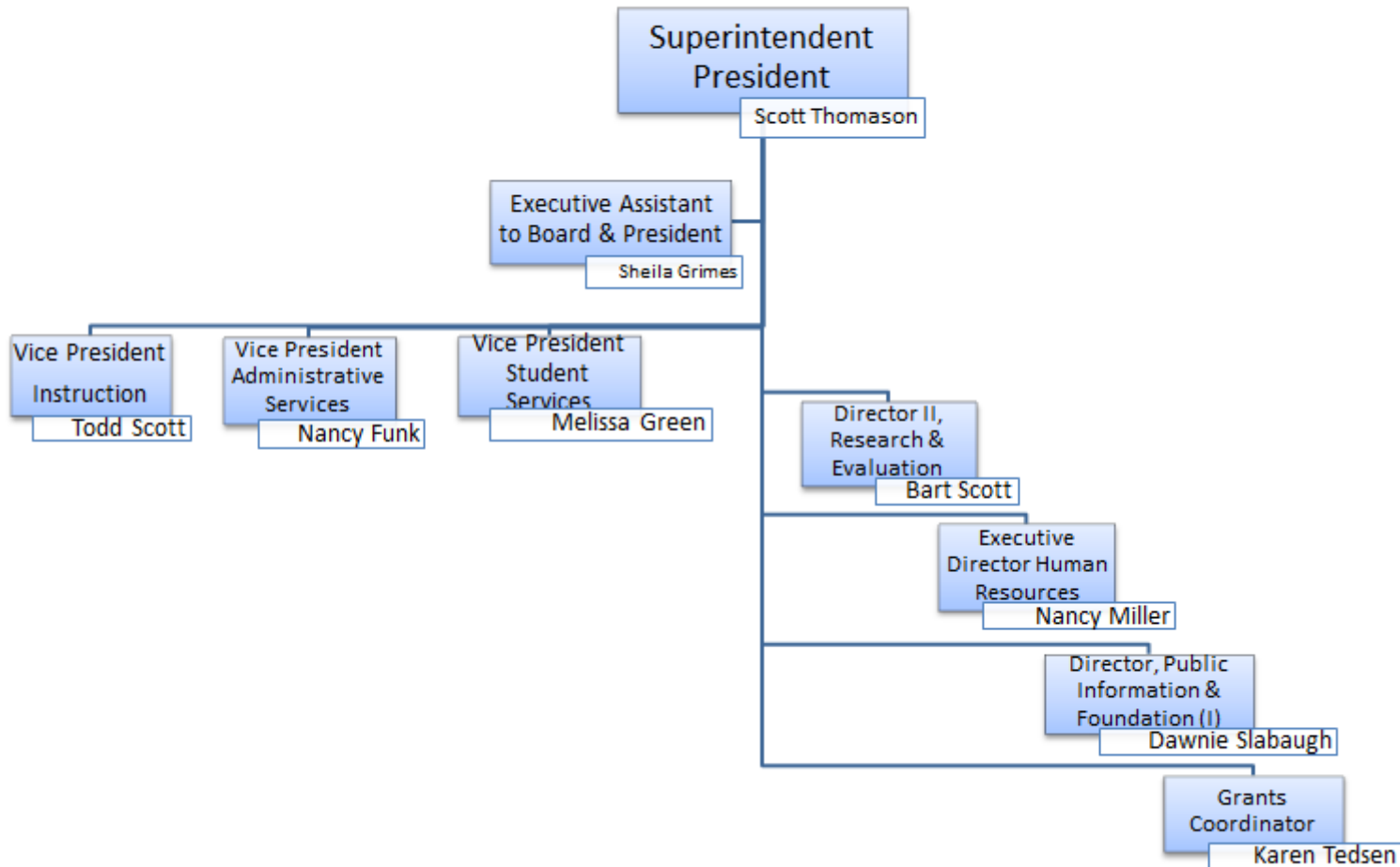


Figure 2: Organizational Chart of the Primary Structure of the College

2015-16 Organizational Chart

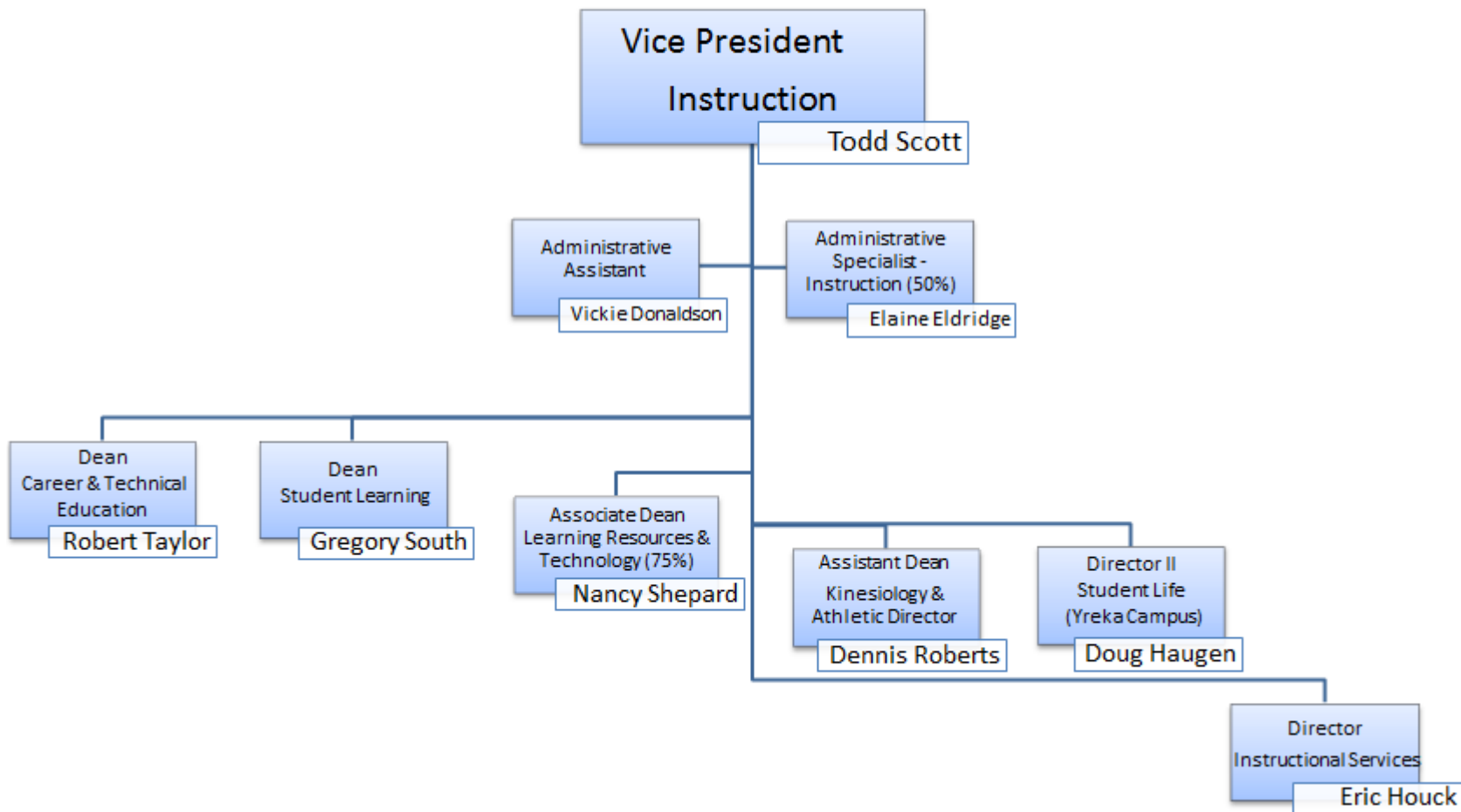


Figure 3: Organization of the Instruction and Instructional Services Division

2015-16 Organization Chart

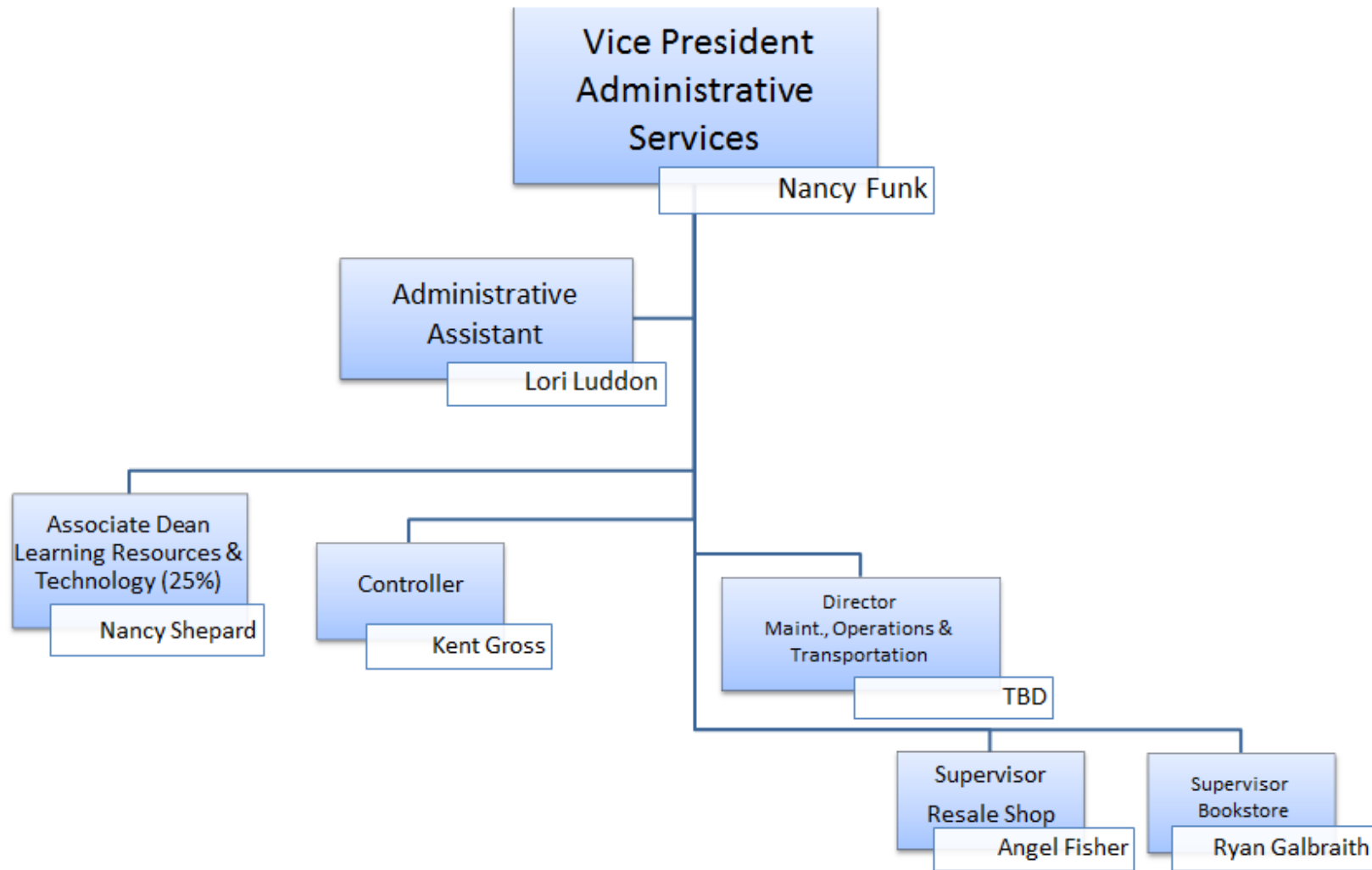


Figure 4: Organization of the Administrative Services Division

2015-16 Organizational Chart

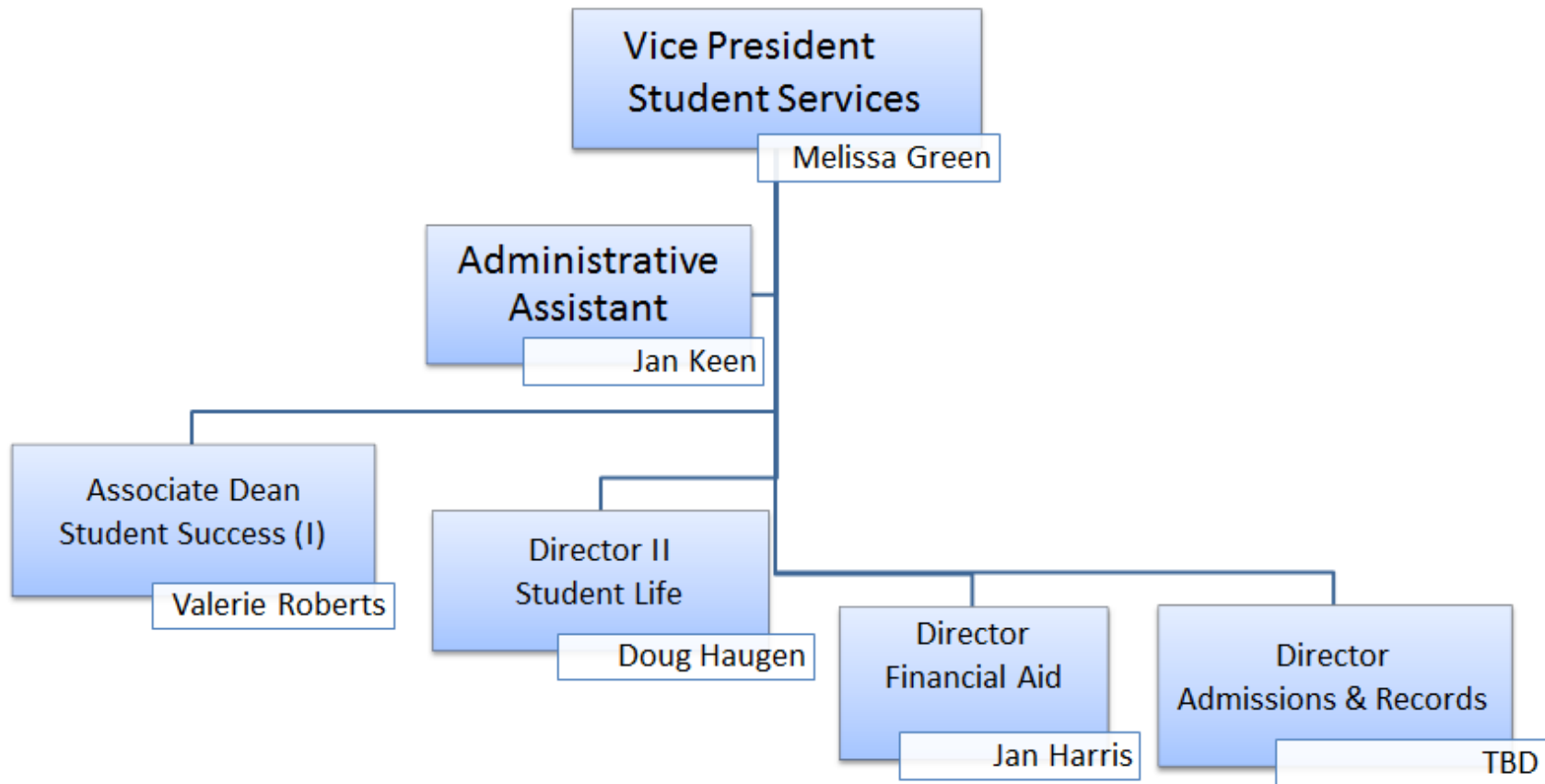


Figure 5: Organization of the Student Services Division

2015-16 Functional -- Organization Chart

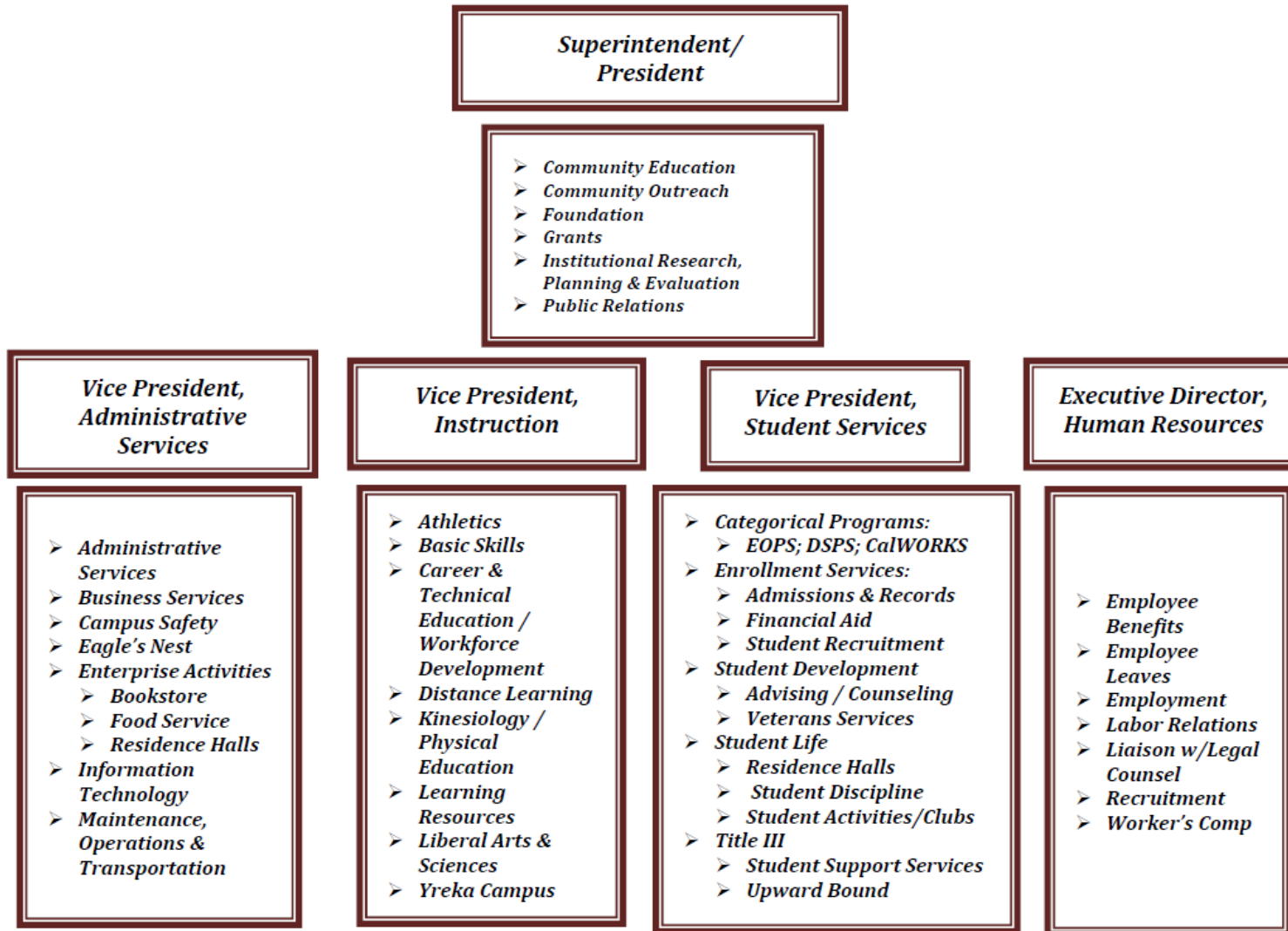


Figure 6: Departmental Organization within Each Division

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

College of the Siskiyous is [authorized](#) to operate as an educational institution and to award degrees by the California Community College Chancellor’s Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. The College has been recognized as a degree-granting institution by WASC since 1957.

College of the Siskiyous is listed among the 113 Community Colleges of California on the [California Community College Chancellor’s Office’s website](#). It is also listed among the accredited member colleges on the [ACCJC website](#).

2. Operational Status

The institution is operational, with students actively pursuing its degree programs. Approximately 2,800 students on average have enrolled at College of the Siskiyous per semester during the past 4-year period. Students attend COS for a variety of reasons including transfer, degree and certificate attainment, and skill building.

Table 1 presents overall institutional enrollment history for the past four years. More detailed data on programs, degrees, and certificates are presented in Chapters 1 and 2 of this report. Further evidence that the College is fully operational is present in the [College Catalog](#), [Schedule of Classes](#), and minutes of the [Governing Board](#).

	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Average
Headcount	2,559	2,819	2,737	3,342	2,957	2,924	2,420	3,147	2,823
FTES	1,100	1,027	1,144	1,201	1,127	1,044	1,039	1,221	1,097

Table 1: Institutional enrollments 2011 through 2015
Source: CCCCO Datamart

3. Degrees

College of the Siskiyous offers a broad range of certificate and associate degree programs, all of which are described in the [College Catalog](#). Each program description in the Catalog contains a general description of the program, a list of the expected learning outcomes, descriptions of career possibilities for degree and certificate completers, a list of required courses, and the total number of units that a student must successfully complete in the

program. Students who desire an associate degree must complete a total of 60 semester units, including all required courses for the program plus a minimum of 20 units of general education, and electives if needed.

A significant proportion of students attending the College are pursuing degrees or certificates. Table 2 below presents a list of the College's degree and certificate programs and the number of degrees and certificates awarded within the last two years.

		Annual 2013-2014	Annual 2014-2015	Number of units in program
Siskiyou Total		243		
	Associate in Science for Transfer (A.S.-T) Degree Total	2		
	Administration of Justice-2105	1		18-20
	Business Administration-0505	1		26-28
Associate of Science (A.S.) degree Total		84		
	Biological and Physical Sciences (and Mathematics)-4902	18		20
	Biology, General-0401	3		20
	Chemistry, General-1905	2		28
	Computer Science (Transfer)-0706	6		29-30
	Environmental Control Technology (HVAC)-0946	2		44
	Fire Technology-2133	8		38
	Manufacturing and Industrial Technology-0956	2		
	Natural Resources-0115	2		18-20
	Nursing-1230	31		32-44
	Paramedic-1251	5		40
	Physical Education-0835	4		24
	Physics, General-1902	1		32
Associate of Arts (A.A.) degree Total		78		
	Accounting-0502	5		29
	Administration of Justice-2105	6		24-39
	Anthropology-2202	1		19-21
	Art-1002	1		21
	Business and Commerce, General-0501	6		23-25
	Child Development/Early Care and Education-1305	7		36
	Dramatic Arts-1007	2		22-24
	English-1501	3		18
	Humanities-4903	9		18-21
	Media and Communications, General-0601	2		18
	Music-1004	5		44-46
	Psychology, General-2001	5		20-21
	Social Sciences, General-2201	24		18
	Speech Communication-1506	2		18

	Certificate requiring 30 to < 60 semester units	Total	41		
	Nursing-1230		22		54
	Paramedic-1251		19		40
	Certificate requiring 18 to < 30 semester units	Total	38		
	Environmental Control Technology (HVAC)-0946		1		23
	Fire Technology-2133		37		22-26

Table 2: Number of degrees and certificates awarded
Source: CCCCCO Datamart

General education requirements and outcomes for all degrees are described on pages 35-36 of the College Catalog. Courses that are approved for the different areas of general education are listed on page 37.

4. Chief Executive Officer

At College of the Siskiyous, the chief executive officer is known as the Superintendent/President. Following [Board Policy 2200](#), he or she is appointed by the Board of Trustees and holds primary responsibility to the institution in providing effective leadership, resource management, and compliance with statutes, regulations, and board policy. [Board Policy 2430](#) further describes the authority and responsibilities that the Governing Board confers upon the Superintendent/President. The Superintendent/President does not serve as chair of the Governing Board nor as a member of the Board, as directed by [Board Policy 2010](#) and [Board Policy 2210](#).

The current Superintendent/President is Scotty Thomason. Mr. Thomason was appointed to the position by the Board at their meeting on [July 21, 2014](#).

5. Financial Accountability

College of the Siskiyous is audited annually by an independent audit firm and complies with routine financial reporting requirements of the California Community College Chancellor's Office and U.S. Department of Education. The institution will provide a copy of the current budget and a certified copy of the current audited financial statement for onsite review by the visiting evaluation team.

6. Mission

College of the Siskiyous' Mission clearly defines the College as a degree-granting institution of higher education that is committed to student learning. It is published in the College Catalog ([page 4](#)), in the Student Handbook, and online in the College of the Siskiyous website. The Mission is approved and published by the Board of Trustees as [Board Policy 1200](#). More details regarding the wording of the Mission and the processes by which it is

approved, adopted, and reviewed are presented in the College's response to Standard I.A.1 and Standard I.A.4.

7. Governing Board

College of the Siskiyous is governed by a seven-member Board of Trustees elected from communities within the College District. [Board Policy 2010](#) describes the elected membership of the Board. [Board Policy 2100](#) describes the Trustees' terms of office and the process by which they are elected. [Board Policy 2015](#) describes the Student Trustee, his or her role on the Board, and term of office. [Board Policy 2105](#) describes the selection process for the Student Trustee.

The Board of Trustees serves as an independent policy-making body and is responsible for maintaining the quality of the College's programs and services, the integrity of its policies and procedures, and the financial stability of the institution. They are responsible for ensuring that the College's Mission is achieved. The duties and responsibilities of the Board are outlined in [Board Policy 2200](#). The members of the Board have no employment, family, or personal financial interest in the institution and adhere to [Board Policy 2710](#) on conflict of interest and to [Board Policies 2715](#), [2716](#), and [2717](#) on ethical practices. Information about the current Trustees is published in the College Catalog ([p. 4](#)).

Further information about the Board of Trustees is presented in the College's responses to Standard IV.C, especially Standards IV.C.1, IV.C.4, and IV.C.11.

8. Administrative Capacity

College of the Siskiyous employs one Superintendent/President, three Vice-Presidents, several Deans and Directors, and support staff for these positions. The College maintains an administrative structure tailored to support its mission and conducive to an effective learning environment. Descriptions of the administrative staff are contained in the College Catalog on pages 30-31. Further analysis of the administrative structure and staffing is presented in the College's response to Standards III.A.9 and III.A.10. Organization Charts are included in the previous chapter of this report.

9. Educational Programs

The educational programs offered by the College are consistent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The vast majority of degree programs offered are at least two academic years in length. In line with the College's mission, the educational programs cover a variety of university transfer programs, career and technical programs, workforce training, and basic skills preparation. All degree and certificate programs are described in detail in the College Catalog. Sequences for courses in basic skills preparation are printed as flowcharts in the [Schedule of Classes](#), which

is printed each semester. Further analysis of the College’s educational programs is presented in the College’s responses to Standards II.A.1 and II.A.6.

10. Academic Credit

Academic credit is awarded using the Carnegie Rule—one unit of academic credit is earned for approximately 50 hours of successful study—a generally accepted practice in degree-granting institutions of higher education. As at all California Community Colleges, award of academic credit is based on Title 5 of the California Code of Regulations, which states that one unit of credit “requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system” At College of the Siskiyous, one unit credit is awarded for 16-18 hours of lecture per term (plus two hours of out-of-class activity/study for every hour of lecture), or one unit of credit is awarded for 48-54 hours of lab per term. All associate degrees require a minimum successful completion of 60 units of credit as described in [Administrative Procedure 4100](#). Unit requirements for Certificates of Achievement vary according to program.

Course Outlines of Record for all courses calculate units of credit based on lecture hours plus lab hours plus out-of-class hours. Awarding of academic credit is explained in the College Catalog on pages 15 through 17, and grading standards are described in [Administrative Procedure 4230](#). Further analysis of the College’s awarding of academic credit is presented in the College’s responses to Standards II.A.9 and II.A.10.

11. Student Learning and Achievement

College of the Siskiyous publishes learning outcomes for each of its academic programs in the [College Catalog](#) and in Course/program Outlines of Record. The grading standards published in [Administrative Procedure 4230](#) define how faculty evaluate students’ achievement of those outcomes. Learning outcomes are systematically assessed every year and results are reported and analyzed in the program review process. Students who successfully complete degree and certificate programs, no matter where or how courses are offered, have demonstrated that they achieve the identified outcomes according to standards for achievement as established by the faculty. Further analysis of student learning and achievement is presented in the College’s responses to Standards I.B.2, I.B.3, and II.A.1.

12. General Education

All associate degree granting programs at College of the Siskiyous require a general education component, a requirement that is included in [Administrative Procedure 4100](#), “Graduation Requirements.” [Board Policy 4025](#) articulates the general education philosophy, which is the foundation of the degree requirement and of [Administrative Procedure 4025](#). All general education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. Courses approved for general education at the College provide an introduction to some of the major areas of knowledge. The course approval

process ensures that the quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

Lists of the general education courses offered at the College are published in the College Catalog and in the Schedule of Classes. Further analysis of general education is presented in the College's responses to Standards II.A.11 and II.A.12.

13. Academic Freedom

Faculty and students at College of the Siskiyous are free to explore, examine, and express all ideas and information appropriate to their discipline or area of major study as judged by the academic/educational community in general. The College maintains an atmosphere in which intellectual freedom and independence exist. The College's commitment to academic freedom is articulated in [Board Policy 4030](#), in the College Catalog ([p. 5](#)), in the Faculty Handbook ([p. 25](#)), and in the Student Handbook ([p.21](#)). The commitment to academic freedom is also discussed in the College's response to Standard I.C.7.

14. Faculty

The College employs 36 full-time regular faculty (including counselors) and approximately 100 part-time instructors. To ensure the College can achieve its mission and provide quality instruction and support services, all faculty hires must meet minimum qualifications, or the equivalent, for their disciplines. Faculty responsibilities are spelled out in the [Faculty Bargaining Agreement](#) (Article 7.1 and Article 9.13), in the [job description](#) for Full-Time Instructors, and in faculty [job announcements](#).

Further analysis of faculty qualifications, responsibilities, and capacity is contained in the College's responses to Standards III.A.7 and III.A.2.

15. Student Support Services

The College provides a wealth of student support services to meet the needs of the diverse population served, regardless of location. Support services are offered to South County residents at the Weed campus, to North County residents at the Yreka campus, and to distance students via the College's online Navigator interface. Through its presence in South County, North County, and online, the College provides support services such as counseling and advising, education planning, enrollment services, financial aid, bookstore, Disabled Student Programs and Services (DSPS), Veterans advising and assistance, Extended Opportunity Program and Services (EOPS), and Student Support Services (SSS).

Further analysis of student support services is contained in the College's responses to Standards II.C.1 and II.C.3.

16. Admissions

College of the Siskiyous is a public, open-access institution. Admission is open to any high school graduate or equivalent or persons eighteen years of age or older. Criteria for admissions are delineated in [Board Policy 5010](#). All programs are open to all individuals. Some specialized programs, such as Nursing and Administration of Justice, require students to meet special admissions requirements or to have successfully completed established pre-requisite courses, if any. Special admissions requirements and prerequisite courses are stated in the College Catalog and in specific program information brochures.

Further analysis of admission policy and procedures are described in the College's response to Standard II.C.6.

17. Information and Learning Support Services

The Library/Learning Resource Center is the primary repository of information and learning resources. The facility houses more than 34,000 books, 43 periodical subscriptions, instructional media for student use, 77 open-access workstations, and online access to a wealth of full-text databases including over 50,000 ebooks. Although physical access to the information resources in the Library is primarily available only on the Weed campus, circulating materials can be sent to the Yreka campus for student pick-up. Access to all electronic Library resources is available online to distance students via the [Library website](#), including off-campus access to [periodicals databases](#), [e-books](#), and [Films On Demand](#).

Other learning support services, such as computer assistance, math assistance, writing assistance, and tutoring, are available to South County residents in the Weed campus [Academic Success Center](#), to North County residents at the Yreka campus [Academic Success Center](#), and to distance students via online access, including two-way interactive video chat for distance tutoring.

More detailed discussion of the College's Information and Learning Support Services is contained in the College's responses to Standards II.B.1 and II.B.4.

18. Financial Resources

In its budgeting processes, accounting procedures, and audits, College of the Siskiyous documents its funding base, its financial resources, and its plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College continues to increase its reserves beyond minimum requirements as state and local revenues rebound and stabilize. The College follows generally accepted accounting principles and control procedures that ensure financial stability.

Further analysis of the College's financial resources, including links to recent audit reports, is contained in the College's response to Standard III.D.1.

19. Institutional Planning and Evaluation

College of the Siskiyous utilizes its [Planning by Design](#) processes to determine how well it is accomplishing its Mission and its purposes, including assessment of student learning. The Mission statement, assessment of the learning environment, and an evaluation of the College's accomplishment of previous institutional goals leads to the creation of new institutional goals, which become the foundation of the [Educational Master Plan](#) (EMP). The goals in the EMP are broken into outcomes that can be achieved by various departments. Using the [Program Review](#) process, the College analyzes how well it has achieved the outcomes and goals in the EMP. Academic program reviews included assessment of student learning and student achievement of educational goals. The evaluation of outcomes and achievement segues into the next planning and evaluation cycle. The College uses this continuous cycle of evaluation and planning to determine needed improvements, resource acquisition and allocation, implementation strategies, and re-evaluation.

The previous EMP was created in 2010-11, implemented in 2011-14, and evaluated annually through program review. The current, and more appropriately named, Institutional Master Plan (IMP) was created in 2015 as a result of the culmination of evaluation efforts, including this Institutional Self Evaluation for Accreditation. This current IMP is expected to be officially approved by the Governing Board January 2016. The College provides further analysis of its planning and evaluation efforts in its responses to Standards I.B.9 and I.C.3.

20. Integrity in Communication with the Public

College of the Siskiyous provides both print and electronic versions of its Catalog for students and for the public. The [College Catalog](#) is easily accessible online. The Catalog web page includes links to the three latest editions of the Catalog. Each edition contains precise, accurate, and current information about all of the following items:

General Information

- Official Name, addresses of both campuses, telephone numbers, and website address of the institution (p. 1 and inside back cover)
- Educational Mission (p. 4)
- Representation of accredited status with the ACCJC and with programmatic accreditors (p. 6)
- Course, program, and degree offerings (pp. 43-156)
- Student learning outcomes for programs and degrees (pp. 43-156)
- Academic calendar and program length (p. 14 and pp. 43-156)
- Academic freedom statement (p. 5)
- Available student financial aid (pp. 27-28)
- Available learning resources (pp. 24-27, 29)
- Names and degrees of administrators and faculty (pp. 3, 30-34)
- Names of Governing Board members (p. 3)

Requirements

- Admissions (pp. 6-7, 11-12, 14)
- Student fees and other financial obligations (pp. 8-10)
- Degree, certificates, graduation and transfer (pp. 19-)

Major Policies Affecting Students

- Academic regulations, including Academic Honesty (p. 14-23)
- Nondiscrimination (p. 23)
- Acceptance of transfer credits (p. 14)
- Transcripts (p. 12)
- Grievance and complaint procedures (p. 17)
- Sexual harassment (p. 22)
- Refund of fees (pp. 10-11)

Portions of the information contained in the College Catalog are also published in the Student Handbook, in the Schedule of Classes, and on various pages within the College's website.

21. Integrity in Relations with the Accrediting Commission

The Board of Trustees of College of the Siskiyous provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College's commitment to maintaining and monitoring its accredited status and relations with the Commission is articulated in [Board Policy 3200](#). All accreditations are noted publicly on the College's [website](#) and in the College Catalog ([p. 6](#)).

Certification of Continued Institutional Compliance with Commission Policies

College of the Siskiyous makes every effort to comply with ACCJC policies in addition to meeting the Eligibility Requirements for Accreditation and the Standards of Accreditation.

Policy on Rights and Responsibilities of the Commission and Member Institutions

Evidence of Compliance with the Policy

College of the Siskiyous is committed to self-regulation of educational quality and institutional integrity as it is conducted through regional accreditation. The College is therefore a member of the Accrediting Association of Community and Junior Colleges (ACCJC), the community college arm of the Western Association of Schools and Colleges (WASC). As such, the College strives to maintain all Eligibility Requirements and Standards of accreditation as established by the ACCJC and to comply with all policies of the ACCJC.

- [Board Policy 3200](#) expresses the College's commitment to accreditation. It also outlines the role of the Superintendent/President as the primary person responsible for communicating matters of accreditation to the Board of Trustees and to the institution.
- [Administrative Procedure 3200](#) summarizes the College's process for maintaining accredited status by conducting a comprehensive self-evaluation. The procedure identifies persons responsible for organizing and facilitating the institutional self evaluation, including the role of the Superintendent President and the Accreditation Liaison Officer.
- The College designs and conducts its institutional evaluation process, as evidenced in this report. Members of every constituent group are involved in the process. Participants of each Standards team or committee are recorded in the present Institutional Self Evaluation Report and in [past Self Studies](#).
- The College maintains all records of accreditation processes, actions, and communications between the College and the ACCJC. The most significant of these reports and correspondences are made available to the public on the College's [accreditation web pages](#). These include evaluation team reports and action letters from the Commission.

Analysis and Evaluation

The College makes every effort to comply with all ACCJC requests for reports. The College strives to meet all reporting deadlines, maintains communication with the ACCJC, and fulfills its responsibilities for accreditation.

The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions

Policy on Institutional Degrees and Credits

Evidence of Compliance with the Policy

College of the Siskiyous has established policies and procedures which collectively ensure all degree programs are at least 60 semester units in length and that our definition of a credit hour is consistent with federal standards.

- [Board Policy 4020](#) on “Program and Curricular Development” contains language committing the district to federal regulations regarding ‘credit hour’ and ‘clock hour’, and using a conversion formula which ensures that programs contain at least the minimum number of hours required by those federal regulations.
- [Administrative Procedure 4100](#) on “Graduation Requirement for Degrees and Certificates of Achievement” stipulates that Associate Degrees will include no less than 60 semester units.
- As part of the curricular review process, the Office of Instruction crosschecks each course for units and required hours. The course outline ([Sample Course Outline: BIOL 2800](#)) includes this information, as well as how many out-of-class hours are expected and a description of how they should be spent.
- The college does allow credit by examination ([Board Policy 4235](#), “Credit by Examination”) and [Administrative Procedure 4235](#), also titled “Credit by Examination,” details the conditions under which this process can occur. It also specifically notes that credit earned by examination cannot be used for meeting unit load requirements for financial aid eligibility.

Analysis and Evaluation

These policies and procedures reflect College of the Siskiyous’ commitment to degree program length and credit hour policies that are consistent with commonly accepted practice. When new courses are proposed and again when they are subject to regular three year reviews, the Curriculum Committee assures that the total in class and out-of-class hours conforms to normal standards. In addition, all degree programs are at least sixty units in length. The college uses federal definitions and formulas in determining credit hour.

The college complies with Commission Policy on Institutional Degrees and Credits.

Policy on Transfer of Credit

Evidence of Compliance with the Policy

College of the Siskiyous has established transfer of credit policies and practices to minimize difficulties that students may experience when transferring between institutions.

- [Board Policy 4050](#) on “Articulation” is one such policy, ensuring that the College establishes agreements with other institutions to ensure transfer of credit.
- [Administrative Procedure 4237](#) outlines the procedures for reviewing students’ prior educational work and transferring credit to COS. To assure the quality of coursework transferred to COS, prior work must have been completed at a regionally accredited institution.
- [Administrative Procedure 4050](#) outlines the process for articulating courses with other colleges, universities, and high schools. The purpose is to ease transfer of credit between institutions.
- [Board Policy 5120](#) reinforces that transfer is part of the College’s mission and establishes a Transfer Center as one of several student support services in the Counseling Department.
- [Administrative Procedure 5120](#) provides guidance on the responsibilities and components of the Transfer Center.

Analysis and Evaluation

The above policies and procedures demonstrate the College’s commitment to helping students transfer between institutions. In addition, the Curriculum Committee takes seriously its role in ensuring that courses intended for transfer satisfy university level standards of quality and expectations for course content and design. A standing member of the Curriculum Committee is the Articulation Officer. Currently, the role of Articulation Officer is filled by the Associate Dean of Student Success. In addition, the Curriculum Committee ensures that COS courses intended for transfer satisfy California Course Identification (C-ID), a statewide effort among community college and university faculty to broadly unify course descriptions, content, and expected learning outcomes. The College has also engaged in efforts to create Associate Degrees for Transfer (ADT), an initiative in the State of California intended to facilitate students’ completion of associate degrees at the community colleges and enter into universities with junior standing, without having to make up deficient freshman or sophomore level coursework at the university. To date, COS has had ten ADTs approved by the State Chancellor’s Office.

The College publishes accurate and current information in its [Catalog](#) about transfer of credit (p. 14,) transfer courses (pp. 38-40), and transfer programs (p. 41).

The College complies with Commission Policy on Transfer of Credit.

Policy on Distance Education and on Correspondence Education

Evidence of Compliance with the Policy

College of the Siskiyous has established policies and practices to ensure that courses offered via distance education modes are characterized by and held to the same expectations for quality, integrity and effectiveness that apply to the traditional modes of instruction. The

policies and practices also reflect federal regulatory requirements regarding distance education. All learning opportunities provided by College of the Siskiyous are designed and delivered to ensure equivalent quality, accountability, and focus on student outcomes regardless of the mode of delivery.

- [Administrative Procedure 4105](#) on “Distance Education” is one such policy. This policy sets procedures and standards in place for ensuring student authentication, student privacy protections, course approval procedures that ensure course quality, and regular effective contact between students and instructor.
- [Administrative Procedure 4022](#) on “Course Approval” is another policy that includes specific references to criteria for approval and the course approval process. Distance education courses follow the same procedures and are held to the same standards.
- [Academic Senate Policy for Distance Education](#) was created to establish more detailed practices and procedures regarding distance education as they apply to instructors and the Curriculum Committee.
- [Board Policy 7120](#) establishes the basic requirements of recruitment and hiring practices at the College. This policy establishes that the expected qualifications for academic employees are identified by the Board of Governors of the California Community Colleges. The Board of Governors follows guidelines established by the Academic Senate of California in its document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.
- [The Faculty Handbook](#) provides guidelines and policies for instructors teaching on campus and via distance methods.
- The College assures equitable access to all of its students by providing an array of services to help students matriculate and achieve their educational goals. The [College website](#) provides extensive information to students, including class schedules, contact information, course home pages, library information, and much more. The NAVIGATOR portal on the COS website allows students to access their individual college information such as unofficial transcripts, progress reports, grades, class schedule, financial aid, educational plan, student account, and course registration.

Analysis and Evaluation

The above policies and procedures demonstrate the College’s commitment to offer quality distance education learning opportunities and support to all students. In addition, the Curriculum Committee takes its role seriously in ensuring that courses offered via distance education are held to the same standards as those offered on campus. All distance education courses are subject to the same evaluation and review process as traditional on campus classes. Moreover, the College offers no correspondence courses.

Students are able to access comprehensive services through an array of choices. Students locally or at a distance can connect with admissions, advising/counseling, and assessment through methods of service delivery that meet their needs.

The College complies with Commission Policy on Distance Education and on Correspondence Education.

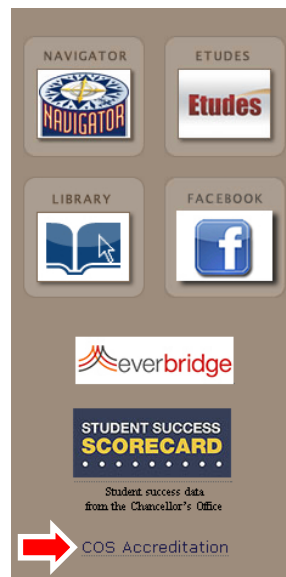
Policy on Representation of Accredited Status

Evidence of Compliance with the Policy

College of the Siskiyous posts information regarding its accredited status on the College's web page. As required in this policy, the information regarding the College's accredited status is only one click away from the College's [homepage](#). The link to this information is in the right-side navigation links underneath the icons for the College's Navigator portal and the Chancellor's Office Student Success Scorecard (Figure 7).

Analysis and Evaluation

The College complies with the Commission Policy on Representation of Accredited Status. On its web pages, the College publishes not only its accredited status but also all documents related to its accreditation.



**Figure 7: COS
Homepage, right-side
navigation links**

Policy on Student and Public Complaints against Institutions

Evidence of Compliance with the Policy

College of the Siskiyous has established complaint and grievance policies and practices to fairly resolve student and public complaints against the District. These policies are well publicized and available to students and members of the community.

