



# INSTITUTIONAL SELF EVALUATION REPORT

FOR REAFFIRMATION OF  
ACCREDITATION

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SUBMITTED BY

COLLEGE OF THE SISKIYOU  
SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT  
800 COLLEGE AVE.  
WEED, CA 96094

TO

ACCREDITING COMMISSION FOR COMMUNITY  
AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JULY 2022





## Certification

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

From: Char Perlas, Ph.D, MPA, MS  
College of the Siskiyous  
800 College Ave.  
Weed, CA 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.

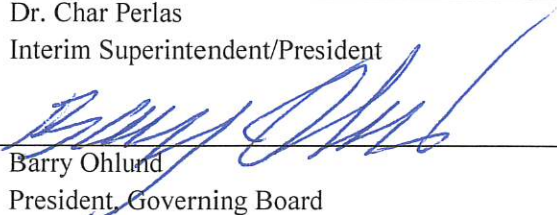
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

  
\_\_\_\_\_  
Dr. Char Perlas  
Interim Superintendent/President


6.30.22

Date

  
\_\_\_\_\_  
Barry Ohlund  
President, Governing Board

1-9-22

Date

  
\_\_\_\_\_  
Nickolas Phillips  
Interim Student Trustee

6/30/2022

Date

  
\_\_\_\_\_  
Mark Klever  
Interim Vice President, Academic Affairs


6/30/22

Date

  
\_\_\_\_\_  
Dr. Ron Slabbinck  
President, Academic Senate

6/30/22

Date

  
\_\_\_\_\_  
Dr. Nathan Rexford  
President, Administrative Support Management

6/30/22

Date

  
\_\_\_\_\_  
Ty Speck  
President, Classified Senate

6/30/2022

Date

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# INTRODUCTION

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# Introduction

## College History

Located in far Northern California, College of the Siskiyous (Siskiyous) is a comprehensive two-year public institution and is the only postsecondary education offering within Siskiyou County.

The college was established in 1957, and the first students began their studies on September 10, 1959, in just one of three buildings on the Weed campus. Situated at the base of majestic Mount Shasta, the Weed campus extends across 250 acres of beautiful forest yet is easily accessible from Interstate 5 and Highway 97. Since its establishment, the Weed campus has continued to thrive and expand, and now boasts a multitude of facilities, including the Herschel Meredith Stadium and the Kenneth W. Ford theatre. The campus also contains student “lodges” or residence halls – one of only fourteen community colleges in California to offer on-campus housing.

30 miles to the north of Weed is Siskiyous’ second campus, in the county seat of Yreka. The Yreka campus opened in 1992 and provides complete registration and advising services, as well as transfer, general, vocational, continuing and distance education classes. In 2009 construction began on the Rural Health Sciences Institute (RHSI), which opened to students in 2011. The RHSI boasts a suite of state-of-the-art simulation labs. It is home to Siskiyous’ three nursing