- [Board Policy 3435](#) on “Discrimination and Harassment Investigations” directs the College Superintendent/President to establish procedures for handling investigations.
- [Administrative Procedure 3435](#) outlines the procedures for investigations of complaints filed with or against the College. The procedure applies to complaints by community members, employees, or students and provides directions for how the College will respond, establishing clear timelines so there is a mutual understanding for how the complaint will be handled, including the process to follow if the complainant is unsatisfied with the district outcomes.
- [Administrative Procedure 5045](#) outlines the process a student can use to correct or remove information from their student records. There is a detailed description of the process including the time line including the opportunity to include a written statement explaining the information in their record.
- [Administrative Procedure 5530](#) outlines Students Rights and Grievance procedure and how the district will review, document, and follow through on complaints. The process includes a path students can follow to resolve their complaints and identifies the support staff who will assist them.

Analysis and Evaluation

The policies and procedures developed to resolve complaints demonstrate the District's commitment by creating a transparent and fairly administered process for resolving student and public complaints. These policies and procedures are available freely online, in alternate format as requested, in the academic catalog (page 17), and the student handbook (Page 22) . The District procedures provide opportunities for complainants to be involved in the process of resolving the complaint including outlining expectations for follow-up and the opportunities available as next steps in the complaint process.

The College complies with Commission Policy on Student and Public Complaints against Institutions.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Evidence of Compliance with the Policy

The College represents itself accurately and with integrity in all its publications.

- The [College Catalog](#) contains accurate information on all educational programs and support services offered by the College. All information in the Catalog is reviewed for accuracy prior to each publication. More details regarding the contents of the College Catalog are listed in the College's response to Eligibility Requirement 20 (ER 20).
- All brochures for degree and certificate programs are based on catalog information and are also checked for accuracy.
- Recruitment of new students is conducted by college staff, faculty, and volunteers.
- The College represents its accredited status accurately in its publications and on its website. The College avoids using the phrase "fully accredited."

Analysis and Evaluation

College of the Siskiyous is proud of its heritage and of the quality of its educational programs and services. The College also prides itself in maintaining integrity in the way it represents itself to the public. Thus it works diligently to ensure that all publications contain accurate and timely information.

Currently, counselors and advisors who recruit at the high schools and college fairs are well-versed on the College's programs and services and are well-trained on the *do's* and *don't's* of recruitment. The coaches who recruit for athletic programs are also well-trained in proper recruitment practices. Other recruitment volunteers, such as those who volunteer for the College's booth at the County Fair, receive plenty of information regarding college programs and services but should also receive some training on the *do's* and *don't's* of recruitment.

The College complies with the Commission Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status. However, undergoing this comprehensive institutional evaluation, the College recognizes its need to provide a little more training for recruitment volunteers.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Evidence of Compliance with the Policy

The College has no contracts with non-regionally accredited organizations to provide programs or services, such as recruitment, student support, instructional curriculum materials, or student authentication processes as described in the policy. The College maintains all responsibilities for programs and services offered in its name.

Analysis and Evaluation

The College is in compliance with this policy.

Policy on Institutional Compliance with Title IV

Evidence of Compliance with the Policy

College of the Siskiyous offers both federal and state Financial Aid programs and is in compliance with federal regulations, per Title IV of the Higher Education Act (HEA).

- [Board Policy 5130](#) states that “all financial aid programs will adhere to guidelines, procedures and standards issues by the funding agency and will incorporate federal, state and other regulatory requirements”.
- [Administrative Procedure 5130](#) outlines the Financial Aid programs offered at College of the Siskiyous. As of the last update dated 11/03/15, written policies and procedures are directed towards the Financial Aid Handbook and is now located on the Financial Aid webpage. See Policies and Procedures located at http://www.siskiyous.edu/financialaid/documents/COS_PP_2015-16.pdf
- Based on consultation provided by Pierson and Parker & Associates, they recommended that College of the Siskiyous partner with ECMC, a Third-Party Servicer as defined in the HEA. ECMC will assist in lowering the school’s cohort default rate by using LoanTracker, their proprietary software, in order to focus on borrowers who are most at risk of default.

Analysis and Evaluation

College of the Siskiyous monitors the institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers. An external audit of student loan default rates affirms institutional compliance with federal requirements. As required, the College maintains three-year CDRs below 30 percent to avoid losing eligibility as a Title IV grant institution.

Three-Year Cohort Default Rate:

2009 – 27.1%

2010 – 27.7%

2011 – 29.4%

College of the Siskiyous complies with federal requirements by requiring students to complete an online entrance counseling exam and master promissory note. Students are also directed to log into the National Student Loan Database System (NSLDS) at www.nslds.gov to review their loan history, servicer information, and calculate their anticipated loan repayment amount. Per federal requirements, COS student borrowers who graduate, withdraw, or drop below half-time are also provided exit counseling as a delinquency and default aversion measure. At this time, students learn about loan repayment obligations, the consequences of not repaying, encouraging successful repayments, and how to address delinquent repayments if it occurs. The COS Financial Aid Office actively manages the student loan portfolio by contracting with ECMC, a loan servicer, in order to reach out to delinquent and defaulted borrowers as an intervention measure. Former COS borrowers are contacted by EMC on behalf of the school and provides delinquency counseling in order to inform students on how to resolve their delinquency to avoid a defaulted loan status. These students are also encouraged to contact the Financial Aid Office should they need assistance in getting connected with the appropriate loan servicer.

The College complies with the Commission Policy on Title IV.

Institutional Analysis of Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA: Mission

IA1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6).

Evidence of Meeting the Standard

College of the Siskiyous (COS) first adopted its Mission statement in 1968, and since then it has been through several revisions. The Mission statement, as well as the Vision, was most recently updated after organized, college-wide conversations in 2014-2015 and approved by the [Board of Trustees, June 9, 2015](#).

The College's [Mission statement](#) was drafted to guide the institution and to support the Mission of the California Community College system. The Mission provides guidance in campus planning efforts, including budgeting/resource allocation, program and curriculum development, and instruction.

The Mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers—associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation. The Mission statement describes what the college does:

Mission:

College of the Siskiyous promotes learning and provides academic excellence for the students of Siskiyou County, the State of California, the nation and the world. COS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

In addition to the Mission statement, the College has adopted a Vision statement that describes how the College sees itself, or who the College is:

Vision:

College of the Siskiyous is a proud member of the California Community College system. Our vision is to be the first choice for higher education in the communities we serve and beyond. COS provides:

- Rigorous and comprehensive transfer programs
- General education programs
- Technological literacy
- Basic skills acquisition
- Workforce training and certification
- Career and technical education
- Cultural and community enrichment

all of which drive and support the economy of our region.

We are the support team who increases student access, encourages success, and improves retention, persistence, and completion.

Analysis and Evaluation

Together, the Mission and Vision statements provide a concise statement of the College's purpose. Through a regular review and update of our Mission and Vision statements, we ensure that College of the Siskiyous is clearly focused. The broad educational purpose is to promote learning and provide academic excellence. As an open-access institution, we identify our intended student population as residents of Siskiyou County and California. Because the College also attracts residents from other States and other nations, these student groups are also included. The types of degrees and other credentials we offer are broadly delineated as "associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation." The College's commitment to student learning and student achievement is reinforced in the assertion that CO "promotes learning and provides academic excellence...through accessible, flexible, affordable, and innovative education."

The College meets this standard.

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

College of the Siskiyous conducts annual [program review](#) updates and comprehensive program reviews every six years. Through this process, data is gathered and examined on a cycle of continuous improvement analysis. Student educational needs are central to program review.

The College also regularly uses national student surveys such as the Noel Levitz and the [Community College Survey of Student Engagement \(CCSSE\)](#). Data gathered from these

surveys informs the College how well it is meeting students' educational needs, how satisfied students are, and what issues are important to them.

In its efforts to improve success of basic skills students, the College has gathered data on Basic Skills courses in English and Math and has reported those results to the California Community College Chancellor's Office in its annual Basic Skills Report (see reports for [2012-13](#), [2013-14](#), [2014-15](#)).

The data that is reported in the [College's Scorecard](#) has also been a topic of discussion leading to planning that is intended to improve student achievement and success.

Analysis and Evaluation

Data collected and analyzed in the program review process drives budgeting and resource allocations during program planning in order to boost student achievement. This process is discussed in detail in Standard IB. Data gathered from student satisfaction surveys and student engagement surveys directs the College's planning and resource allocation processes in Student Services, Instruction, and facilities and technology improvements.

The College meets the standard as we use data to measure effectiveness in accomplishing our Mission and our Mission directs instructional priorities. Our Mission statement is both simple and direct and crafted to reflect what we actually do. Our recent hiring of an institutional researcher is allowing us to produce better data and thus do a better job of analyzing institutional effectiveness. Furthermore, our new Mission statement has become the significant driver of the Educational Master Plan which directs the decision-making process.

IA3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The [2010-2014 Educational Master Plan](#) (EMP), adopted by the Board in June 2011, replaced the former Strategic Master Plan and is based on the Mission and Vision of the College. The EMP listed the Institutional Goals and integrated planning across all areas of the College—instructional programs and services, student support programs and services, administrative programs and services, technology services, and facilities—by directly identifying and connecting the area goals with the Institutional Goals. The EMP mapped out objectives that COS would focus attention on over the next four-year period to achieve its Mission. The 2010-2014 EMP contained institutional goals for student learning and achievement, plus outcomes and measurable objectives for each functional area.

In 2012, the College created a [Planning by Design](#) document that would guide all future institutional planning efforts. The Planning by Design process includes program review

as an element in planning. Within the Program Review process, programs and departments are required to include resource allocation requests. These requests are aligned with their program or area goals, which in turn are aligned with the Institutional Goals.

During the 2014-15 academic year, the functional areas of the College have reported their success in meeting objectives as outlined in the EMP. The Planning Committee has been analyzing those reports and their data to determine institutional goals and objectives for the next EMP, which will now be more appropriately called the Institutional Master Plan (IMP). As preparation for the next IMP, the College also engaged in a review of the Mission and Vision. The revisions were adopted in June 2015, as noted in Standard IA1, and will guide the creation of the next IMP.

In the curriculum development process, all existing and proposed programs and courses must demonstrate that they are aligned with the College's Mission as part of the approval process. Program and course authors are required to provide a justification in which the program or course must be tied to the College's Mission. The purpose of the Curriculum Committee is to approve new and revised curriculum and academic policies prior to submission to the District Governing Board for final approval. The Curriculum Committee tracks its activity with publicly available [agendas](#) and [minutes](#).

Analysis and Evaluation

The College meets the standard by having an intentional academic program review and planning processes that are aligned with the Mission. Resource allocation is a challenge for this small, rural college; however, resources are allocated to support the Mission and Institutional Goals for student learning and achievement.

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The [Mission Statement](#) is found on the COS website in two clicks. The easiest access is from the homepage using the A-Z Index and choosing "M" for Mission.

The Mission statement is published on page 1 of the [Schedule of Classes](#). The Mission statement is always published in the [College Catalog](#). The Mission statement is prominently displayed in campus offices at the Weed and Yreka Campuses. The Mission statement is published on monthly [meeting agendas of the Board of Trustees](#).

The Mission is evaluated and revised via [Board Policy 1200](#) and [Administrative Procedure 1200](#), to ensure criteria is met and followed.

In 2013, the Mission and Vision Task Force, appointed by the Board, was tasked with developing new Mission and Vision Statements for the College. The Task Force met during the Fall 2013 semester. A final draft was emailed to the to the campus community for review and comments. Additionally, two open forums were held during November, 2013. The new Mission and Vision Statements went to College Council in late November for review and were then forwarded to the Board of Trustees at their January 2014 monthly meeting for approval ([Minutes of the Board of Trustees, January 14, 2014](#)).

The Task Force reconvened in March 2015 to review the Mission and Vision. Changes were made to reflect more accurately what the College does, who it serves, and how it sees itself. The revised Mission and Vision were vetted by College Council and then went to the Board for approval at their [June 9, 2015 meeting](#). The revised statements will guide the next EMP. Upon approval, the Mission statement was printed and displayed in multiple buildings around campus, updated on the College website, and added to the schedule and catalog.

Analysis and Evaluation

The College meets this standard. It reviews the Mission statement prior to the creation of the Educational Master Plan, or Institutional Master Plan, and prior to setting the institutional goals contained in that plan. The College revises its Mission periodically as necessary. College of the Siskiyous publishes its Mission in no less than three places online and in every campus building.

Standard IB: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Student learning outcomes are developed, approved, and revised and reside in [CurricUNET](#), our curriculum management software. The Curriculum Committee engages the entire faculty in sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

College of the Siskiyous assures student equity in educational programs and college services. In [Administrative Policy 5300](#) (AP 5300) the College has established a [Student Equity Plan](#)

Eligibility requirements for TRIO and other Student Support Services (SSS) programs are listed here. <http://www.siskiyous.edu/sss/whoiseligible.htm>

The [Student Success Scorecard](#) shows data on how various cohorts transition from remedial levels to college level subjects and how various cohorts complete their degree or certificate.

The California Community Colleges Chancellor's Office [DataMart](#) provides outcome information for various populations at the College and is used for comparison purposes.

Curriculum Committee provided an update to the Academic Senate on March 13, 2014 (see [Academic Senate Minutes, March 13, 2014](#)).

On March 6, 2014, the Academic Senate discussed and approved the proposed [Equivalency Procedure](#) as a means of ensuring academic quality. Most of our tenured faculty have a Master's degree in their field, and this procedure establishes rules for potential faculty without a Master's degree to demonstrate their qualifications.

The Academic Senate engages in collegial dialogue concerning new transfer degrees that will give students priority registration at CSUs (see [Academic Senate Minutes: February 13, 2014](#), Program Review Committee Report and Equivalency Committee report).

Collegial dialogue concerning College Hour which would improve student scheduling occurred at [Academic Senate Meeting: December 12, 2013](#). This is part of an ongoing dialogue about improving student outcomes.

The Academic Senate also engaged in collegial dialogue concerning a compressed calendar going from 18 weeks to 16 weeks and changing College Hour—both to benefit students—which directly addresses institutional effectiveness and continuous improvement of student learning and achievement (see [Academic Senate Minutes October 10, 2013](#) and [Academic Senate Minutes November 14, 2013](#)).

Analysis and Evaluation

College of the Siskiyous meets this standard. An active and engaged Curriculum Committee who reports to the equally active and engaged Senate-of-the-whole demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement. While our Program Review process floundered (and was even cancelled one year) under a previous administration, it has come back with renewed vigor. Through Academic Program Review, the institution evaluates its effectiveness and provides a platform for dialogue and a cycle of continuous improvement. The College needs to maintain its commitment to Program Review to ensure the process of systemic evaluation and continuous improvement is the foundation the institution.

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

[Course management software \(CurricUNET\)](#) houses all of the approved courses and programs and their defined Student Learning Outcomes.

[CurricUNET](#) also has an Assessment Module that College of the Siskiyous purchased and uses. Implementation of this has been clunky, so other tools such as the [Survey for Collecting SLO Assessment Data](#) were temporarily employed to gather and analyze SLO success in instructional programs. CurricUNET allows faculty to create assessment plans, enter data on selected SLO assessment, course retention, and course success. Tracking for other variables such as time of day, instructional method, and comparison to college standards is also provided.

CurricUNET is also used for [instructional program reviews](#). While College of the Siskiyous has used this software for only three years, CurricUNET now houses the electronic versions of instructional Program Reviews. Program Reviews focus on using curricularly-defined student learning outcomes to create assessment data.

CurricUNET was also purchased to automate the [Focused Program Review Template for Non-Instructional Areas](#). These templates were used in non-instructional Program Review before the adoption of CurricUNET, but are being replaced as the College moves all Program Review activity to CurricUNET.

[Program Review Workshop July 2011](#) facilitated dialogue and collegial assessments for the program review process.

Analysis and Evaluation

College of the Siskiyous meets this standard. Although a previous administration was ambivalent about Program Review, a grassroots acknowledgement of the need for a Program Review process that allowed for the institution to make data-driven decisions was widely recognized. As the Program Review cycle was created by and for constituent groups, the process is organic and very useful. At all levels of both academic and non-academic Program Review, the institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. Academic Program Reviews connect assessment data and student learning outcomes as maintained in the curriculum. Through curriculum, SLOs are defined. Through campus discussion, specific SLOs are chosen and evaluated. Those data then become a core element of academic Program Review.

Non-academic Program Review are constructed in a similar fashion. However, the previous non-academic Program Review process was cumbersome and had too many one person “programs.” It is currently being revised to be more focused on actual programs and to use CurricUNET.

IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

The California Community College Chancellor’s office uses our data to generate a “scorecard” to measure how well we are achieving our goal of continuous improvement.

Scorecard information is linked to the [College of the Siskiyous homepage](#).

Institutions Set Standards were recently reviewed at an Academic Senate Meeting. A subcommittee was formed and after reviewing five years of data determined institution-set standards as presented in Figure 8.

Analysis and Evaluation

The institution meets this standard. While a previous administration arbitrarily created standards, College of the Siskiyous now has set appropriate standards with thorough analysis and data to support them. As a part of Program Review, the College will continue to assess how well it is meeting these standards. This information will continue to be published with the scorecard.

Success rate (overall)	65%
Number of degree completions Number of certificate completions Number of degree & certificate completions	
Number of transfers	140
CTE licensure pass rate (by program)	
<ul style="list-style-type: none"> • ADJ • EMT/Paramedic • FIRE • NURS 	<ul style="list-style-type: none"> • 85% • 80% • 85% • 90%
CTE graduate employment rate	
<ul style="list-style-type: none"> • ADJ • EMT/Paramedic • FIRE • NURS 	<ul style="list-style-type: none"> • 80% • 80% • 80% • 90%

Figure 8: Institution Set Standards 2015

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

[Instructional program reviews](#) utilize assessment data and become the basis for institutional processes which support student learning and achievement. Figure 9, the Program Review Flow Chart, shows how Program Review reports are circulated through the institution so that assessment results and other data are shared among governance groups for the purpose of guiding planning, resource allocations, budget development, and other decision-making. This process was fully followed in 2013-2014. Because of hiccups in the CurricUNET system, the process broke down in 2014-2015; however, the data was extracted and shared with governance groups to help guide decision-making on

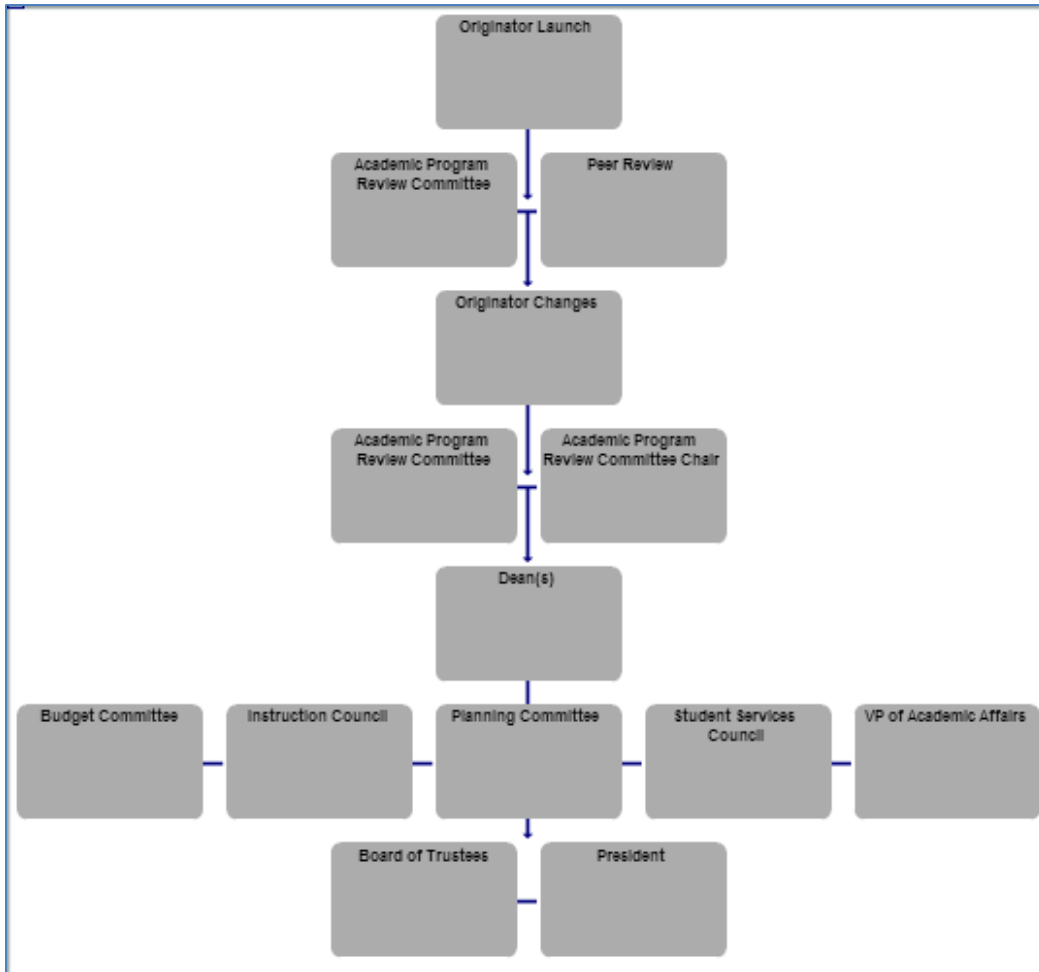


Figure 9: Program Review Flow Chart

equipment requests, staffing needs, and other budget implications. In 2015-2016, the process has been followed more successfully to date.

[Spring 2012 Planning Day "Assessment" Presentation to All Employees](#) was a training session that “Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED. Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED”

[Spring 2012 Planning Day Slides from Administrators and Staff Work Session](#) reflect training that extended the discussion and analysis of learning outcomes to all non-instructional areas.

Analysis and Evaluation

While the College works to improve in this area, it does meet this standard. With the recent hiring of a new Institutional Researcher, the recommitment to Program Reviews as the starting point for budgetary decisions, and the increasing use of data across the campus, the College is using a data-driven process to support student learning.

Institutional Effectiveness

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program Review is an annual process. [Program Review reports through 2013](#) for both academic and non-academic departments are available on the College's intranet. The reports for academic programs 2013 through 2015 are housed in [CurricUNET](#).

Student Learning Outcomes are assessed annually by faculty. Assessment results are documented and analyzed in academic Program Reviews.

Student Achievement data is presented by the California Community College Chancellor's Office in its [Student Right to Know](#) website and the [Student Success Scorecard](#) website, which is linked from the College of the Siskiyous homepage. The Scorecard data have been presented to the Board of Trustees for discussion (see [Board Minutes, May 5, 2015](#)).

Outcomes have been disaggregated demographically in the [Student Equity Plan](#). Outcomes have been disaggregated by method of delivery in the [addendum](#) to the [2015 Substantive Change Proposal for Distance Education](#).

In addition to the Program Review process, vocational programs receive the assistance of [advisory committees](#) from business and industry. Members share their expertise in the area with the program and provide valuable insight.

Analysis and Evaluation

One manner in which the College assesses accomplishment of its mission is through Program Review. The Program Review process includes a review of assessment data, success data, and student achievement data. Student Learning Outcomes are a part of Program Review and are evaluated every year. Although the data is stored in CurricUNET, access to the data is hampered by flaws in CurricUNET's reporting capabilities. These flaws have remained a challenge since the Program Review process switched over to CurricUNET in Academic Year 2013-2014. The College is

communicating with Governet, the parent company of CurricUNET, in order to enhance the program's capabilities in disaggregating student learning outcomes assessments within the CurricUNET program

Academic Program Review is conducted by full-time faculty and by designees in programs that have no full-time faculty. A member of the full-time faculty from outside that particular program conducts a peer review of the report before it is sent to the appropriate administrators for approval. The reports are then distributed to participatory governance councils for review.

Student Achievement Data from the Student Success Scorecard has been presented to the Board of Trustees. In FY 2014-2015, two task forces were formed to investigate the Math and English results and to make recommendations for improvements. As a result of data analysis and discussions, Math and English faculty and staff attended Student Success Conferences and other professional development offerings focusing on curriculum models that improve student success while shortening the time to complete basic skills sequences. This has led to curricular redesigns in both English and Math.

The Student Equity Plan disaggregates achievements and access by demographics. The College is much more diverse than the local college service area, so access is not a problem for minorities. There are some performance gaps similar to statewide gaps, but smaller in magnitude, and these are being addressed with equity plans and SSSP funds.

The College meets the standard.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The [Student Equity Plan](#) disaggregates outcomes for students by ethnicity, gender, age, veteran status, foster youths, and disabled students.

The Student Success Scorecard [COS Student Success Scorecard](#) shows potential areas of improvement, especially for the 72% of students who are unprepared for college.

Analysis and Evaluation

College of the Siskiyous meets the standard. While the number of students in many of these subgroups is so small that there is no statistical significance to the results, the results are analyzed and conversations about each subpopulation take place.

Since Basic Skills students have fewer positive outcomes than college prepared students (according to the Student Success Scorecard) the College has been looking at ways to improve their outcomes. The College has received several grants (SSS & SSSP) that will focus on improvements in this area.

After the Student Success Scorecard information was presented to the Board in 2015 (note this information is not in the board presentation links), two task forces were formed to look at our remedial English and Math programs. The English task force has discussed data related to learning outcomes and successful course completion and data related to successful completers of the pre-collegiate sequence of Basic Skills English courses. They have researched data from other colleges related to acceleration in pre-collegiate English and, seeing successful outcomes at other colleges, have decided to implement an accelerated model of instruction for students who assess into pre-collegiate English.

The Math task force discussed research on shortening the remedial Math sequence so that students could reach transfer level or degree applicable Math classes faster. By shortening the time spent in remedial classes, the College will help students finish their programs of study in fewer semesters and help them have a smaller chance of some real life obstacle interrupting their study and forcing them to drop out. The task force is also looking at significantly changing the placement process. For example, the COMPASS test gives student applicants questions dependent upon their answering previous questions correctly. If a student misses questions about fractions, because they forgot how to calculate the least common denominator, they will never be given questions about intermediate algebra and will end up placed in the lowest level of math so that they can master arithmetic.

As most community colleges in California and the Chancellor's office use CurricUNET for curriculum management, and CurricUNET does not currently allow SLO achievement data to be tied to particular students, we have not had a tool to disaggregate. We have informed CurricUNET of this serious issue and they are currently working on a tool to allow us to gather this data. We will analyze SLO outcomes for disaggregated groups as soon as Governet finishes adding that functionality to their products.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

[Instructional program reviews](#) show the systematic evaluation of policies and practices across the curriculum as do our regular updates to the curriculum itself.

Planning days, held in October and January every year are also a time for evaluating policies and practices across all areas of the institution, including instructional programs,

student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. For instance, [Spring 2012 Planning Day "Assessment" Presentation to All Employees](#) and [Spring 2012 Planning Day Slides From Administrators and Staff Work Session](#).

Curriculum and course outlines are required to be updated every six years. College of the Siskiyous' practice is to update on a three year cycle.

[Non-Academic programs](#) also undergo a Program Review process. The Budget Committee includes regularly evaluations of resource management policies and practices across all areas of the institution, including instructional programs, student and learning support services, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission as can be seen in most [meeting minutes](#). The [Facilities Master Plan](#) is another document that illustrates regular evaluation of resource management. The [Educational Master Plan](#) is another document around which systematic evaluation of policies and procedures take place.

COS could do better in this area. As noted in Standard 4, governance processes are just beginning to integrate regular evaluations.

The [ACT Student Opinion Survey](#) is one evaluation tool that allows for student input and evaluation of policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the College's mission.

We have also conducted the Community College Survey of Student Engagement ([CCSSE](#)) and the Survey of Entering Student Engagement ([SENSE](#)) surveys to further the evaluation process.

Analysis and Evaluation

College of the Siskiyous regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the mission. While governance processes have only recently been reinstated in many areas and evaluations of such have not occurred enough to be termed "regular," our governing committees are meeting more and engaged in systematic evaluations.

College of the Siskiyous meets this standard.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College's [research](#) webpage is used as both a home and a dissemination point for many of the College's assessment and evaluation activities.

[Program Review](#) is accomplished and housed in CurricUNET. Program reviews are accessible to all constituency groups and the results are peer reviewed, reviewed by administrators, and campus committees.

Furthermore, the [Scorecard](#) and [Accreditation](#) results are widely publicized and discussed.

College of the Siskiyous communicates the results of all of its assessment and evaluation activities in the creation of a shared understanding of its strengths and weaknesses and sets appropriate priorities in the [Planning Committee](#).

Analysis and Evaluation

Multiple committees on campus share the responsibilities for collecting, analyzing, distributing assessment results, including the aforementioned Program Review Committee and the Planning Committee. These committees work to create shared understanding of strengths and weaknesses. For instance, elsewhere in this study, the need for better data has been noted. This weakness was identified in the Program Review process. Program Review also calls out the incredible successes experienced by students in our nursing and emergency medical training programs, as well as the benefits of a small campus in assisting students.

This information is utilized by the Planning Committee and Budget Oversight Committee to enhance the College's strengths and address its challenges. For instance, more resources are being allocated to research, and the College has hired a contingent of technical support staff to support the research needs.

The College meets this standard.

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

The College engages in a virtuous cycle of continuous improvement through its [program Review process](#).

The [Planning Committee](#) develops the contents of planning days and orchestrates the day's activities.

The [Planning By Design](#) document provided the framework for planning activities.

The [Educational Master Plan](#) functions as the College's strategic plan.

The [Research and Evaluation Office](#) presents data to the board and various college bodies.

Analysis and Evaluation

At College of the Siskiyous, planning, assessment, and budgeting are integrated into one cohesive system that allows employees to implement the Mission and Vision of the College. Through a six-year model, all college planning is a shared, functional system unified by a common set of assumptions. Planning at the College of the Siskiyous prioritizes collegial dialogue and effectiveness, and utilizes such tools as measurement, analysis, and feedback to reach goals that have been set through a college-wide process.

The Program Review process identifies potential new positions and equipment needs, which are used to inform the budget process for the following year. Since new positions cannot be funded without an appropriate Program Review, this is a carrot to encourage the timely completion of Program Reviews by the personnel in the department.

The Educational Master Plan serves as the strategic plan for the College and is focused on student learning and success. Since all areas of the College contribute to the overall mission of the College, all areas contribute to the Educational Master Plan.

While much of the Educational Master Plan was accomplished, the process is being revisited by the Planning Committee to correct problems that arose over the last six years. Individual items in the plan were mostly championed by one person, who would be responsible for ensuring that the goal was met. However, with the frequent turnover of administrators, the College has had an increasingly difficult time maintaining continuity, and items in the Educational Master Plan fell through the cracks. There was often a gap between the prior administrator's departure and the new one's arrival, so no official briefing between the two occurred. With each administrator often bringing a new vision and new plan, there was not as much continuous improvement as there should have been. Steps were followed and a lot of good work was done, but the element of closing the virtuous circle was often neglected. The Planning Committee has decided that each goal will be assigned to multiple people in the form of a task force so that there will always be an element of continuity present.

For the development of the new Educational Master Plan, to be known as the Institutional Master Plan, the Planning Committee moderated focus groups of all college employees who brainstormed different ideas to improve the College. These were collected and placed into appropriate groups and then presented to employees at the next Planning Day for prioritization. The results were tabulated by the researcher and then the Planning

Committee grouped like items together to form the basis of the goals in the next Institutional Master Plan.

Despite setbacks caused by administrator turnover, the College meets this Standard yet recognizes that systems need to be established to ensure institutional effectiveness will continue to be assessed and analyzed on a regular basis..

Standard IC: Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

College of the Siskiyous publishes information via its website at www.siskiyous.edu, through local newspapers ([Siskiyou Daily News](#) and the [Mount Shasta Herald/Weed Press](#)), as well as in the [College Catalog](#) and [Schedule of Classes](#).

The [Public Information Office](#), the [Office of Instructional Technology](#), the [Student Services Office](#), the [Office of Instruction](#), and the [Research Office](#) work to ensure that all information provided to students, personnel, and all persons or organizations with whom the College interacts is clear and accurate information.

College of the Siskiyous devotes a web page to our [accreditation](#) status and efforts. The name of our accrediting agency is prominently placed on the first page of our [College Catalog](#) and [Class Schedule](#) to make it easy to find for the public and students.

Analysis and Evaluation

College of the Siskiyous does not have formalized procedures regarding information dissemination. However, the individuals responsible for information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services go to great lengths to ensure such information is clear, accurate, and reliable. The Public Information Officer vets and verifies all information that goes out via press releases. The Director of Instructional Services ensures that the Catalog is accurate and vets all information through responsible parties on campus. These include information to the public regarding student achievement.

Additionally, the courses and programs in the Catalog have gone through regular curriculum review cycles in which the Curriculum Committee reviews and updates the information therein. The hard copy Catalog and electronic versions are revised simultaneously. However, the electronic version is also updated between hard copy cycles.

The Institutional Researcher pulls data in at least two ways to ensure the information matches. He also spot checks at different places within the process and compares information to other data sources to ensure information integrity.

College of the Siskiyous does not offer correspondence classes. Our Distance Education (DE) classes are publicized in the same manner as traditional offerings and undergo the

same evaluation processes. However, in the regular curriculum review cycle, DE classes are required to undergo an additional level of scrutiny to ensure these classes are appropriate for DE.

College of the Siskiyous meets this standard.

IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements

Evidence of Meeting the Standard

While College of the Siskiyous experimented with a [two-year catalog from 2012-14](#), the College has since gone to one-year catalogs including the [2014-15 Catalog](#) and the most recent year, the [2015-16 Catalog](#). These catalogs contain all the information required by Eligibility Requirement 20.

Analysis and Evaluation

College of the Siskiyous offers printed versions of its Catalog that may be found in the Admissions Office, Counseling, and around campus. Electronic versions of the current and some previous editions may be found online on the [COS website](#).

On page 5 of the current Catalog, distance education is addressed:

College of the Siskiyous offers courses online and via videoconferencing to reach students in outlying areas of Siskiyou County and to provide more flexibility and accessibility for all students. Courses offered via distance learning are subject to the same rigorous evaluation as on-campus courses. Online courses can be taken using any Internet-connected computer, and are an alternative for those living at a distance from the campus or those unable to be on campus during regular class hours. Videoconferencing connects several regional classrooms in Siskiyou County to COS campuses, offering real-time interactive learning to students in outlying communities. Hybrid courses mix online and classroom modes. Additionally, the College provides a wide range of online and phone support services to assist all students.

Distance Education is under the same policies for Financial Aid as face-to-face classes. As noted above, additional learning resources are available to DE students.

College of the Siskiyous offers several types of learning environments, face-to-face, online, hybrid online and face-to-face, and videoconferencing. The Catalog calls out the courses and programs that are offered via any form of Distance Education. Links via the [Distance Education page](#) (which is referenced in the Catalog) give further information as to interaction, accessibility, and faculty contact.

College of the Siskiyous meets this standard.

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard

Following each semester the Public Relations Office submits a [press release](#) regarding the President's List and Dean's List students to the local media as well as letters to current students who achieve these honors. Grades are only one form of documented assessment of student learning and evaluation of student achievement, but they are a form that students and the public recognize.

Similarly, College of the Siskiyous recognizes [Scholar Athletes](#) every semester. These athletes have achieved a 3.5 or higher GPA while participating in a competitive sport.

The main vehicle for communicating matters of academic quality to appropriate constituencies is the [Scorecard](#) on the California Community College Chancellor's Office website.

Per the most recent Institutional Effectiveness Program Initiative, COS researched historical data and looked at previous goals in the Educational Master Plan.

[BP 3225 Institutional Effectiveness](#) states that "The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness."

[BP 5050 Student Success and Support Program](#) identifies that "The District shall provide Student Success and Support Program (formerly matriculation) services to students for the purpose of furthering equality of educational opportunity and academic success, and promoting and sustaining the efforts of credit students to be successful in their educational endeavors."

[BP 5300 Student Equity](#) states, "The Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan."

Analysis and Evaluation

College of the Siskiyous continues to improve use of documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Per the most recent Institutional Effectiveness Program Initiative (IEPI), as required by the Chancellor's Office, COS researched historical data and looked at previous goals in the Educational Master Plan. The College established goals for all of the required data

elements and most of the optional elements that will be mandatory next year. It was presented to the Board and approved on [May 6, 2015](#).

However, COS does much more assessment of student learning than is communicated via the aforementioned documents and could do a better job of meeting this standard.

The College collects assessment data for all of the courses that are taught, both in terms of grades and, for most courses and programs, [SLO achievement and analysis](#).

College of the Siskiyous meets this standard.

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

[Courses of Study](#) are defined and described including purpose, content, course requirements, and expected learning outcomes online in the counseling section of the COS website.

Starting on page 43 of the [current Catalog](#), College of the Siskiyous describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

The Counseling Office also has printed copies of the College Catalog as well as CTE program brochures available for students.

Analysis and Evaluation

These materials are regularly reviewed for accuracy and clarity as part of the curriculum cycle, part of the Catalog update cycle, and by the appropriate Deans. SLOs are a required element of both courses and programs.

Instructors are required to provide to all enrolled students a course syllabus that includes student learning outcomes. The Vice President of Instruction also requires that all instructors submit a copy of each syllabus for each course to the Instruction Office. For online classes, this information is posted in the course management software. For all other courses, students receive a physical copy of the syllabus.

On page 14 of the [Faculty Handbook](#), Faculty members are advised of this requirement. On page 85, instructors are notified that they must provide “for each student a current, complete course syllabus for each course taught, a copy of which will be maintained each year in the Instruction Office.”

College of the Siskiyous meets this standard.

IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The [catalog](#) is updated every one to two years. [Programs, and the courses](#) that make up the programs, are updated on a 3-year cycle.

As noted in Standard IA, the [Mission](#) is reviewed annually.

Yearly and comprehensive Program Reviews allow the institution to thoroughly review programs and services and assure representational integrity.

Board Policies and Administrative Procedures—including representations of its mission, programs, and services—are on 5-year [review cycle](#). The College subscribes to the Policy and Procedures Service provided by the Community College League of California, which assists the College in updating its policies by providing standard language.

Analysis and Evaluation

College of the Siskiyous regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Institutional policies are found in the [Catalog](#), pages 5-29; on the [Administrative Procedures](#) webpage; and on the [Board Policies](#) web page.

Results of these reviews are reflected in [Board minutes](#) and in updates to said policies, procedures, and publications.

College of the Siskiyous meets this standard.

IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Cost of attendance is specified on the [Financial Aid](#) page of the College website.

On the campus [Bookstore](#) page of the College website, [Current Booklists](#) with prices are posted every semester.

Additionally, students can find detailed analysis of the total cost of education at the College by using our [Price Calculator](#) on the COS website.

The [Enrollment Services](#) page also lists fees, tuition, and other required expenses.

Analysis and Evaluation

College of the Siskiyous accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. This information is updated by semester or as information changes. While the printed [Schedule of Classes](#) (pages 7-8) contains some of this information, the majority of this information is available online and at the Financial Aid Office.

College of the Siskiyous meets this standard.

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard

Academic Integrity is a priority for COS. The College publishes in the [Faculty Handbook](#) (page 25) that Faculty must adhere to factual accuracy and show restraint from discussing topics beyond their area of concentration. Furthermore, in the College's Administrative Procedure Manual, [AP 3050](#) states that all employees must have a commitment to excellence in education without compromising principles of ethical behavior.

The College believes academic freedom and responsibility is fundamental and essential in a teaching environment where intellectual pursuit of truth and knowledge can be encouraged. The College widely publishes its Principles and Responsibilities on Academic Freedom in [Board Policy 4030](#) and on page 25 of the College's [Faculty Handbook](#). Both sources are also accessible on the COS website for the public, students, and faculty to view.

The College is highly committed to the free pursuit and dissemination of knowledge as evidence of its adoption of California Education Code Sections 76120 and 66301 in the College's [Board Policy 3900](#), which states that students, employees, and members of the public have the right to exercise free expression.

Analysis and Evaluation

The College meets this Standard. The role of COS as a learning institution is to provide a learning environment that provides a full spectrum of knowledge and perspectives. In order to accomplish that goal, academic freedom is essential and ensures an objective learning environment exists.

Faculty has the responsibility to ensure that the curriculum is comprehensive and that a platform is created allowing the student body to speak and write freely without institutional censorship. Additionally, faculty must show respect for the opinions of others, be impartial when examining evidence, and therefore present data in an unbiased manner.

The College has the responsibility to support, and even defend, academic freedom through the employment, promotion, and retention of faculty who are free to present opinions of scholarly, literary, or artistic endeavors without fear of discrimination or harassment.

College of the Siskiyous meets this standard.

IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

College of the Siskiyous assures wide access to policies and procedures that promote honesty, responsibility, and academic integrity by publishing them in various documents throughout the College's website.

To support the College's mission of providing an environment where students achieve their educational goals and objectives, employees are charged with upholding the College's [Code of Professional Ethics](#).

The Board of Trustees instituted a [Code of Ethics](#) for its members in 1992 and it was most recently revised in 2011. Among the charges is to "respect others; act with civility."

One of the College's [Core Values](#) is "Integrity – Our decisions and actions reflect honesty, trust, and respect for all."

This excerpt from list item #2 of the Faculty's [Professional Ethics Statement](#) addresses academic integrity:

...We make every reasonable effort to foster honest academic conduct and to ensure that our evaluations of students reflect each student's achievement. We respect the confidential nature of the relationship between instructor and student. We avoid any exploitation, harassment, or discriminatory treatment of students. We protect the students' academic freedom. (Aug 2013)

Page 14 of the [Faculty Handbook](#) recommends that instructors include a statement of expectations regarding academic honesty in their first-day handout:

Please consider including the following additional information in your Course Syllabus:

- A statement of expectations regarding academic honesty.

During Adjunct Orientation, part-time instructors are directed to use the Faculty Handbook as a general guide and are told they are expected to follow the recommendations for their syllabus.

Students are made aware of expectations for honesty and conduct in the [Student Handbook](#), which is posted online and is also available in hard copy in various offices on campus. It is also distributed to groups of students who participate in special programs. During first-time students' orientation they are encouraged to use both the College Catalog and Student Handbook to receive information vital to their success at the College.

Contained in the Student Handbook (page 28) is the Student [Code of Conduct](#) which addresses academic honesty in list item #13. Page 25 of the Student Handbook defines and addresses academic plagiarism. Students are informed of their responsibilities on Page 21 which includes "respect and support the rights of faculty, staff and other students."

Pages 19-20 of the College Catalog include a section on [Behavior Standards](#). Students can learn of the consequences for their behavior in the [Student Discipline Procedures](#).

The [Free Speech Policy](#) outlines the parameters for expressing the right to free speech on campus. It directs its focus on prohibiting defamatory and obscene speech, as well as hate speech or violence on campus.

Analysis and Evaluation

College of the Siskiyous meets this Standard by widely publishing expectations for student and staff conduct and related ethical behavior. The College encourages faculty and staff to promote the ethical behavior not only in students, but in themselves as well.

IC9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The [Faculty Handbook](#) (Classroom Reminders on page 22, Academic Freedom on page 25, and the Professional Ethics Statement on page 27) all support this standard.

Faculty evaluation criteria, as described in the [Faculty Contract](#) (Appendix G), includes the following qualities:

- Works with College staff, students, and colleagues in a manner free from harassment, prejudice and bias.
- Communicates their academic subject clearly and effectively.
- Displays a mastery of their academic subject.
- Creates a learning environment which is free from harassment and prejudice.

All of these elements include the assumption that professional educators—those whom COS employs must meet minimum standards usually including an earned Master’s degree in an appropriate discipline—will distinguish between personal conviction and professionally accepted views in a discipline. Professional educators will present data and information fairly and objectively and be evaluated on that basis.

Analysis and Evaluation

College of the Siskiyous communicates this expectation to faculty via the aforementioned publications and evaluations. The first and foremost of the Academic Senate’s ethics statement is:

Responsibilities to discipline

Guided by a deep conviction of the worth and dignity of the advancement of knowledge, we recognize the special responsibilities placed upon us. Our primary responsibility to our subject is to seek and to state the truth as we see it. To this end we devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty. Although we may follow subsidiary interests, these interests must never seriously hamper or compromise our freedom of inquiry.

Faculty evaluations are the primary tool for determining how effectively the faculty are meeting the expectation of distinguishing between personal conviction and professionally accepted views in a discipline and presenting data and information fairly and objectively. The absence of significant numbers of student complaints also supports success in this goal.

College of the Siskiyous meets this standard.

IC10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As noted at the bottom of the COS [website](#), the College is a public community college, not a faith-based institution, and as a public college, does not seek to instill specific beliefs. As a public institution, College of the Siskiyous also does not require its staff or

faculty to hold any specific belief or world views and welcomes a diversity of beliefs and worldviews.

The [Free Speech Policy](#) outlines the parameters for expressing the right to free speech on campus. It directs its focus on prohibiting defamatory and obscene speech, as well as hate violence on campus.

Analysis and Evaluation

College of the Siskiyous meets this standard and guarantees both students and staff the freedom of expression. Our Mission, Vision, and Values statements focus on academic success and our primary goal is to “Promote and support educational goal completion for all students.” There is no mention of worldview or specific beliefs. The College embraces diversity.

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not operate in foreign locations.

Analysis and Evaluation

This Standard does not currently pertain to College of the Siskiyous.

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

College of the Siskiyous is accredited by the ACCJC and complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. COS complies with all actions directed by the Commission to meet requirements within time periods set by the Commission.

The result of the most recent process of institutional self evaluation (2010) was that the College was issued the sanction of Warning. The College immediately set to work to address the recommendations of the ACCJC and to remediate its deficiencies with the Standards of Accreditation. At the time of the first Follow-Up Report and Visit (2011), the College had made significant progress. As a result of the second Follow-Up Report and Visit (2012), the Commission found that the College had satisfactorily addressed all recommendations and that it provided evidence of meeting all the Standards. The Commission then reaffirmed the College's accreditation (2012).

Most recently, the College complied with the Commission's request for Special Financial Reports (linked below), which were accepted by the Commission. The College also submitted a Substantive Change Proposal for Distance Education.

Links to all reports and action letters from the Commission are provided below.

[BP 3200](#) articulates the President's and the Board's commitment to complying with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

[AP 3200](#) outlines the process for conducting the comprehensive institutional self evaluation associated with accreditation.

The College discloses all reports and actions taken by the Accrediting Commission on its website. The College has devoted a section of the [website](#) to informing the public about its accredited status and all its work pertaining to accreditation. The site contains links to all reports by the College, reports from visiting evaluation teams, Commission action letters, and other relevant documents. The site also contains links to manuals and publications of the ACCJC as reference documents.

Reports and ACCJC Actions from 2010 through Present

- [ACCJC Action Letter \(response to Follow-Up Financial Report, March 2015\)](#)
- [COS addendum to Substantive Change Proposal for Distance Education](#)
- [COS Substantive Change Proposal for Distance Education, April 2015](#)
- [COS Follow-Up Financial Report, March 2015](#)
- [ACCJC Action Letter \(response to Special Financial Report, 2014\)](#)
- [COS Special Financial Report, April 2014](#)
- [ACCJC Request for Special Financial Report, February 2014](#)
- [ACCJC Action Letter \(response to Midterm Report, 2013\)](#)

- [COS Midterm Report, March 2013](#)
- [COS College Status Report on Student Learning Outcome Implementation, Spring 2013](#)
- [ACCJC Action Letter \(Reaffirmation of Accreditation\), July 2012](#)
- [Visiting Team Follow-Up Report, May 2012](#)
- [COS Follow-Up Report, March 2012](#)
- [ACCJC Action Letter \(continued Warning\), June 2011](#)
- [Visiting Team Follow-Up Evaluation Report, April 2011](#)
- [COS Follow-Up Report, March 2011](#)
- [ACCJC Action Letter \(issued Warning\), June 2010](#)
- [Visiting Team Evaluation Report Summary, March 2010](#)
- [Visiting Team Evaluation Report, March 2010](#)
- [COS Accreditation Self Study, 2009-10](#)

Analysis and Evaluation

COS has a strong relationship with ACCJC. College personnel are engaged as active participants in the Accreditation process. The President and several COS faculty have served on Accreditation Teams for comprehensive evaluation visits to other colleges.

COS commits itself to and maintains a positive relationship with the ACCJC. It submits all reports on time, including annual reports, interim reports, special reports, and Institutional Self Evaluation Reports. COS provides visiting teams with all evidence and documentation that they require. The institution takes recommendations from ACCJC seriously and moves expeditiously to respond to recommendations.

COS accurately communicates matters of educational quality and institutional effectiveness to the public as well as all appropriate organizational entities, including State and Federal governments.

College of the Siskiyous meets this standard.

IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies

and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

The College demonstrates honesty and integrity in its financial reporting to the State and to the ACCJC, as demonstrated in its annual audits:

- [2013-14 Final Audit](#)
- [2012-13 Final Audit](#)
- [2011-12 Final Audit](#)

The College has demonstrated honesty and integrity in the management of the General Obligation Bond:

- Proposition 39 and Measure A General Obligation Bonds Performance Audit
- Schedule of Proceeds and Uses of General Obligation Bonds with Independent Auditor's Report

The College has demonstrated honesty and integrity in its Instructional Service Agreements with the San Francisco Police Department's P.O.S.T. Academy and with the Farmworker Institute for Education and Leadership Development ([FIELD](#)). These relationships are reflected in [Board Minutes, June 3, 2014](#) (see Item 32). The College also has agreements with Siskiyou County Health and Human Services, identified in [Board Minutes, July 1, 2014](#) (see Item 16); California Early Childhood Mentor Program, identified in [Board Minutes, October 7, 2014](#) (see Item 19).

The College also maintains integrity in its relationships with the California Community College Chancellor's Office, as evidenced by the awarding of the CTE Pathways Grant ([Board Minutes, February 4, 2014](#), Item 21) and General Obligation Refunding Bonds ([Board Minutes, August 5, 2014](#), Item 19).

Analysis and Evaluation

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. COS is diligent in its efforts and operates in compliance with all applicable regulations and statutes. The institution describes itself in consistent terms to the ACCJC and other applicable accrediting agencies (such as the Bureau of Registered Nursing and P.O.S.T.) and communicates any changes in its accredited status to the Commission, students, and the public.

COS maintains good relationship with the California Community College Chancellor's Office.

COS's partnerships with public and private agencies remain vigorous and productive in allowing us to offer strong Career and Technical Education and academic programs and services.

Within the public sector COS has a number of formal and informal partnerships with local, State, and national agencies: Cal Fire, Siskiyou Training and Employment Programs, San Francisco Police Academy, and the Siskiyou Sheriff's Office.

Within the private sector, COS has partnerships with FIELD, JEDI, NorCal, Mercy Medical Center, Mt Shasta, and Fairchild Medical Centers.

College of the Siskiyou meets this standard.

IC14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Page 12 of the [Faculty Contract](#) specifies Evaluation Criteria for Faculty that includes elements that contribute to student achievement and learning although neither of those is specifically called out.

The College's [Mission, Institutional Goals, and Core Values](#) also identify the commitment to high quality education.

The [College President states](#): "We are proud of our commitment to excellence and the variety of programs and services we offer our students."

The [Student Equity Plan](#) represents the College's commitment to high quality education for all students. The Student Equity Coordinator and members of the Student Equity Planning group will work in conjunction with the Director of Research to regularly review data pertaining to the Student Equity indicators and the Plan's implementation progress. Information will be disseminated to the campus and Board of Trustees twice a year.

Guidelines for [SSSP](#) state that "General research and evaluation on/of various success efforts/initiatives will be conducted and shared campus wide."

[Board Policy 1200](#) articulates the College's Mission. All Board Policies are in place to promote high quality education, student achievement, and student learning.

[Board Policy 3225](#) on Institutional Effectiveness states that, "The Board is committed to developing goals that measure the ongoing condition of the College's operational environment. The Board regularly assesses the District's Institutional Effectiveness."

[Board Policy 5050](#) on Student Success and Support Programs states that, "The purpose of this service is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements."

[Board Policy 5300](#) on Student Equity states, “The Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.”

Analysis and Evaluation

All small colleges must play a balancing act between budgetary concerns and providing a quality education. College of the Siskiyous is committed to providing high quality education, maximizing student achievement and student learning, which are viewed as being of paramount importance in the role that the institution plays in its service area. Recent improvements in COS operations, enhancements in the institution’s internal communications, improvements in linking Program Reviews and planning to resources, stabilization of the institution’s enrollment, and attainment of full restoration of FTES and the incumbent funding have had a significant impact on the College’s abilities to provide much needed resources. These improvements have significantly increased the institution’s ability to make significant strides in ensuring the delivery of high quality education and to continue to improve student achievement and student learning at COS.

Virtually every meeting of the Board of Trustees has included the sharing of information on efforts leading to improving educational quality, student achievement, or student learning.

Elements of the Faculty contract focus on quality teaching. Evaluations of Administrators and Staff include a focus on high quality education, student achievement and student learning. Board Policies focus on high quality education.

College of the Siskiyous meets this standard.

Institutional Analysis of Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard IIA: Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard

The College is guided by its mission and board policy in offering a variety of programs of study which are widely found throughout higher education. All programs culminate in degrees or certificates and include clear student learning objectives.

The College mission ([BP 1200](#)) sets the tone:

College of the Siskiyous promotes learning and provides academic excellence for today's global students through accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

The mission is expanded on by [BP 4020](#)

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes.
- Regular review and justification of programs and course descriptions.

- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.
- All new programs and program deletions shall be approved by the Board.”

The primary instrument for ensuring program appropriateness and quality is the Curriculum Committee Review process. All proposed programs and courses are routed through a rigorous process in which first the Dean, then the Articulation Officer, then the coding reviewer examines the proposal. Finally a full review by the Curriculum Committee sends the proposal on to the Academic Senate President, Dean of Learning Resources, Instruction Council, the Vice President of Instruction, and finally the Board. Every aspect of the program is examined at multiple levels. ([AP 4020 - Course Approval](#))

Curriculum Committee is also the filter through which program courses are initially examined and then reviewed every three years.

In addition, regular program review assures that programs remain relevant. Assessment of student learning outcomes is fed into the program review and is used to inform modifications in the program.

In Vocational Education, advisory committees regularly share their expertise with the College as to the relevance and appropriateness of programs in that area. This input is highly valued and used in making adjustments to programs.

Analysis and Evaluation

College of the Siskiyous meets this Standard. All instructional programs are tied to the institutional mission. They are all appropriate to higher education and result in tangible outcomes.

IIA2. Faculty, including fulltime, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The College ensures that curricular standards are met, maintained and improved through its Curriculum and Program Review Committees, both of which are primarily faculty bodies and oversee processes which are faculty driven; and through the faculty evaluation process which incorporates elements that ensures that the course is being taught to the course outline of record.

Curriculum Review

New course and program proposals are subjected to a rigorous curricular review by relevant offices and individuals on campus which collectively ensure that content and methods of instruction are consistent with accepted professional standards ([CCC Chancellor's Program and Course Approval Handbook](#)). The Division Dean, Distance Learning Coordinator, Articulation Officer, Director of Instructional Services, discipline faculty and finally the Curriculum Committee as a whole all examine the proposal as part of the curriculum review process. In addition all courses are on a regular three year review cycle. ([Curriculum Committee Homepage](#))

Program Review

All instructional programs and support services undergo an annual program review and a more rigorous three year review ([Program Review Homepage](#)). These reviews examine all aspects of the program, with the express goal of ensuring currency, relevance, and promoting strategies to promote student success.

Faculty Evaluation Process

The primary focus of the faculty evaluation process ([Faculty Contract, Article 7](#)) is to provide an opportunity for faculty to examine their own work with an eye to improving learning strategies and teaching and therefore promoting student success.

Analysis and Evaluation

College of the Siskiyous meets this Standard. Moreover, the College continues to improve the systematic processes with which faculty and academic administrators evaluate courses, programs, and learning support services.

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College ensures that student learning outcomes are identified for all programs and courses as part of the curriculum review process; the Office of Instruction reviews all syllabi to ensure that the student learning outcomes are included, and the Program Review Committee oversees the annual collection of assessments.

All Course Outlines of Record include the course student learning outcomes, the instructional methods with which those outcomes are addressed, the general method of assessing each outcome, and how each outcome maps to program or general education outcomes ([Sample COR with mapped SLOs](#)). Course outlines of record are on a three-year review cycle, ensuring currency.

At the beginning of each semester, the Office of Instruction collects syllabi for every course the College offers. Office staff then reviews every syllabus to confirm the inclusion of the student learning outcomes in each document.

Using CurricUNET, every faculty member can enter real-time data on student achievement of selected outcomes. Each faculty member is asked to assess a minimum of one outcome in each section of each course they teach each semester. (When CurricUNET fails, faculty enter their data using [Survey Monkey](#).)

Analysis and Evaluation

College of the Siskiyous partially meets the Standard. On the course level student learning outcomes are identified in the course outline of record and are communicated to students on the first-day handouts or syllabi. The College also has a procedure (using CurricUNET) for reporting the regular assessment of course outcomes.

At the degree or certificate level, program learning outcomes are identified and communicated in the College Catalog. Program learning outcomes are embedded within the course outcomes of the required courses for a degree or certificate. Assessment of program outcomes occurs at the course level. To improve data collection and analysis of program learning outcomes, the College is working with CurricUNET programmers to improve data systems.

IIA4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum

Evidence of Meeting the Standard

The College offers pre-collegiate coursework which is clearly identified as such using a clear numbering system. These pre-collegiate courses are supported with the same range of services that support collegiate coursework.

Pre-collegiate courses are numbered between 0800 and 0899 and carry credit, but are not degree-applicable ([COS Catalog, page 42](#)). The Academic Success Center (ASC) supports these courses with tutoring, Computer Lab, Math Lab, Writing Lab and workshops ([Academic Success Center](#)).

Analysis and Evaluation

College of the Siskiyous meets this Standard. Course numbering is clear in the College Catalog and the Schedule of Classes. Pre-collegiate courses are also identified in course descriptions as prerequisite courses where appropriate. Course sequencing of pre-collegiate courses is presented in flow charts in the Catalog and Schedule of Classes. After completing placement assessments, students are advised into appropriate-level

courses, and the complete pre-collegiate sequence of courses is explained to those who place into those levels. In all of its communications, the College clearly identifies which courses are pre-collegiate.

The Academic Success Centers are set up to provide learning support services to all students, including those enrolled in pre-collegiate courses. Instructors of pre-collegiate courses regularly utilize the ASC and have woven into their courses learning activities that require students to use ASC services.

IIA5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

The College relies on the expertise of the faculty and advisory councils, along with oversight from the Curriculum Committee and Articulation Officer to ensure that all degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Oversight from the Articulation Officer and Curriculum Committee also ensures that minimum degree requirements are 60 semester credits.

The Curriculum Committee is composed of a minimum of four faculty members as well as the College's Articulation Officer and the Vice President of Instruction. The Curriculum Committee uses criteria for approval of new courses and programs set forth in the California Community College Chancellor Office's [Program and Course Approval Handbook](#). The Curriculum Committee also uses criteria set forth by the Title 5 [Standards and Criteria for Courses and Classes](#). These criteria include regulations concerning the following:

- § 55002 on Standards and Criteria for Courses
- § 55002.5 on Credit Hour
- § 55003 on Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
- § 55063 on Minimum Requirements for the Associate Degree
- § 55070 on Credit Certificates
- § 55100 on Course Approval
- § 55130 on Approval of Credit Programs.

The College's courses and programs comply with the criteria in the California Community College Chancellor Office's Program and Course Approval Handbook as well as the criteria in the Title 5 Standards and Criteria for Courses and Classes. In addition 149 of the College's courses articulate with California State University 2014-

2015 Lower Division General Education requirements, or CSUGE ([College Catalog, page 38](#)). Additionally, 138 of the College's courses have been articulated to meet the 2014-2015 University of California and California State University Intersegmental General Education Transfer Curriculum, or IGETC ([College Catalog, page 39](#)). Also, 114 of the College's Courses have been articulated to transfer to Southern Oregon University to meet the 2014-2015 University Studies (general education) requirements, or SOU GE ([College Catalog, page 40](#)). Finally, 43 of the College's courses now have California C-ID approval, which means that they will transfer to any other California community college, and will also articulate to four-year universities that have approved articulation with that C-ID designation ([C-ID](#)).

The Curriculum Committee addresses the length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning by evaluating the following elements in every proposed new course and in every course that is due for three year review.

- Units and hours required to complete the course
- Prerequisites and advisories
- Transferability
- Justification and need for the course
- Student learning outcomes
- Methods of Instruction for achieving student learning outcomes
- Methods of assessment of student learning outcomes
- Link between student learning outcomes and GE SLO's for GE courses
- Work required outside of class
- Outline of course content
- Instructional materials including required textbooks
- Distance learning criteria ([Technical Review Checklist](#))

Faculty expertise, along with oversight and recommendations by counselors, the appropriate Dean, Articulation Officer, and Vice President of Instruction is relied upon during the course approval process and three year review process to help ensure appropriate course sequencing. Furthermore, the time to completion follows practices common to American Higher education and recommended by the Academic Senate for California Community Colleges ([The Course Outline of Record: A Curriculum Reference Guide](#)). Oversight by the Curriculum Committee, the Articulation Officer, and appropriate Dean is relied upon during the program approval process to ensure that minimum associate degree requirements are 60 semester credits ([Administrative Procedure 4020: Program and Curricular Development](#)).

To ensure that Career and Technical Education programs meet the above criteria, the College has also established Career and Technical Education Advisory Councils in the following nine programs: Administration of Justice, Alcohol and Drug Studies/Human Services, Business/Computer Arts, Computer Science, Early Childhood Education, EMT/paramedic, Fire/Emergency Response, Nursing, Welding, and Environmental Resources Power Generation ([Advisory Committee Agendas and Minutes](#)). These

committees are composed of industry specific experts who semi-annually review and evaluate vocational courses and programs. These advisory committees also evaluate and assist in the development of proposed CTE courses and programs prior to Curriculum Committee review.

Analysis and Evaluation

College of the Siskiyous meets this Standard. All of the College's degrees and certificates are conventional offerings; and all of the College's associate degrees require at least 60 semester units.

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

The curriculum review process ([Curriculum Committee Webpage, see Course Review](#)) provides a clear and extensive procedure to assure the quality and improvement of all programs offered at the College. This procedure ensures the appropriate depth and rigor by approval of individual course outlines that make up the program. The Curriculum Committee also reviews course sequencing and total number of units needed to complete a degree to make certain that students can attain their educational goals in a reasonable period of time. Once a program is approved by the Curriculum Committee, it is approved by the College through its regular process that includes approval by the Superintendent/President and the Board of Trustees prior to submittal to the Chancellor's Office for approval. The course and program review cycles provide for continuous monitoring of all of the courses and programs offered at College of the Siskiyous. Information gleaned from these activities ensure viability of these courses and programs. The academic deans, working with the faculty, design class schedules each term to ensure that students are able to complete their educational goals in a timely manner. Specific sequencing is provided in the [College Catalog](#) and [Schedule of Classes](#) for completion of programs in a two-year cycle.

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

College of the Siskiyous has developed an extensive video-conferencing network with classrooms at the Yreka Center and also in the high schools throughout the County ([COS Distance Learning webpage](#)). This videoconferencing capability addresses the College's primary challenge in serving its student population, as the College's service area is huge, with its population scattered. In addition, the College has a robust online schedule ([COS Online Schedule](#)). Teaching faculty use a wide range of methodologies, consistent with those used by faculty everywhere.

The full range of support services is offered on the main campus and on the Yreka campus: counseling and advising, disabled student services, tutoring, and orientation. The College publishes these services on its [Counseling web page](#), on the [Academic Success Center web page](#), and on the [Yreka Campus Services web page](#). The College also provides a complete range of support services to distance students. The College advertises these services in its [Distance Education brochure](#).

Analysis and Evaluation

College of the Siskiyous meets the Standard. The College provides a robust, full range of student support services at the main campus and Yreka center. The College also provides comparable services to distance students through its efforts in distance advising, tutoring, library services, and the Online Writing Lab

IIA8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College's only department wide course or program examinations exist within the Division of Career and Technical Education, and all relevant examinations are sanctioned by external discipline entities which perform these functions. Validation and reliability testing of these examinations, as well as controls for bias, are performed and assured by the agencies that create and/or publish these examinations:

1. Fire Technology (Multiple Certifications)
 - a) California State Fire Marshal
 - b) National Wildfire Coordination Group (NWCG)
 - c) CALFIRE
2. Administration of Justice (Multiple Certifications)
 - a) Commission on Police Officer Standards and Training (POST)
3. Welding Technology (Multiple Certifications)
 - a) American Welding Society (AWS)
4. Emergency Medical Services (EMT), Paramedic

- a) National Registry for Emergency Medical Services
 - b) California Specialist Training Institute (CSTI), Hazardous Materials (HAZMAT)
5. Nursing
- a) Department of Public Health, Certified Nursing Assistant (CNA)
 - b) Board of Vocational Nursing and Psychiatric Technicians, Licensed Vocational Nurses (LVN) Major and Certificate Program
 - c) Board of Registered Nursing, Registered Nurses (RN) Associate Degree LVN-RN Step-Up Program

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

The College uses the Course Outline of Record to ensure that student progress is linked to completion of student learning outcomes and that the assignment of units to student work is consistent with general accepted practice ([Sample COR](#)). The College does not offer clock hour based courses.

- Course outlines require student learning outcomes. The College of the Siskiyous' Curriculum Committee reviews each new and revised course to ensure student learning outcomes and assessments to measure these learning outcomes are identified. Instructors submit grades for each course based on the students' level of achievement of the learning outcomes. The institution awards credit, based on a recorded passing grade according to the uniform standards of [section 55023](#) of Title V of the California Code of Regulations.
- Requirements for credit (hours per unit) are included in each Course Outline of Record ([Sample COR](#)). These requirements for credit (48-54 hours per 1 unit of lab or 16-18 hours per 1 unit of lecture) are based on Title V of the California Code of Regulations [section 55002.5](#) and the COS Curriculum Handbook.
- To assure comparative consistency with other institutions of higher education, units of credit for courses are determined by the program faculty and the Curriculum Committee, with assistance from the Articulation Office and the director of Instructional Services.
- All course outlines identify the number of units that students will earn upon successful completion of a course. These units of credit for each course are publicized in the College Catalog and in the Schedule of Classes. Instructors also

include this information on their first-day handouts. Explanations of grades and how credit is awarded are also contained in the [College Catalog](#) (pages 15-17).

- The College also awards credit in accordance with [Board Policy 4100](#).
- Degrees and certificates are awarded based on successful completion of all courses included in that course of study.

Analysis and Evaluation

College of the Siskiyous meets the Standard. However, as noted in Standard IIA3, the College is working on improving its system for collecting and analyzing program learning outcome assessment data.

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

The College publishes its transfer of credit policies both online and in the [Catalog](#) (page 14). [Administrative Procedure 4237](#) outlines steps for determining transfer credits. Under the direction of the articulation officer, counseling staff promptly processes articulation requests, often utilizing discipline faculty as resources. The evaluation of these requests includes an examination of course descriptors, course content, and the expected learning outcomes of comparable courses.

The College has standing articulation agreements with many institutions, including the University of California system, the California State University system, Southern Oregon University, Oregon Institute of Technology, Simpson University, and many others; and agreements are established as necessary. The Counseling Office provides many [transfer resources](#) and information to students.

Analysis and Evaluation

College of the Siskiyous meets the Standard. Through its agreements with other colleges, COS is diligent in assuring that transfer courses are indeed comparable.

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning,

the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

For the purposes of this Standard the College considers a program as any course of study which results in a degree or certificate. All degrees include an associate degree general education component, and the College of the Siskiyous General Education program ([COS Catalog](#), page 36) includes components in communication, information, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. In addition, each degree has program-specific learning outcomes which are mapped to the student learning outcomes of the coursework required for the degree.

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

All of the College's degree programs include general education components which are based on the general education philosophy. ([COS Catalog](#), page 35) The GE philosophy was articulated by Academic Senate and appears in the College catalog on page 36. The learning outcomes that stem from the GE philosophy appear immediately after the philosophy in the catalog and collectively encompass the components listed in the Standard.

When a course is proposed for satisfying a general education component, faculty in the GE area are consulted as to whether the course learning outcomes meet the GE learning outcomes ([COS Catalog](#), page 36).

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College offers only associate degrees, all of which focus on specific disciplines, ([COS Catalog](#), page 41) and are centered on core courses within those disciplines which include learning outcomes that reflect the core theories, concepts and skills associated with each discipline.

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College has strong relationships with industry and licensing entities, ensuring that program competencies are relevant and current. The College maintains [Advisory Committees](#) composed of leaders in business, industry, professional organizations, public agencies, and private agencies. These Advisory Committees provide information to the College regarding industry standards and expected technical and professional competencies of program graduates.

Through the course syllabus, students are informed of the course Student Learning Outcomes each department has identified. Degrees and certificates are awarded upon completion of the coursework, certification and licensure requirements, and testing that are aligned with state and national skill standards and state and national testing. Licensure of successful graduates is listed on a national or state database. The student has therefore achieved a level of competency in each of the identified Program Learning Outcomes with the completion of all courses required for the certificates or degrees.

Examples of Career & Technical Education certification testing includes the following:

1. for Welding Technology:
 - American Welding Society Certifications
2. for Paramedic

- Paramedic National Registry Examination
- 3. for Administration of Justice
 - California Police Officer Service Training Certification (POST)
- 4. for Nursing
 - National Council Licensure Examination
- 5. for Fire Technology
 - California State Fire Marshal Certification
- 6. for Early Childhood Development
 - California Foster Care Licensure

Analysis and Evaluation

College of the Siskiyous meets the Standard.

IIA15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

[Administrative Procedure 4021](#), on Program Discontinuance/Modification, outlines steps to be taken in the event that a program will be eliminated. However, there is no provision in the AP guiding the College to ensure that students in discontinued programs are able to complete the degree or certificate that they started.

Despite that lack of guidance, during the College's only program elimination in recent memory (AY 2014-15), the College reached out to every affected student to ensure that he or she would be able to complete the program of study ([Environmental Resource: Power Generation, Spring 2015 class schedule](#)). The College's commitment to those students is reflected in that the ERPG courses for Spring 2015 were taught for those students with fewer than five students per section.

Analysis and Evaluation

The College meets the Standard; however, the administrative procedure that addresses program closure (AP 4021) contains no provision for ensuring that students will be able to complete the degree or certificate that they had started. AP 4021 is under review and will be revised to include such provisions.

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The

institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Instructional Program Reviews are performed annually. While the reporting mechanism has changed over the last few years for a variety of reasons, instructional programs have regularly evaluated themselves. The content and criteria of evaluation have remained relatively constant even though the reporting mechanisms or the report formats have changed. A regular component of that process has always been currency, quality and improvement. Much of the variability in format has arisen from difficulties in implementing the Program Review function of CurricUNET. Nevertheless, the Program Reviews for Academic Year (AY) 2012-13 and AY 2013-14 have been successfully completed, and the AY 2013-14 Program Reviews generated resource and personnel requests that fed directly into the budgeting and decision-making processes with which resources were distributed ([Instruction Council Minutes; January 30, 2015; Item 2](#)).

Though the link from Program Review to resource allocation has been implemented only within the last two review cycles, Program Reviews have always been used by each program to inform its decisions on how to improve student outcomes. The resurrection of Instruction Council (which was a component of the College's governance structure prior to 2010) and more diligent attention to Program Reviews is already enhancing the resource allocation process and other efforts to improve instructional programs.

Analysis and Evaluation

College of the Siskiyous meets the Standard. Faculty and academic administrators are committed to evaluating courses and programs, enhancing student learning, improving student achievement, and maintaining high quality instruction. The Program Review process is integral to the evaluation process; its primary intention is the improvement of programs and services.

Standard IIB: Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

The College of the Siskiyous meets Standard IIB1 by:

- Providing a staffed Library on the Weed campus and a staffed Academic Success Center (ASC) on both the Weed and Yreka campuses.
- Offering a variety of services through the Library and ASC that are designed to meet student needs including library collections, computer labs, tutoring, learning technology, and instruction.
- Making Library and ASC services available to all students regardless of location.

The Library, located in the Learning Resources Center (LRC), is open 8:00 a.m. to 5:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Friday while Fall/Spring classes are in session (a total of 42 hours per week). Staff help is available in person, by email, and by phone during all open hours; complete contact information is available on the [Library's website](#) (bottom of page). There are no weekend or evening hours, although in Fall 2015 the Library started offering “virtual reference desk” hours on Thursday evenings which will provide research assistance by phone, email, and chat. For the past several years, the Library has been open for four hours a day during summer session, Monday through Thursday (campus is closed on Friday). Hours are posted outside the Library and on the [Library's website \(hours\)](#).

Library staff work under the general direction of the Associate Dean of Learning Resources and Technology. Staffing currently includes a full-time Faculty Librarian, and two full-time 12-month Instructional Support Services 2–Library positions. Staffing has been cut from 2008 levels by 2.5 IIS2 positions, and the Library no longer has a full-time Director (the Associate Dean oversees several departments).

The Library has many study areas including study carrels, tables with chairs, and comfortable arm chairs. The Library provides a group study room (LRC 8) available on a first come/first serve basis. The room was recently upgraded and is equipped with a whiteboard, computer, flat-screen monitor, wireless keyboard and mouse, and is capable of playing both VHS video and DVDs. The Library also has 19 student computer workstations. A networked black-and-white printer is available for students free of charge; color printing is available upon request for a small fee (25 cents/page). A scanner

(free) and photocopier (10 cents/page) are also available. Information about study spaces, printing, and services are included in the Library's [FAQs](#).

The Library does not have a physical presence on the Yreka campus. In Spring 2014 the Library experimented with "bookmobile" library visits to the Yreka campus, setting up a reference desk where students could get library cards and ask for research help, and bringing a variety materials for people to check out ([emails and flyer regarding "bookmobile" project](#)). The Library has enacted other methods to serve Yreka students: Yreka students and staff can request that library materials be sent to Yreka for pick-up; information about this service is included in the Library's [FAQs](#). Library staff will travel to Yreka for instruction sessions.

The Library houses approximately 35,000 books, 49 current print periodical subscriptions, and 7,500 media titles (CCCCO Library Annual Data Surveys: [2010-2012, page 14](#); [2012-2013, page 5](#); [2013-2014, page 9](#)). The library budget has remained fairly flat. It has been difficult to maintain a sufficient print collection and have a robust online collection to support the College's many online and distance students. The print collection has suffered in terms of quantity, currency, and variety.

The Library maintains a Reserve Collection of textbooks for as many classes as possible each semester, focusing on required titles. Unfortunately, the Reserve Collection is not available for students who cannot visit the Library in person. Information about Reserves is on the Library's [FAQs](#) page.

Starting Fall 2014, the Library was able to offer limited [interlibrary loan \(ILL\) services](#) again to COS employees. ILL is not yet available for students. ILL expands the College's collection by allowing faculty and staff to have access to the materials they need, even if those materials are not in the Library's current collection. The Library was unable to offer ILL 2010 through 2014 due to staff and budget shortages.

The Library's 32 [online databases](#) provide access to over 55,000 online full text ebooks ([ebook collection data](#)), thousands of full text [online periodicals](#), and approximately 41,700 streaming video titles ([Films On Demand](#)). EBook collections from *ebrary* and *Credo* are continuously updated and weeded for currency.

Materials are chosen in a wide range of topics to support all courses in general, and sometimes to support a specific assignment. In general, materials are chosen using book, media, and database reviews. Requests from faculty, staff, and students are also considered.

The Library has focused on online collections to support Yreka-based programs, such as Nursing, by purchasing ebooks and a nursing article database, *CINAHL Plus with Full Text* (chosen by nursing faculty). Other online materials have also been specifically selected to support frequently offered online classes such as medical terminology ([Taber's Cyclopedia Medical Dictionary](#) for NURS 1045) and ENGL 1001 ([Oxford English Dictionary](#) online).

Online databases and collections provide excellent access to resources for students 24/7 regardless of location or mode of class delivery. Off-campus access to the Library's databases requires a library card number and password. Library cards are free for all currently enrolled students and can be requested in person or [online](#).

The Library website provides information about Library use and services, particularly in its FAQs and [“Services to...” fliers](#) (left sidebar). The Library's [“How do I...?” page](#) provides handouts and video tutorials explaining basic research skills and how to use the Library's online resources.

Online materials support instructor use as well, many of whom are out of the area. The format of these materials can be used with all courses regardless of location or means of delivery. Online materials include streaming video and text-based materials as well as some audio and visual materials. [Instructions for using online materials](#) are provided to instructors on the Library's [Services to Faculty](#) page. The Library sometimes offers workshops for faculty and provides [pre-approved Flex materials](#) (links on page 2).

Individual instruction is available in person at the reference desk, as well as by phone and by email. An [“Ask Us” form](#) is also available on the Library's website and is embedded in many of the databases. The Library began offering “virtual reference desk” hours one evening each week in Fall 2015, providing services during that time by phone, email, and chat.

With no faculty librarian May 2008 to March 2012, and only a part-time faculty librarian from March 2012 to July 2014, the Library was not able to offer much instruction for several years. In Fall 2014, with the start of the full-time librarian position, the Library was able to expand classroom instructional support for all classes, from English to Nursing to Spanish to Biology to Early Childhood Education ([class visitation schedule](#)). The Library is working to improve instructional support for online students and the library included improvement in this area as a goal in its [2015-2016 Program Review](#), (item 4b). Library instruction is available for all classes regardless of time (day and evening), location (Weed or Yreka), or mode of delivery (face-to-face, online, or videoconference).

The Library participates in the [Student Success Seminar series](#), offering free workshops on basic research skills such as using the library catalog, database searching techniques, and website evaluation. For the past several years the Library has offered six to eight seminars per semester, and recently one additional seminar in Yreka per semester. Students who participate in Weed Campus SOAR orientation sessions receive a library tour and overview of library services accompanied by a brochure.

The [Academic Success Center](#) (ASC) shares the Learning Resources Center building with the Library. The ASC provides students with help in math, writing, reading, and peer subject tutoring, and provides a computer lab, Student Help Desk, and a seminar series covering basic college success topics. While services have remained stable, the ASC has seen many changes in administrators, staff, and hours of operation since the last

comprehensive institutional evaluation. Currently the ASC is managed by an ASC Coordinator under the direction of the Dean of Liberal Arts and Sciences.

In general the ASC hours have matched those of the Library, but hours were reallocated in Fall 2015 for budgetary reasons. Fall 2015 hours are 9:00 a.m. to 2:00 p.m. Monday through Thursday and 9:00 a.m. to 12:00 p.m. on Friday with additional hours between 5:30 and 7:30 p.m. on Tuesday and Wednesday—a total of 27 hours per week. Hours and contact information are on the ASC home page.

All ASC services are free to students enrolled in Critical Skills Lab (EDUC 0670). EDUC 0670 is a non-credit course that is free for all currently enrolled students. When students enter the ASC they are asked to sign in in order to track course statistics and lab use. Drop-in students who are unaware of EDUC 0670 can easily enroll by filling out a brief add-form at the sign-in desk and then proceed to use the ASC.

The ASC is divided into several areas. The [Math Lab](#), located upstairs in the “loft” of the ASC, has a faculty member on duty at all times to assist drop-in requests for assistance or to match students with a peer tutor. Students wishing to make an appointment with a peer tutor can do so; peer tutors also accept drop-ins if they have no appointments scheduled. The Math Lab has 12 computers where students can work on Math homework and ask for help as needed.

The [Writing Lab](#) and [Reading Lab](#) serve as both a quiet writing area as well as an occasional classroom. Faculty and Writing and Reading Lab Specialists are available by appointment to assist students; if staff is available, drop-in sessions are welcomed. The Reading Lab is available for students who want to improve their reading comprehension, vocabulary, and word pronunciation; Writing Lab assistance is focused on all aspects of the writing process. Students working on papers can use the 12 computers in this area where they can easily ask for assistance from Writing Lab staff.

Online students can receive help with their writing assignments by using the Online Writing Lab, or OWL. The OWL appears as a separate classroom tab inside Etudes, the College’s online course management system, and allows students to submit papers easily and to get feedback on all aspects of writing, from grammar to citations to content—the same services available to them in person in the Writing Lab. The Writing Lab also has many helpful handouts available on their website’s [Resources](#) page for all students to use.

All registered COS students can make an appointment for free [peer tutoring services](#) in a variety of subjects, regardless of location. While most tutoring takes place in the ASC on the Weed Campus, tutoring sessions are also available on the Yreka Campus and in other locations. Tutoring that takes place off the Weed Campus may be in person or may use videoconferencing in one of the College’s distance education classrooms. Tutoring is currently in the process of acquiring a dedicated computer for online tutoring sessions and is pursuing using Net Tutor, offered through the Chancellor’s Office Online Education Initiative, for online tutoring as well. In recent years, the Tutoring program has provided between 2,275 and 2,851 hours of tutoring a year to over 100 individual students ([tutoring data, 2013-2015](#)).

The [ASC Computer Lab](#) consists of 23 computers, four of which are DSPS capable, two printers and three scanners. Select computers are loaded with specialized software such as *Kurzweil* for students with disabilities or *Photoshop* and *Gamemaker* which are being used by specific classes. LRC 2, a separate room near the ASC entrance, can provide 20 additional computers and a printer when it is not being used as a classroom. As is true in the Library, B&W printing in the ASC is free.

The ASC hosts a series of free workshops open to all students, staff and faculty called the [Student Success Seminars](#). Most are held in LRC 2; a handful of core seminars are offered on the Yreka Campus as well. Since Fall 2012, there have averaged approximately 75 seminars each semester covering a wide variety of topics (32 on average) such as handling text anxiety, MLA citations, and time management ([Student Success Seminar data](#)). Student Success Seminars are funded by California Community College Basic Skills Initiative.

The Student Help Desk is based in the ASC and has a variety of functions. Student Help Desk staff can help reset [Navigator](#) and [Student Email](#) passwords and assist students with resetting their [Etudes](#) passwords; help is available in person, by phone, and via email. The Help Desk is conveniently located next to the Computer Lab, and staff is also able to provide in-person support for students using the Computer Lab, such as assisting students with using software and answering computer-related questions.

The [Yreka ASC](#), located in the Yreka Computer Lab (Room 8), offers services similar to the main ASC on the Weed campus. In Fall 2015, the Yreka ASC was open 9:30 -5:00 Monday through Thursday (a total of 30 hours per week). Math or writing assistance is available during all open hours. Peer subject tutoring is also available; peer tutoring may be in-person or by videoconference. The Computer Lab consists of 26 workstations (one of which is DSPS capable), a printer, and scanner.

Analysis and Evaluation

The College of the Siskiyous meets Standard IIB1. The College provides a staffed Library on the Weed campus and a staffed Academic Success Center on both the Weed and Yreka campuses. Both the Library and ASC offer a variety of services that are designed to support student learning for all programs and subject areas. Generally, these services are available to all students regardless of location.

While COS does meet the Standard overall, there are few areas where the College sees room for improvement.

- The Library and ASC need to do more to raise campus awareness of their services, especially for Yreka-based and distance services. For example, many COS employees and students are unaware that they can have books sent to them at the Yreka campus, or that free tutoring services are available by other means (such as videoconference) if face-to-face is not possible.
- Shortfalls in the ASC budget caused a reduction in hours in Fall 2015. Facing a significant schedule change, the ASC saw an opportunity to offer some evening

hours, something students have often asked for but which budget and staffing did not allow. The next round of student surveys will provide insight into how well this reallocation of hours is serving them.

- The Library and ASC are often asked by students to increase their hours into the evening and on weekends ([Library student surveys, 2010-2015](#); [ASC student surveys, 2011-2014](#)). This is not possible at current staffing levels and will require an increased personnel budget. Further study is needed to determine whether or not additional hours would actually be used. The Library and the ASC now try to offer extended hours the week before finals.
- In recent years the Library has chosen to subscribe to large ebook databases in order to help maintain a book collection of sufficient quantity, currency, depth and variety and that is available to students at any location. Due to budget constraints, this has been at the expense of the physical book collection. The Library is working to find a better budget balance so that the physical book collection can also remain sufficient in quantity, currency, depth and variety and has included creating a collection development plan in its [Program Review](#) goals for 2015-2016.
- The Library does not currently have a physical presence on the Yreka campus. Creating one might improve the Library's ability to provide services to Yreka-based students and staff. Improving library services to the Yreka Campus has been included as a goal in the Library's Program Review goals for 2015-2016.
- The Library would like to have a greater role in supporting the College's Information Competency SLO (Area A) ([2015-2016 College Catalog](#), page 36). With the recent restoration of the full-time faculty librarian position, the Library is currently trying to rebuild its classroom instruction program for both face-to-face and online classes and has included this as a Program Review goal for 2015-2016.

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

College of the Siskiyous welcomes input from faculty and other learning support professionals when selecting and maintaining educational equipment and materials.

Library equipment and materials are selected and maintained according to this Standard. The library uses reviews from a variety of journals and other sources, such as [CCL-EAR](#) for database reviews, when selecting materials. The library solicits input from faculty for both the selection and deselection of materials by posting a general invitation for input on their [Services to Faculty webpage](#) and through direct requests. Examples of direct requests include faculty surveys regarding library needs, emails requesting input about specific resources, such as databases and ebooks, and communication with specific

instructors that have assignments involving library materials or about the suitability of specific titles in their area of expertise ([emails from librarian to faculty](#)). Library staff also works with instructors and the campus Book Store to compile an appropriate Reserve Collection of textbooks.

As a result of concerns voiced by faculty and learning support staff for English as a Second Language students, an online language learning program and other ESL materials were purchased for the Library. The Library sends updates to the campus regarding new materials, equipment, and services ([emails of Library updates](#)).

Recent collection decisions have been weighted toward online material to better support students enrolled in the College's many online courses, as well as the faculty teaching them. In AY 2010-11, 65.8% of the library's collection expenditures were for ebooks and other online resources ([2012 Library Expenditure Report](#)). In AY 2013-14, that number increased to 74.1% ([2014 Library Budget](#)).

The Library selects and maintains equipment in a similar manner. For example, DSPS staff were involved with the relocating of a video enlarger from the library to a more useful location ([emails from librarian to DSPS staff](#)). The Library also works closely with Technology Services, such as when purchasing new computers. The support of Technology Services is also essential for computer and printer maintenance. Maintenance for other equipment, such as the security gate system and microfilm reader, are purchased on an as-needed basis.

The Technology Services department handles selection and maintenance of technology-related equipment across campus. Technology Services has standards for equipment purchase and maintenance; however, if faculty or staff wish to purchase equipment outside of those guidelines, they can discuss this with Technology Services. Technology Services reviews and approves all technology-related purchases. Technology Council, which includes faculty, learning support services, the Associate Dean of Learning Resources and Technology, and Technology Services staff members often discuss the selection and maintenance of technology-related equipment. Discussions are reflected in Technology Council minutes (such as [December 1, 2014](#); [January 22, 2015](#); and [February 26, 2015](#)).

In the last [Educational Master Plan](#) (page 44), Information Technology goal 1.2 stated "Decisions around technology are collectively made between Technology and Student Learning and are aligned on all campuses." While progress towards meeting this goal faltered due to staff changes and shortages, the [EMP Implementation Plan Final Report](#) shows commitment to meeting this goal by recommending that it be included in the next planning cycle.

A "[help desk](#)" program allows anyone on campus to easily submit a request to Technology Services for equipment installation, maintenance, software installation or updates. The Technical Services Help Desk received an average of over 1,300 requests annually from 2008 to 2014, indicating the widespread campus use of this service ([Help Desk Usage spreadsheet](#)).

The College relies on the staff expertise in the Administrative Services office to select and maintain the copying equipment used by faculty and all areas of campus to support the College's programs, services and mission. [Copier statistics](#) are used to decide the machines to be provided and where they should be located. For example, Administrative Services will look at use statistics for a particular location and make sure they have provided a machine that has the appropriate copying capacity. Maintenance is provided either a machine lease or service contract and coordinates with the Administrative Services office. Routine needs such as toner, staples, and paper can also be requested through Administrative Services. COS currently maintains two faculty copy centers on campus, in ESTC 104 and LRC 3.

Faculty also have the opportunity to provide input into Instructional Equipment purchases made by the College. Academic Program Review provides a framework for faculty to share their expertise on the educational equipment and materials needed to support student learning by assessing and documenting these needs. [Instruction Council](#) relies on this faculty input when prioritizing and awarding Instructional Equipment funds, activities which are documented in Instruction Council meeting minutes (see [September 28, 2011](#); [January 18, 2012](#); [February 29, 2012](#); [March 21, 2012](#); [November 9, 2012](#), [February 15, 2013](#); [April 5, 2013](#); [May 3, 2013](#); [September 5, 2013](#); [October 3, 2013](#); [November 7, 2013](#); [December 5, 2013](#); [November 24, 2014](#); [December 8, 2014](#); [January 23, 2015](#); [January 30, 2015](#)).

Analysis and Evaluation

The College meets this Standard. The selection and maintenance of educational equipment and materials is accomplished with the input of faculty, librarians, and other learning support professionals. We have made improvements in this area over the last few years, particularly in the areas of Technology Services with the reconvening of Technology Council and by creating stronger ties between Program Review and Instructional Equipment purchases. The College will continue to look for ways to improve selection and purchasing processes in order to continue to meet these standards.

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Academic Success Centers and the Library evaluate their services using methods such as student surveys, class evaluations, and student participation data.

In general, students are happy with the services they receive from the ASC and the Library. For example, when the ACT Student Opinion Survey asked about their

satisfaction with “Library/Learning Resource Center facilities and services,” students responded that they were more than satisfied, a rating that was above the national norms ([2012 ACT Student Opinion Survey, page 6](#)).

Other student surveys also show that, overall, students are happy with Library and Academic Success Center services. The Academic Success Centers on the Weed and Yreka Campuses both periodically survey students who use these services to determine whether or not their needs are being met and if not, how services might be improved (see [Library survey results, 2010-2015](#), and [ASC survey results, 2011-2014](#)). For example, in addition to anecdotal feedback, a Spring 2013 ASC student survey showed that some students felt the noise level was impacting their ability to study. As a result, Supervised Tutoring for student athletes (EDUC 0596) was relocated to the enclosed space of LRC 2, which reduced noise in the general computer area while still allowing student athletes to take advantage of ASC services. This shift was addressed in the ASC’s [2013-2014 Program Review](#).

Student surveys also address EDUC 0670’s Student Learning Outcome. Most students (usually 80% or more) who use ASC services such as the Computer Lab, Writing or Reading Lab, Math Lab, and Tutoring describe their learning experience as having “learned a few things” or, most often, “learned a lot.” They also comment on specific help they have received in completing assignments.

As a result of student surveys requesting additional open hours, the Weed ASC and the Library piloted a program during the Fall 2014 semester to extend the hours during the week prior to finals. The students that took advantage of this opportunity appreciated it ([“Extended Hours” funding request and report](#)).

For the past several years, the Academic Success Centers on both campuses have offered [Student Success Seminars](#). After every seminar students are asked to evaluate the session. The evaluations provide necessary feedback to ensure the seminars are meeting student needs. Since the Spring of 2014, the Library has included additional questions on [the evaluations](#) that tie into the SLOs for each library-related seminar.

The Library also encourages students to fill out evaluations after in-class visits. Many questions on the evaluations tie into the SLOs for the class ([sample assessment instrument](#)). When library class visits include a hands-on practice worksheet, the completed worksheets are used as assessment tools. If a follow-up library visit is scheduled, the evaluations and worksheets also provide useful feedback on topics that need to be explained further in the follow-up visit. All feedback is used to improve the presentation of material in library classes ([sample assessment results](#)).

Many Library class visits and seminars also support the College’s General Education SLOs for Information Competency (Area A) ([College Catalog](#), page 36), especially “locate and evaluate for credibility information provided by the Library, Internet resources, and other sources.” For example, the Library now works with many English classes to help ensure that students meet the Information Competency SLO as well as similar individual class SLOs. The Library also supports this SLO through class visits

across the disciplines and Student Success Seminars such as “Website Evaluation” and “Library Research Basics.”

Another indication that the Library is helping to meet this institutional SLO is in the 2012 ACT survey results: 51% of students said that “The Library provides information and instruction for students to help them develop good research skills” ([ACT Survey, Question #27](#)). Only 5.8 percent of ACT survey respondents felt the Library was not helping them to develop these skills (the other students were either neutral or did not respond). In the Fall 2014 and Spring 2015 [library surveys](#), 74% of responding students feel that “library staff help me *learn* how to find credible information in the library, on the Internet, or using other sources.”

Analysis and Evaluation

Both the Weed and Yreka Academic Success Centers and the Library periodically survey the students who use their services to determine whether or not their needs are being met and if not, how services might be improved. Reducing noise in study areas and offering extended hours the week before finals are two improvements that have been inspired by student feedback.

Both the Library and the ASC acknowledge that they need to improve in survey regularity: student surveys have not always been conducted on a regular basis due to yearly staffing changes. The Library and ASC would also benefit from surveying students who are not using their services; this feedback could offer valuable insights on possible improvements.

The Library and both the Weed and Yreka Academic Success Centers collect student evaluations after classes, such as in-class library visits and Student Success Seminars. Student feedback has been valuable for improving these services.

The Library gathers materials use statistics, student surveys, and faculty and staff input to help evaluate their Library’s physical and online collections, all of which support learning and achievement.

The College of the Siskiyous meets this Standard.

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

College of the Siskiyous meets Standard IIB4 by:

- Documenting formal partnerships with outside organizations
- Evaluating outside library/learning support services for suitability
- Making sure that outside library/learning support services meets the College's requirements for data security, reliability and maintenance.

The COS Library, like most libraries, collaborates with commercial vendors and other organizations in order to provide a full range of library services. Formal vendor contracts for services include:

- OCLC/WorldShare Management Services, for integrated library system and ILL ([OCLC/WMS purchase proposal, 2012](#); [OCLC/WMS Service Agreement, 2012](#))
- EZProxy, for off-campus access to online materials ([EZProxy contract, 2012](#)).
- EBSCO Subscription Services, for managing print periodical subscriptions ([EBSCO Print Periodical contract, 2015](#)).
- Better World Books, for handling some of the Library's discards and unwanted donations ([Better World Books contract](#)).
- Fleming Bookbinding, for microfilming of newspapers ([Fleming Bookbinding contract, 2015](#)).

The Library reviews vendor services to make sure they best meet the Library's needs and all contracts are reviewed to ensure that they provide reliable maintenance and service and adequate security.

The Library is a member of the California Community Colleges [Council of Chief Librarians](#) which provides us membership in the [Community College Library Consortium](#). As a Consortium member the College receives discounted rates on databases, continuing education opportunities and a supportive network of colleagues. The COS Library is also a member of [LVIS \(Libraries Very Interested in Sharing\)](#), a national interlibrary loan group that agrees to share its materials for free with all other LVIS members.

Most of these partnerships and memberships require annual renewal and the Library evaluates them on a regular basis to make sure that they are still meeting the College's needs.

The COS Library has informal partnerships with the Siskiyou County Libraries as the need arises. We help each other with newspaper microfilming projects, the public library shares their courier for exchanging interlibrary loan materials, and the COS Library provided staff meeting space and expanded public computer access after the Weed Branch Library burned down in the Boles Fire in September 2014 ([informal partnership with public library](#)).

The COS Academic Success Center does not have any similar partnerships or contracts.

DSPS and Distance Learning work with [Distance Education Captioning and Transcription \(DECT\)](#) (at College of the Canyons) and the [Alternate Text Production Center \(ATPC\)](#) to provide classroom materials in alternate formats. Both are state-funded programs that the College can participate in as a California community college; there is no contract other than the individually authorized paperwork involved for each unique project. DECT captions audiovisual materials for the hearing impaired and ATPC will convert materials into Braille for the sight-impaired. DSPS and Distance Learning have found both services to be reliable and very helpful for supporting students.

Analysis and Evaluation

College of the Siskiyous meets this Standard. Services are evaluated before entering into contracts and to make sure that an outside library or learning support services meet the College's requirements for data security, reliability, and maintenance. When the Library and Learning Support Services agree to a formal collaboration, they take the time to maintain appropriate documentation and periodically evaluate services. The COS Library and Learning Support Services will continue current practices to maintain meeting this Standard.

Standard IIC: Student Support Services

IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

The College evaluates the quality of student support services through the use of the national surveys such as Community College Survey of Student Engagement ([CCSSE](#)) and Survey of Entering Student Engagement ([SENSE](#)). There are specific questions added on the CCSSE and SENSE surveys which ask about the College's student support services and results are used to make changes as needed.

The service areas have done program reviews to assist in evaluating the quality of student support services:

- Counseling and Support Services: Focused Program Reviews [2011-2012](#), [2012-2013](#), 2014-2015; Comprehensive Program Review [2012-2013](#)
- Health Services: Focused Program Review 2010-2011
- Student Life: Focused Program Reviews [2011-2012](#) and [2014-2015](#)
- Student Activities: Focused Program Reviews [2011-2012](#) and [2012-2013](#)
- Enrollment Services (Admissions/Records and Financial Aid): Focused Program Reviews [2011-2012](#), [2012-2013](#), and [2014-2015](#); Comprehensive Program Review [2012-2013](#)

Analysis and Evaluation

The first non-instructional program reviews were completed for 2011-2012. In 2011-12 and 2012-13 Student Services areas were asked to do “focused” program reviews, and in 2013-2014 the College completed a “comprehensive” program review, which changed to a narrative format. Student Services has completed program reviews each year consistently, in accordance with the format the departments were directed to use.

The College meets this Standard and will continue to use service area program reviews in addition to the CCSSE, SENSE, and other instruments regularly to evaluate and enhance programs and services in Student Services, regardless of location and means of delivery. Additionally, more data will be collected as a part of the Student Equity Plan and Student Success and Support Program plan (SSSP, formerly Matriculation), and can be used in evaluating the quality of student support services. The Student Services staff will also use more student surveys to gather specific data around particular questions or issues that are presented.

IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes through the regular use of the service areas' Program Reviews and the [Educational Master Plan implementation](#). Data from MIS (Management Information System), surveys, and Banner are utilized in these program reviews. Changes are made as needed based on this data and anecdotal information. Additionally, the College has written a [Student Equity Plan](#) as well as a [Student Support and Success Program plan](#) (SSSP, formerly Matriculation) which incorporated data from the [College's Scorecard](#).

Analysis and Evaluation

The College meets this Standard. Student Services has consistently assessed outcomes since the 2010-2011 academic year via area program reviews, the Educational Master Plan implementation, and categorical year-end reports.

IIC3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

The following support services are provided at the Weed and Yreka campus as well as via online/web-based portals, unless otherwise noted.

Admissions & Records: The Enrollment Services Office was responsible for the admissions and registration process of the College. Service quality in addition to fore-mentioned national surveys, anecdotal reports and student complaints/issues are often addressed through advisors and counselors and was reported to the Director of Enrollment Services.

Academic Advising/Counseling: Counseling area staff meet twice a month to discuss service to students (regardless of location or delivery method). Specifically, after each semester's registration period the advisors and counselors debrief and evaluate issues, concerns, and highlights of the registration period. In addition, the advisors, counselors, and Associate Dean of Student Success have regular personnel evaluations which include student feedback.

Assessment: The COMPASS assessment and multiple measures are used to place students into math and English courses. The Chancellor's Office approved assessments can be taken off site and scores submitted for use in placement. The English and math

faculty reviewed the assessment cut off scores for course placements on a regular basis. Recently, the English faculty requested use of a different writing assessment, based on their evaluation of the original writing assessment, to supplement placement into English courses. The math faculty added an optional diagnostic math assessment which could be used in lieu of the original math assessment score, should the student place higher. This change was offered and made available to students in the spring 2013 semester. These additional assessments were offered only at the Weed Campus.

Career: Career services include individualized appointments with a certificated counselor trained in career assessments, choosing a major in student success seminars, individualized open lab career assessment course ([GUID 0991](#)) and a two unit, transferable career and life planning class ([GUID 1002](#)). Each of these courses ends with a survey on which the students indicate their favorite and least favorite assignment and why. The instructor has made course improvements based on this student feedback each semester.

Categorical/Grant Funded Programs within student services also have periodic audit reviews of student files. There is also anecdotal and survey feedback from students, parents, and college employees regarding quality of services which are used when considering changes to programs and services. Categorical and grant programs through the California Community College Chancellor's Office and the US Department of Education such as Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education (EOPS/CARE), Student Support Services–TRiO (SSS), California Work Opportunities and Responsibilities to Kids (CalWORKs), and Disabled Students Programs and Services (DSPS) continually review their policies and processes to ensure that the programs are providing quality services as well as timely access.

Financial Aid: The financial aid program consists of federal and state funded monetary assistance to students who meet specific requirements dependent upon the type of aid being sought. The College must also meet requirements in order to continue providing this service to students. Guidelines are followed to ensure that students receive their appropriate funding in a timely and efficient manner. Service quality is part of the national surveys, and anecdotal feedback from students is relayed to the Director of Financial Aid.

Health Services: The Health Fee provides students with accident coverage, personal mental health counseling, and free access to the Health Clinic (on the Weed Campus). Personal counseling is provided by certificated counselors and/or licensed therapists. Mental health counselors are scheduled based on student need and feedback. The Health Clinic is run through a local medical service and adheres to standards of medical practices. Student concerns or issues related to mental health counseling would be brought to the attention of the Associate Dean of Student Success and/or Vice President of Student Services. Concerns about the student insurance/accident coverage and/or Health Clinic would be brought to the attention of the Director of Student Life and/or Vice President of Administrative Services.

Orientation: Students who are pursuing any College of the Siskiyou certificate, associate degree, or transfer requirements are required to participate in Siskiyou Orientation, Advising, and Registration (SOAR). Students are encouraged to attend orientation in person but have the option to complete it online. Online orientation has an evaluation “test” at the end of the program. The face-to-face orientations are concluded with both the evaluation “test” and with an advising-and-registration meeting with an advisor or counselor who solicits verbal feedback regarding orientation information.

Personal Counseling: The College employs part-time licensed therapists to provide free short-term personal counseling to students, available by office appointment or phone. The College originally used one therapist, but the increased need for services resulted in the hiring of another. An additional full-time, certificated counselor was hired in August 2015, and as a result, one part-time therapist is now available and additional hours are provided as needed by the certificated counselors. Students’ feedback regarding the quality of their service is given in an informal way to advisors and counselors. Changes or concerns are addressed by the Associate Dean of Student Success as appropriate.

Student Activities: The Associated Student Board (ASB) serves as the coordinating body for all clubs and provides opportunities for club representatives to meet and share ideas for increasing and enhancing the activities program. The ASB office is located in an office within the John Mantle Student Center and is operated by ASB Senators. ASB is supervised by the Assistant Director of Student Life.

Transfer Services: The College provides transfer assistance to students to ensure their smooth transition to a baccalaureate institution. Services offered include a transfer library, individual appointments with academic counselors trained in transfer preparation, articulation agreements with several transfer institutions, an Articulation Officer who keeps up-to-date information, guidance with utilizing ASSIST.org (California’s official statewide repository of transfer articulation), and a yearly college fair with college and university representatives. In addition to these services, students who qualify for the federally funded Student Support Services (SSS) program can receive services such as field trips to universities, financial aid/scholarship/college application assistance, cultural activities, student success workshops, and additional academic services.

Analysis and Evaluation

The College meets this Standard, but acknowledges improvement can/should be made. Unless otherwise noted, all services listed above are available to students at both campuses, online, and at distance education sites. In some cases, online services are available more days and hours than in person services.

While state and/or federal entities require provision of these services, and national and local surveys and anecdotal data provide feedback on appropriateness, comprehensiveness, and reliability of these services, additional information will be obtained from online and distance education students.

IIC4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College provides co-curricular and athletic programs to serve the mission of promoting learning, providing academic excellence, and contributing to students' social and cultural dimensions of their educational experience.

The co-curricular programs include [student organizations](#) such as Phi Theta Kappa International Honor Society, Associated Student Board (ASB), and other student activities and clubs such as Intervarsity Christian Club, Drama Club, Community Band Club, Photography Club, and more. Club recognition must be student-driven and approved by the [Associated Student Board](#). Each recognized club is advised by a COS employee, which ensures COS responsibility and control over program and club finances. Club recognition, events, and procedures follow [student club guidelines](#) developed by the ASB ([AP 5400](#), [AP 5410](#), [AP 5420](#)).

The [athletics programs](#) function within the guidelines of the California Community College Athletic Association (CCCAA) and hold memberships in the Golden Valley Conference and Nor Cal Football Conference. The athletics program offer sports for both men and women as per [Title IX guidelines](#).

Analysis and Evaluation

The College meets this Standard. The co-curricular and athletic programs are an important part of the social and cultural experiences in students' educational program. The College is located in a rural area with minimal student-focused community activities, and the College is a vital resource of social and cultural activities for its students.

IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling and/or academic advising programs to support student development and success through the cohesive [Counseling and Support Services](#) Office (formerly Counseling Department). Each counselor and advisor is trained on certificate

and degree requirements, transfer requirements, programs and services offered on campus and well as on transfer campuses, and programs and services offered in the community. Counselors and advisors regularly participate in professional development conferences and trainings. The advisors and counselors regularly meet bi-monthly for services evaluation, procedure development, and training. Counselors and advisors meet with students and provide them with relevant information related to their stated goal and/or need. The Student Success and Support Program (SSSP) Plan requires evaluation of education planning services, and data is being collected for review and evaluation.

Analysis and Evaluation

The College meets this Standard. The counselors and advisors meet regularly to ensure they keep updated on academic requirements, graduation/transfer policies, and other training to ensure student success. Meeting notes are taken informally, and summary hard copy notes are available with the Associate Dean of Student Success. Student evaluations and informal feedback assist counselors and advisors in their delivery of information. Formal evaluations for counselors and advisors are done annually and are on file with Human Resources. Required SSSP Plan Final Reports are submitted annually.

IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

Through [Board Policy 5010](#) on admissions and concurrent enrollment and [Administrative Procedure 5010](#) on admissions, the College has adopted and adheres to admissions policies consistent to the mission of the College. In accordance with [Board Policy 5052](#), the College remains open access to any student 18 years of age or older. [Administrative Procedure 5011](#) outlines instructions for admission of K-12 students. Applications for certain vocational and technical education programs are open to qualified students meeting program requirements according to their policies and procedures. Admission criteria are advertised and published in program literature and the College website. Academic advisors and counselors are trained and versed in educational planning and pathways towards degrees, certificates, and transfer goals.

Analysis and Evaluation

The College meets this Standard. The admission policies of the College are directly in accordance with Title 5 of California regulations; procedures for admission into specific career and technical programs require continual training and updates of the counselors and advisors. Counselors are invited and attend Career and Technical Education (CTE) advisory committee meetings on a regular basis, in order to stay updated on program

changes. Any changes to admission policies or procedures are vetted through the newly re-established Student Services Council and discussed with the counselors and advisors as needed. No changes are needed with current admission policies and procedures.

IIC7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

College of the Siskiyous is an open access institution and therefore does not utilize an admission instrument.

The College uses [ACT COMPASS](#) in the advising and educational planning process. COMPASS is a standardized placement assessment, and is one of the [approved instruments](#) of the California Community College Chancellor's Office (CCCCO). The College does accept other CCCCCO approved assessments from other community colleges. The math and English departments regularly evaluate the cut scores for accurate placement. In addition, multiple measures are used to help inform proper and appropriate placement. Once the California Common Assessment is implemented, College of the Siskiyous will use it as required by the CCCCCO.

Analysis and Evaluation

The College meets this Standard. Because the Common Assessment is not yet finalized, the College continues to use its current assessment process until directed otherwise by the CCCCCO.

IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

In accordance with [Administrative Procedure 5040](#), the College maintains student records in locked cabinets and rooms, with archived information in a separate secure location on campus. Electronic information is protected by industry standard firewalls and security systems through the Information Technology Department. The Internet Native Banner (INB) system houses the FERPA release of information for individual students in the SPACMNT tab (Comments section), and available to appropriate Student Services faculty, staff, and administrators. No information is given to students without verifying identity and/or appropriate security code. No information is given to anyone who does not have an educational need to know without written authorization and identity verification from the student. All temporary, permanent, and student employees are

required to be trained in the Family Educational Rights and Privacy Act (FERPA) prior to having access to confidential information. Records which can be destroyed are done so under the guidelines of Title 5 and federal procedure in accordance with [Administrative Procedure 3310](#).

Analysis and Evaluation

The College meets this Standard. The procedures and policies in place regarding FERPA and the release of information are established and consistently used within the student services faculty, staff, and appropriate administrators. No staff, faculty, or other persons who do not have the educational need to know are given access to individual student information. No changes are needed in this area.

Institutional Analysis of Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IIIA: Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Through its hiring policies and practices, the College makes every effort to employ the highest quality administrators, faculty, and staff in order to ensure the quality of its programs and services and to accomplish its mission.

[Board Policy 7120](#), “Recruitment and Hiring,” establishes the basic requirements of recruitment and hiring practices at the College. This policy establishes that the expected qualifications for academic employees are identified by the Board of Governors of the California Community Colleges. The Board of Governors follows guidelines established by the Academic Senate of California in its document [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). This policy also establishes that qualifications for classified staff are established in coordination with the local chapter of the California School Employees Association (CSEA).

Procedures for selecting and hiring employees of the College are contained in Administrative Procedure 7120.

Board Policy 7120 is available on the COS website. Selection criteria and procedures are publicly available and clearly spelled out in all hiring brochures and position announcements. Position announcements are available on the College’s website through the Human Resource Office’s “[Job Opportunities](#)” page

Hiring procedures are also described on the College’s website through the Human Resource Office’s “[Hiring Procedures Information](#)” page.

Hiring criteria are also contained in the College's Equal Employment Opportunity Plan, which establishes the College's commitment to following California regulations in Title 5 and [Board Policy 3420](#) on Equal Employment Opportunity.

Job descriptions outline the duties, responsibilities, and authority for every position occupied at the College—classified, management, administrative. All job descriptions are publicly available on the College's website on the Human Resource Office's "[Job Descriptions](#)" page. When job announcements and position brochures for advertised positions are created, the information for them comes primarily from the approved job descriptions. Evaluation Criteria for faculty—including scope, duties, responsibilities, and authority—are contained in the [Faculty Bargaining Agreement](#) (Article 7), which is also publicly available on the College's website from the Human Resource Office's "[Faculty Employee Information](#)" page.

All final candidates for each open position have reference checks done by the Hiring Committee Chairperson. This is done prior to a job offer being made by the Human Resources Executive Director. Prior to checking references the candidate authorizes the College to investigate their references, work record, education and other matters relating to their suitability for employment by completing an Application Information Form and submitting it to the Human Resources Office. At least three references are called by the Committee Chairperson. A standard Reference Contacts form is used to ask a range of questions and record the answers. The College President makes the final hiring decision after references are checked, and the Human Resources Executive Director is the one who makes the official job offer after everything is confirmed. [Administrative Procedure 7126](#) references background and reference checks for employees.

Analysis and Evaluation

The College maintains highly qualified personnel in every position. Minimum qualifications, duties and responsibilities and general authority are set for each position. The College adheres to these minimum qualifications in its hiring practices and decisions in order to maintain the high quality of program and services at COS.

For applicants for full- and part-time faculty positions who do not meet the precise minimum qualifications, [Administrative Procedure 7211](#) on "Faculty Service Area, Minimum Qualifications, and Equivalencies" is followed. The equivalency review process begins with a review of the applicant's equivalency application by discipline faculty who have expertise in the subject area.

Regarding recruitment for faculty positions, current faculty are consulted regarding the job announcement to ensure that the most updated and relevant information regarding qualifications and duties is included in all recruitment materials. Due to their expertise in teaching and learning, the faculty plays a significant role in the recruitment and recommending applicants to hire for faculty positions, for both full-time and part-time positions.

As Job Descriptions are revised and updated they go to the College of the Siskiyou Governing Board for approval and are then posted on the website. Recently, the College underwent a Salary and Job Classification Study so all job descriptions were thoroughly reviewed and if necessary, updated.

The Classified Collective Bargaining Agreement in Article 10, Review of Job Descriptions and Salary Schedules, outlines the process of minor changes to Job Descriptions, Job Description Reviews, and Classification and Salary Studies.

When revisions to job descriptions are made for administrative or administrative support/management positions, they are taken to the Board for approval. Revisions to job descriptions for classified bargaining unit positions are completed by submitting the revisions to the CSEA Negotiations team and all employees in the classification. Those changes are then formally negotiated with the bargaining unit and taken to the Board for final approval.

The District began a classification and salary study in Fall 2014 for both the Classified Bargaining Unit and the Administrative Support Management groups. Part of that process included updating the specifications for all classifications.

Hiring procedures for faculty, administrators, and classified staff are available upon request. Although at the time of writing, the procedures are not posted on the website, each is in the process of being converted to Administrative Procedures so that they are easily available to the public.

The College meets this standard.

IIIA2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

College of the Siskiyou [Board Policy 7120](#) states that “Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.” The policy goes on to say, “The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate’s role in local decision-making.” Board Policy 7210 outlines minimum qualifications for Academic Employees.

A candidate for a faculty position is screened for meeting minimum qualifications by the HR Department after examining college transcripts to determine if the candidate’s degree matches the degrees listed in the job announcement and in the [Minimum Qualifications for Faculty and Administrators in California Community Colleges \(2014\)](#), a handbook of the California Community College Chancellor’s Office. If a candidate

does not meet these qualifications exactly as stated, then the candidate is required to fill out an [“Application for Equivalency.”](#)

In March 2015, a revised equivalency procedure was approved and is included in [Administrative Procedure 7211](#) on Faculty Service Areas, Minimum Qualifications, and Equivalencies. As indicated in the procedure, discipline faculty play a large role in recommending equivalency in their specific discipline and in the composition of the Equivalency Committee. The faculty members on the committee serve three-year, staggered terms. The Committee is composed of five faculty members (two from Liberal Arts and Sciences; two from Career and Technical Education, and one from Kinesiology) and one administrator.

The equivalency review process begins with discipline faculty assessing the applicant’s equivalency application and transcripts and making a recommendation to the Equivalency Committee. The Equivalency Committee then reviews the equivalency application materials and takes action on whether or not to recommend equivalency to the Superintendent/President. The Superintendent/President then forwards to the Board for action to grant or deny the equivalency request. The Equivalency Committee meets as needed to address equivalency applications. Minutes are kept for each meeting by the Secretary to the Equivalency Committee.

Copies of transcripts are allowed with the application, but upon job offer, official transcripts are required. In addition, all Job Announcements note that Non-U.S. degrees are to be translated at the time of application. Information regarding translation of Non-U.S. degrees can be found on the Human Resources Job Opportunities webpage using the link to [Foreign Degree Evaluation](#).

College of the Siskiyous does not have job descriptions for Faculty at this time, but does offer a comprehensive job announcement under which each full-time faculty member is hired. The job announcements describe similar criteria as would be described in a Job Description, such as minimum and desired qualifications, discipline, general duties and expectations. Included in each faculty job announcement are the duties and responsibilities. Faculty job announcements are linked on the [Human Resources Job Opportunities webpage](#). Each faculty job announcement contains the following description related to professional and curriculum development:

Remain current in field; develop, maintain and evaluate curriculum including development and assessment of student learning outcomes [emphasis added]; select textbooks; evaluate course materials; interact with faculty and staff in other areas of instruction and participate in the development of instructional methods, technology, and materials; work with peers in higher education, and where appropriate, business and industry to maintain currency of instructional programs.

In the [Bargaining Agreement](#) with College of the Siskiyous Faculty Association CCA/CTA/NEA Appendix H, page 64, a required element of the faculty self-evaluation includes “documentation that two assessment instruments from the previous two years address outcomes listed in course outlines.”

Analysis and Evaluation

The College meets this standard by following the minimum qualifications established by the Board of Governors, as well as screening, equivalency, and hiring processes that ensure faculty have the appropriate degrees, credentials, professional experience to teach in their disciplines. Faculty job announcements and evaluations of faculty include the responsibility to develop and assess student learning outcomes. In addition, faculty are required to address assessment of outcomes in their self-evaluation.

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District as outlined in [Board Policy 7250](#), “Educational Administrators.” Applicants for educational administrators positions must demonstrate that they meet the minimum qualifications established by the Board of Governors of the California Community colleges as specified in the [Minimum Qualifications for Faculty and Administrator Handbook](#) from the Chancellor’s Office of the California Community Colleges, which are enumerated in Title 5, Section 53420: (a) possession of a master’s degree; and (b) one year of formal training, internship, or leadership experience reasonably related to the administrator’s administrative assignment.

Minimum qualifications are included in job announcements for educational administrator positions require: that at minimum applicants have the education and work experience as required by Title 5, Section 53420. When announcing openings for educational administrative positions, the College requires three years of administrative or management experience. In addition, some educational administrative positions require teaching or counseling experience at the post-secondary level. Examples of desired qualifications for educational administrator positions include doctorate, teaching at the community college level, and administrative experience in higher education. Screening criteria include verifying a candidate’s demonstrated competencies in planning, goal setting and measurement, budgeting, management and leadership. (See sample job announcements on the College’s [Job Opportunities webpage](#).)

The administrator evaluation process includes criteria in the evaluation survey instrument, self-evaluation, and supervisor evaluation documents that require an opportunity for reflection and feedback on an administrator’s effectiveness particularly in the areas of planning, establishing goals and objectives, and budget management.

Administrators regularly attend conferences and professional development activities provided by the Chancellor’s Office, the Community College League of California

(CCLC), or their respective groups (CEOs, CIOs, CSSOs, CBOs, Counselors, and Career and Technical Administrators) to stay current on requirements for ensuring academic quality and institutional effectiveness.

Analysis and Evaluation

Job announcements for educational administrator positions include minimum qualifications as provided in Title 5, Section 53420, and desired qualifications that further delineate the education, training, skills, or abilities used to help identify the best candidates to manage the assigned student services or educational area. Transcripts are used to verify educational experience, and reference checks for the final candidate are completed to verify past experience.

The educational administrator evaluation process provides an opportunity to give feedback and suggestions for improving their effectiveness as an administrator, particularly in the areas of planning, goals and objectives, and budget management.

The College meets this standard by hiring qualified educational administrators. In addition evaluating and providing professional development opportunities to stay current in their assigned areas promotes continued progress in institutional effectiveness and academic quality.

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Minimum and desired qualifications are included in every job announcement. Job announcements for current openings can be found on the College's [Job Opportunities webpage](#).

The Human Resource staff is responsible for screening applications for minimum qualifications. Only those that meet the minimum qualifications are forwarded for consideration in the hiring process.

The successful candidate must provide official transcripts—administrators, faculty, and staff—for any position that requires a college degree. Transcripts are reviewed to ensure the college or university is an accredited institution from one of the six regional accreditation bodies.

As noted in job announcements, applicants with degrees from non-U.S. institutions must, at the time of application, provide credential evaluation documentation verifying that their transcripts have been evaluated by a transcript evaluation company that provides validation of the degree and its equivalence to a degree earned in the United States.

Applicants with degrees from non-U.S. institutions are directed to [instructions on foreign degree evaluation](#) on the College's Human Resource web pages.

Employees' transcripts are maintained in the employee's personnel file in the Human Resource Office.

Analysis and Evaluation

The College meets this Standard. In addition to the evidence of actual transcripts and credential evaluation services documentation (if applicable) in employee files, the College also includes on every job announcement, whether for administrative, management, faculty, or classified positions, the requirement that all degrees and credits earned in fulfillment of minimum requirements must be from regionally accredited colleges and universities.

IIIA5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Full-time and Part-time Faculty: The [Collective Bargaining Agreement](#) (CBA) between the Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA includes both full-time and part-time evaluation details under Article 7, Evaluation of Faculty. In the CBA, the language refers to the standards, components and process for tenured, non-tenured, and part-time faculty. Appendixes G, H and I contain the standard evaluation of candidate for tenure form, first meeting checklist, and student survey form. Criteria for the evaluation are detailed in Article 7.1 of the Faculty CBA. Non-tenured faculty members are evaluated in years 1, 2, and 4. Tenured faculty members are evaluated once every three years. Actions regarding renewal of contracts for non-tenured faculty are taken to the Board in March of each year. The Board considers whether to grant another contract or issue a non-renewal notice. Faculty receive official notice of the Board's action.

The Faculty CBA requires evaluations for part-time faculty teaching at least 25 hours in a semester. Faculty who meet that criteria are evaluated during their first semester and again at least once every 6 semesters they are employed. Part-time faculty teaching less than 25 hours in a semester are evaluated at the discretion of the District. The part-time faculty process consists of a student evaluation survey, classroom observation and evaluation by a peer (full-time faculty member), and a self-evaluation. All evaluation documents are then reviewed by the appropriate Dean and Vice President. The

Administrators have an opportunity to comment on the evaluation documents. Part-time faculty receive a letter outlining the part-time faculty evaluation procedure as well as the criteria to be used by the peer evaluator during the classroom observation; and the process for administering the student evaluation survey.

Superintendent/President: [Board Policy 2435](#) and [Administrative Procedure 2435](#), “Evaluation of Superintendent/President,” authorize the guidelines and requirements for the evaluation of the Superintendent/President. The process is conducted annually by the Board of Trustees and is based on the goals set by the Board and administration. According to Board Policy 2435, criteria for the evaluation are outlined in the administrative procedure, the Superintendent/President job description, and the performance goals and objectives developed in accordance with [Board Policy 2430](#), “Delegation of Authority to the Superintendent/President.” Feedback from constituent groups is solicited as part of the evaluation process.

Administrators: An Administrative Evaluation process/timeline is followed. The process requires a supervisor evaluation, self-evaluation, as well as feedback from employees the administrator works with on a regular basis. The list of survey participants is developed annually by the supervisor and administrator being evaluated. The survey results are incorporated into the evaluation. The administrator meets with his or her immediate supervisor to discuss the evaluation documents. The forms for the [self-evaluation](#) and [supervisor evaluations](#) include twenty performance indicators that are measured. The completed evaluation is then forwarded to Human Resources for filing in the employee’s personnel file. This is an annual process with a target completion date of June 1.

Classified and ASM: Annual evaluations are required for CSEA and ASM employees. CSEA evaluations are covered in the [CSEA Bargaining Agreement](#), Article 11. ASM employees follow a similar process. New employees serve a twelve month probationary process. Three evaluations are conducted during the twelve month period at 3, 7, and 11 months. The evaluation form used for CSEA employees is Appendix D of the CSEA Bargaining Agreement and includes nine job performance criteria. The [ASM evaluation form](#) is located on the Human Resources website.

The evaluation notice, including job description and evaluation form is sent to the supervisor along with required timelines. There are nine job performance criteria for CSEA employees and 21 for ASM employees. The notice is sent to the supervisor one month in advance of the due date. In the event an evaluation is not received by the deadline, additional reminders are sent.

The Human Resources Director reviews and signs off on evaluations for classified and ASM employees.

Supervisors are encouraged to communicate with employees if a performance issue arises. The Human Resources Director provides assistance and guidance in this area if needed. The College uses progressive discipline to assist employees with correcting any performance deficiencies. The [FRISK Model](#) is used to provide an easy template for

documentation. Forms are available on the Human Resources website to assist supervisors in their documentation.

All evaluations are filed in the employee's personnel file.

Analysis and Evaluation

Full-time Faculty: Currently the criteria for evaluation and the evaluation forms are focused primarily on teaching faculty. The District is currently negotiating with faculty to have more detailed job descriptions for different types of faculty (instructors, counselors, librarians, coaches). This along with standard evaluation forms for counselors, librarians and coaches will provide better measurement of their performance.

Part-Time Faculty: There is little to no feedback offered to part-time faculty after the evaluation process and the timeline is not effective. It often takes longer than the fall semester to gather the documents from both the evaluator and candidate for evaluation. An analysis should be conducted of the part-time faculty evaluation process particularly the timeline, how often evaluations occur, feedback to part-time faculty at the conclusion of the process, process for dealing with substandard evaluations, and involvement of the Dean.

Communication to faculty regarding completion of the evaluation process for both part-time and full-time faculty needs to be more regular. At times that communication has been late.

Classified Staff: The most difficult portion of the process is receiving the evaluations back from the supervisor on time. Probationary employees need to have their evaluations returned in a timely fashion.

The District and CSEA have tentatively agreed to a new evaluation form. It is anticipated this new form will be used beginning in Spring 2016 after the contract changes have been ratified. Supervisors will be trained on the use of the new form.

Administrators and ASM: Although a process has been followed, there is not currently an Administrative Procedure for evaluation of administrators or Administrative Support/Management employees (ASM). In Fall 2015 the College completed a draft of an Administrative Procedure for evaluating administrators, and it anticipates developing an Administrative Procedure for ASM employees during the Spring 2016 semester. With turnover of senior level administrators and interims filling those positions, the completion of administrator evaluations has been sporadic.

The ASM Meet and Confer team has expressed interest in reviewing the evaluation procedure and forms used for ASM employees. The College will work with this group on their request.

Human Resources staff will be working with Executive Cabinet on putting in place improved communications regarding evaluation responsibilities and timelines. More frequent follow-up with assistance from senior level administrators will be part of the

new process. Supervisors not complying with evaluation timelines will receive feedback regarding their lack of timeliness in their evaluation.

The College meets this standard and has plans to improve its processes.

IIIA6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Student learning outcomes are evaluated through the Program Review process; the use of the results of the assessment to improve teaching and learning are officially documented in Program Review. Consideration of how faculty and administrators use assessment of student learning outcomes to improve teaching and learning is currently not a component of faculty evaluations, although full-time faculty are required to provide evidence of assessing SLOs in their self evaluations ([Faculty Bargaining Agreement, Appendix H](#)).

The current Faculty Bargaining Agreement is silent on the issue of using assessment results to improve teaching and learning ([Article 7.1](#) on evaluation criteria for faculty). The current template that is used during the tenure review process does not include this topic as a criterion for evaluation. The surveys that students complete during the evaluation process also do not mention this topic. However, faculty are evaluated on the following criteria which are associated with assessment of student learning outcomes:

- Faculty must include student learning outcomes on their course syllabi. Evidence for this requirement is in the Faculty Handbook ([Appendix B](#)) and in the [template for syllabi](#), also known as first-day handouts. Syllabi must also explain to students how grades will be calculated. This assumes that assessment results will be used to calculate end-of-term grades. The thoroughness of instructors' syllabi are evaluated, and if faculty neglect to include SLOs and descriptions of assessment methods on their syllabi, they receive recommendations to do so.
- Tenured and tenure-track faculty are required to participate in program review. The program review process includes the reporting of assessment results and discussions of those results leading to course and program improvement plans. Instructors' participation in all aspects of Program Review is a component of the evaluation process, including their work with SLOs and assessment; so the opportunity exists to discuss and reflect on their use of assessment results to improve teaching and learning.
- Full-time faculty are required to provide evidence in their self-evaluation that assessment instruments address SLOs.

Administrator evaluations are conducted by survey. The most recent surveys of academic administrators did not include items related to using assessment of student learning to improve teaching and learning.

A question was added to the CSEA evaluation instrument to address employees who are directly responsible for student progress toward achieving stated student learning outcomes. This evaluation instrument will be implemented in Spring 2016.

Analysis and Evaluation

Although current evaluation templates for faculty and administrators do not contain evidence that employees' evaluations include as a component a discussion of how these employees use SLO assessment results to improve teaching and learning, it cannot be assumed that faculty and others who are directly responsible for student learning do not in fact use assessment results to improve teaching and learning. It's just that such matters are not documented in the evaluation processes for faculty, instructional staff, and academic administrators.

Recognizing that evaluations of personnel who are directly responsible for student learning should comply with this Standard, the bargaining teams for the District and for the faculty have included assessment of student learning, and the use of assessment results to determine improvements to teaching and learning, in the current negotiations. The College has recognized that these job duties need to be added into the official job description for faculty and to be included as a component of the evaluation process.

The College meets this standard.

IIIA7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The College maintains a sufficient number of prepared and experienced faculty, both full-time and part-time, and has planning processes in place to identify faculty hiring priorities annually. As of fall 2014, the number of full-time faculty had declined, falling from 51 in 2009-10 to 34 in 2014-15. The number of part-time faculty has remained fairly consistent, hovering between 140 and 160. All current faculty, full-time and part-time, meet minimum qualifications or the equivalent as determined by the College's Equivalency Committee. ([Equivalency Committee agenda/minutes](#))

Of the 34 full-time faculty, two hold Bachelor's degrees, 27 hold Master's degrees, and 5 hold a doctoral degree ([College Catalog 2015-2016](#), pages 31-34). One of the two instructors with a Bachelor's degree is working towards a Master's degree, and one of the instructors with a Master's degree is enrolled in a doctoral program.

The Faculty Obligation Number (FON) for Fall 2015 was 32.40. At 32.45 full-time faculty, COS is slightly over the required FON. The College is currently conducting a search for four full-time instructors during the Fall 2015 semester and anticipates conducting searches for several more full-time instructors during the Spring 2016 semester.

Full-time faculty members contribute to the institutional mission and purposes and are well represented on district committees ([Faculty Committee Roster 2014-2015](#)). They offer their knowledge and expertise on a variety of District matters.

Each fall the Academic Senate creates a list of potential new faculty hires for the next academic year. Requests are based on data analysis provided by Program Reviews. The requests are brought forward to Instruction Council where all of the requests are prioritized based on input from the Dean or department. The Superintendent/President, in consultation with the Vice President of Instruction, reviews the prioritization list and determines the number of full-time faculty the College can hire based on the predicted budget for the coming academic year. A Faculty Position Proposal form is used to gather information regarding the number of sections, FTES, students, and degrees/certificates. Beginning Fall 2014, the requests for additional faculty have been extracted from the CurricUNET/Program Review resource request form.

The College has a pool of qualified part-time faculty members who teach the majority of classes throughout the schedule. All faculty who teach online classes must be trained on effective use of the online course management system before they can teach online.

Analysis and Evaluation

The District is able to meet student demand with the existing number of full-time and part-time faculty. The College hires qualified faculty and has a planning process that assures dialogue and shared decision making on the highest priorities for faculty hiring. These processes help assure a sufficient number of faculty are in place by identifying the most critical district needs for faculty based on the number of current students while meeting the full-time Faculty Obligation Number (FON).

The College meets this standard.

IIIA8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

College of the Siskiyous is a rural community college that has 34 full-time faculty members and between 140 and 160 part-time/adjunct faculty members. The institution is

made up largely of part-time/adjunct faculty members to serve the College and community. This includes the Yreka campus as well as extensive online offerings.

According to the College of the Siskiyous [Academic Senate Constitution](#), Article III – Organization:

- The Senate is the official body representing the academic and professional interests of the faculty of the College.
- Part-time faculty are represented on the Senate by up to five part-time faculty members who may serve on the Electorate of the Senate.
- The executive and legislative power of the Senate shall be vested in the Senate of the Whole, which is to be composed of all members of the Electorate.

For matters of working conditions, part-time faculty are represented by the College of the Siskiyous Faculty Association/CCA/CTA/NEA.

College of the Siskiyous has the following procedures in place to meet the requirements of Standard IIIA8:

- Orientation: The College requires that all part-time/adjunct employees attend an orientation meeting prior to classes beginning each semester. This is a requirement and all part-time/adjunct instructors receive pay for these orientations. If instructors are new, they are required to attend the New Part-Time/Adjunct Orientation and returning faculty are required to attend the Returning Part-Time/Adjunct Faculty Orientation.
- Evaluation of Part-Time and Adjunct Faculty: The College requires that all part-time/adjunct faculty be evaluated once in their first semester and then once every six semesters. This evaluation is conducted by full-time faculty members of various disciplines. The evaluations include student evaluations and peer evaluations. The evaluations are then submitted to the appropriate academic Dean. The adjunct instructor is then required to respond with a self-evaluation before the end of the term.
- Professional Development: The College offers professional development opportunities for all part-time/adjunct faculty members. This is not mandatory for part-time faculty members. However, it is made available at the beginning of each semester. All full-time and part-time/adjunct faculty are encouraged to attend. These are Flex activities that are scheduled for full-time faculty members to meet Flex obligations and increase learning in different areas. Part-time/adjunct faculty members are also encouraged to attend. However, they are not required to complete Flex hours and therefore do not receive any Flex funding. Part-time/adjunct faculty receive funding for staff development opportunities. Part-time/adjunct instructors are eligible for \$100 per year for staff development funds. These funds are on a first come and first serve basis.
- Integration into Life of the Institution: In addition to professional development activities at the beginning of each semester, part-time/ adjunct faculty members are also encouraged to attend Academic Senate meetings, departmental meetings that are representative of their discipline, back-to-school Orientation Days,

Planning Days, and CCA/CTA faculty Association meetings. Part-time/adjunct instructors who teach two or more classes have the option of holding office hours. Part-time/adjunct instructors are paid for one office hour per week with a teaching load of 40% or more.

Analysis and Evaluation

College of the Siskiyous meets this standard. Part-time faculty are evaluated if they meet the criteria outlined in their bargaining agreement, are required to attend orientations, are provided opportunities for professional development, and are integrated into the College through orientations, departmental meetings, Flex activities, opportunities to attend the Academic Senate, and paid office hours.

IIIA9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

Since 2009 the number of FTE classified support and professionals has decreased and from 109.9 in 2009 to 68.4 in 2013 (source: [Chancellor's Office Data Mart](#)). This equates to a 38% decrease in FTE classified support and professionals. The decrease in staffing corresponds with a similar decrease in FTE Students going from a high annual in 2009 of 2,938.69 to a low in 2011 of 2,214.41 or a decline of 25%. Decline in enrollment has meant the College had a lower operating budget, which also occurred during budget decline at the State level. To cope with budget reductions, one strategy was to reduce staff. Between 2009-10 and 2012-13, 39 positions were eliminated or restructured and some positions were left vacant. The reductions occurred across all employee groups and totaled 26.29 FTE employee reduction which saved the district a grand total of \$1,789,151 with \$1,212,709 savings in the general fund and the other \$278,250 from restricted funds.

The Program Review process identifies the staffing needs in each area. Unfunded positions recommended as a result of program review are compiled into a list and considered during the budget development process. A Position Requisition Form was instituted in Spring 2015 ([Position Requisition Form](#)). The form is used by supervisors to request positions be filled either due to a vacancy or to request new positions. The form is then routed to the appropriate Dean/Director and then Cabinet level administrator. The request is then discussed at Executive Cabinet meeting for final decision on filling the position or not. Discussion at Cabinet includes whether the position is in the approved budget. If the position is not included in the budget, further discussion must occur to determine if the position will be put on hold until the annual budget development process or if funding can be identified for the position within the current budget.

Analysis and Evaluation

Due to the struggling economy and declining FTES production from 2009 to 2013, some positions that were vacated due to retirements or resignations were left vacant or restructured. Only essential positions were refilled. As of 2014-15 FTES are 2,727.71 which is still 211.48 FTES below the highest point in 2009. Due to recovery of FTES and strengthening of the economy, the College has begun restoring positions that had been left vacant for several years. In addition, beginning in the Spring of 2014 the College has been adding new positions as the College has been reorganizing. There are areas on campus where staffing is sufficient, and others where increased staffing is still a need.

The College meets this standard by hiring a sufficient number of qualified classified staff that are within the College's budget and plans for positions that are not budgeted. The process for reviewing and ranking unfunded positions could be improved to provide an opportunity for more dialogue prior to final decisions on unfunded positions, keeping in mind that staffing for ASM and CSEA is not as cyclical as faculty positions; and ASM and CSEA positions may be vacated at any time during the year.

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The number of administrators has increased from 6 in 2009 to 10 in 2013 (source: [Chancellor's Office Data Mart](#)). Between 2009 and 2013 the following changes to the composition of the administrative group occurred.

- Vice President of Student Services and Vice President of Instruction positions were combined into one position: the Vice President of Student Learning.
 - Net Change: 1 Administrative Position reduction
- Dean of Career and Technical Education and Dean of Liberal Arts and Sciences positions were combined into one position: Dean of Student Learning
 - Net Change: 1 Administrative Position reduction
- Two positions in the ASM group absorbed some of the Vice President duties requiring
 - 2 Administrative Positions added: Director II, Student Success, and Director II, Student Life.

- 2 ASM Positions eliminated: Director, Student Housing, and Director, Title III/Mesa
- Director, Library Services administrative position combined with Telecommunication Specialists.
 - 1 ASM Position eliminated: Telecommunication Specialist
- Director, Yreka Campus ASM position combined with Director, RHSI administrative position.
 - 1 ASM position eliminated: Director Yreka Campus
- Executive Director of Human Resources position added
 - Net Change: 1 Administrative Position added
 - 1 ASM position eliminated: Director, Human Resources
- Director, Health, Physical Education and Recreation/Athletic Director
- Director, Nursing
 - 2 Faculty positions eliminated
 - 2 administrative positions added

The changes resulted in 4 additional administrative positions and 4 fewer ASM positions and 2 fewer faculty positions.

The economy and budget had an impact on hiring vacant administrator positions, and some were left vacant or filled by interims. In July 2014 the permanent Superintendent/President position was hired. In October 2014, a permanent Vice President of Administrative Services was hired. The decision was also made to eliminate the Vice President of Academic Affairs position and hire two Vice President positions (Student Services and Instruction). Those positions were filled in August and September 2014. The Executive Cabinet is now functioning with all permanent employees for the first time in several years. Two administrators who had been serving in interim roles reverted back to their permanent positions (Associate Dean, Student Success and Counseling and Dean of Liberal Arts and Sciences) in August and September 2015 respectively.

When recruitment for administrators occurs, job descriptions are reviewed for currency and relevance. Revisions to job description or salary range are taken to the Board for action. Job announcements are developed in accordance with approved job descriptions. All job announcements include minimum and desired qualifications. HR staff screen applications to determine if minimum qualifications have been met before including the application in the pool for screening committee review. Reference checks for finalists conclude the screening process so that a job applicant's work experience can be confirmed. Transcripts are required from the applicants to verify degrees. Some administrators have longevity with the College and in conjunction with qualified new

administrative hires, provide the continuity and leadership that help sustain the College's mission.

Analysis and Evaluation

Due to the economy and declining FTES production, some positions that were vacated due to retirements or resignations were left vacant or restructured. Only essential positions were refilled. COS was able to restore its FTES in 2014-15 to the funding CAP of 2,727.71, which is still 211.48 FTES below the highest point in 2009. Due to recovery of FTES and the economy, the District has been able to refill some positions that had been left vacant.

The College meets this standard.

III A11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Human Resources Department develops policies and procedures impacting personnel of the District after consultation with district administration, legal counsel, and constituent groups. Policies and procedures that affect only internal operations are developed by Human Resources and are vetted through the participatory governance processes. Those policies then go to the Board for final approval, and procedures are reviewed by the Board.

Policies and procedures that are determined to be subjects of mandatory bargaining, such as leave policies and procedures, have been negotiated with the bargaining units, and are brought to the Board for final approval.

Once approved, policies and procedures are publicized through internal communication such as email, or through an online training system, and are made available through Human Resources. Board approved policies and procedures are available for public review and comment at Board meetings and through the participatory governance process. The policies and procedures are updated on the College's website by the President's Office (see [Board Policies](#) webpage and [Administrative Procedures](#) webpage). Collective bargaining agreements are also available in hard copy or on the Human Resources website ([CSEA Collective Bargaining Agreement](#) and [Faculty Collective Bargaining Agreement](#))

Administrators, supervisors, and union representatives are provided with the most up-to-date information regarding policies and procedures relevant to their area and are required to undergo appropriate training. They are also directly guided by human resource personnel for all instances. When guiding administrators, supervisors or union

representatives in managing any circumstance, the human resource department uses suggested language and templates provided by legal counsel.

Board policies and procedures include information regarding resolution if employees perceive that policies and procedures are not equitable or have not been consistently administered. The following policies and procedures assist with this:

- [Board Policy 3410](#) on Non Discrimination and [Administrative Procedure 3410](#) on Non Discrimination
- [Board Policy 3430](#) on Prohibition of Harassment and [Administrative Procedure 3430](#) on Prohibition of Harassment
- [Board Policy 7360](#) on Discipline and Dismissal: Academic Employees
- [Board Policy 7365](#) on Discipline and Dismissal: Classified Employees
- [Administrative Procedure 7365](#) on Discipline Procedure for Classified Employees
- [Administrative Procedure 7216](#) on Academic Employees: Grievance Procedure for Contract Decisions
- [Faculty Bargaining Agreement](#), Article 6: Grievance Procedure
- [CSEA Bargaining Agreement](#), Article 6: Grievance Procedure

The District makes every effort to resolve employee disputes, complaints, and grievances at the lowest level, either at the supervisory level or through a meeting with management and the bargaining unit representatives. When such efforts fail, the above-mentioned policies, procedures, and labor contracts provide for other forms of resolution, including appeals to the Board and mediation.

Analysis and Evaluation

The College meets this Standard. Current policies and procedures are applied consistently and equitably to all employees. The Colleges publishes all personnel policies and procedures for easy public access.

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College demonstrates understanding and concern for issues of equity and diversity through a variety of policies and practices exhibited by district board policies and administrative procedures.

From the Board Policies and the procedures and practices of the Human Resources Office listed below, there is evidence that the College meets the standard. All the policies referenced here are available on the COS Home Page for [Board Policies](#).

- [Board Policy 3410](#) on Non Discrimination states “the District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.”
- [Board Policy 3420](#) on Equal Employment Opportunity – Hiring Criteria states that “the Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.”
- [Board Policy 7100](#) on Commitment to Diversity states in part the following: “The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.”

In addition to the Board Policies outlining the procedures the following practices of the institution support its overall objectives in meeting this standard.

The College’s Equal Employment Opportunity (EEO) Plan has been revised to include the new model language provided by the State Chancellors Office. All job announcements for administrative and faculty positions and classified positions contain language that conveys the district’s commitment to diversity and non-discrimination. This includes the requirement that candidates must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students ([sample job announcement](#)).

Human Resource provides each hiring committee an [EEO Checklist](#) that is reviewed and completed by the EEO Representative on the committee. This checklist asks ten questions to help ensure a fair and equitable hiring process. EEO Representatives are trained prior to serving in that role. As of Spring 2015, there are nine EEO representatives. The college is in the process of providing training to additional staff to serve in this capacity.

The College provides the hiring committees with sample questions to choose from when identifying interview questions for their candidates. At least one question on diversity is always included. This question not only serves as a means for the committee to gauge a candidate’s sensitivity to the issue, but it also serves to reinforce to the committee the importance of the issue to the hiring committee.

Each individual that applies for and fills out the COS job application provides vital demographic information to the Human Resource Office when completing the Application Cover Sheet from the HR Office to assist in assessing the effectiveness of the Colleges’ Equal Employment program.

Examples of recognition of diversity and equity include the provision of medical benefits for domestic partners and their immediate families; medical leaves for domestic partners; sexual harassment prevention training in the new employee orientation, new and part-

time faculty orientation, and new faculty mentor program; EEO presence in hiring to ensure equity; FLEX and staff development programs for faculty; and staff development programs for classified, managers, and administrators.

[Board Policy 3435](#) and [Administrative Procedures 3435](#) on Discrimination and Harassment Investigations guide the process for investigating complaints. The [Unlawful Discrimination Complaint Form](#) provides a mechanism to begin the process of investigating complaints while at the same time reinforcing the College's value of diversity.

Analysis and Evaluation

The College meets this standard. The [mission, vision, values, and goals](#) include statements that imply equity:

- “provides academic excellence for students of Siskiyou County, the State of California, the nation, and the world.”
- “Our decisions and actions reflect honesty, trust, and respect for all.”
- “Our decisions and actions reflect open-minded, transparent dialogue.”
- “Promote and support education goal completion for all students.”

Consistency in including the diversity and equity statement in all job descriptions and job announcements for all positions is needed. As job descriptions are revised and new jobs are announced, they will include the statement.

In order to expand support for diverse personnel and ensure equitable hiring, the College will complete the review and approval process for the EEO Plan, substantially increase the number of trained EEO representatives, consistently include diversity requirements in job descriptions and announcements, and regularly analyze data to identify any negative impact on equity and diversity in the hiring process.

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

In June 2012 as part of an on-going review of Board Policies, the Board reviewed the Board Policies in Chapter 3, General Institution. [Board Policy 3050](#), Institutional Code of Ethics, was reviewed during that time and no revisions were made to the Board Policy. In September 2012, College Council reviewed the Board Policy and revised it to permit groups on campus to have their own code of ethics as long as it did not conflict with the institutional code of ethics.

Following the revision to Board Policy, sample ethics procedures were taken through the participatory governance process and employee groups provided feedback and input. Employee groups also had the option of creating an ethics statement specifically for their

groups. Classified, administrative support management, and administrative employees decided not to develop an ethics statement specifically for their groups.

In November 2012, [Administrative Procedure 3050](#), Institutional Code of Ethics, was approved by College Council and reviewed by the Board in December 2012. This procedure defines the expectation of professional ethics. The Code states that “each employee is charged with personal responsibility to demonstrate a commitment to excellence in education without compromise to the principles of ethical behavior, and to uphold the District’s Code of Professional Ethics.” The Code of Professional ethics details twelve areas of focus for employee’s behavior and standard of conduct. The procedure also includes language that employees who violate the code of ethics will be subject to appropriate sanctions.

Professional standards for faculty are spelled out in the [Faculty Handbook](#) on page 27, “Professional Ethics Statement.” The professional standards include responsibilities to stay current in their academic discipline, to encourage active learning, to support their students, and lists of responsibilities to colleagues, the College, and the community. The faculty has had an ethics statement for a number of years, and their Professional Ethics Statement was last updated August 2013.

In addition to the Institutional Code of Ethics, there are several other written policies and procedures pertaining to ethics and district employees. Employees who violate any of these may be subject to discipline under the Education Code and relevant collective bargaining agreements.

- [Board Policy 3040](#) and [Administrative Procedure 3040](#) prohibit harassment and unlawful discrimination
- [Board Policy 3410](#) and [Administrative Procedure 3410](#) set the standard for open access and non-discrimination.
- [Board Policy 3720](#) and [Administrative Procedure 3720](#) outline expectations for computer and network use. All employees and students have a responsibility not to abuse the property of the College and are to respect the rights of others when accessing or using those resources.

At the December 2011 Board meeting, the Board approved a revision to [Board Policy 2715](#), Code of Ethics and Standards of Practice for Board members. The revision added language for dealing with behavior that violates the standards for ethical behavior of Board members. In July 2013 and October 2013, the Trustees participated in trainings that included ethical behavior and conflict of interest for Board members. In Fall 2014, the Board used this revised policy to review a potential violation of Board Policy 2715 by a Board member. Following the review, the Board took action indicating their lack of confidence in a fellow Board member.

All approved policies and procedures are posted on the College’s website. In addition, Board policies and administrative procedures on ethics, sexual harassment, unlawful discrimination, computer and network use are covered in employee orientation.

Analysis and Evaluation

In April 2013, 58 of 60 classified staff and administrative support/management employees completed an online training informing them of the new institutional ethics policy. The training on Ethics is one of the trainings now required for new employees. The policy/procedure is now included in new employee orientation.

The College meets this standard by providing appropriate a code of professional standards and a framework for ethical behavior for all employees and Board members. In trainings and orientations, the College informs employees and Board members of the expectation of ethical behavior and applies the policies equally to all.

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College plans for, implements, and evaluates professional development through Flex scheduling and other staff development opportunities. Flex is defined in Title 5, Article 2, of California regulations: “Subject to the approval of the Chancellor, a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities.” The time designated for these activities shall be known as “flexible time.”

Flex and Staff Development: The College provides institutional Flex and staff development opportunities on campus before the beginning of each semester designed to meet the mission of the College in regard to pedagogy, instruction, instructor preparation, and advancement. The Flex opportunities include topics in technology, online instruction, curriculum development, student learning outcomes and assessment, institutional and program planning, and many diverse areas of pedagogy. Flex is defined in detail in the [Flex/Staff Development booklet](#). A Flex/Faculty Staff Development Committee composed of six faculty and one administrator plan for institutional Flex activities, review and approve individual Flex activities, and review evaluations of all Flex activities.

Full-time faculty members are required to complete five days of Flex activities in order to fulfill their contract obligation, according to [Faculty Collective Bargaining Agreement, Article 9.2](#). Of the five Flex days, faculty are obligated to complete three institutionally provided Flex days/activities plus two individually planned days/activities. Prior to each semester the Flex/Staff Development Committee plans workshops that can fulfill the individual Flex requirements, or a faculty member may choose to propose an individual Flex activity by completing a [Flex Proposal Document](#) and submitting it to the Flex/Staff

Development Committee for approval. Upon completion of the activity, the faculty member completes a [Flex Analysis Document](#) for the Committee's review.

The Flex/Faculty Staff Development Committee has an annual budget for Flex and for staff development that is used to help fund individual activities that are proposed by faculty and meet the criteria for funding. Activities that receive Flex/staff development funding must meet one of the following criteria: curriculum development, technology training, course work, mentoring, improved teaching, retraining, articulation, grant writing, and professional growth.

The Flex Committee typically approves up to \$200 from the Flex budget for expenses incurred by the faculty participating in the activity. Flex funds are available only to full-time faculty. Staff Development Funds can also be requested and are available for both full- and part-time faculty. Generally the Committee approves \$200 for full-time faculty and \$100 for part-time faculty. Funds for faculty development also come from general departmental funds, grants, or other restricted funding.

Flex activities are evaluated following the activity and the Flex program is evaluated as a whole.

Classified Staff Development: The Classified Staff Development (CSD) Committee is composed of representatives from the CSEA and ASM employee groups. The Committee receives an annual budget to fund individual and group professional development activities. In addition to individual activities, the CSD Committee plans an annual day to recognize classified staff for their contributions to the College and its students. The day typically includes a professional development activity, years of service awards, and other team-building activities planned by the Committee (See [Classified Staff Day flyers](#))

Classified staff interested in participating in a professional development conference, training, or taking a class, complete a [Classified Staff Development Request](#) form for consideration by the Committee. Classified staff who take classes or serve on committees are eligible to receive professional growth awards.

Professional Development for Supervisors: In Spring 2009 the College joined the North 14 Employment Relations Consortium (ERC). As a member of the consortium four half-day workshops are provided by the law firm Liebert, Cassidy, and Whitmore. Each year member districts have input regarding topics for the upcoming year. The workshops are provided in either videoconferenced or webinar format. Workshops cover employee related topics. Target audiences include supervisors, managers, administrators, and hiring committee members.

Safe Colleges Training: As a member of the Northern California Community College School Insurance Authority JPA, the College has access to online courses for employees through the Safe Colleges program. The program provides over 100 courses in ten broad training areas:

- Emergency management
- Employment Practices/Supervisory
- Environmental
- Health
- Human Resources
- Information Technology
- Policy
- Security
- Social and Behavioral

In addition to the courses provided, the College can upload other courses as needed. The program allows courses to be assigned to employees based on their employee type and reports help track assignments and completion of assigned training. Safe Colleges also allows the flexibility for employees to take any course they are interested in.

All Campus Planning/Professional Development Days: Twice per year (once in the fall and once in the spring) the campus holds Planning/Professional Development Days. These are opportunities for the campus to work on mandatory training or institution-wide initiatives. In recent years, topics have included Educational Master Plan, Program Review, Student Learning Outcomes and Assessment. (See [Planning Day Agendas, 2009-2015](#))

Professional Growth Awards: A professional growth award (PGA) program is provided for classified and administrative support/management employees. The purpose of the PGA program is to improve job-related skills, provide an atmosphere of growth and vitality, and encourage ongoing participation in formal education and training. Employees can earn points by taking classes, attending a workshop outside their regular work hours, presenting a workshop without pay, or serving in an elected or appointed role on a local, state, or national educational or professional organization. Details are outlined in Appendix C of the [CSEA Collective Bargaining Agreement](#). Once an employee has earned 60 points, he or she can receive a PGA stipend. Classified employees are eligible for a \$500 stipend once per year, and administrative support management employees are eligible for a \$500 stipend twice per year.

Column Movement: Part-time and full-time faculty are eligible to advance on the salary schedule by taking coursework which directly benefits students in a faculty member's teaching or counseling discipline. The course can be upper division or graduate college credit. In some cases, lower division coursework may be counted towards column movement; however, no more than six semester units may be used for column movement. In addition, credit can be earned for original scholarship. (See Column Movement procedure in the [2013 Faculty Handbook](#), page 80.)

Analysis and Evaluation

The College meets this standard by encouraging professional development of its employees and provides multiple opportunities for professional development at all levels of the institution.

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Personnel records are maintained in locked cabinets under the control and within sight of the Human Resources (HR) Department. The Human Resources Office also has an electronic alarm system. Archived personnel files are kept in a locked storage area. Administrators and supervisors are authorized to view personnel files of employees in their department or areas. A log of who has reviewed personnel files is maintained in the Human Resources Office.

Every employee has the right to inspect his or her own personnel records pursuant to the Labor Code. Individual employees may review their own personnel files in the HR Office during regular business hours. Files should be private, accurate, complete and permanent. The completeness of the files is verified annually by an independent audit firm (Matson & Isom).

[Administrative Procedure 7145](#) addresses the procedure for Personnel Files. Rules and/or procedures regarding personnel files for classified employees are found in the California School Employees Association Chapter 581 [Bargaining Agreement](#), Article 11. Rules and/or procedures regarding personnel files for faculty are found in the College of the Siskiyous Faculty Association/CCA/CTA/NEA [Collective Bargaining Agreement](#), Article 8.

Information of a negative or disciplinary nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter, and have his or her own comments attached to any negative or disciplinary statement. The review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction.

Employees are not entitled to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview.

Analysis and Evaluation

The College meets this Standard by adhering to established Administrative Procedure 7145 and provisions of the appropriate Collective Bargaining Agreements. The College ensures that security and confidentiality of personnel files are maintained by:

- keeping the files in secured cabinets and archived storage areas.

- limiting review of the files to supervisors and administrators and maintaining a log of personnel files that have been reviewed and the reason for the review.

Employees may access their own file during business hours but outside of an employee's regularly scheduled hours. An employee check out form is completed at the time of the review.

Standard IIIB: Physical Resources

IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College adheres to the Field Act Standards of Title 24 California Code of Regulations. The Division of the State Architect (DSA) must approve all plans and a rigorous inspection is performed by a DSA approved inspector. All projects are reviewed and inspected for structural, fire life safety, accessibility and all other areas including mechanical and electrical.

A comprehensive program of preventative maintenance and online services requests is in place to ensure the College supports all facilities and the learning environment in a manner that promotes a positive learning experience. The success of this program has reduced the incidence of cold classrooms, lighting or plumbing complaints. Should issues arise, any staff member has access to an online service request system ([SchoolDude](#)) or can call maintenance by phone. Priority is given to service requests effecting safety issues or learning environments. The College has a campus-wide Energy Management System that monitors all HVAC functions, generating alarms 24/7 if a malfunction occurs.

All facilities constructed since 2009 have been LEED Certified at the Silver level. The LEED requirements are included in the design development, which results in exceeding normal Title 24 requirements by at least 10%. Every effort is made to incorporate healthy, sustainable materials that exceed Volatile Organic Compound requirements including carpeting, paints and finishes, sealants, and fabrics. The College has also exceeded the fresh air ventilation requirements through the use of an innovative displacement ventilation system. In addition, cleaning chemicals are selected to reduce the introduction of airborne chemicals to the interior of buildings.

Sustainable values have gained acceptance campus-wide as evidenced by paint and floor covering selections and careful selection of cleaning chemicals.

Analysis and Evaluation

The College meets the standard. Annual inspections are completed by the College's insurance carrier, which aids in the discovery of safety issues on both campuses. Those items are then addressed to make sure each campus is safe, providing a positive learning environment. The College has recently purchased a new software program (SchoolDude) that will aid in the organization and responses for general maintenance on both campuses.

IIIB2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. **Evidence of Meeting the Standard**

Instruction drives facilities. Design development of the College's facilities stresses an inclusive effort to make sure that facilities fulfill the requirements and promote a positive learning environment. Completed and occupied in August, 2012, the Science Building is the fruit of an intensive planning process that included all stakeholders from administration, instruction, and support staff. The result is a fully-functional instructional facility that supports staff and students at a level not possible in the previous facility.

The College is currently working on updating its [Facilities Master Plan](#) utilizing a similar inclusive process. The Master Plan will not have the individual building detail seen in the Science Building but much has been learned by asking for campus-wide input. At the time of this writing, the plan is in process and the College will work with the constituent groups to shape the final plan. The goal is to establish a Facilities and Grounds Committee to facilitate this process.

The [Five-Year Capital Outlay Plan](#) (housed in [Fusion](#)) includes the next major project, which is a modernization of the Performing/Creative Arts areas. The College is asking for state support for this important project. Other aspects of the five-year plan may be revised after completion of the Facilities Master Plan.

Regular facilities assessment is completed by the Chancellor's Office and the assessment is maintained in [Fusion](#).

The College utilizes the Chancellor's Office Local Assistance Program to fund major maintenance projects. The College has used this fund to modernize the HVAC systems, water distribution systems, electrical distribution, and other projects. The Scheduled Maintenance Plan also addresses future maintenance needs. Current projects include the reconstruction of the electrical distribution system for the industrial technology building in direct support of the expansion of the Welding Program, replacement of the uninterruptible power supply for the Distance Learning Center and replacement of the air conditioning unit in the campus data center to provide more reliable cooling for all campus servers.

Projects like these are crucial in supporting the learning environment and are evidence that the College has a continuing commitment to supporting the learning environment.

Analysis and Evaluation

The College meets the standard. As evidenced by the above narrative, the College strives to ensure all aspects of facilities and infrastructure support the mission and life of the College inclusive of all its programs and services.

IIIB3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

In addition to an annual inspection by the College's insurance carrier (see [SWACC Inspection 2013](#) and [SWACC Inspection 2015](#)), College of the Siskiyous has charged the area custodians and grounds personnel with the task of routine safety inspections. This is logical as those staff members are present daily in all facilities. Any detection of a safety issue results in a safety work request that is generally handled by the maintenance technicians as opposed to the custodians. In addition, all staff have access to the online service request system (SchoolDude) to report any deficiencies that are detected.

Space utilization is a dynamic process as newer facilities come on line. It is natural that some of the older space is used less or not at all. Construction of the Science Building started with the demolition of two of the College's original classroom buildings, and the College plans to demolish Eddy Hall as the programs currently housed there gradually relocate. Those older buildings take up prime space on campus, and the College is planning to reclaim that space for new construction as opposed to spreading the campus over a larger footprint. This makes it easier for students to move from class to class without long treks seen on larger campuses. Some of the temporary buildings that were built many years ago are being reviewed to possibly take them offline for instructional purposes. The facilities are consistently being evaluated and have been the topic of several sessions included in the College's Planning Day agenda ([Spring 2014](#)).

Analysis and Evaluation

The College meets the standard. Through regular inspections and preparation of the various facility plans, the College evaluates need, usage, and efficiencies of the current facilities and how current usage needs to change to better serve the educational needs of the students and community. Future needs of the College are evaluated so that preparations can be completed and the College can be ready for those future needs as they arise.

IIIB4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College is currently working on a long-range Facilities Master Plan. The College is currently meeting with stakeholders to better understand how they use the existing facilities and how those facilities affect their programs. The College seeks input on how facilities could better support instruction if modernized or designed differently from scratch. These ideas will be used in designing future facilities. The College has

experience from the recent Science Building Project that utilized this format for design development with great success. In this endeavor, it is critical to discover program needs that could affect where facilities are best located. Once funded, a more robust design development process will be conducted to make sure that all program needs are considered in preparing the working drawings including an analysis for total cost of ownership over the life cycle of the facility.

Our priority project on the [Capital Outlay Plan](#) is a modernization of the Performing/Creative Arts facilities. The plan is to demolish McCloud Hall and the classrooms attached to the theater and construct a combined Fine and Performing Arts complex on the same site. Existing parking and utilities will be used at a significant savings over developing new sites on campus.

The College embraces sustainable values. Since 2009, all major construction has been LEED Certified at the Silver Level. All building systems were designed to reduce utility costs at least 15% over the current California Building Code.

There is a legacy value since 1994 that has supported an aggressive energy saving projects that placed College of the Siskiyous far ahead of most California Community Colleges and the College has not rested on its laurels. Scheduled Maintenance funding has been used for energy-efficiency projects and the recent arrival of Proposition 39 funding has accelerated the program.

The College has since updated the lighting to second generation T-8 and the exterior lighting has been converted to modern LED lighting. The Energy Management System has been updated twice since the initial installation.

The efforts to reduce routine utility costs will free up funding that can more directly influence student learning.

It is also important to compare the expected life of the new facilities to the original buildings. The original buildings reflect what the College could afford at the time and had an expected 40-year life. The College is now building 80-year buildings which are much easier and less costly to operate and maintain. An example of this is the new facilities incorporating lifetime metal roofing as opposed to existing sprayed polyurethane roofing that requires routine repairs and recoating at significant cost to the College.

Recent capital investments have been made in modernizing the Industrial Technology Building to support improved welding and industrial process programs.

The College is looking forward to further supporting the Law Enforcement program as it transitions to an approved P.O.S.T. Academy. This will require remodeling of the Law Enforcement Center to include showers and locker rooms. This will be included in the new Facilities Master Plan.

Analysis and Evaluation

The College meets the standard. Both the Facilities Master Plan and the Five-Year Capital Outlay Plan reflect current and future use of buildings and the need. The design development for all projects includes an analysis of the total cost of ownership. The annual budget reflects total cost of utilities and maintenance of the College's use of the facilities.

Standard III C: Technology Resources

III C1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College currently supports a dynamic Information Technology infrastructure that provides the computing and networking needs of a modern academic institution. The College manages approximately 450 computer workstations, including servers, used by students, faculty, and staff on both the Weed and Yreka campuses. A Wide Area Network (WAN) serves both the Weed and Yreka campuses. Each campus has a Local Area Network (LAN) that is further divided by Virtual Local Area Networks (VLANs) managed by Cisco switches and routers. The network is divided up into roughly 30 network segments, most of which are connected to each other via fiber optic media, and each segment has one redundant connection. A wireless LAN is available to both campuses with access points strategically positioned to cover high student traffic locations.

There are three computer labs on campus, plus student-use computers in the Academic Success Center (ASC). The College supports presentation and/or videoconferencing technology in 38 classrooms (including lab classrooms) and four conference rooms in 13 buildings on the Weed and Yreka campuses. Videoconferencing is available in eight classrooms and three conference rooms; desktop videoconferencing is available on numerous desktops and laptops throughout campus.

The Technology Services department currently consists of:

- two full-time and one part-time computer technicians
- one Systems Support Specialist
- two Systems Analyst/Programmers
- one Network Administrator
- one part-time Administrative Assistant (providing program and administrative support)
- one Administrator (Associate Dean of Learning Resources and Technology)

The Systems Support Specialist serves the Yreka campus full time. Other staff move back and forth between the campuses as needed to complete specialized or large tasks and projects.

The College uses Banner as its ERP and Luminis as the campus portal (known as "Navigator" by users). Banner data is supported on local servers and backed up off site. Additional on-site and remote support is provided for Banner by Strata Information Group (SIG). Support for other software, hardware, and network needs is provided by permanent College employees, as well as by outside consultants.

A [Help Desk](#) is available to all users to submit tickets for assistance and repair. These are routed as needed for assistance with accounts, classroom technology, Banner, phones, web content, reporting needs, and so forth. In the more than seven years the College has used this software, staff have processed 10,113 tickets, about 1,356 per year.

Software and services supported include:

- Network maintenance (Cisco & 3rd party vendors)
- Microsoft Campus Agreement (Computerland)
- Adobe Creative Cloud Licensing (Computerland)
- Phone system/faxing/emergency communication support (Development Group, Inc.)
- Help Desk software (HelpDeskPro)
- Banner/Oracle/Argos/DegreeWorks support and maintenance (Ellucian, Oracle, Barracuda, Runner Technologies, Evisions)
- Emergency notification and announcements (Everbridge)
- CurricUNET support (Governet)
- Student lab attendance tracking (CI Track)
- Learning Management System (Etudes)
- Plagiarism control (Turnitin.com)

Analysis and Evaluation

The network and server components of the infrastructure at College of the Siskiyous is aging and the College is in the process of some major upgrades to support current and future operational functions, academic programs, and support services. Our core router/switch was replaced in July 2015. Technicians at the College are in the process of upgrading the Windows 2003 servers to Windows 2008 R2 or Windows 2012 R2 on new physical or virtual platforms. In September 2014 the VOIP system was upgraded to Cisco Call Manager version 10.5.1. The College is also in the midst of replacing 15 edge switches that are past their end-of-life dates. Maintenance contracts for network devices, servers, and workstations are paid for each year to guarantee the best possible performance. These major upgrades along with new recently installed battery backup devices, new and existing workstations, upgraded Ethernet patch cabling, and additional technical staff will enable College of the Siskiyous to support its technological needs.

Objective TECH 1.3 from the most recent Educational Master Planning cycle stated, “Computer equipment purchasing and replacement decisions are made to maintain the technological health and stability of the institution.” The goal of increasing the percentage of equipment replaced within the defined replacement cycle of four years was not reached. The computer replacement budget line of \$33,300 has been insufficient to replace the workstations and servers supported by the College. The administrator in this area has been working to identify and secure funding outside the department budget and has requested a budget augmentation for restoration in this line item. Workstations that are older than the recommended replacement age have been identified and these will be replaced in priority order.

Technology Services staff, except for the technician positions, had a 100% turnover from November 2012 to December 2013. During that period, the department lost its IT Director, two Network Administrators, and two Systems Analyst/Programmers. A Network Administrator and two Programmers were hired in 2014, and an administrator who had formerly worked in the department and was already overseeing the Library and Distance Learning was assigned to oversee the IT Department. A search for an IT Director was unsuccessful after several tries. The new team, most of whom are new to their positions or to the College, is diligently prioritizing infrastructure, hardware, and service needs and upgrades and is working through these in priority order. The Department is working to identify the most needed position at this juncture that will gain the most improvement in workload and efficiency in Technology Services.

The College meets the Standard. Nevertheless, to continue meeting this Standard through years to come, further progress needs to be made to update the network infrastructure, to increase and stabilize staffing, and to train employees on and to utilize Banner functionality. The current year's budget includes some funding to address these needs, and the staff on site continues to gain expertise on the College's IT environment.

IIIC2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

In addition to the more general Technology Master Plan, the Technology Services department maintains an ongoing spreadsheet of specific technology needs and priorities, including infrastructure needs, classroom technology needs, and project needs. The College maintains an inventory of computer workstations at both campuses, including age and user category of each machine. Banner Steering maintains an ongoing prioritized [projects list](#) that is updated after every meeting. With these documents already in place, technology needs can be immediately matched to additional funding opportunities as these arise.

Yearly, the department uses its Computer Replacement fund to refresh the oldest computers, as well as integrating opportunities for other funding into this process. Recent funding sources have included other College departmental funds, Instructional Equipment, and various grants. Likewise, the Technology Services department keeps maintenance and support contracts current for all server hardware and network infrastructure devices, classroom technology, and vital software packages.

Analysis and Evaluation

During the period when Technology Services was losing much of its staff, the department was unable to address many of the technology deficiencies and aging infrastructure. As staff were hired or re-hired into the department, they developed an increased awareness

of these deficiencies and have undertaken activities to resolve them. Several network infrastructure improvements and consolidations have been completed. Almost all computers running Windows XP have now been upgraded to Windows 7. Where the budget has been insufficient to upgrade workstations, funding from alternate sources has often been identified to complete needed projects. The Department has undertaken to update the Technology Master Plan, last written to cover the years 2009-2013. The new Technology Master Plan, integrated with the new Institutional Master Plan, will cover the years 2015-2020.

The College meets this Standard for sufficient planning and updating. Although ongoing improvements are still needed, the quality and capacity of the College's technology is adequate to ensure the quality of education at COS.

IIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

College of the Siskiyous offers classes on site at the Weed and Yreka campuses, as well as online and to several videoconferencing classrooms throughout the service delivery area, mainly at high school locations within Siskiyou County (Happy Camp, Tulelake, Etna, and Butte Valley). Most physical technology resources are found at the two campuses. In general, the equipment housed at off-campus locations is owned and maintained by the individual K12 school districts. The College, through MOU agreements, supports these sites with staffing, some equipment maintenance, and centrally available online services.

The College ensures that each videoconferencing classroom site has working video codecs, monitors, cameras, PCs, document cameras, printers, and other equipment. The College and videoconferencing sites coordinate to ensure sufficient connectivity among sites. Staff supporting videoconferenced classes receive FERPA training before they begin work.

Student lab computers are available in Weed and Yreka. Other sites have some computer availability for students. The Technology Services Help Desk software for faculty and staff can be accessed online by staff from any location. The Academic Success Center (ASC) staffs a Student Help Desk that assists students (in person and via email and phone) with access to the online information system (Navigator), learning management system (Etudes), and student email. They can refer students for assistance in other areas.

Support services for distant students are available online, by phone, and through videoconferencing. Because these are the same resources used by on-campus students, they follow the same guidelines as all other services.

The campus network resources are secured through appropriate firewall access, login requirements, backups, and redundancy. To ensure the security of technology resources, user access is granted based on roles (student, faculty, staff, supervisor, or administrator) and work-related needs. New employee access is vetted through Human Resources for all employees. Authentication is required for access to any staff account and for students into the LMS. Spam filters are in place to remove questionable emails that may expose users to potentially damaging data breaches. Anti-virus software is also in place.

Data is backed up daily and archived for long-term storage off-site. A backup generator, paired with battery backups at local machines, keeps data from being lost in case of power failure. Environmental controls limit physical access and provide appropriate cooling. New technology is evaluated for accessibility by all.

Analysis and Evaluation

The College meets the Standard. The College has made significant progress in the past several years in the areas of online resources and services in order to provide access to distant students, including increased provision of student email accounts, establishment of online orientation sessions, rebalancing of library collections to provide more online resources, establishment of an integrated Student Help Desk, and updates of the web pages for most campus services. The College's efforts at securing its information and technology ensure reliable access for all users.

IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Faculty Survey: In a Survey Monkey survey conducted March 2012 to address several areas of the Educational Master Plan, faculty met the measurable goal ("By Fall Semester 2013, employees will report an average score of 3.2 [out of 5] on the question 'The extent to which COS provides adequate technical training to enable them to effectively perform their job duties.'") outlined in [EMP Technology Plan TECH 1.1](#) which stated, "Technology training is available for employees to meet their job needs." This was measured by assigning 0-5 points on a Strongly Disagree to Strongly Agree scale to the questions, with 5 representing strong agreement. Neutral answers (a score of 3) were removed and the others averaged to reach this score.

Departmental Staff Training: Technology Services provides individual support and training when assisting users with new and unfamiliar tools. Technicians provide brief trainings in the use of presentation classrooms as needed. Videoconferencing support staff provide training on the use of the videoconferencing presentation classrooms and are available during all hours video classes are in session. Yreka Tech Services staff train Nursing faculty and staff using the Simulation Lab in Yreka on proper use of the lab in a

variety of formats (lecture, videos, hands-on, video recording/playback, and debriefing). An Instructional Support Specialist provides support during lab time and is primarily devoted to support of this lab.

Technology Help Desks: Employees may access an online [Help Desk](#) from any Internet-connected computer for technology related questions and assistance, including hardware, software, network issues, Banner, phones, and web support. A Student Help Desk in the Academic Success Center provides in-person, online, and phone support for Navigator (campus portal), Etudes (Learning Management System), and student email.

FERPA Training: HR conducts FERPA training for each individual who will be handling student data. This is tracked in HR and supervisors are notified when their employee has received this training. Tech Services does not grant access to sensitive data areas until the employee completes this training and until the appropriate data custodian gives the employee permissions to access the relevant area of Banner data.

Etudes Training: Instructors must take and pass a training given through Etudes and taught by expert users of Etudes, the College's LMS, before they can begin teaching online. An Instructional Support staff person has provided support five hours per week at set times to assist faculty in developing online course material and assisting with questions or challenges related to their online courses. She also offers Flex activities on new Etudes tools and Etudes-related topics at the beginning of each semester and sends reminder emails weekly to an Online Instructors email group throughout the semester.

Faculty Orientation: The Office of Instruction presents an [orientation session](#) at the beginning of each semester to all part-time faculty. A representative from Technology Services presents information on topics such as use of the Help Desk, use of computer accounts, opportunities for classroom training, and resources on campus to receive further technology information and assistance. HR asks the supervisor of each new employee to complete and return an orientation form that contains several technology-related items. When computer accounts are created and set up for new employees, they have an opportunity to ask questions of the Technology Services department.

Flex Activities: Before the start of each semester, the faculty and others participate in [Flex training opportunities](#). Throughout the years many of these activities have focused on technology and software training.

Employee group training: A training presentation on accessibility (Universal Design) and accommodation was held during the Spring 2015 Planning Day, which was attended by all permanent employees. [Orientation Days](#) and Planning Days, as well as other times during the semester, have been set aside in the past several years to provide training on CurricUNET (for curriculum development, curriculum review, program development, SLO development and assessment, and program review), Banner functionality (budget training and online leave reporting), and Microsoft Office apps.

Student Success Seminars: The Academic Success Center (ASC) conducts Student Success Seminars weekly on technology-related topics such as Etudes and library

database searching. Students have access to ASC assistance in Weed and Yreka, as well as via email and phone through the Student Help Desk function. The Librarian also conducts training sessions in the classroom during the semester.

Staff Conferences and Training: Technology Services staff stay informed of ongoing CCC initiatives and Banner updates through attendance at the yearly CISOA/3CBG Conference each spring. Distance Learning Coordinators attend the monthly CCC DE Coordinators webinars as well as the yearly DE Coordinators' Retreat, which has been offered recently in conjunction with the Online Teaching Conference. Staff attended Ellucian LIVE 2014.

Analysis and Evaluation

The College meets this Standard. Still, personnel have expressed a desire for additional or more frequent technology-related training as new technologies are unveiled or older technologies are updated. Technicians are busy with their core work of making certain the technology under their purview remains updated and functional, so they do not have much time to conduct the in-depth training needed. The Help Desk is used as a repair or service task manager rather than as a resource for training. Faculty and staff have asked for a central location where they can receive help on a variety of technology topics and from where trainings can be planned and conducted. The College continues to look at the possibility of supporting a Technology Learning Center (TLC) where faculty and staff can receive this support.

IIIC5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College is currently updating [Administrative Procedure 3720](#) on Acceptable Computer Use. The standard language from the Community College League of California forms the basis of this procedure, with language added as needed to account for local practice. Several topics have been identified for future additions to this procedure.

In the most recent Educational Master Planning cycle, Objective TECH 1.2 reads, "Decisions around technology are collectively made between Technology and Student Learning and are aligned on all campuses." [Technology Council](#) is the main body that regularly takes up issues of the interaction between instruction and technology. Technology Council has recently become active again after not meeting between May 2010 and December 2014. This body will be able to take in recommendations, research and discuss them, and take them to the upper levels of administration as needed. Many of the recommendations toward a robust and sustainable technology infrastructure come from the Technology Services department and are brought to Technology Council when they need wider input.

Needs identified and prioritized through the Technology Services department and Technology Council can come to the attention of these areas based on:

- Age of equipment and replacement cycle
- Out-of-support timelines
- State of the industry, currency of software
- Partnerships with vendors who are current with technologies in their areas
- New programs or needs on campus
- Specific requests from users
- External factors pushing or influencing technology changes

Analysis and Evaluation

The College meets this Standard. Documentation of specific procedures needs to be added. Past procedure and documentation from the planning process have not been adhered to due to funding downturns and budget cuts. The area administrator has asked for an augmentation to hardware funding which will allow plans already in place to be implemented.

With staffing stabilizing, the process for making technology decisions should stabilize also. Technology Council provides a forum for technology input across the campus and a conduit for implementing its recommendations. There is membership continuity between Tech Council and its two related working committees (Banner Steering and Web Team). There is also cross-representation on Instruction Council through the participation of the Associate Dean, Learning Resources and Technology.

Standard IIID: Financial Resources

Planning

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation, reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The College is committed to the principle that financial planning is integrated with the Institution's planning at every level. Budget development is part of the [Institutional Planning Process](#), which is designed to support long-term planning efforts and to allow all areas of the College to be represented and to provide input.

The budget and planning process begins with Program Review, followed by the development of expenditure budgets by budget managers, adhering to [basic budget assumptions](#) that are directed by the Board, developed by the [Budget Committee](#), and reviewed by the Planning Committee. In alignment with the current State budget information, the revenues are also projected. The budget is also driven by the [Board's developed goals](#) reflecting adequate reserves and a balanced budget.

In accordance with the Government Accounting Standards Board (GASB), retiree health benefit obligations are evaluated every two years through actuarial projections ([Actuarial Studies for Retiree Health Benefit Liabilities](#)). The College uses this calculation to determine amounts needed to cover our unfunded liability as well as our pay-as-you-go coverage for our retiree health benefits.

The College plans for the retirement of long and short-term debt as well as future liabilities. [Annual budgets](#) include the necessary expenditure of funds to support capital outlay, scheduled maintenance plans, unfunded retiree health liabilities, and required College matches for grants and categorical programs. Approved risk management techniques are employed to minimize unnecessary liabilities. Financial reports, including fund balances and budget to actual expenditures are included in monthly Board reports. [Annual financial audits](#) reflect the financial integrity and stability of the College.

Planning Committee Minutes ([March 23, 2012, memo to Budget Committee](#); [August 21, 2014](#); [March 5, 2015](#); [March 19, 2015](#)) demonstrate that the Budget is analyzed by the Planning Committee with feedback provided to the Budget Committee as needed.

Analysis and Evaluation

The College meets the Standard. Processes have been developed and are being used to integrate the planning process and the budgeting process, moving through the various participatory governance councils of the College. The College adheres to State and

Federal mandated reporting and accounting procedures, keeping with ensuring the financial stability and integrity of the College.

IIID2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The [Budget Committee](#) was established as part of the governance structure and is composed of representatives from each constituency group on campus. The [budgeting process](#) links planning and program review through the list of prioritized budget enhancement requests. Budget requests come through the planning and program review processes. They are evaluated by Instruction Council, Student Services Council, or Technology Council and prioritized. Then they are sent on to the Budget Committee for their consideration. Board policies [6200](#) (Budget Preparation), [6250](#) (Budget Management), [6300](#) (Fiscal Management), and [6320](#) (Investments) govern the financial operations of the College. Administrative procedures [6200](#) (Budget Preparation), [6250](#) (Budget Management), [6300](#) (Fiscal Management), [6320](#) (Investments), [6305](#) (Reserves) and [6400](#) (Audits) indicate how policies are implemented internally.

Planning and budgeting are guided by the [Planning By Design](#) document. The foundation of this document is the College's mission. The planning process identifies the institutional goals, and the budgeting process provides the financial resources that help the College accomplish its goals. The integration of budgeting and planning is evidenced in minutes of the Planning Committee, especially [February 27, 2014](#); [May 8, 2014](#); [August 21, 2014](#); [February 5, 2015](#); [March 19, 2015](#); [May 7, 2015](#); and [May 21, 2015](#).

[Instruction Council Minutes](#) reflect how budget discussions are integrated into governance councils to ensure that resource allocations support academic programs, student learning, and ultimately the mission and goals of the College: [November 24, 2014](#); [December 8, 2014](#); [January 23, 2015](#)

Analysis and Evaluation

The College meets the Standard. The process that has been developed allows for the coordination of the College's mission and goals to be considered throughout the process of planning, program review and budget development.

IIID3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having

appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Staff, deans, directors, budget managers and vice presidents create their annual budgets, based on annual Board goals and State budget assumptions. As outlined in the [Planning By Design](#) document, the process starts with Program Review and is then driven by the [Budget Development Timeline](#). The proposed budget is routed through the Budget Committee, Instructional Council and College Council, and President's Executive Cabinet prior to presentation to the Board of Trustees. The committees and councils all have representation from all constituency groups, and they are tasked with taking information back to their respective groups. Campus-wide planning days involve all employees and institutional planning occurs during that time.

Analysis and Evaluation

The College meets the Standard, and continues to refine the processes of planning and budget development. Constituency groups have representation on all committees and councils. All groups participate in fall and spring planning days (See [Planning Day Agendas](#)).

Fiscal Responsibility and Stability

IIID4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College of the Siskiyous develops its budget on an annual basis by following the timeline described in the COS Planning by Design – Budget Development and Revision Process. The Budget Committee meets once a month throughout the year to discuss availability of funds (FTES projections), budget assumptions, and funding priorities. The Planning Committee works closely with the Budget Committee to ensure a link between planning and budgeting and advocates for the priorities of the Vision, Institutional Goals, and Educational Master Plan within the Budget Development Process. Enrollment management is considered throughout this process as it is the primary driver of revenues. Directors, Deans, Department Chairs, and Coordinators request their budget needs based on operational plans, the Educational Master Plan, and Program Reviews. The Final Budget is approved by the Board of Trustees in September of the fiscal year.

In addition, grants funding and partnerships with other outside agencies are sought out to increase the revenue base while establishing additional opportunities to improve our instructional offerings. The following documents exemplify processes wherein financial resources are discussed:

- [Budget Committee Meeting 4/7/14](#), Equipment Priority List
- [Budget Committee Meeting 5/5/14](#), Preliminary budget discussion
- [Budget Committee Meeting 7/30/14](#), Discussion of budget and reserve fund
- [Budget Committee Meeting 8/13/14](#), Discussion of new budget calculations
- [Planning Committee Meeting 2/27/14](#), 2014-15 budget information
- [Planning Committee Meeting 8/21/14](#), Overview of final budget
- [Planning By Design](#) budget development and revision process
- [Budget Development Process](#) final approval 12/11/12
- [Board of Trustees meeting 8/5/14](#), Minutes, Items 10-13, Revenues, Expenditures, Investments, Reserves and Budget Adjustments
- [Board of Trustees meeting 9/2/14](#), Minutes Item 18 Final Proposed Budget
- [Board of Trustees meeting 12/9/14](#), Minutes Regarding Class Size – Board Report #4793

Analysis and Evaluation

The College meets the Standard. The analysis of the attendance reporting is monitored to make sure that financial targets are being established in a realistic manner. Because FTES generation is the primary source of funding for the College, evaluation of this driver is constant.

IIID5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College has been increasing budget manager's ability to access and review spending. The Banner information database has become more available through the desktop application called Navigator. The Board Policies and Administrative Procedures listed below document the process for managing financial resources. The College has adopted the California Community Colleges Budget and Accounting Manual in Board Policy 6300 as best practice for controls.

- [BP 6300](#): Fiscal Management
- [AP 6330](#): Purchasing
- [BP 6330](#): Purchasing
- [AP 6340](#): Bids and Contracts
- [AP 6400](#): Audit
- [Chancellor's Office Budget and Accounting Manual](#), 2012
- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)

- [Annual Final Audit 2013-14](#)

The College also reviews and tests internal control during the annual audit. The auditors make recommendations to the management regarding internal control deficiencies should any be identified. All findings are reviewed and addressed and deficiencies are corrected as soon as possible.

Analysis and Evaluation

The College meets this Standard. The Budget and Accounting Manual serves as a primary resource for practices used by the College to manage and control the finances of the College. Appropriate policies and procedures are in place and approved by the Board of Trustees. In 2014 the paper forms used for [purchase requests](#) and [payment vouchers](#) were updated based on feedback from the campus and the business office. The changes clarified the signature authority and amount each level of positions signing authority. This update was a direct result of evaluation which identified clarification was needed. The next step identified to improve the internal control and efficiency will be through the use of electronic approval. The College's information management system, Banner, is also on track for processing electronic approvals. This additional feature will augment the control structures currently in place across the College. The approvals will match account codes from the budget to be in the request prior to approval being given. The Banner system being available to all budget managers through Navigator allows for timely access to financial information for sound financial decision making. If funds need to be reclassified, these will be completed prior to spending and reduce the number of reclassification requests at the end of the fiscal year. The current practices meet the best practices identified in the *Chancellor's Office Budget and Accounting Manual*. The College's decision to move toward electronic approval will support greater internal controls of the fiscal resources entrusted to the College.

IIID6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

As required by the State, accounting firm KCoe-Isom performs an annual audit of the College. In the completion of the audit the College's compliance to federal and State programs is evaluated as well as the financial resources of the College. The College has received unmodified opinions on the audit without findings regarding the financial integrity of the College.

The budget is reviewed by the various committees and councils before being recommended to the President's Executive Cabinet and then presented to the Board of Trustees for review and their final approval.

- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)
- [Board of Trustees meeting 12/9/14](#), Minutes, Item 9 audit update

Analysis and Evaluation

The College meets the Standard. Review of the College audits and approved budgets reflect the accuracy of the financial data and proper allocation of the resources of the College.

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Deficiencies are addressed as soon as the College is aware there is a problem. Many times changes are made before the audit has begun. If there has been a finding of a deficiency in our processes or procedures stated in the audit, the following year's audit will review past deficiencies and note any changes that have been made.

- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)

Analysis and Evaluation

The College meets the Standard. During each annual audit follow up reporting is done as required to ensure that any deficiencies are corrected.

IIID8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College reviews and tests internal financial controls during the annual audit. The auditors make recommendations to the management regarding internal control deficiencies should any be identified. All findings are reviewed and addressed and deficiencies are corrected as soon as possible.

- [AP 6400: Audit](#)
- [Budget and Accounting Manual](#)
- [Annual Final Audit 2011-12](#)

- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)

Analysis and Evaluation

The College meets the Standard. The annual audit is used as a year-end check that internal controls have been effective. During the year, the College follows the *Chancellor's Office Budget and Account Manual* practices. Doing so results in the College utilizing healthy internal financial controls.

IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The Board of Trustees has established a minimum fund balance of 7% with a goal of a 10% fund balance ([Board Minutes April 2, 2013 Board Report #4649](#)) to maintain a stable fiscal environment. Within the fund balance, the Board of Trustees has designated 1% specifically for emergencies. The College has been able to maintain the 7% fund balance with the exception of 2013-14 when the College experienced a significant decline in its FTES. Each year through the budgeting process ([Planning By Design](#), pages 7 and 14; [Budget Timeline](#)), the College budgets to maintain the Board's minimum fund balance and reviews the financial requirements to support the mission of the College. In addition, in 2013-14 the Superintendent/President's budget has included an additional amount for unforeseen events. The College ended the 2014-15 fiscal year with an unaudited fund balance of 8% and is budgeting 2015-16 for a 12% ending fund balance. Like many California Community Colleges, the College has managed the cash flow needs through the California Community College League Tax Revenue Anticipation Notes (TRAN) program, which provides short-term financing to cover periods of reduced apportionment related to property tax payments and more recently the State apportionment deferrals. A detailed cash flow is required as part of the TRAN program ([2015-16 TRAN Cash Flow](#)) to determine an appropriate level of borrowing to meet the short term cash flow needs of the College. As part of a [Special Financial Report](#) prepared for the ACCJC in April 2014, the College outlined its three-year projection of cash flow of the College.

Analysis and Evaluation

The College meets the Standard. As described in the above narrative, the cash flow is monitored consistently to ensure the College is not caught in a cash flow emergency.

IIID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The responsible use of finances, as well as the financial integrity of the College is outlined in [Board Policy 6300](#) (Fiscal Management) and monitored by a series of checks and balances. The Board of Trustees is presented with monthly financial reports, outlining cash flow, fund balances, expenses, and revenues. An intensive review each June and September is conducted by the Board of Trustees. An external accounting firm (K*Coe Isom, formerly Matson & Isom) conducts an exhaustive audit annually in accordance with [Board Policy 6400](#) and [Administrative Procedure 6400](#). The audit firm also makes recommendations to the Board regarding internal controls. All reports, reviews and audits and recommendations are made available to the public in the Business Office and online ([Annual Final Audits](#)).

The College has an integrated enterprise reporting system, Banner, to allow faculty and staff to read financial reports and budgets at any time.

Independent auditor reports include annual analysis of compliance and internal control over financial reporting based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. In addition, the independent auditors submit a report on Compliance with Requirements Applicable to Each Major Program and on Internal Control of Compliance in Accordance with OMB A-133 ([Annual Final Audit 2013-14](#), page 76, schedule of findings). The auditors submit a report on State Compliance Requirements. The Grants Office and Financial Aid Office undergo similar scrutiny as dictated by California Educational Code and Title 5 regulations, and various Federal, State, and private grant institutions. The Foundation Office is also subject to an independent audit ([Annual Final Audit 2013-14](#), page 76, schedule of findings) subject to the same guidelines. Contractual relations are also governed by Title 5 regulations, California Education Codes, and Public Contract Code as well as [Board Policy 6340](#) (Contracts).

In terms of limits on expenses, the Vice Presidents have authority to authorize expenditures up to \$10,000, and the Superintendent/President can authorize expenditures up to \$25,000 ([Administrative Procedure 6150](#), Designation of Authorized Signatures). The Vice President of Administrative Services has authority to establish contracts with external organizations and follow appropriate procedures ([Administrative Procedure 6100](#), Delegation of Authority). Auxiliary organizations, foundations, institutional investments, and assets are all subject to Board and Presidential supervision. These finances are independently audited along with the budgets, reports and contracts to preserve financial stability so that the Institution may pursue its mission and goals.

Grant request processes are in place in accordance with [Administrative Procedure 3280](#) (Grants) and monitored by the Grant and Contracts Analyst and Budget Analyst.

Analysis and Evaluation

The College meets this Standard. Strong financial management and supervision by the President/Superintendent, Vice Presidents, and the Board of Trustees has allowed the College to withstand budgetary shortfalls of the last few years.

The College utilizes Banner to integrate all major functions of the College (i.e. student records, human resources, financial aid, and accounting). Banner provides current financial information to all budget managers and staff and collects all information necessary to assess the College's progress toward its stated goals.

The Grants Coordinator works closely with the Superintendent/President and the administrative team to identify grant opportunities that support the goals of our Educational Master Plan. Each opportunity is analyzed for budget implications in both the short and long term. If funds are awarded, the Grants Office and Business Office help to ensure that the funds are used appropriately. All rules and regulations for each grant are on file and the Grants and Contracts Analyst tracks the reporting deadlines.

There are numerous checks and balances in place between the supervisor, the Grant Manager, the Business Office, and Administrative Services to ensure that all funds are spent as they are intended and in accordance with the requirements of the grant.

Liabilities

IIID11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Each year consideration is given as to whether the College should participate in the TRAN program put together by the California Community College League. The annual budget process also plans for the retirement of debt and the needs the College has to manage the fiscal solvency as a result of debt. General Obligation Bonds are repaid by the public through tax dollars. The repayment of the GO Bonds is not a budget or cash flow concern for the College.

Required contributions to our trust for the reduction in the unfunded liability of Other Post-Employment Benefits does present a cash flow challenge; however, the College budgeted and paid its Annual Required Contribution (ARC) for 2014-15 and 2015-16 plus an additional \$100,000 in 2015-16 in order to minimize the unfunded liability that exists.

Resources are considered when making decisions for staffing and other budgeting needs so as not to exceed what the College can afford. The College is careful not to obligate itself for ongoing costs with one-time inflows of resources. Careful consideration is given as to whether the costs can be sustained.

- [Annual Budgets](#)
- [Budget Committee Minutes](#)
- [Annual Final Audits](#)
- [Budget Development Process](#) (adopted December 2012)

Analysis and Evaluation

The College meets the Standard. Through the planning and budgeting processes careful consideration is given to the fiscal solvency of the College, both short and long term. In addition, the College evaluates and completes the Chancellor's Office's Sound Fiscal Management Self Assessment Checklist annually.

IIID12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College has made some progress on funding its Other Post-Employment Benefits (OPEB). As one of the founding Colleges of the California Community College League Retiree Health Benefit JPA, the College made two initial payments towards funding its OPEB liability. With the budget conditions of the last few years, the College had not been able to sustain additional funding toward this liability nor meet its annual required contribution (ARC). However, starting in 2013-14, the College moved from being self-insured for its medical benefits to being under a traditional premium-based health insurance plan with California's Valued Trust. This shift of health benefit liability substantially reduced our total liability and our ARC as calculated in our most recent [Actuarial Study as of December 1, 2013](#). The decrease has been so significant that the College was able to allot the entire ARC payment of \$560,529 in its 2014-15 Budget. In the [2015-16 Budget](#) (see highlights), the College will not only meet the ARC requirement, but also will deposit an additional \$100,000 into the trust.

In compliance with a request from the ACCJC ([Appendix A](#)) in response to a [Special Financial Follow-Up Report](#) submitted March 2015, the College devised an OPEB Funding Plan ([Appendix B](#)), which spells out the two-year cycle of actuarial studies and the College's commitment to meeting its ARC obligations as identified in those studies.

The College maintains a vacation policy ([Board Policy 7340](#)) that limits the allowable hours of accumulated vacation (i.e. compensated absences) and reports this liability in its annual audit report. As employees reach the allowable limits of accrual for vacation, managers work with the individuals to reduce the amount of vacation leave on the College books. This helps to keep the liability within appropriate levels.

In its 2015-16 Budget, the College has also prepared for the increased funding requirements resulting from projected increases proposed by both the California State Teachers Retirement System (CALSTRS) and the California Public Employees Retirement System (CALPERS).

Analysis and Evaluation

The College meets this Standard. While the College is a bit behind the amortized amount required for the OPEB liabilities, the 2015-16 Budget reflects an additional \$100,000 contribution above the ARC contribution. In addition, one-time funding that occurs is evaluated as to its use potentially allowing for additional contributions to the trust allowing the College to catch up on its amortization of the liability. This is a high priority for the College and is being addressed each time unexpected funds are received.

IIID13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Locally incurred debt and/or lease obligations include monies allocated for the following purposes: Science Building equipment and the Lodges (student housing). Amortization schedules are prepared for each of these obligations, and payments are budgeted annually and paid from the appropriate fund. Financial audits disclose amortization schedules and payments made annually.

Analysis and Evaluation

The College meets this Standard. The College has very little local debt and is able to manage the repayment of its debt very well with only 1% of the annual budget required for debt repayment.

IIID14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

There are multiple checks and balances in place to ensure that financial resources are used in a manner consistent with the intended purpose of the funding source. Annual reports, audit reports, and oversight committee meeting minutes are posted publically so that the general public can see how the College uses its resources.

Career and Technical Education programs all have advisory committees that meet regularly. Those meetings not only allow for the general public to provide input into the College's programs but also provide an opportunity for program managers to inform the public about grants.

Other debt instruments, including retiree health benefits liabilities and TRAN loans, are audited annually and approved in open meetings by the Board of Trustees. These annual audit reports and actuarial reports are located in the Business Office.

Analysis and Evaluation

The College meets this Standard. The College provides information on financial resources to the public by placing information on its website, such as annual audits, and regularly updating committee meeting times and minutes. The annual audits provide assurance that funding is used appropriately and consistently according to its intended purpose.

IIID15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

To ensure compliance with federal requirements and processing, the Director of Financial Aid supervises and monitors daily operations to determine and award financial aid, reconciles federal and state mandated reports, and develops comprehensive policies and procedures for federal, state and institutional programs. All programs adhere to guidelines issued by the funding agency and incorporate federal, state, and other applicable regulatory requirements to meet guidelines of Title IV of the Higher Education Act ([Board Policy 5130](#), [Administrative Procedure 5130](#)). The College's annual audit performs test work for compliance with federal financial aid regulations.

Every February, the Department of Education releases to schools a "draft cohort default rate." Schools are provided the opportunity to submit an incorrect data challenge. Because the draft data forms the basis for a school's official cohort default rate, the Financial Aid Office reviews its loan record detail report and if necessary, submits an incorrect data challenge. Annual submittal of this challenge has resulted in the school's default rate remaining consistently below 30%.

The California Community Colleges Chancellor's Office offers free default prevention initiative consulting through Parker, Pierson & Associates (PPA). After consulting with PPA, the Financial Aid Office has recently partnered with ECMC, a third-party servicer, to assist in assessing and formulating plans to reduce default rates and risks. ECMC will assist in lowering the school's cohort default rate by contacting delinquent borrowers.

Analysis and Evaluation

The College meets the Standard. Through careful monitoring of students' eligibility and current cohort default rates, the College provides financial assistance to its students. With current processes in place the College avoids delinquencies/defaults and keeps the projected default rate at a minimum. Assessment of delinquent and defaulted student accounts are addressed and rectified to maintain lower default rates as well. Annual audit reports show the College to be in compliance. The hiring of a permanent Director of Financial Aid has added stability to this area.

Contractual Agreements

IIID16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College follows Board policy regarding contracts ([BP 6340](#)), formal and informal bidding ([AP 6340](#)), bid thresholds and personal service agreements ([AP 6370](#), [AP 6350](#)). Contracts with external entities are maintained and monitored in the Administrative Service office and are reviewed for expirations and renewals. School and College Legal Services provides legal counsel as needed for recommendations on the creation of new contracts or renewal of existing contracts. Any personal service agreements that involve payment for work performed must be approved by Human Resources, the Vice President of Administrative Services, and the Superintendent/ President.

Analysis and Evaluation

The College meets the Standard. Contract renewals are reviewed as they come due and questions and concerns are addressed prior to renewal. All new contracts are also reviewed prior to execution. The VP of Administrative Services reviews all contracts to ensure the contract is in the best interest of the College and in line with College programs and services.

Institutional Analysis of Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IVA: Decision-making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

It is the policy of the Board of Trustees, in the spirit of collegial consultation, to ensure the College provides for timely communication between the Board of Trustees, administrators, faculty, staff, and students. Furthermore, the Board of Trustees, while retaining ultimate authority as defined by federal and state law and local regulation, seeks to give reasonable consideration to the concerns and opinions of constituent groups at the campus level and to share information with these groups. The Board of Trustees delegates to the Superintendent/President responsibility and authority for developing policy recommendations for Board consideration and for the implementation of Board decisions.

Faculty: The Academic Senate has primary responsibility in the areas of academic and professional matters. The Academic Senate President sits at the Board table and is available to explain faculty recommendations and differences of opinion. The areas for development of policy recommendations are as follows:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development

5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual report
8. Policies for faculty development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters, as mutually agreed upon between governing board and the academic senate

Administrators: Administrators are represented on College advisory groups and at the Board of Trustees table through the participation of senior administrators as designated by the Superintendent/President. Senior administrators establish whatever review or advisory groups they deem necessary to accomplish the functions for which they have responsibility.

Administrative Support Management: The Administrative Support Management (ASM) Group is represented in advisory groups and at the Board table to ensure that they have the opportunity to make recommendations, promote communication, and present their opinions on matters affecting the conduct, welfare, and growth of the College.

Associated Student Body: The Associated Student Body (ASB) has student representation on the Board through the elected Student Trustee and through representation on advisory committees by representatives that are appointed through the Associated Student Board.

Classified: The Classified Staff are represented by the California State Employees Association (CSEA) on advisory groups and at the Board table to ensure that they have the opportunity to make recommendations, promote communication, and present their opinions on matters affecting the conduct, welfare, and growth of the College. Because the College does not have a Classified Senate the CSEA functions as the Classified Senate.

The following Board policies and administrative procedures outline the roles that various constituent groups play in governance processes.

- [Board Policy 2010](#): Board Membership
- [Board Policy 2015](#): Student Member
- [Board Policy 2105](#): Election of Student Member
- [Board Policy 2360](#): Minutes
- [Administrative Procedure 2015](#): Student Members
- [Administrative Procedure 2105](#): Election of Student Members
- [Administrative Procedure 2360](#): Minutes
- [Administrative Procedure 2510](#): Participation in Local Decision Making
- [Administrative Procedure 3100](#): Organizational Structure

Analysis and Evaluation

Prior to October 2008 the College had a participatory governance structure which allowed for the participation of all campus constituent groups. There were four separate levels in that governance structure.

Level 1 consisted of the Academic Senate, the California State Employees Association, the Associated Student Board, and the Administrative Support Management Group. Level 1 also included subcommittees of the academic senate such as Curriculum, FLEX, Staff Development, Equivalency, and a well-defined academic department/department chair structure. Decisions and recommendations percolated up from these Level 1 constituent groups and subcommittees to one of the three Level 2 participatory governance councils.

Level 2 consisted of Instruction Council, Student Services Council, and Technology Council. Each of these three governance councils were decision-making bodies with membership that included representatives from all constituent groups. Instruction Council (IC) was chaired by the VP of Instruction, Student Services Council (SSC) was chaired by the VP of Student Services, and Technology Council (TC) was chaired by the Vice President of Technology and Business Services. These three participatory governance bodies met weekly. All decisions and recommendations that were borne from these three participatory governance bodies moved on up the chain to the Level 3 participatory governance body.

Level 3 consisted of President's Advisory Council (PAC), which chaired by the Superintendent/President. This was a recommending body. This group took on all of the decisions and recommendations from the three Level 2 governance structures for discussion, consideration, and a decision recommendation to the President. PAC also reviewed all administrative procedures and Board policies prior to their submission to the Board of Trustees. The President used the PAC as a sounding board for all campus-wide governance issues. It was customary for the President to make his decision on all issues brought forward to the PAC prior to the adjournment of the bi-monthly PAC meeting. He would do so after discussion and consideration of the input he had received from the members of PAC.

Level 4 consisted of the Board of Trustees. The Board made final decisions on policy and budget matters according to the authorization described in Board Policy.

Up until Fall 2008, COS made a good faith effort always to include most, if not all, constituent groups in all forms of college decision making. Administrators, Administrative Support Management (ASM), California State Employees Association (CSEA), Faculty (Academic Senate), and Students (ASB) were represented on almost every committee where relevant. Even where not necessarily required, COS always had collegial dialogue to ensure institutional excellence. With the arrival of a new President in October 2008 came several major institutional changes in governance. Within months of his arrival, he dismantled the Instruction and Student Services offices and then consolidated them as the Office of Student Learning. This decision was made by him

without consultation or input from any of the constituent groups or campus community and without an evaluation of the four-level governance structure that was in place at the time.

From that point forward the participatory governance structures began rapidly to disintegrate. Academic chairs and departments were eliminated. Instruction Council and Student Services Council were also eliminated in favor of a single and very large Student Learning Council. The Technology Council was eliminated, and in its place there arose an informal group of technicians and computer technology faculty who met once a semester to discuss all campus technology issues. The new Student Learning Council met monthly for only 60 minutes and was chaired by the new Vice President of Student Learning. Combining Instruction and Student Services into this new “student learning” paradigm led to the elimination of both the Vice President of Instruction and Vice President of Student Services positions.

Between October 2008 and June 2013 the college governance structures and participatory governance became virtually nonexistent. The governance structures that did exist failed to create goals and outcomes for themselves, to evaluate their performance regularly in achieving those goals and outcomes, to disseminate the results of those assessments widely, and to establish new goals for themselves based on the previous year’s self-evaluation. In Fall 2012 the President received a “vote of no confidence” from the Academic Senate. He subsequently submitted a letter of resignation yet continued to serve as the President until June 2013. This created a myriad of issues related directly to the consequences of having a “lame duck” President.

In July 2013 an interim President was appointed by the Board. This interim President had been the Vice President of Student Learning. He had also received a “vote of no confidence” at the same time as the previous President had (Fall 2012), partly for his lack of supporting participatory governance—Student Learning Council met only six times in 2011-2012 and only six times in 2012-2013. While serving as the Interim President, he was actively seeking employment elsewhere. In June 2014, he resigned. It was then that our new President was selected by the Board of Trustees. (He had been the Interim Vice President of Administrative Services, 2012-2014)

His first order of business was to return the College to California “best practices” by bringing back the participatory governance structures we had in place prior to October 2008. The “student learning” paradigm was discarded as was the Vice President of Student Learning position. The Student Learning Council was disbanded at the same time. Then in October 2014 the former Level 2 councils (Instruction Council, Student Services Council, and Technology Council) were resurrected. In addition, the process began immediately to hire a new Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services. The previous President’s Advisory Council was replaced with the new College Council which now acts as the new Level 3 participatory governance body.

Fast forward to October 2015 and it has been a year since the three Level 2 councils (Instruction Council, Student Services Council, and Technology Council) have been

resurrected. Those three participatory governance councils, plus the Budget Oversight Committee, the Planning Committee, and the College Council are now beginning the process of conducting their first self-evaluations. Once completed, they will widely disseminate the results of those evaluations, and establish a set of goals for this coming academic year based upon those results. The President has further directed that from this point forward, all participatory governance evaluations will be completed on an annual basis.

The College meets this Standard.

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The new College participatory governance structure (Figure 10) is designed to allow for all campus constituents to have a voice in the decision-making process. There are well-defined and clear lines of communication that allow for a free flow of information bi-directionally. This new participatory governance structure is more in line with what is considered to be “California best practices.”

Student Services Council: Chaired by Vice President of Student Services

- Meets monthly for 60 minutes
- 13 Members (VP of Student Services, Director of DSPS, Director of Financial Aid, Director of Student Life, 2 Faculty Members, Director of Research, Associate Dean of Student Success-Counseling and Special Programs, Counseling Services/ Special Programs Rep, Director of Enrollment Services, Director of Upward Bound, Student Member, Classified Member)

Instruction Council: Chaired by Vice President of Instruction

- Meets weekly for 60 minutes
- 14 Members (VP Instruction, Student, Dean CTE, Dean LAS, Athletic Director, Supervisor Yreka Campus, Faculty member CTE, Faculty member Athletics, Faculty member Math Area Coordinator, Faculty member Sciences Area Coordinator, Faculty member Humanities/Sociology Area Coordinator, Faculty member Arts/Performing Arts Area Coordinator, Instructional Services, Library Services)

Technology Council: Chaired by Associate Dean of Learning Resources and Technology

- Meets monthly for 60 minutes

- 12 Members (VP Administrative Services, Associate Dean Learning Resources, Student, three Senate approved Faculty members, Learning Resources, five Technology Services members)

Budget Committee: Chaired by Vice President Administrative Services

- Meets bi-monthly for 60 minutes
- 8 Members (VP Administrative Services, 2 Faculty Reps, 2 ASM Reps, one Classified Rep, Controller, Athletic Director)

Planning Committee: Chaired by Director Instructional Services

- Meets bi-monthly for 60 minutes
- 9 Members (Director Instructional Services, Counselor, Accreditation Liaison Officer, Research, three Faculty members, College President, CSEA Rep)

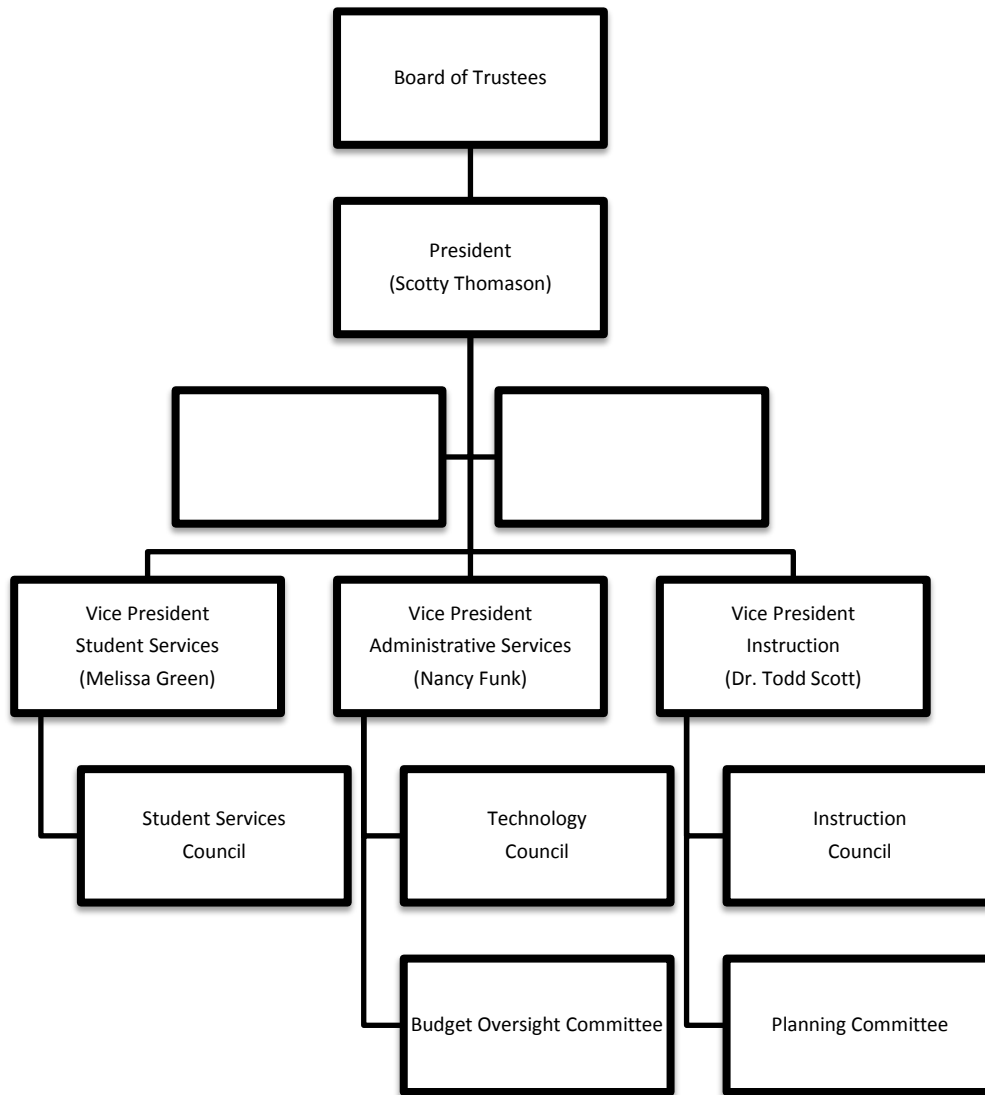


Figure 10: Participatory Governance Structure and Administrative Structure

College Council: Chaired by President

- Meets bi-monthly for 120 minutes
- 14 Members (President, VP Administrative Services, VP Instruction, VP Student Services, President Academic Senate, Student, one Senate approved Faculty member, CSEA Representative, ASM Representative, HR Director, Athletic Director, Dean CTE, Dean LAS, Supervisor Yreka Campus)

Each of the participatory governance councils and committees maintains a webpage that contains information regarding the council's mission or the committee's charge, the current membership, and links to agendas and minutes:

- [Student Services Council](#) webpage
- [Instruction Council](#) webpage
- [Technology Council](#) webpage
- [Budget Oversight Committee](#) webpage
- [Planning Committee](#) webpage
- [College Council](#) webpage

In addition to the participatory governance councils and committees, [Administrative Procedure 2510](#), Participation in Local Decision-Making, outlines the roles of the various constituent groups in decision-making processes at the College.

Analysis and Evaluation

In the last 14 months a concerted effort has been made by all campus constituents to develop and cultivate new governance processes and procedures that are both functional and participatory. An example of this mutual interest in participatory governance is our newly, Academic Senate-ratified equivalency procedure that is now Administrative Procedure 7211. This was a two-year process, but is still a good example of how the College is actively developing processes around our mutual interest in having a highly functional participatory governance structure.

Approximately two years ago the Academic Senate (Level 1 governance) identified the need to formalize the procedures used by the Equivalency Committee to determine equivalency. After consultation with the Superintendent/President the process began with numerous meetings of the Equivalency Committee, the Senate Executive Committee, and the Senate-of-the-whole to develop a codified procedure. Several sources were researched and used in the development of numerous drafts. Those resources included Education Code Sections 87001, 87003, and 87743.2; Title 5 Sections 53400 et seq., and Minimum Qualifications for Faculty and Administrators in California as well as more than a half dozen adopted equivalency procedures from other California Community Colleges. Over time, each draft of the equivalency procedure was taken back to the Academic Senate for their perusal and input. There were also a number of one-on-one meetings between the Senate President and the College President which often included the Interim Vice President of Academic Affairs and/or the Human Resource Director. Once the new procedure had been finalized by both the Equivalency Committee and the Senate Executive Committee, it was taken to the Senate-of-the-whole

for ratification. The ratified equivalency procedure then went to Instruction Council (Level 2 governance) for discussion and then a recommendation of adoption. From Instruction Council it moved onto College Council (Level 3 governance) where another recommendation for adoption was made. After the Superintendent/President approved the new equivalency procedure, Human Resources assigned it as Administrative Procedure 7211: Faculty Service Areas, Minimum Qualifications, and Equivalencies. The new procedure was approved at the next Board of Trustees meeting (Level 4 governance).

The reestablishment of our formal participatory governance bodies to be more aligned with California “best practices” as well as one that more closely mirrors the governance structures that were in place prior to October 2008 have made a positive difference in bringing back participatory governance to the College. This structure represents a governance style that is inclusive of all college stakeholders and campus constituents. The College is rediscovering the value and importance of growing our decision-making out of ideas that, through transparency, the entire institution has the opportunity to develop and support. Transparency through the consistent and ongoing creation of evidence such as minutes, agendas, and institution-wide communications; and the process of regular evaluation and improvement of our governance bodies reflect the institution’s interest in creating a truly inclusive participatory governance structure at the College of the Siskiyous.

The College meets this Standard.

IVA3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Since July 2014, the College has had a clearly defined policy regarding participatory governance: [Board Policy 2510](#), Participation in Local Decision Making. That policy covers all constituent groups including students, classified staff, and faculty. Faculty have played a very large part in the governance model not only through seats on various councils and committees but also as a result of more substantively and clearly defined roles that are contained in Board Policy 2510 and [Administrative Procedure 2510](#), also titled “Participation in Local Decision Making.”

In addition to policy and procedure, evidence of participation by faculty and administrators is present in the minutes of the participatory governance councils and committees identified in Standard IVA2.

Analysis and Evaluation

The current administration sees the new organizational model and governance structure as not just a way to socialize decisions, but as a way to use the new council/committee governance structures actively as a vehicle to receive input into decisions, policy, and procedure development. Examples include new instructional equipment requests (NIER), new faculty requests (NFR), and the development of a new enrollment management plan. These new requests are borne out of the annual program reviews that are completed each fall by all faculty by academic discipline. NIERs and NFRs are developed by the Dean of Career and Technical Education, the Dean of Liberal Arts and Sciences, and the Assistant Dean of Kinesiology and Athletics reviewing annual program reviews, visiting with stakeholder faculty, and gathering relevant data. The two academic Deans and Assistant Dean of Athletics then develop a rank ordered prioritized list for their academic areas, bringing those prioritized lists to Instruction Council (IC) for review, input, and rank ordering. Instruction Council members are presented the relevant data on the resource requests for all three areas. They then create a combined rank order based on Program Review data and the Dean's input. The VPI does not vote in an effort not to bias the Council members' work. However, the VPI retains the right to adjust the rank ordering in order to meet the overall needs of the College. The rank order lists are then forwarded to College Council for additional input and support. The finalized prioritized list is then forwarded to Executive Cabinet and the President for approval and/or modification.

Over the past 4-5 years and three college Presidents, the college committees and councils have changed or consolidated. As a result the members of the various new governance structures appear wary because of that inconsistency. Regardless, institutionally the commitment to participatory governance is palpable. Hopefully with some consistency and stability in key leadership positions, the new participatory governance model can take hold and be utilized for years to come. The College must remain vigilant and be flexible in terms of meeting the needs of students, the institution, and the community it serves. If any shortcomings are evident, they will be due to lack of continuity versus lack of policy and procedure.

The College meets this Standard.

IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

According to [Administrative Procedure 2510](#), the faculty “has primary responsibility in the areas of academic and professional matters,” which include the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Processes for program review
- Other academic and professional matters, as mutually agreed upon between governing board and the academic senate

Academic administrators and faculty collaborate and make decisions on these topics primarily through Curriculum Committee, which is a subcommittee of the Academic Senate. Evidence of academic administrators and faculty partnerships in the responsibility over all curriculum is present in the mission and membership of this committee and in its minutes, which are available at the [Curriculum Committee's webpage](#).

[Administrative Procedure 4020](#) describes processes for program and curriculum development. The roles of academic administrators and especially faculty are clearly established in this procedure.

[Administrative Procedure 4022](#) outlines the role of academic administrators and faculty in the course approval process. Similarly, [Administrative Procedure 4025](#) lays out the process for making changes to the degree and the General Education requirements, including the roles and responsibilities of faculty and administrators in the approval process. Likewise, [Administrative Procedure 4105](#) describes the process for approving Distance Education courses; this process is built upon the course approval process outlined in AP 4022 involving both academic administrators and faculty.

Academic administrators and faculty also collaborate and take responsibility for other decisions made regarding student learning programs and services. For example, they collaborate when it is time to create the Schedule of Classes for each semester. On the College's January 2015 Planning Day, all faculty and key instructional staff were brought together to create "straw man" schedules for both Summer and Fall 2015 that were student centric and that met the needs and wants of our campus community. The goals for the afternoon session were established. Then faculty by academic discipline were broken out into smaller planning groups. Those small groups of discipline faculty worked to create student friendly class schedules. All groups then came back together with their recommendations for their class offerings and scheduling. A discussion then took place as to whether the consolidated schedule was student centric and whether or not it was synchronized. Other discussions revolved around the number of class offerings as well as the timing of those offerings. Class conflicts were clearly identified and resolved. The timing of our General Education and transfer level classes were coordinated between faculty, counselors, and instructional staff. The questions and discussions that took place in regards as to whether classes should be distributed evenly throughout the day and evening proved to be very useful and productive. These initial Summer and Fall 2015

schedules served as a starting point for instruction, student services, and the administrative areas of the institution to build from.

Analysis and Evaluation

As stated in Standard IVA3, with the advent of the new participatory governance structures, the faculty now has a substantial voice, especially when it comes to matters of student learning, developing learning outcomes, and assessing those outcomes. The Academic Senate now has primary responsibility in the areas of academic and professional matters as outlined in both Board Policy 2510 and Administrative Procedure 2510. This includes such matters as degree requirements, curriculum, grading policy, program review, and so forth. It is evident that since July 2014 the College now has a clear policy and procedure regarding curriculum and student learning.

The College meets this Standard.

IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Currently, both Instruction Council and Student Services Council are beginning the process of reviewing and reworking the latest draft of the Institutional Master Plan. This model mirrors the processes outlined above in Standard IVA1. This new governance model is being honored in that all stakeholders' voices have been actively sought and incorporated into the development of the College's Institutional Master Plan. Similarly, our institutional goals as well as both our Summer and Fall 2015 schedules were developed by incorporating input from all college stakeholders. These institutional goals were developed utilizing a very inclusive process. On Orientation Day August 2014 all faculty and key staff participated in small groups in order to brainstorm and develop institutional goal ideas. Everyone's ideas were collected into a single large document. Then at the fall Planning Day in October 2014 all faculty and staff met again in small groups to distill and filter all of the goals and ideas into relevant themes. Once completed the new institution goals moved on through Instruction Council, Student Services Council, Technology Council, College Council, Executive Cabinet, and then the Board of Trustees for review and ultimately approval.

Minutes from the various governance councils and institutional committees demonstrate broad participation in decision making regarding matters related to student learning programs and services, student support services, institutional planning and evaluation, and budgeting and resource allocation.

- [Student Services Council](#) minutes

- [Instruction Council](#) minutes
- [Technology Council](#) minutes
- [Budget Oversight Committee](#) minutes
- [Planning Committee](#) minutes
- [College Council](#) minutes

Analysis and Evaluation

Effective institutional governance requires input and collegial consultation to occur at all levels. The College's turnover in presidential and administrative leadership over the last five years has served as a major disadvantage. This lack of continuity of leadership at the highest level has brought about a modicum of inconsistency towards meeting the College's participatory governance requirements. With the hiring of a new Superintendent/President in 2014, the College is beginning to experience new participatory governance and decision-making structures that should enable the College to align decisions with those that possess the most expertise. Effective institutional governance requires collegial consultation (input, dialogue, and shared vision) from all constituent groups. The decision-making process needs to be transparent, widely communicated, and broadly based. To achieve these goals the new President, following California Community College "best practices" has created several new shared governance structures within the College. Effective October 2014, the following participatory governance bodies were created and began their work.

Instruction Council

Instruction Council (IC) meets weekly to discuss and develop the goals and direction for the instructional programs of the College in order to provide quality education. IC works to advance the career/technical, transfer, and basic skills mission of the College. Although IC engages in broad-based discussions of how this mission can be accomplished, it also assists the Vice President of Instruction (VPI) in developing and administering the instructional programs of the College; makes recommendations to the VPI concerning instructional issues; reviews all policies and procedures dealing with the academic programs of the College prior to review by College Council; provides guidance in the development of the catalog and academic calendar; provides guidance in matters dealing with support services to instruction; and assists in providing direction to the educational programs and learning support programs and services of the College.

Student Services Council

Student Services Council meets monthly to provide overall leadership and guidance for the student services areas in order to provide excellent support for recruitment, success, and persistence of our students. In addition, it ensures a cohesive and collaborative approach to implementation of the College's student support services; it provides regular and effective communication regarding student service related activities, efforts, and initiatives; and it assists the Vice President of Student Services in making decisions that impact student support services.

Technology Council

Technology Council meets monthly to discuss items related to technology and

technology-assisted instruction that are brought to its attention by faculty and the campus community. It serves as the coordinating body for technology planning, implementation, and maintenance, and makes recommendations on these items to College Council.

College Council

College Council meets bi-monthly and is the primary participatory governance group whose mission is to engage constituent groups in decision-making processes on matters of institutional significance. In carrying out this mission, the roles of College Council are divided into two general categories: (1) to advise the Superintendent/President by reviewing and providing input on college policy, administrative procedures, and significant budget allocations; (2) to serve as liaisons between College Council and the constituent groups for all information and suggestions on matters of institutional significance.

Planning Committee

The Planning Committee serves as the primary advisor to the campus governance body on the Institutional Goals, Educational Master Plan, and associated planning and assessment efforts leading toward the College's Mission and Vision. Key outcomes in this arena include:

- Recommending an EMP according to institutional timelines.
- Annually reporting progress/results of the EMP to the college governance bodies.

The Planning Committee has monitored the Institutional Goals and related Area Goals, Outcomes, and Measurable Objectives. Key outcomes in the arena include:

- Working with Cabinet to identify who will be responsible for each plan goal.
- Reviewing plan updates and assessment reports for individual goals.
- Making minor changes to the plan (Institutional Goals, Area Goals, Outcomes, Measurable Objectives) based on plan updates and assessment reports and recommending major changes to the campus governance body.
- Working with those responsible for implementing individual goals to ensure and improve plan implementation, as needed.
- Encouraging the reporting of goal completion or progress in Program Reviews.

The Planning Committee reviews Program Review reports from an Institutional Perspective to improve the implementation of the College [Mission](#).

- Work with responsible parties to ensure meaningful assessment occurs.
- Offer training and advice to improve the quality of assessment.

The Planning Committee works closely with the Budget Committee, ensures a link between planning and budgeting, and advocates for the priorities of the Mission, [Institutional Goals](#), and [Educational Master Plan](#) within the Budget Development Process.

Budget Oversight Committee

The Budget Committee serves as the primary advisor to the College and the Superintendent/President on the short-term and long-term budget implications associated with the implementation of the College's plans and vision. Key outcomes include:

- Developing, maintaining and communicating to the campus community budget development guidelines.
- Making fiscal recommendations which support the College's plans and mission and are consistent with the established budget development guidelines.
- Assisting in the development of a budget which supports the College's plans and mission and is consistent with the established budget development guidelines.
- Promoting transparency of the budgetary process.
- Aiding in communication of the budgetary information to the campus community.

The College meets Standard IV.A.5.

IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

There are currently four participatory governance bodies (Instruction Council, Student Services Council, Technology Council, and College Council) and two participatory governance committees (Planning and Budget Oversight) on campus. In addition, there is the President's Advisory Cabinet that is not a participatory governance body but is used by the President as a line of communication for disseminating information and gathering feedback from campus constituents. Because membership is representative of all campus constituents, the best paradigm for disseminating the decision making processes that are used to make key decisions and the resulting decisions themselves, are through the use of online agendas and minutes:

- [Student Services Council](#) minutes
- [Instruction Council](#) minutes
- [Technology Council](#) minutes
- [Budget Oversight Committee](#) minutes
- [Planning Committee](#) minutes
- [College Council](#) minutes

Analysis and Evaluation

The four participatory governance bodies and two participatory committees review their operations on a regular basis to ensure effectiveness and compliance with the participatory governance guidelines found in the Standards of Accreditation and Title 5. The decision-making process is transparent, widely communicated, and broadly based. All meeting agendas are posted online. The minutes are posted online following

meetings. There are a myriad of ways that the College can use to ensure decision-making results are widely communicated across the institution. They include updated and current web pages that include all of the agendas and minutes; holding regular “all” college meetings; posting the Campus Connection online; “all” campus emails from the President or appropriate administrator; President’s Advisory Cabinet meetings; open office hours for the President, Vice President of Instruction, Vice President of Student Services, and Vice President of Administration; printed copies of agendas and minutes made available when requested; and agendas and minutes made available to be downloaded from the website via Portable Document File (PDF.)

The College meets Standard IVA6.

IVA7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting Standard

Each academic year, the College engages in the review of at least one chapter of the Board Policy Manual. The Administrator who oversees the area covered by each chapter is responsible for facilitating the discussion of the currency and appropriateness of the policies in that chapter with appropriate constituencies. The College also regularly consults with the Community College League of California regarding recommended updates and changes in our Board Policies and Administrative Procedures.

[Administrative Procedure 2410](#), “Policy and Administrative Procedures,” outlines a five-year cycle for review of the different chapters of the Board Policy Manual. All policies and procedures have been reviewed within the last five years according to the cycle, and they have been updated or revised as needed

Evaluations are regular and inclusive of both peers and subordinates. The Faculty Collective Bargaining Agreement with the District showcases a 360 degree evaluation process which is currently followed for full-time faculty evaluation. This evaluation process includes assessment of full-time instructors’ participation in College governance through their participation on governance councils and committees.

The College has had the current participatory governance structure in place since summer 2014. These participatory governance bodies (Instruction Council, Student Services Council, Technology Council, and College Council) and two participatory committees (Budget Oversight Committee and Planning Committee) have been evaluated.

In addition, the Board of Trustees conducts a self-evaluation in early summer. They widely communicate which goals were evaluated; the results of their solicited external Board evaluations, and which goals are being revised for the upcoming academic year based upon the evaluation results. [Board Policy 2745](#), Board Self-Evaluation, describes

the process by which the Governing Board evaluates itself. These self-evaluations are conducted annually. The results of [the most recent Board self-evaluation](#) are made public on the College's website. In the past, the Board has only reported out that a self-evaluation was completed. Over the last six years, the institution's governance and decision-making policies, procedures, and processes have been regularly evaluated to assure their integrity and effectiveness. The institution has widely communicated the results of those evaluations and used them as the basis for improvement.

[Administrative Procedure 2435](#), "Evaluation of Superintendent/President," describes the process for evaluating the President of the College. This process has been followed annually. Results of the evaluation process are held in the Human Resource Office.

[Board Policy 3250](#), "Institutional Planning and Evaluation," lists criteria for evaluating institutional effectiveness and planning.

Analysis and Evaluation

Goals and objectives are established for all campus leaders, participatory governance bodies, and participatory governance committees. Regular and systematic evaluations occur to determine if these goals and objectives have been achieved. Furthermore, the governance processes themselves are regularly evaluated to promote continuous quality improvement. Finally, the results of these evaluations are widely communicated to the campus community.

In mid-September 2015 the Superintendent/President directed that by the end of October 2015 all four of the College's new participatory governance bodies (Instruction Council, Student Services Council, Technology Council, and College Council) and two participatory governance committees (Budget Oversight and Planning) will complete their evaluation for FY 2014-15 in order to assure their integrity and effectiveness. In addition, all campus governance and decision-making policies, procedures, and processes are also being evaluated. Administrators (VPI, VPSS, and VP Administrative Services) have been instructed to institute a plan that will ensure that all future evaluations are completed in a timely basis. Once the initial (first annual) self-evaluations are completed, each administrator will widely communicate the results of these evaluations and use them as the basis for improvement.

The College meets Standard IVA7.

Standard IVB: Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College of the Siskiyous Board of Trustees has enacted appropriate policies and procedures that empower the College President to provide leadership for the College.

[Board Policy 2430](#), Delegation of Authority to Superintendent/President, ensures that executive authority to lead and manage the College is within the scope of the job description of the Superintendent/President. The policy elements include delegating authority when appropriate, but this delegation does not absolve the President of responsibility for administration of college operations. In support of the Superintendent/President's authority, the Board has passed [Board Policy 2200](#), Board Duties and Responsibilities, which identifies specifically the duties of the Board of Trustees, including its role in selecting the Superintendent/President and conferring administrative oversight of the College to him or her.

The Program Review Process and [hiring process guidelines](#) provide direct evidence that the Superintendent/President is managing organizational planning and personnel selection. The [budget development process](#) features the efforts of implemented by the Superintendent/President including a portion of the timeline specifically identified to review and prioritize the budget priorities identified through the shared governance process.

Through the leadership of the Superintendent/President, all college employees participate in some level of professional learning opportunities throughout the year. Examples include faculty members participation in flex activities. [Flex/Staff Development guidelines](#) are used to review and approve professional development opportunities for faculty. Review of these guidelines have been delegated to the Vice President of Instruction; however, the President commits to professional development across the College by [scheduling two Planning Days each year](#) for campus wide learning activities. Campus wide training is a unique opportunity for all employees of the College to attend conference style workshops on a variety of topics from institutional planning to class schedule development.

Analysis and Evaluation

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The President is empowered to interpret Board policy.

The President is expected to perform the duties and responsibilities contained in the President's job description and fulfill other responsibilities as may be determined by the Board. The President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion. The President serves as the professional advisor to the Board in policy formation, selection and development of personnel, and assessing institutional effectiveness.

The President provides effective leadership in planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness. The President determines organizational structure, and approves all hires, both interim and permanent.

The President is directly involved with and oversees planning for Orientation Days and Planning Days agendas and presentations. The President also serves on the COS Foundation Board.

The College meets Standard IVB1.

IVB2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Board of Trustees has established [Board Policy 3100](#), Organizational Structure, which empowers the President to develop an organizational structure that supports the institution's size and complexity. The College's Human Resources Office maintains [organizational charts](#) that reflect the current organizational structure.

In 2011 the Superintendent/President led the College through a comprehensive review of the participatory governance model which helps organize and ensure participation at all levels of the organization when making decisions for the College. The results of this effort were drafted into a [Governance Structure Document](#) was approved by all constituent groups. Following this process [Board Policy 2510](#), Participation in Local Decision Making, and [Administrative Procedure 2510](#), also titled Participation in Local Decision Making, were updated in 2012 and 2015 to reflect the changes and adjustments as the local shared governance model was tested and improved.

The College's organization and participatory governance model are reflected in practice through the [College Council](#). This is the top decision making group prior to decisions going to the Board of Trustees. This council meets bi-weekly during the academic year to review input from all constituent groups and delegates.

Analysis and Evaluation

College of the Siskiyous is a small institution and the administrative structure reflects that size. The President currently oversees three Vice Presidents and has several Departments directly reporting to the President's Office ([organizational charts](#)).

During FY 2014-2015 the College utilized interim administrators and managers in its operations as it determined an appropriate structure for an institution of its size. The Board of Trustees announced the permanent senior administrative positions during the Spring 2015 semester. The hiring processes were completed so that all interim positions were eliminated and new permanent employees set in place for FY 2015-2016.

Board/Administration/Institutional Support Services: The President directly oversees several areas:

- College administration
- Human Resources (Director)
- Public Relations/Foundation (Director)
- Board operations

Administrative Services: The Vice President for Administrative Services oversees the following areas:

- Business Services (Controller)
- Maintenance, Operations, and Transportation (Director)
- Information Technology (Associate Dean)

and several Auxiliary Services:

- Student Housing
- Campus Bookstore
- Food Service
- Eagles Nest (COS Foundation Thrift Store)

Instruction: The Vice President of Instruction oversees three academic divisions which have Deans and one which has a Director:

- Career and Technical Education (CTE), Dean
- Liberal Arts and Sciences (LAS), Dean
- Health, Physical Education, and Recreation (HPER), Assistant Dean
- Learning Resource Center/Distance Education, Associate Dean

Student Services: The Vice President of Student Services oversees student support services:

- Counseling and advising
- Student Success Services and Programs

- Enrollment Services
- Financial Aid
- Categorical student support programs

Each division is composed of departments or programs. The CTE area also has coordinators over the ADJ, Fire, and Nursing (Interim) programs. The College's small size dictates that several conventional departments are combined into larger units. For example, the Science Department consists of Biology, Chemistry, Geology, and Physics/Engineering programs.

The Instructional Area also includes the following entities, some of which have directors, some coordinators, and some of which have program grant managers:

- Academic Success Center
- Foster Kinship Care (Program Grant Manager)
- Instructional Services (Director)
- Library/Media Services (Director)
- Work Experience
- Summer Camps
- Yreka Campus

Three major changes to the administrative structure have occurred over the past six years. This indicates that the Board is supportive of the President in planning an administrative structure that will serve the College best.

Since the current President was hired in July 2014, COS has taken steps to return the organizational structure to a more traditional and common administrative structure. The administrative structure was changed several years ago by consolidating the traditional three Vice Presidents—VP Instruction, VP Student Services, and VP Administrative Services—into a two vice president structure—a VP of Student Learning (who oversaw both the Instruction and Student Services divisions) and a VP Administrative Services. This two VP structure proved extremely problematic. COS has transitioned back to the typical structure of three Vice Presidents and implementing “best practices” into its organizational structure.

The President has also expanded his regular consultation with administrators and representatives of the different constituent groups in the college. He meets weekly with the Executive Cabinet which consists of the VP Instruction, VP Student Services, and VP of Administrative Services, and the Executive Director of Human Resources. He also meets every other week with the President's Advisory Committee (PAC) which is composed of members of the Executive Cabinet plus the deans, directors, and program managers. In order to ensure strong communications with the Academic Senate, the President meets weekly with the Academic Senate President. In addition, the President meets monthly with the President of the Faculty Association.

The vice presidents and deans are regularly mentored and evaluated. The creation of the PAC is reflective of the President's desire to best utilize the talents of as many people on

campus as possible. This expansion of contact with lower level management is viewed by the senior administrators as supporting their efforts to directly oversee their areas. The consensus is that the President delegates appropriately and does not micromanage.

The President is moving the institution forward on a major change in the institution's organizational structure and administration. To improve communication, administrative effectiveness, and institutional planning and evaluation, the President has replaced the Student Learning Council with the more traditional Instruction Council and Student Services Council. The College has also reinstated the Facilities and Grounds Committee and the Technology Council.

The College meets this Standard IV.B.2.

IVB3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President has guided the process of developing institutional goals and priorities to meet the College's [Mission](#). The Mission, Vision, and Institutional Goals are included in regular publications such as the [College Catalog](#) (page 4). The College's values and goals were reviewed by on [Planning Day](#) by the entire campus community in the spring of 2015.

The [Student Success Act](#) set in motion series of initiatives in 2012 which pushed Community Colleges to improve and fast track the implementation of strategies to improve performance standards for student achievement. The President provided support and guidance to publish the current success rates on the College's [Student Success Score Card](#) which were used to develop the [Student Success and Support Program \(SSSP\)](#) and the [Equity Plan](#). In the spring of 2015, these data directly informed the College's [Institutional Effectiveness](#) goals.

Internal and external research is used regularly in the evaluation process. An internal study of [class size](#) was conducted to inform enrollment management decisions regarding course cancellations prior to the start of each term. An example external conditions is prominent in the Career and Technical Education area through the use of [Advisory Committees](#) to inform the curriculum.

The Director of Instructional Services has taken the lead on the strategic planning process under the direction of the President. The process is inclusive of all constituency groups and ultimately creates an annually updated document that has been approved by the Board of Trustees and disseminated throughout the campus as a guide for decision making.

Analysis and Evaluation

The President has designed activities and agendas for several [Planning Days](#) to engage the entire campus community to participate in strategic planning activities and exercises. These exercises continued with a series of forums which provided our Board of Trustees, employees, and students opportunities to participate in the process of determining the evolution of COS and identifying appropriate operations and endeavors of the College. These exercises are being utilized to create a new Strategic Plan and to update the COS [Educational Master Plan](#) and update the [Facilities Master Plan](#) and “ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions.”

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes

The President makes an active effort to communicate the College’s goals and values to the campus community, community organizations, state organizations, and media outlets. The Core Values Project was also supported at the presidential level. Under the current decision-making structure led by the President, student learning is always the priority of the planning and resource allocation process. The [Action Plan document](#), and [Program Review documents](#) pass through all levels of the decision-making structure, demonstrates the types of questions, research, connections to Student Learning Outcomes, and study that is necessary for all decisions.

Establishing procedures to evaluate overall institutional planning and implementation efforts

The College regularly evaluates its planning and implementation processes. Periodic surveys, such as the [2008 Self Study Survey](#) and the [2014 Educational Master Plan Feedback Survey](#), or Planning Day topics have provided the College with valuable feedback.

The Planning Committee designed and implemented the “Annual Evaluation of Governance, Planning and Budgeting Processes,” the results of which were then folded into the [Governance document](#). The process involves examining every level of the process, both for how well that level works and for how each level is integrated into its adjacent levels.

The College has done an effective job of planning by creating the [Educational Master Plan](#) and creating an [Action Plan form](#) and process that requires data and information. COS also has a Program Review process that it is well integrated into annual and institutional planning, and provides for strong collegial consultation and participation by all constituent groups of the institution. Under the leadership of the new President, the College has completed a wholesale reexamination of its [mission, vision, and goals](#).

The College has greatly enhanced the provision of a consistent and dependable research function through the employment of Institutional Researchers.

Data elements are collected and reported as necessary to the State and other agencies. The Institutional Researcher translates the data into information that helps guide the institution. As a result, the research needs of the College are being provided. Data is collected and analyzed on an ad hoc basis as needed and as a part of an ongoing system of evaluation.

The College meets Standard IV.B.3.

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Under the provisions of [Board Policy 3200](#) on Accreditation, the President has primary leadership for meeting accreditations Standards. The [Accreditation Steering Committee](#) includes members from across the campus and is charged with assisting the President in the institutional self evaluation process. The President has kept the entire campus informed of the process, including [updates](#) to the entire campus at [Planning Day 2015](#).

Analysis and Evaluation

The current President has led this latest institutional self evaluation process with the intent of ensuring the College meets all Eligibility Requirements, meets or exceeds the Standards of Accreditation, and complies with ACCJC policies. He has delegated responsibility for oversight of the Standards to the appropriate administrators and executive staff.

The President makes every effort to ensure the College meets all deadlines for reporting to the ACCJC as required. He also ensures that the College responds quickly to all ACCJC requests for information and to all recommendations for improvement. For example, the College prepared a Special Fiscal Report in March 2014 focusing on four items of interest to the ACCJC and a follow-up report in March 2015 on one item of concern. COS has successfully addressed these concerns.

The current President has provided many professional development opportunities to staff, faculty, administrators, and the Board regarding accreditation. He encouraged each Trustee to complete the Online Training from ACCJC. This training was also completed by each member of the Accreditation Steering Committee and the members of each Standards Team. The President, Board of Trustees President Barry Ohlund, and Trustee Carol Cupp attended a session on Accreditation at the CCLC Effective Trustee Conference in January 2015. In March 2015 the President and ALO attended the Accreditation Symposium in San Diego to learn as much as they could about the requirements of the 2014 Standards of Accreditation and the new Institutional Self Evaluation process and expectations.

In April 2014, the Interim President also supported professional development on accreditation. He had invited Jack Pond to COS to provide training on accreditation basics and on the institutional self evaluation process. This workshop was attended by over 50 personnel. He and the ALO also participated in one of the vetting sessions in 2013 sponsored by the ACCJC for feedback on the 2014 Standards before they were finalized.

Since the 2010 comprehensive evaluation visit by a Visiting Team from the ACCJC, the two presidents and the interim president have encouraged staff and faculty to attend professional development on accreditation and encouraged administrators and faculty to volunteer as Visiting Team members to other colleges. To date, five COS faculty members have participated on Visiting Teams and have shared their knowledge of the accreditation experience with the rest of the College (see [Planning Day Agenda, Fall 2014](#)).

The College meets this Standard.

IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

[Board Policy 2430](#) on Delegation of Authority to the Superintendent/ President, and [Board Policy 2410](#) on Policy and Administrative Procedures, specifically charge the President with the responsibility and grants the authority to implement applicable statutes, regulations, and governing Board policies. The President and the Vice Presidents remain up-to-date on their knowledge of statutes, regulations, and governing Board policies by receiving continual updates from the California Community Colleges Chancellor's Office (CCCCO), the Community College League of California (CCLC), and the ACCJC. In addition, through participatory governance processes and their administrative duties, the President and Vice Presidents assure that governing Board policies and procedures are followed. The CCCCCO provides updates through an email

distribution to all senior administrators. In addition, the CCLC provides up-to-date suggestions for improvement of governing Board policies based on ongoing changes to Title 5 and the California Education Code.

In addition to regular updates, the President and the Vice Presidents also are active in their statewide organizations. Through this involvement, they receive up-to-date information from Board meetings, statewide meetings, workshops, conferences, professional associations, and listservs.

The planning process ensures that the mission and Board policies guide practices, in that the Action Plan process and form incorporate references to the Educational Master Plan and to Board Policy.

Analysis and Evaluation

The campus keeps its policies and procedures up to date and actively participates with all major statewide groups to keep abreast of changes. The College mission and Board policies are well integrated into practice.

[Board Policy 6200](#) on Budget Preparation directs the President to supervise the preparation of the budget and administer implementation of the approved budget. This process is participatory through the governance process and is overseen throughout the year by the Superintendent/President and the Board of Trustees.

College of the Siskiyous has maintained a fairly stable budget even though the State has been going through major upheavals. The President and the Board of Trustees have led the College in budgeting processes that maintain healthy reserves, are focused on providing important and necessary educational programs, and keep a qualified, effective faculty and staff engaged.

Under the leadership of the new President and new Vice President of Administrative Services (CBO), the budgeting process is being strengthened. The President meets regularly with the CBO and the Controller, and frequently with the Budget Advisory Committee as a whole. Under the leadership of the CBO, the Budget Advisory Committee is given a more active role in making recommendations to the campus on proper allocations that respond directly to Program Reviews, Student Learning Outcomes, and campus input ([Institutional Governance, Planning by Design Budgeting document](#)). The College is limiting expenditures and enforcing budget discipline.

The College meets Standard IVB5.

IVB6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

College of the Siskiyous has had three different presidents since the last accreditation cycle. Each president has been involved in our surrounding community. Each has participated in community organizations such as Rotary International (Weed and Yreka). These are excellent opportunities for communicating in the community. Each president also has volunteered in areas that match their personal interests. Building strong [relationships with High Schools](#) in our service area has also been a priority of our current President. The City of Weed, home of College of the Siskiyous, survived a major wild fire that affected the entire town just after the current President joined the College. During the crisis, the College became a command center for emergency response personnel. Providing information and support for the community was a priority. The President directed the College to assist with technology and facilities whenever possible to support the needs of the community. A Fire Resource List was coordinated by college staff, and organizations who lost buildings in the fire found space on campus to conduct business, including the local food bank, [Church](#), and the [Small Business Administration](#), which were helping the community recover. Fire recovery efforts have even extended into a [construction program](#) coordinated by our CTE programs.

Analysis and Evaluation

The President is very involved with local committees and activities. The sheer size of the County creates some limitations on continuous activities, but the President is active in seeking out involvement. Since his arrival in July 2014, the President has appeared before the following groups:

- Weed Rotary
- Yreka Rotary
- Mt. Shasta Rotary
- Tule Lake City Council
- Siskiyou County Board of Supervisors
- Weed Kiwanis
- Weed Chamber of Commerce
- Delta Kappa Gamma Professional Women
- City of Weed General Plan Update meeting

The President is currently serving on the following committees and councils:

- Siskiyou Community Services Council
- Yreka Economic Development Commission
- Crystal Geyser Advisory Panel
- Weed Rotary
- North Far North Coordinating Council
- AB 86 Doing What Matters Coordinating Council
- Lake Shastina Property Owners Association

He also meets regularly with the County Schools Superintendents, local Superintendents, and Service Area High School Principals.

The President also often serves as the emcee for various charity events, service club activities, Chamber of Commerce events, and fairs or festivals. He uses his contacts with these various groups to encourage more cooperative involvement.

During the Boles fire, the President actively worked with community members and organizations, both during the crisis and during the recovery period.

College of the Siskiyous has a good reputation throughout the County based on the activities of the President. The evidence in support of this assertion includes the following:

- The College of the Siskiyous Foundation has had a very successful campaign to build an endowment for the Rural Health Sciences Institute.
- Local economic development and Chamber of Commerce groups seek input from College of the Siskiyous on various educational and training opportunities.

The College meets Standard IVB6.

Standard IVC: Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The College has a seven-member governing Board of Trustees that has authority over and responsibility for policies that govern the academic quality of programs and services, the integrity and effectiveness of the institution, and the College's fiscal stability. The Board's responsibilities and authority are outlined in [Board Policy 2200](#). The Board adheres to this policy in all its actions and decisions as reflected in the Board Minutes. Minutes of all meetings of the Board of Trustees are publicly available through the [Board's webpage](#).

The names of the Trustees and brief biographical information are published in each edition of the College Catalog ([2015-2016 Catalog](#), page 3; [2014-2015 Catalog](#), page 3; [2012-2014 Catalog](#), page 3). The biographies include photographs, the County districts that they represent, and their years of service as Board members.

Analysis and Evaluation

As evidenced in the monthly agendas and minutes from Board meetings, the COS Board of Trustees continues to be responsible for:

- Establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
- Assure fiscal health and stability to include authorizing an annual audit. Monthly reports are included at each Board meetings.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.

The College meets Standard IVC1.

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

[Board Policy 2330](#) describes the voting process that the Board uses to make decisions. This policy describes the number of votes required for the Board to pass or approve different types of policies, measures, or actions. However, once the vote has been taken, the Board's decision is implemented as a decision of the collective Board. Such

decisions are reflected in Board minutes, and all Board members act in support of the decision.

[Administrative Procedure 2510](#), “Participation in Local Decision-Making,” spells out specifically that “The decisions of the Board, *acting as a unit* [emphasis added], are binding as specified in statute.”

Analysis and Evaluation

The Board is an independent policy-making body reflecting public interest in Board activities and decisions. The governing Board continues to adhere to a clearly defined policy and procedure for decision-making.

The College meets Standard IVC2.

IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

[Board Policy 2431](#) authorizes the Board to establish a search process whenever there is a need to fill a vacancy in the Superintendent/President position. [Administrative Procedure 2431](#) provides more detail on the selection process and all persons involved in that process. It includes a description of the Board’s role in the process.

[Board Policy 2435](#) authorizes the Board to conduct annual formal evaluations of the President. [Administrative Procedure 2435](#) provides greater detail on the process that the Board follows when evaluating the President. The Board has followed the evaluation procedure annually. Results of the evaluation process are stored in confidential files in the Human Resource Office.

Analysis and Evaluation

The Board of Trustees Administrative Board Policy regarding the selection of the CEO includes the following elements:

1. The Superintendent/President shall assign the Director of Human Resources, in collaboration with the Board of Trustees, the task of overseeing the hiring process for a new Superintendent/President.
2. The job announcement is reviewed by and approved by the Board of Trustees.
3. The Search Committee consists of:
 - a. Two Administrators
 - b. Two Faculty Representatives

- c. Two CSEA Representatives
- d. Two ASM Representatives
- e. Two Student Representatives
- f. One Trustee Board Member (Chairperson of the committee)
- g. One Foundation Board Member
- h. Two Community Members (from two Trustee areas, appointed by the Board)
- i. Director, Human Resources (serving as EEO)
- j. Community Alternates (should the Board chose to select alternates)

Attention is given to forming a committee that represents the college community and provides for a committee with balanced representation of gender and ethnicity.

Final approval is made by the Director of Human Resources and the President of the Board of Trustees. The Selection Committee is made up of the Board of Trustees as a whole, which conducts reference checks, interviews and site visits for the finalists as it deems appropriate. The Board of Trustees interviews the finalists and selects an individual. The Board may vote to include additional activities within the selection process, including candidate receptions, campus forums, or site visits to the campus of the finalist(s). The Board of Trustees makes a formal offer of employment to the individual selected by a majority of the Board.

The Board of Trustees, in writing, annually evaluates the College's CEO in accordance with Ed Code 72400 and 72411.5.

- Formal evaluation is the responsibility of the Board as a whole and brings the Board and Superintendent/President together to discuss what works well and what needs improvement.
- The evaluation is based on the annual goals set by the Board and leadership of the College, and relates to the mission of the College, the accreditation and audit reports, and the budget process of the institution.
- A major goal of the evaluation is to build trust between the Board and Superintendent/President, and the annual evaluation is conducted each summer.
- The Board reviews the self-evaluation of the Superintendent/President. Goals set by the Board may include, but not be limited to, academic leadership, policy development, communication between the Board and Superintendent/President, and community activity. Instruments using numerical averages may be used as a basis for the evaluation.
- The Board develops criteria and set goals each summer. The evaluation compiled by the Board is reviewed with the Superintendent/President. The evaluation is filed in the Superintendent/President's personnel file and must be approved by a majority vote of the Board.

The College meets Standard IVC3.

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The College meets this standard. [Board Policy 2200](#) states that the Board of Trustees governs on behalf of the citizens of the Siskiyou Joint Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board consists of seven members, each representing a geographical portion of the College's service area. Board membership has been extremely stable through the years, with most recent addition of one new member in fall 2011.

Analysis and Evaluation

Board Policy 2200 includes the following specific duties and responsibilities of the Board of Trustees:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the Chief Executive to effectively lead the District
- Assure fiscal health and stability to include authorizing an annual audit
- Monitor institutional performance, educational quality, and compliance with accreditation standards
- Advocate for and protect the District
- Employ and terminate staff on the recommendation of the administration
- Hold and convey property for the use and benefit of the District
- Establish a process for participatory/shared governance and ensure the opportunity for participation of all campus levels in the participatory governance process

These duties clearly align with the criteria of this standard. The Board of Trustees meets once each month. Board agendas and minutes reflect that the Board does indeed make decisions in accordance with the duties identified in Board Policy 2200.

The College meets Standard IV.C.4.

IVC5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

[Board Policy 2410](#) states that the Board may adopt policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the College. In addition, [Board Policy 2200](#) establishes the following duties and responsibilities for the Board of Trustees:

- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for the college operations.
- Assure fiscal health and stability to include authorizing an annual audit.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.

Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All college employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Analysis and Evaluation

Board policies related to quality, integrity, and improvement of student learning programs are consistent with the mission statement and implicitly demand a high degree of quality and integrity, and a process for regular examination is in place.

The duties listed in Board Policy 2200 charge the Board with the ultimate responsibility for educational quality, legal responsibility, and financial integrity of the College. The Board has consistently carried out these duties through the years in the decisions they make.

The College meets Standard IVC5.

IVC6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

[Board Policy 2410](#) states that “copies of all policies and administrative procedures shall be readily available to college employees through the Superintendent/President.” Currently all Board policies and administrative procedures are posted on the College's website at <http://www.siskiyous.edu/policies>. Once revisions to a Board policy have been approved by the Board as a first and second reading, the revised policy is posted to the website within a week of approval. Administrative procedures are taken to College Council for approval. The Board will then review the procedure, and it is posted to the

website. [Administrative Procedure 2410](#) describes a 5-year cycle for review of policies and procedures.

Analysis and Evaluation

The college meets this Standard by regularly posting updated policies and procedures on the college's website.

The College meets Standard IVC6.

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

[Board Policy 2410](#) and [Administrative Procedure 2410](#) charge the Superintendent/President with overseeing the process for reviewing Board policies on a regular basis and for ensuring that policies and procedures are updated as needed. This policy also establishes that at least one chapter of the Policy Manual will be reviewed each year. The procedure specifies how this review will take place, and identifies the parties responsible for the different steps in the process.

Analysis and Evaluation

The College subscribes to the CCLC Policy and Procedure Service that most of the California Community Colleges utilize to ensure that its policies and procedures are up to date. COS has been performing an in-depth review of at least one section of its Board policies and associated administrative procedures each year since 2011. A review of all chapters is accomplished over a 5-year period. Each chapter has been assigned to a senior administrator. That administrator, utilizing the personnel in his or her area and guidance from CCLC, has examined every policy with respect to the College's mission and strategic plan.

The College receives regular updates through the CCLC Policy and Procedure Service and makes the recommended changes to its own policies as appropriate. The process for review and or revisions is as follows: The responsible administrator, utilizing the people in his or her area, drafts recommended revisions; policies and procedures are forwarded to College Council, which comments on the revisions and either approves them or returns them to the area; the President takes the finalized set of policies to the Board which approves them. The Board reviews changes made to administrative procedures.

The College meets Standard IVC7.

IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly receives information through Board reports that ensure the institution is accomplishing goals for student success. Examples of these reports include: Approval of the 2010–2014 Educational Master Plan (June 2011); the Planning by Design document (July 2012); Academic Program Review (November 2012); 2013 Student Success Scorecard (June 2013); and 2014 Student Success Scorecard (May 2014).

The Board participates in study sessions prior to each Board meeting. Examples of study session topics include: Student Success Act of 2012 (March 2013); Student Success Scorecard (June 2013); Student Success Act Update (November 2013); Enrollment Management: County Demographics (March 2014); and Enrollment Trends (August 2014).

Analysis and Evaluation

The Board annually receives Student Support Services year-end reports, EOPS year-end reports, and Distance Learning reports.

The Planning Committee will be bringing to the Board in spring 2015 a summary report of the last Educational Master Plan.

The College meets Standard IVC8.

IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

[Board Policy 2010](#), Board Membership, states that the Board shall consist of seven members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100. Any person who meets the criteria contained in law is eligible to be elected or appointed as a member of the Board. The terms of the members shall, except as otherwise provided, be for four years and staggered so that as nearly as practical one half of the members shall be elected in each even-numbered year. New Board members take office on the first Friday in December. [Administrative Procedure 2740](#) specifies orientation of newly elected Board members.

Board members have regularly attended CCLC and trustee conferences such as the Community College League of California Annual Convention, the Annual Legislative

Conference, and the Annual Trustee Conference. The Board has adopted policy language that indicates its commitment to development and orientation ([Board Policy 2740](#)) and recently adopted [Administrative Procedure 2740](#) which describes the materials and activities available for a newly-elected or appointed trustee. In March 2009, the Board began holding monthly trainings for all of its members. These study sessions take place in the hour prior to the start of each monthly Board meeting.

Analysis and Evaluation

Continuity of Board membership is ensured by the staggered nature of the four-year terms and the mechanism in place to deal with Board vacancies.

There is a policy and procedure in place that addresses Board development and new member orientation.

The College meets Standard IVC9.

IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

[Board Policy 2745](#), Board Self-Evaluation, identifies the process for Board evaluation. Through this self-evaluation, the Board assesses its effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board makes public the results of this self-evaluation, and uses these results to improve Board performance, academic quality, and institutional effectiveness.

The Board has established the following process: a committee of the Board shall be appointed in March of each year to determine the instrument or process to be used in the Board self-evaluation. The evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness.

Analysis and Evaluation

The Board has been evaluating itself using Board Policy 2745 for several years. The policy is clearly defined and adequately published in the Board Policies as listed on the COS website.

The College meets Standard IVC10. The Board began providing more specific results of its annual self-evaluation in FY 2014-2015. The results made public include the

attainment of goals identified from the previous year and identifying goals for the new year.

IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

[Board Policy 2715](#), Code of Ethics/Standards of Practice, states the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- act only in the best interests of the entire community
- ensure public input into Board deliberations
- adhering to the law and spirit of the open meeting laws and regulations
- prevent conflicts of interest and the perception of conflicts of interest
- exercise authority only as a Board
- use appropriate channels of communication
- respect others
- act with civility
- be informed about the District, educational issues, and responsibilities of trusteeship
- devote adequate time to Board work
- maintain confidentiality of closed sessions

In addition, [Administrative Procedure 2710](#), Conflict of Interest, addresses specific behaviors that are prescribed by law.

Analysis and Evaluation

The College meets Standard IVC11. In December 2011, the Board approved a revision to Board Policy 2715 which addressed the element dealing with consequences for violating the Code of Ethics. Administrative Procedure 2710 defines specific behaviors that are required by law.

IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds

the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Delegation of Duties to the President: [Board Policy 2430](#), Delegation of Authority, states that the Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Superintendent/President is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the Board.

Evaluation of the President: [Board Policy 2435](#), Evaluation of CEO, states the Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

Analysis and Evaluation

The College hired a new President in July 2014. Policy elements confer on the President all the necessary powers for him to perform the job. Interviews with all three presidents who have held the office in the last six years indicate that they all have felt that the Board has empowered them to perform their duties without undue interference. The Board annually evaluates the President.

The College meets Standard IVC12.

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

[Board Policy 2200](#), Board Duties and Responsibilities, states that the "Board is committed to fulfilling its responsibilities to . . . educational quality and compliance with accreditation standards." [Administrative Procedure 3200](#) ensures compliance with eligibility standards as established by WASC. The Accreditation Liaison Officer submits copies of accreditation reports to the Board, including annual reports.

Analysis and Evaluation

The Board is adequately informed at all stages of the accreditation process.

The College meets Standard IVC13.

Quality Focus Essay

As a result of the self-evaluation process there were two main areas that Chairs of the Planning Committee, Program Review Committee, Accreditation Liaison Officer, and the Vice President of Instruction agreed needed further attention. These two areas have been problematic for the College for several years and the group felt that it was appropriate for the college to create action projects for these areas as part of the Quality Focus Essay. The two action projects are:

1. Centralizing the collection of institutional data to better inform college-wide decision making.
2. Increasing the quality and consistency of assessment of student learning through Student Learning Outcomes.

Action Project #1: Centralize the Collection of Institutional Data to Better Inform College-Wide Decision Making

1. The Action Project:

The College will create a data system that integrates the currently separate data systems. After the College has created an integrated data system, the College will provide consistent and ongoing training for all employees who work with the data. The College will construct a data warehouse and an easily accessible, online dashboard for commonly used queries and data reports.

2. Supporting Data:

The College of the Siskiyous (COS) transitioned from a legacy system to Banner in 2010. The addition of Banner promised to add functionality and track more data elements than in the previous system. Employee turnover has caused problems with the comprehensive use of the system. Much of the functionality of the Banner system has not been fully utilized. Currently the process of gathering institutional data and use for campus-wide decision making is cumbersome. Institutional data also is housed in differing systems that have yet to be centralized. Student Services maintains data concerning student matriculation progress, and there is only one employee with the requisite knowledge to be able to extract the data. Furthermore, the data is inconsistent. Data entry in this corner of the system is dependent upon college counselors entering the data correctly; but data entry is inconsistent in its quantity and quality. Curriculum data is in a different system. SLO assessment and Program Review data are maintained in a separate system. The College has recognized that data housed in separate locations with myriad employees responsible for its extraction is complicated and cumbersome and not convenient to access.

Data extraction from the Banner system is currently handled by the Argos query tool. It is adequate for the job, but is difficult for non-programmers to use, has a steep learning curve, and requires a working knowledge of the way fields are structured in Banner. For complicated queries, a programmer from IT is utilized. Due to high turnover in the IT department and across the College, there has been a lot of redundancy and duplication of

effort. For example, researcher A tasks programmer X to write a complicated query E, which is then saved by a short and simple name that does not convey all the complicated code or data elements utilized. A year later, the new researcher B tasks the new programmer Y to write a similar query F. Since it is impossible to know what is in all of the preexisting queries without analyzing the code of each one manually, multiple queries are built that report similar data. Data challenges are further complicated by employee P who has been running the old query E to calculate something, and then employee Q uses the new query F after hearing about it from the new researcher. Due to slight differences in programming, the two queries might return slightly different results if, for example, one excludes non-credit courses and the other does not. Since there is not much documentation in older queries, inconsistency in data extraction is an ongoing problem.

An example of past under-utilization of Argos is data on student persistence. In the past, student persistence was calculated by manually comparing lists of students from two different terms. Since it was so difficult and time consuming to generate, these manual calculations were not done on a regular or consistent basis. The current researcher and programmer worked together in Fall 2015 to create an Argos query that doesn't just calculate persistence, but also includes key demographic information such as age, ethnicity, and gender. This information is included in the Student Achievement Data section of this report.

3. Institutional Areas Needing Change:

Every office and department at the College will benefit from improvements to data extraction and reporting systems.

In November 2015 the College contracted with Ellucian to provide a comprehensive evaluation of the use of the Banner system. The Ellucian team spent two days at the College conducting focus group sessions with administrative, academic, and student services groups to evaluate current practices within each division. The evaluation will focus on the best use of the Banner system and integration of multiple systems to allow the Research Office to create a data warehouse in which the Research Office will be able to provide consistent data to the College to inform decision making.

A data warehouse would also allow for the implementation of a dashboard. This would also enable employees to access information. It would also standardize many queries, provide needed consistency, and ensure that everyone is using the same definitions and query parameters. This would also prevent errors such as some queries that include summer data in the following academic year's data and some that include summer data with the preceding academic year's data.

4. Analysis of the Integration with College Planning, Resource Allocation, and Institutional effectiveness:

To further centralize the collection of institutional data, the supervision of the sole institutional researcher was reassigned. The researcher position had traditionally reported directly to the President, but under this structure the researcher appeared to be disconnected from the College's Program Review and planning efforts. Recently the researcher was

Action Project 1: Centralizing the Collection of Institutional Data to Better Inform College-Wide Decision Making	
Desired Goals / Outcomes	<ul style="list-style-type: none"> • Creation of a centralized data warehouse to standardize the data available to the College, to better inform planning efforts and decision making, and to focus efforts on student achievement.
Actions / Steps to be Implemented	<ul style="list-style-type: none"> • Evaluation of current usage of college data collection • Clearer definitions on the responsibilities of the college researcher • Creation of a data warehouse • Regular cycle of data dissemination for Program Review and institutional effectiveness analysis
Timeline	<p>Year 1: 2015-2016</p> <ul style="list-style-type: none"> • Complete evaluation of the Banner system • Begin to integrate the recommendations of the evaluation of the Banner system • Conduct training sessions for employees inputting data into the system • Develop common data definitions and a list of common reports for regular dissemination • Transition Program Review and SLO data results to the Office of Instruction • Create evaluation plan for assessment of Action Project #1 <p>Year 2: 2016-2017</p> <ul style="list-style-type: none"> • Evaluate the first year integration projects of the Banner system • Determine actions to be taken based on the evaluation • Create data warehouse and common queries and reports for the Program Review process and other institutional effectiveness processes • Create a dashboard for accessing the data warehouse • Increase participation of units, areas, programs in the new processes <p>Year 3: 2017-2018</p> <ul style="list-style-type: none"> • Fully implement redesigned data query processes with changes • Evaluate for effectiveness of integration with Program Review, institutional evaluation, planning, and resource allocation/budgeting • Adjust and/or address areas in need of improvement (as appropriate)
Responsible Parties	<ul style="list-style-type: none"> • Vice Presidents and Deans of Instruction and Student Services: • Planning Committee, Instruction Council, Student Services Council, Academic Senate/Program Review Committee, Research Office
Assessment	An evaluative component is scheduled into the timeline for this project.

Figure 11: Summary Details of Action Project 1 – Data Management

reassigned to report to the Vice President of Instruction. Efforts are currently underway to centralize the Research Office in all of the planning data elements. The researcher will be responsible for the collection of Program Review results and results of SLO assessment data. This will allow the College to integrate more fully all of the student achievement and learning data, to combine the data for determining resource allocations, to utilize other student data indicators to get a larger picture of the impact of student success efforts, and to inform the college community and the Board about the achievement and success of our students. The centralization of all this data will allow the College to have more robust college-wide dialogue about student achievement and success, about institutional performance metrics, about quality improvement projects or initiatives, and about measuring institutional effectiveness and accomplishment of the College’s mission.

5. Related Standards of Accreditation:

Several Standards refer to increasing the use of data to inform academic quality and effectiveness. Specifically, Standards IB4, IB5, IB6, IB7, IB8, and IB9. Standard IC discusses integrity using documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality. Standard IIC2 speaks to the importance of the using assessment data to continuously improve student support programs and services.

Action Project #2: Increase the Quality and Consistency of Assessment of Student Learning Outcomes

1. The Action Project:

The College will re-energize professional development for faculty regarding student learning outcomes and assessment and their role in Program Review. The College will enhance mechanisms for collecting assessment data at the end of each term; these mechanisms will encourage analysis and reflection for improving student learning. The College will make a concerted effort to involve all part-time instructors in the collection and analysis of assessment data. The College will find or create a data system that will disaggregate assessment data for the purpose of helping faculty, Student Support Services staff, and Learning Support Services staff to identify achievement gaps between populations.

This action project is designed to address a deficiency in assessment reporting and analysis by providing professional development to all faculty to help them understand the student learning outcome process—by providing guidance on the development and assessment of SLOs, on using assessment data to better inform their decisions on continuous improvement of instructional practices that will lead to improvements in student achievement of the learning outcomes, on using assessment data to inform course or program revisions, and on connecting assessment results and analysis to improvement plans and resource requests in Program Review. This action project will also help the College make connections between student achievement of learning outcomes at the course level and degree completions at the program level.

2. Supporting Data:

On August 17, 2015, the College of the Siskiyous received a communication from the ACCJC that the College had been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual Report concerning student learning outcomes practice. In the 2015 Annual Report the College reported ongoing assessment in only 42% of its courses and in 78% of its programs. Clearly the College needs to focus efforts on increasing the ongoing assessment of student learning outcomes at the course and program levels.

College of the Siskiyous has learning outcomes for all of its active courses, programs, certificates, and degrees. SLO development is required as part of the Curriculum Process—all courses, programs, degrees, and certificates must not only identify learning outcomes but

must also identify the assessment methods that will be used to measure them. Faculty use the Curriculum Module of CurricUNET to submit course and program outlines, which are approved only when they contain appropriate learning outcomes and assessment methods. Both new and updated Course Outlines of Record (CORs) are reviewed by discipline faculty, by the appropriate Dean, by one member of the Curriculum Committee (in detail), by the Curriculum Committee as a body, and by other appropriate personnel for coding, General Education, Distance Education, and articulation. Program/Degree/Certificate outcomes and General Education outcomes are reviewed by appropriate faculty, and changes are submitted as needed.

Program Level SLOs are embedded in the courses required for a degree or certificate. When the faculty first embarked on the creation of Program SLOs in 2005, they determined that course-embedded program SLOs would be more feasible for assessment purposes than program-level assessments that students would have to complete outside of their courses. Course-level outcomes map to one or more program-level outcomes. However, the SLO Assessment Module of CurricUNET became difficult to implement. Course-level outcomes were difficult for many faculty to map to program-level outcomes using the CurricUNET software.

The [2015 SLO Assessments Tracking Report](#) shows the percentage of courses for which assessment results were reported in CurricUNET for the 2014-15 Academic Year. The telling part of this list reveals that 95% of the unreported courses were taught by part-time faculty. Due to the composition of the institution, the College must rely heavily upon part-time faculty to teach courses. The College has not developed a standard methodology for increasing part-time faculty participation in the assessment of SLOs.

3. Institutional Areas Needing Change:

It is evident that the institution needs to develop a process to ensure that all faculty, especially part-time faculty, participate in the assessment of SLOs. The lack of participation of part-time faculty seems to indicate that they may not understand the development and assessment of SLOs and particularly that they have not received proper instruction in assessing SLOs and entering the data into the CurricUNET system that the College currently utilizes for the collection of assessment data.

4. Analysis of the Integration with College Planning, Resource Allocation, and Institutional effectiveness:

Considering the large number of courses with unreported assessment data, the College cannot get a complete picture of student learning. Therefore, the issue must be addressed so that the institution can make proper decisions in regard to planning, resource allocation, and the effectiveness of the institution in accomplishing its mission.

Action Project #2:

Increase the Quality and Consistency of Assessment of Student Learning Outcomes

Desired Goals / Outcomes	<ul style="list-style-type: none"> Reinforce with all faculty the process of developing learning outcomes for courses and programs, assessing student achievement of those outcomes, and using assessment results to make improvements to teaching and learning. All faculty will include a list of the approved learning outcomes on first-day handouts, will understand and utilize appropriate methodologies for properly and consistently assessing learning outcomes at the course and program level, and will be able to report and discuss assessment results in Program Review for the purpose of improving teaching and learning.
Actions / Steps to be Implemented	<ul style="list-style-type: none"> Evaluation of the SLO development and assessment processes Professional development for faculty in the SLO process, especially for new and part-time faculty Consistent monitoring of SLO assessment and reporting in Program Review Regular faculty dialogue concerning the SLO assessment data
Timeline	<p>Year 1: 2015-2016</p> <ul style="list-style-type: none"> Submit Technical Assistance Application to the Institutional Effectiveness Partnership Initiative (IEPI) for assistance in evaluation of the institution's SLO processes Evaluate the current SLO processes at the institution Develop an implementation plan based on the evaluation of the current SLO process Develop Academic Senate FLEX day(s) for faculty wide dialogue on the SLO development and assessment process Negotiate between District and Faculty Bargaining Unit compensation to ensure participation by all faculty, especially part-time faculty Make progress on the percentage of faculty participation in the SLO assessment process Develop process in which SLO analysis is more easily integrated and accessible within Program Review process Develop a Program Review Handbook <p>Year 2: 2016-2017</p> <ul style="list-style-type: none"> Evaluate the first year integration projects of SLO development and assessment process Determine actions to be taken based on the evaluation Continue to increase the percentage of SLO assessment participation Continue faculty wide dialogue on SLO assessment data at Faculty Senate FLEX day(s). <p>Year 3: 2017-2018</p> <ul style="list-style-type: none"> Fully implement redesigned process with changes Evaluate for effectiveness of SLO development and assessment process Adjust and/or address areas in need of improvement (as appropriate)
Responsible Parties	<ul style="list-style-type: none"> Vice President of Instruction and Deans of Instruction: Planning Committee, Instruction Council, Academic Senate/Curriculum Committee/Program Review Committee, Research Office
Assessment	An evaluative component is scheduled into the timeline for this project.

Figure 12: Summary Details of Action Project 2 – Consistent Assessment

5. Related Standards of Accreditation:

Several Standards refer to increasing the use of student outcomes data to inform academic quality and effectiveness. Specifically, Standards IB1, IB2, IB4, IB5, IB6, and IB8. Standards IC1 and IC3 discuss institutional integrity using documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality. Standards IIA1, IIA2, and IIA3 speak to the importance of using assessment data to continuously improve student learning programs and services. Standards IIB3 and IIC2

address the impact that assessment of learning outcomes has on learning support services and student support services.

Appendix A: ACCJC Response to Special Financial Report, June 2015



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
STEVEN KINSELLA
Administrative Member

Vice Chairperson
SUSAN KAZAMA
Academic Member

President
BARBARA A. BENO

Vice President
SUSAN B. CLIFFORD

Vice President
KRISTA JOHNS

Vice President
GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

June 29, 2015

Mr. Scott Thomason
Superintendent/President
College of the Siskiyous
800 College Avenue
Weed, CA 96094

Dear President Thomason:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 3-5, 2015, reviewed the Follow-Up Report submitted by College of the Siskiyous. The Follow-Up Report was certified by the president of the governing board and the college president.

Based on the College Follow-Up Report and evidence submitted, the Commission finds that College of the Siskiyous has not adequately addressed College Recommendation 1 from the Financial Review Task Force that led to noncompliance with Standards III.D.1.c and III.D.3.c. Therefore, the Commission acted to require College of the Siskiyous to include a special section in the Self Evaluation Report, due in the spring of 2016, that specifically addresses College Recommendation 1 to develop a long-range budget plan to resolve OPEB financing.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. This will be verified at the time of the next regularly scheduled visit. The College will submit its Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness in preparation for the comprehensive review in **spring 2016**.

The Follow-Up Report submitted in March 2015 will become part of the accreditation history of the College. The Commission requires that you give the Follow-Up Report and this letter appropriate dissemination to your College staff and to those who were signatories of the Report. This group should include the campus leadership and the Board of Trustees. The Commission also requires that these documents be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no more than one click from the institution's home page.*

Mr. Scott Thomason
College of the Siskiyous
June 29, 2015

On behalf of the Commission, I wish to encourage your continued work to ensure College of the Siskiyous' educational quality and to support students' success. Professional self-regulation is the responsibility of an accredited college and the accreditor. Thank you for sharing in that responsibility.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President

BAB/tl

Appendix B: OPEB Funding Plan, Fall 2015

**College of the Siskiyous
Accreditation Self Study Special Report
Other Post Employment Retiree Benefits (OPEB) Funding Plan
November 16, 2015**

In response to the Accreditation Commission's letter dated June 29, 2015, the District has been asked to put together a long range plan for funding the liability for Other Post Employment Benefits (OPEB). The District has included the costs in the budget annually but there has not historically been a written plan in place.

The District is a member of the Joint Powers Authority (JPA) for Retiree Health Benefits through the California Community College League. As such, the District is a part of the irrevokable trust established by the JPA.

Every two years the District is required to have an actuary evaluation of the liability for OPEB costs. When that is complete a new Annual Required Contribution (ARC) is established. The District budgets the ARC annually to cover not only the annual "pay as you go" costs of current retirees but the remainder of the ARC is transferred to the trust for future costs.

In addition to the ARC funding, when the District has additional unexpected revenues or an end of year surplus, it will be determined if it would be possible to add the additional funds to the trust contribution to aid in the full funding the liability. In the 2015-16 fiscal year, significant one-time funding was expected to be received from the State. Due to this additional funding the budget was adjusted at final budget to include an additional \$100,000 above the ARC to be contributed to the trust.

Appendix C: Evidence List

General Evidence

The following documents/resources are referenced in multiple sections of this report:

- 2015-2016 College Catalog
- [Spring 2016 Schedule of Classes](#)
- [Planning by Design](#)
- [Educational Master Plan \(2010-2014\)](#)
- [CurricUNET](#)
- [Student Equity Plan](#)
- [Student Success Services and Programs \(SSSP\) Plan](#)
- [Board Policy Manual](#)
- [Administrative Procedure Manual](#)
- [College of the Siskiyous website](#)

Evidence of Compliance with the Eligibility Requirements

	Document or Resource	Location
ER 1	USDE Eligibility And Certification Approval Report	Local file
	California Community College Chancellor's Office's website: alphabetical list of State community colleges	Web
	ACCJC website: Alphabetical list of accredited colleges	Web
ER 2	College Catalog	Web
	Schedule of Classes	Web
	Governing Board website , with links to agendas and minutes	Web
ER 3	College Catalog , pages 43-156	Web
ER 4	Board Policy 2200 , Board Duties and Responsibilities	Web
	Board Policy 2430 , Delegation of Authority to the Superintendent/President	Web
	Board Policy 2010 , Board Membership	Web
	Board Policy 2210 , Officers	Web
	Board Minutes, July 21, 2014 , items 3 and 5	Web
ER 6	College Catalog , page 4	Web
	Board Policy 1200 , Mission	Web
ER 7	College Catalog , page 4	Web
	Board Policy 2010 , Board Membership	Web
	Board Policy 2015 , Student Member	Web
	Board Policy 2100 , Board Elections	Web
	Board Policy 2105 , Election of Student Members	Web
	Board Policy 2200 , Board Duties and Responsibilities	Web
	Board Policy 2715 , Code of Ethics/Standards of Practice	Web
	Board Policy 2716 , Political Activity	Web

	Board Policy 2717 , Personal Use of Public Resources	Web
ER 10	Administrative Procedures 4100 , Graduation Requirements for Degrees and Certificates of Achievement	Web
	Administrative Procedure 4230 , Grading and Academic Record Symbols	Web
ER 11	College Catalog , pages 43-156	Web
	Administrative Procedure 4230 , Grading and Academic Record Symbols	Web
ER 12	Board Policy 4025 and Administrative Procedures 4025 , Philosophy and Criteria for Associate Degree and General Education	Web
	Administrative Procedure 4100 , Graduation Requirements for Degrees and Certificates of Achievement	Web
ER 13	Board Policy 4030 , Academic Freedom	Web
	College Catalog , page 5	Web
	Faculty Handbook , page 25	Web
	Student Handbook , page 21	Web
ER 16	Board Policy 5010 , Admissions and Concurrent Enrollment	Web
ER 17	Library website	Web
	Weed Academic Success Center website	Web
	Yreka Academic Success Center website	Web
ER 19	Planning by Design	Local file
	Educational Master Plan	Web
	Program Review website	Web
ER 20	College Catalog	Web
ER 21	Board Policy 3200 , Accreditation	Web
	COS Accreditation website	Web

Evidence of Compliance with ACCJC Policies

	Document or Resource	Location
Rights and Responsibilities	<ul style="list-style-type: none"> • Board Policy 3200 and Administrative Procedure 3200, Accreditation • past accreditation reports, available on the COS Accreditation website 	Web
Degrees and Credits	<ul style="list-style-type: none"> • Board Policy 4020, Program and Curriculum Development • Board Policy 4235 and Administrative Procedure 4235, Credit by Examination • Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates of Achievement 	Web

Transfer of Credit	<ul style="list-style-type: none"> • Board Policy 4050 and Administrative Procedure 4050, Articulation • Board Policy 5120 and Administrative Procedure 5120, Transfer Center • Administrative Procedure 4237, Transfer Credit 	Web
Distance Education	<ul style="list-style-type: none"> • Board Policy 7120, Recruitment and Hiring • Administrative Procedures 4105, Distance Education • Administrative Procedure 4022, Course Approval • Academic Senate Policy for Distance Education • Faculty Handbook 	Web
Representation of Status	<ul style="list-style-type: none"> • College of the Siskiyous homepage 	Web
Student Complaints	<ul style="list-style-type: none"> • Board Policy 3435 and Administrative Procedures 3435, Discrimination and Harassment Investigations • Administrative Procedure 5045, Student Records: Challenging Content and Access Log • Administrative Procedure 5530, Student Rights and Grievances 	Web
Advertising	<ul style="list-style-type: none"> • College Catalog 	Web
Title IV	<ul style="list-style-type: none"> • Board Policy 5130 and Administrative Procedure 5130, Financial Aid • Financial Aid Policies and Procedures 	Web

Evidence of Meeting Standard IA: Mission

	Document or Resource	Location
IA1	Mission and Vision statements	Web
	Board of Trustees Minutes, June 9, 2015 , Item 20	Web
IA2	COS Program Review website	Web
	Community College Survey of Student Engagement (CCSSE)	Web
	Basic Skills Reports for 2012-13 , 2013-14 , 2014-15	Web
	Student Success Scorecard	Web
IA4	Board Policy 1200	Web
	Administrative Procedure 1200	Web
	Board of Trustees Minutes for December 10, 2013 , item 9; January 14, 2014 , item 25; June 9, 2015 , item 21	Web

Evidence of Meeting Standard IB: Assuring Academic Quality and Institutional Effectiveness

	Document or Resource	Location
IB1	Administrative Policy 5300 , Student Equity	Web
	Student Equity Plan	Web
	Student Success Scorecard	Web
	Equivalency Procedure	Web
	Academic Senate Minutes for March 13, 2014 , item C; February 13, 2014 , item B; December 12, 2013 , item D; October 10, 2013 , item C1; November 14, 2013 , item B	Web
IB2	Survey for Collecting SLO Assessment Data	Web
	Focused Program Review Template for Non-Instructional Areas	Web
	Presentation for Program Review Workshop July 2011	Web
IB4	CurricUNET : program review search results	Web
	Spring 2012 Planning Day presentations to All Employees and to Administrators and Staff	Web
IB5	Program Reviews through 2013	Local files
	Academic programs 2013 through 2015 in CurricUNET	Web
	California Community College Chancellor's Office Student Right to Know website	Web
	Student Success Scorecard	Web
	Board Minutes, May 5, 2015 , Item 7 and study session topic	Web
	Student Equity Plan addendum to the 2015 Substantive Change Proposal for Distance Education	Local files
	CTE Advisory Committees list , agendas and minutes	Web
	Student Equity Plan	Local file
IB6	Student Success Scorecard	Web
	Student Equity Plan	Local file
IB7	Program Reviews through 2013 and academic programs 2013 through 2015 in CurricUNET	Local files/ Web
	Spring 2012 Planning Day presentations to All Employees and to Administrators and Staff	Web
	Non-Academic Program Reviews 2013-2014	Local files
	Budget Committee minutes, January 26, 2015 , items 2, 3, and 6	Local file
	Facilities Master Plan presentation to the Board	Web
	Educational Master Plan	Web
	ACT Student Opinion Survey	Web
	Community College Survey of Student Engagement (CCSSE)	Web
Survey of Entering Student Engagement (SENSE)	Web	
IB8	COS Research and Evaluation Office webpage	Web
	Academic programs 2013 through 2015 in CurricUNET	Web
	Student Success Scorecard	Web

	COS Accreditation status and reports	Web
IB9	Educational Master Plan	Web
	Planning By Design	Local file

Evidence of Meeting Standard IC: Institutional Integrity

	Document or Resource	Location
IC1	College of the Siskiyou website	Web
	College Catalog	Web
	Schedule of Classes	Web
IC2	2012-2014 College Catalog	Web
	2014-2015 College Catalog	Web
	2015-2016 College Catalog	Web
	Distance Education website	Web
IC3	Press release concerning President's List and Dean's List	Web
	Student Success Scorecard	Web
	Board Policy 3225 , Institutional Effectiveness	Web
	Board Policy 5050 , Student Success and Support Program	Web
	Board Policy 5300 , Student Equity	Web
	Research and Evaluation website	Web
IC4	College Catalog	Web
	Courses of Study webpage, posted on Counseling Services website	Web
	Faculty Handbook , pages 14 and 85	Web
IC5	Administrative Procedure 2410 , Policy and Administrative Procedures	Web
	Curriculum Review Cycle	Web
IC6	Financial Aid website	Web
	Student Lodging Rates webpage	Web
	Current Booklists with prices	Web
	Price Calculator on the COS website	Web
	Enrollment Services webpage	Web
IC7	Faculty Handbook (page 25)	Web
	Board Policy 3900 , Speech: Time, Place, & Manner	Web
	Board Policy 4030 , Academic Freedom	Web
	Administrative Procedure 3050 , Code of Professional Ethics	Web
IC8	Administrative Procedure 3050 , Code of Professional Ethics	Web
	Board Policy 2715 , Board Code of Ethics	Web
	Core Values	Web
	the Faculty's Professional Ethics Statement	Web
	Faculty Handbook , page 14	Web
	Student Handbook , pages 21, 25, 28	Web

	Board Policy 5500 , Standards of Student Conduct	Web
	Administrative Procedure 5520 , Student Discipline Procedures	Web
	Board Policy 3900 , Speech: Time, Place, & Manner	Web
IC9	Faculty Handbook , pages 22, 25, 27	Web
	Faculty Bargaining Agreement , Appendix G	Web
IC10	Board Policy 3900 , Speech: Time, Place, & Manner	Web
IC12	Board Policy 3200 and Administrative Procedure 3200 , Accreditation	Web
	Accreditation website , including archive of all reports to ACCJC and action letters from ACCJC	Web
IC13	2013-14 Final Audit	Web
	2012-13 Final Audit	Web
	2011-12 Final Audit	Web
	Proposition 39 and Measure A General Obligation Bonds Performance Audit	Business Office
	Schedule of Proceeds and Uses of General Obligation Bonds with Independent Auditor's Report	Business Office
	Instructional Service Agreement with Farmworker Institute for Education and Leadership Development (FIELD)	Local file
	Board Minutes, June 3, 2014 , item 32; July 1, 2014 , item 16; February 4, 2014 , item 21; August 5, 2014 , item 19; October 7, 2014 , Item 19	Local files
IC14	Faculty Bargaining Agreement , page 12	Web
	The College's Mission, Institutional Goals, and Core Values	Web
	President's webpage	Web
	Student Equity Plan	Local file
	Student Success and Support Program (SSSP) Plan	Local file
	Board Policy 1200 , Mission	Web
	Board Policy 3225 , Institutional Effectiveness	Web
	Board Policy 5050 , Student Success and Support Program	Web
	Board Policy 5300 , Student Equity	Web

Evidence of Meeting Standard IIA: Instructional Programs

	Document or Resource	Location
IIA1	Board Policy 1200 , Mission	Web
	Board Policy 4020 and Administrative Procedure 4020 , Course Approval	Web
IIA2	CCC Chancellor's Program and Course Approval Handbook	Web
	Curriculum Committee Homepage	Web
	Program Review Homepage	Web
	Faculty Bargaining Agreement , Article 7	Web
IIA3	Sample COR with mapped SLOs	Web

	More CORs available at CurricUNET (search “courses”)	Web
	Assessment Survey on Survey Monkey	Web
IIA4	College Catalog , page 42	Web
	Academic Success Center homepage	Web
IIA5	Chancellor Office’s Program and Course Approval Handbook .	Web
	Title 5 Standards and Criteria for Courses and Classes	Web
	College Catalog , pages 38-40	Web
	Curriculum Committee Technical Review Checklist	Web
	Administrative Procedure 4020 , Course Approval	Web
	Advisory Committee Agendas and Minutes	Web
IIA6	Curriculum Committee Webpage, see Course Review	Web
	College Catalog , program descriptions, pages 43-156	Web
IIA7	COS Distance Learning webpage	Web
	COS Online Schedule	Web
IIA9	Sample COR (History 1017)	Web
	Sample COR (Geology 1130)	Web
	California Regulations Title 5, section 55023	Web
	California Regulations Title 5, section 55002.5	Web
	College Catalog (pages 15-17)	Web
	Board Policy 4100 , Graduation Requirements for Degrees and Certificates	Web
IIA10	College Catalog (page 14)	Web
	Administrative Procedure 4237 , Transfer Credit	Web
	Counseling webpage, transfer resources	Web
IIA11	College Catalog (page 11)	Web
IIA12	College Catalog (pages 35-36)	Web
IIA13	College Catalog (page 41)	Web
IIA14	CTE Advisory Committees List	Web
IIA15	Administrative Procedure 4021 , Program Consolidation/Discontinuance	Web
	Environmental Resource: Power Generation, Spring 2015 class schedule	Local file
IIA16	Instruction Council Minutes, January 30, 2015 ; Item 2	Local file

Evidence of Meeting Standard IIB: Library and Learning Support Services

	Document or Resource	Location
II B1	COS Library website	Web
	COS Library’s hours	Web
	COS Library FAQs	Web
	Emails and flyer regarding “bookmobile” project	Local file
	CCCCO Library Annual Data Survey 2010-2012 , page 14	Local file

	CCCCO Library Annual Data Survey 2012-2013 , page 5	Local file
	CCCCO Library Annual Data Survey 2013-2014 , page 9	Local file
	COS Online databases of periodicals	Web
	Ebook collection data	Local file
	Online periodicals index (Worldcat)	Web
	Films On Demand	Web
	Taber's Cyclopedia Medical Dictionary	Web
	Oxford English Dictionary	Web
	Online COS Library Card request form	Web
	COS Library "How do I ...?" webpage	Web
	Instructions for using online materials	Web
	Services to Faculty webpage	Web
	"Ask Us" form	Web
	Class visitation schedule	Local file
	2015-2016 Program Review	Local file
	Student Success Seminars webpage	Web
	Student Success Seminar data	Local file
	Academic Success Center webpage	Web
	Math Lab webpage	Web
	Writing Lab webpage	Web
	Writing Lab Resources webpage	Web
	Reading Lab webpage	Web
	ASC Computer Lab webpage	Web
	Peer tutoring services webpage	Web
	Tutoring data, 2013-2015	Local file
	Yreka Academic Success Center	Web
	Library student surveys, 2010-2015	Local file
	ASC student surveys, 2011-2014	Local file
IIB2	Community College Libraries Consortium–EAR	Web
	Services to Faculty webpage	Web
	Emails from librarian to faculty	Local file
	emails of Library updates	Local file
	2012 Library Expenditure Report	Local file
	2014 Library Budget	Local file
	Emails from librarian to DSPS staff	Local file
	Technology Council minutes (December 1, 2014 ; January 22, 2015 ; and February 26, 2015)	Local files
	2010-2014 Educational Master Plan , page 44	Web
	EMP Implementation Plan Final Report	Web
	Help Desk Usage spreadsheet	Local file
	Copier statistics spreadsheet	Local file
	Instruction Council meeting minutes (see September 28, 2011 ; January 18, 2012 ; February 29, 2012 ; March 21, 2012 ; November 9, 2012 , February 15, 2013 ; April 5, 2013 ; May 3, 2013 ; September 5, 2013 ; October 3, 2013 ; November 7, 2013 ;	Local files

	December 5, 2013; November 24, 2014; December 8, 2014; January 23, 2015; January 30, 2015)	
IIB3	2012 ACT Student Opinion Survey , page 6	Web
	Library survey results, 2010-2015	Local file
	ASC survey results, 2011-2014	Local file
	Academic Success Center 2013-2014 Program Review	Local file
	“Extended Hours” funding request and report	Local file
	Student Success Seminar evaluation form	Local file
	Sample library skills assessment instrument	Local file
	Sample library skills assessment results	Local file
	College Catalog , page 36	Web
	ACT Survey Results , Question #27	Web
IIB4	Library survey results, 2010, 2014, 2015	Local file
	OCLC/WMS purchase proposal, 2012	Local file
	OCLC/WMS Service Agreement, 2012	Local file
	EZProxy contract, 2012	Local file
	EBSCO Print Periodical contract, 2015	Local file
	Better World Books contract	Local file
	Fleming Bookbinding contract, 2015	Local file
	Partnership with public library	Local file
	Distance Education Captioning and Transcription (DECT)	Web
	Alternate Text Production Center (ATPC)	Web

Evidence of Meeting Standard IIC: Student Support Services

	Document or Resource	Location
IIC1	Community College Survey of Student Engagement (CCSSE)	Web
	Survey of Entering Student Engagement (SENSE)	Web
	Counseling and Support Services Program Reviews: 2011-2012 , 2012-2013 , 2014-2015, and comprehensive 2012-2013	Local files
	Student Life Program Reviews 2011-2012 and 2014-2015	Local files
	Student Activities Program Reviews 2011-2012 and 2012-2013	Local files
	Enrollment Services (Admissions/Records and Financial Aid) Program Reviews 2011-2012 , 2012-2013 , and 2014-2015 ; and comprehensive 2012-2013	Local files
IIC2	Educational Master Plan (EMP) implementation report , Goal completion objectives	Local file
	EMP implementation report , new student preparedness	Local file
	EMP implementation report , basic skills	Local file
	Student Equity Plan	Local file
	Student Support and Success Program plan	Local file
	College’s Scorecard	Web

IIC3	Course outline for GUID 0991	Web
	Course outline for GUID 1002	Web
IIC4	Student organizations webpage	Web
	Student club guidelines	Web
	Associated Student Board webpage	Web
	Administrative Procedure 5400 , Associated Students	Web
	Administrative Procedure 5410 , Associated Students Elections	Web
	Administrative Procedure 5420 , Associated Students Finance	Web
	Athletics programs webpage	Web
	Administrative Procedure 5700 , Title IX guidelines	Web
IIC5	Counseling and Support Services webpage	Web
IIC6	Board Policy 5010 and Administrative Procedure 5010 , Admissions	Web
	Board Policy 5052 , Open Enrollment	Web
	Administrative Procedure 5011 , Special Admission of Non-High School Graduates	Web
IIC7	ACT COMPASS website	Web
	CCCCO-approved assessment instruments	Web
IIC8	Administrative Procedure 5040 , Student Records and Privacy	Web
	Administrative Procedure 3310 , Records Retention and Destruction	Web

Evidence of Meeting Standard IIIA: Human Resources

	Document or Resource	Location
IIIA1	Board Policy 7120 , Recruitment and Hiring	Web
	Board Policy 3420 , Equal Employment Opportunity	Web
	<i>Minimum Qualifications for Faculty and Administrators in California Community Colleges</i>	Web
	Job Opportunities webpage	Web
	Hiring Procedures Information webpage	Web
	Job Descriptions webpage	Web
	Faculty Bargaining Agreement Article 7	Web
	Faculty Employee Information webpage	Web
	Administrative Procedure 7126 , Application Background Checks	Web
	Administrative Procedure 7211 , Faculty Service Areas, Minimum Qualifications, and Equivalencies	Web
IIIA2	Board Policy 7120 , Recruitment and Hiring	Web
	Board Policy 7211 , Faculty Service Areas, Minimum Qualifications, and Equivalencies	Web
	<i>Minimum Qualifications for Faculty and Administrators in California Community Colleges</i>	Web

	Application for Equivalency	Web
	Foreign Degree Evaluation	Web
	Job Opportunities webpage	Web
	Faculty Bargaining Agreement Appendix H	Web
IIIA3	Board Policy 7250 , Educational Administrators	Web
	Minimum Qualifications for Faculty and Administrators in California Community Colleges	Web
	Job Opportunities webpage	Web
IIIA4	Job Opportunities webpage	Web
	Foreign Degree Evaluation	Web
IIIA5	Faculty Collective Bargaining Agreement Article 7	Web
	Board Policy 2435 and Administrative Procedure 2435 , Evaluation of the Superintendent/President	Web
	Board Policy 2430 , Delegation of Authority to the Superintendent/President	Web
	Administrator self-evaluation form	Local file
	Supervisor evaluation form	Local file
	CSEA Bargaining Agreement , Article 11	Web
	ASM evaluation form	Web
	FRISK Model employee discipline process	Web
IIIA6	Faculty Bargaining Agreement , Article 7.1 and Appendix H	Web
	Faculty Handbook , Appendix B	Web
	Template for syllabi	Web
IIIA7	Equivalency Committee agenda/minutes	Web
	College Catalog 2015-2016 , pages 31-34	Web
	Faculty Committee Roster 2014-2015	Web
IIIA8	Academic Senate Constitution , Article III	Web
IIIA9	Position Requisition Form	Web
IIIA11	Board Policies webpage	Web
	Administrative Procedures webpage	Web
	CSEA Collective Bargaining Agreement	Web
	Faculty Collective Bargaining Agreement	Web
	Human Resources website	Web
	Board Policy 3410 and Administrative Procedure 3410 , Non Discrimination	Web
	Board Policy 3430 and Administrative Procedure 3430 , Prohibition of Harassment	Web
	Board Policy 7360 , Discipline and Dismissal: Academic Employees	Web
	Board Policy 7365 and Administrative Procedure 7365 , Discipline and Dismissal: Classified Employees	Web
	Administrative Procedure 7216 , Academic Employees: Grievance Procedure for Contract Decisions	Web
	Faculty Collective Bargaining Agreement , Article 6: Grievance Procedure	Web

	CSEA Collective Bargaining Agreement , Article 6: Grievance Procedure	Web
IIIA12	Board Policy 3410 , Non Discrimination	Web
	Board Policy 3420 , Equal Employment Opportunity	Web
	Board Policy 7100 , Commitment to Diversity	Web
	Sample job announcement	Local file
	EEO Checklist	Local file
	Board Policy 3435 and Administrative Procedures 3435 , Discrimination and Harassment Investigations	Web
	Unlawful Discrimination Complaint Form	Local file
	Mission, Vision, Values, and Goals	Web
IIIA13	Board Policy 3050 , Institutional Code of Ethics	Web
	Administrative Procedure 3050 , Institutional Code of Ethics	Web
	Faculty Handbook page 27	Web
	Board Policy 3040 and Administrative Procedure 3040 , Harassment and Unlawful Discrimination	Web
	Board Policy 3410 and Administrative Procedure 3410 , Open Access and Non-Discrimination	Web
	Board Policy 3720 and Administrative Procedure 3720 , Computer and Network Use	Web
	Board Policy 2715 , Code of Ethics and Standards of Practice for the Board	Web
IIIA14	Faculty Collective Bargaining Agreement , Article 9.2	Web
	Flex Proposal form	Web
	Flex Analysis form	Web
	Classified Staff Day flyers	Local file
	Classified Staff Development Request	Web
	Planning Day Agendas, 2009-2015	Local file
	CSEA Collective Bargaining Agreement Appendix C	Web
	Faculty Handbook , page 80	Web
IIIA15	Administrative Procedure 7145 , Personnel Files	Web
	CSEA Bargaining Agreement , Article 11	Web
	Faculty Bargaining Agreement , Article 8	Web

Evidence of Meeting Standard IIIB: Physical Resources

	Document or Resource	Location
IIIB1	SchoolDude online maintenance and facilities request system	Web
IIIB2	Facilities Master Plan 2014 Update , Board Presentation	Web
	Five-Year Capital Outlay Plan	Local file
IIIB3	SWACC Inspection 2013	Local file
	SWACC Inspection 2015	Local file
	Planning Day agenda , Spring 2014	Local file

IIIB4	Five-Year Capital Outlay Plan	Local file
-------	---	------------

Evidence of Meeting Standard IIIC: Technology Resources

	Document or Resource	Location
IIIC1	Help Desk webpage	Web
IIIC2	Technology projects list, September 2015	Local file
IIIC4	EMP Technology Plan TECH 1.1	Local file
	Help Desk webpage	Web
	Part-Time Faculty Orientation session	Local file
	Flex training opportunities 2010-2015	Local file
	Orientation Day August 2012	Local file
IIIC5	Administrative Procedure 3720 , Acceptable Computer Use	Web
	Technology Council webpage	Web

Evidence of Meeting Standard IIID: Financial Resources

	Document or Resource	Location
IIID	Annual Final Audit 2011-12	Web
	Annual Final Audit 2012-13	Web
	Annual Final Audit 2013-14	Web
IIID1	Institutional Planning Process Planning by design	Local file
	2013-14 budget assumptions	Web
	Budget Committee webpage	Web
	2014-15 Board goals/Budget assumptions	Web
	Administrative Services Webpage , with links to Actuarial Studies for Retiree Health Benefit Liabilities, Annual Budgets, and Annual Financial Audits	Web
	Planning Committee Minutes (March 23, 2012, memo to Budget Committee ; August 21, 2014 ; March 5, 2015 ; March 19, 2015)	Local files
IIID2	Budget Committee webpage	Web
	Budget Development Process	Web
	Board Policy 6200 and Administrative Procedure 6200 , Budget Preparation	Web
	Board Policy 6250 and Administrative Procedure 6250 , Budget Management	Web
	Board Policy 6300 and Administrative Procedure 6300 , Fiscal Management	Web
	Administrative Procedure 6320 , Investments	Web

	Administrative Procedure 6305 , Reserve	Web
	Administrative Procedure 6400 , Audits	Web
	Planning By Design document	Local file
	Planning Committee Minutes, especially February 27, 2014 ; May 8, 2014 ; August 21, 2014 ; February 5, 2015 ; March 19, 2015 ; May 7, 2015 ; and May 21, 2015	Local files
	Instruction Council Minutes: November 24, 2014 ; December 8, 2014 ; and January 23, 2015	Local file
IIID3	Planning By Design document	Local file
	Budget Development Timeline	Web
	Planning Day Agendas , 2010-2015	Local file
IIID4	Budget Committee Meeting 4/7/14 , Equipment Priority List	Local file
	Budget Committee Meeting 5/5/14 , Preliminary budget discussion	Local file
	Budget Committee Meeting 7/30/14 , Discussion of budget and reserve fund	Local file
	Budget Committee Meeting 8/13/14 , Discussion of new budget calculations	Local file
	Planning Committee Meeting 2/27/14 , 2014-15 budget information	Local file
	Planning Committee Meeting 8/21/14 , Overview of final budget	Local file
	Planning By Design document	Local file
	Budget Development Process final approval 12/11/12	Local file
	Board of Trustees meeting 8/5/14 , Minutes, Items 10-13, Revenues, Expenditures, Investments, Reserves and Budget Adjustments	Web
	Board of Trustees meeting 9/2/14 , Minutes Item 18 Final Proposed Budget	Web
	Board of Trustees meeting 12/9/14 , Minutes Regarding Class Size – Board Report #4793	Web
IIID5	Board Policy 6300 , Fiscal Management	Web
	Board Policy 6330 and Administrative Procedure 6330 , Purchasing	Web
	Administrative Procedure 6340 , Bids and Contracts	Web
	Administrative Procedure 6400 , Audits	Web
	Chancellor's Office Budget and Accounting Manual , 2012	Web
	Purchase request form	Local file
	Payment voucher form	Local file
IIID6	Board of Trustees meeting 12/9/14 , Minutes, Item 9 audit update	Web
IIID7	Annual Final Audit 2011-12	Web
	Annual Final Audit 2012-13	Web
	Annual Final Audit 2013-14	Web
IIID8	Administrative Procedure 6400 , Audits	Web

	CCCCO Budget and Accounting Manual	Web
IIID9	Board Minutes, April 2, 2013 Board Report #4649	Local file
	Planning By Design , pages 7 and 14	Local file
	Budget Development Process	Local file
	2015-16 TRAN Cash Flow	Local file
	Special Financial Report	Web
IIID10	Board Policy 6300 , Fiscal Management	Web
	Board Policy 6400 and Administrative Procedure 6400 , Audits	Web
	Annual Final Audit 2013-14 , page 76, schedule of findings	Web
	Board Policy 6340 , Contracts	Web
	Administrative Procedure 6100 , Delegation of Authority	Web
	Administrative Procedure 6150 , Designation of Authorized Signatures	Web
	Administrative Procedure 3280 , Grants	Web
IIID11	Annual Budgets	Web
	Annual Final Audits	Web
	Budget Committee Minutes	Local files
	Budget Development Process (adopted December 2012)	Local file
IIID12	Actuarial Study as of December 1, 2013	Web
	2015-16 Budget (highlighted details)	Local file
	Special Financial Follow-Up Report	Local file
	OPEB Funding Plan (Appendix B)	Local file
	Board Policy 7340 , Employee Leaves	Web
IIID15	Board Policy 5130 and Administrative Procedure 5130 , Financial Aid	Web
IIID16	Board Policy 6340 and Administrative Procedure 6340 , Bidding and Contracts	Web
	Administrative Procedure 6350 , Construction Contracts	Web
	Administrative Procedure 6370 , Personal Services Contracts	Web

Evidence of Meeting Standard IVA: Decision-making Roles and Processes

	Document or Resource	Location
IVA1	Board Policy 2010 : Board Membership	Web
	Board Policy 2015 and Administrative Procedure 2015 , Student Members	Web
	Board Policy 2105 and Administrative Procedure 2105 , Election of Student Members	Web
	Board Policy 2360 and Administrative Procedure 2360 , Minutes	Web
	Administrative Procedure 2510 , Participation in Local Decision Making	Web
	Administrative Procedure 3100 , Organizational Structure	Web

IVA2	Student Services Council webpage	Web
	Instruction Council webpage	Web
	Technology Council webpage	Web
	Budget Oversight Committee webpage	Web
	Planning Committee webpage	Web
	College Council webpage	Web
	Administrative Procedure 2510 , Participation in Local Decision-Making	Web
IVA3	Board Policy 2510 and Administrative Procedure 2510 , Participation in Local Decision-Making	Web
IVA4	Curriculum Committee webpage	Web
	Administrative Procedure 4020 , Program and Curriculum Development	Web
	Administrative Procedure 4022 , Course Approval	Web
	Administrative Procedure 4025 , Philosophy and Criteria for Associate Degree and General Education	Web
	Administrative Procedure 4105 , Distance Education	Web
IVA5	Student Services Council minutes	Local folder
	Instruction Council minutes	Local folder
	Technology Council minutes	Local folder
	Budget Oversight Committee minutes	Local folder
	Planning Committee minutes	Local folder
	College Council minutes	Local folder
	Mission and Institutional Goals	Web
	Educational Master Plan	Web
IVA6	Student Services Council minutes	Local folder
	Instruction Council minutes	Local folder
	Technology Council minutes	Local folder
	Budget Oversight Committee minutes	Local folder
	Planning Committee minutes	Local folder
	College Council minutes	Local folder
IVA7	Administrative Procedure 2410 , Policy and Administrative Procedures	Web
	Board Policy 2745 , Board Self-Evaluation	Web
	Board self-evaluation 2015	Web
	Administrative Procedure 2435 , Evaluation of Superintendent/President	Web
	Board Policy 3250 , Institutional Planning and Evaluation	Web

Evidence of Meeting Standard IVB: Chief Executive Officer

	Document or Resource	Location
IVB1	Board Policy 2430 , Delegation of Authority to	Web

	Superintendent/President	
	Board Policy 2200 , Board Duties and Responsibilities	Web
	Hiring process guidelines	Web
	Budget Development Process	Local file
	Flex/Staff Development guidelines	Web
	Annual Academic Calendars	Web
IVB2	Board Policy 3100 , Organizational Structure	Web
	Organizational charts	Web
	Governance Structure Document	Web
	Board Policy 2510 and Administrative Procedure 2510 Participation in Local Decision Making,	Web
	College Council webpage	Web
IVB3	College Catalog , page 4	Web
	Planning Day Agenda, January 2015	Local file
	Student Success Act	Web
	Student Success and Support Program (SSSP)	Local file
	Student Services Equity Plan	Local file
	Institutional Effectiveness Goals	Local file
	Presentation to the Board on Class Size, Fall 2014	Web
	CTE Advisory Committees	Web
	Planning Day Agendas	Local file
	Educational Master Plan	Web
	Facilities Master Plan presentation to the Board 2014	Web
	2008 Self Study Survey	Local file
	2014 Educational Master Plan Feedback Survey	Local file
	Governance Structure Document	Web
	Action Plan form	Local file
IVB4	Board Policy 3200 , Accreditation	Web
	Accreditation Steering Committee	Web
	President's Accreditation update, January 2015	Local file
	Planning Day Agenda, Fall 2014	Local file
IVB5	Board Policy 2430 , Delegation of Authority	Web
	Board Policy 2410 , Policy and Administrative Procedures	Web
	Board Policy 6200 , Budget Preparation	Web
	Planning by Design document	Local file
IVB6	Campus Connection newsletter, January 2015	Local file
	News article , partnership with local church during Boles Fire recovery	Local file
	Press Release , Small Business Administration	Local file
	Email correspondence , Construction program for Boles Fire recovery	Local file

Evidence of Meeting Standard IVC: Governing Board

	Document or Resource	Location
IVC1	Board Policy 2200 , Board Duties and Responsibilities	Web
	Board of Trustees webpage	Web
	Trustee information: 2015-2016 Catalog , page 3; 2014-2015 Catalog , page 3; 2012-2014 Catalog , page 3	Web
IVC2	Board Policy 2330 , Quorum and Voting	Web
	Administrative Procedure 2510 , Participation in Local Decision-Making	Web
IVC3	Board Policy 2431 and Administrative Procedure 2431 , Superintendent/President Selection	Web
	Board Policy 2435 and Administrative Procedure 2435 , Evaluation of the Superintendent/President	Web
IVC4	Board Policy 2200 , Board Duties and Responsibilities	Web
IVC5	Board Policy 2410 , Policy and Administrative Procedures	Web
	Board Policy 2200 , Board Duties and Responsibilities	Web
IVC6	Board Policy 2410 and Administrative Procedure 2410 , Policy and Administrative Procedures	Web
	Board Policies webpage	Web
IVC7	Board Policy 2410 and Administrative Procedure 2410 , Policy and Administrative Procedures	Web
IVC9	Board Policy 2010 , Board Membership	Web
	Board Policy 2740 and Administrative Procedure 2740 , Board Education	Web
IVC10	Board Policy 2745 , Board Self-Evaluation	Web
IVC11	Board Policy 2715 , Code of Ethics/Standards of Practice	Web
	Administrative Procedure 2710 , Conflict of Interest	Web
IVC12	Board Policy 2430 , Delegation of Authority	Web
	Board Policy 2435 , Evaluation of CEO	Web
IVC13	Board Policy 2200 , Board Duties and Responsibilities	Web
	Administrative Procedure 3200 , Accreditation	Web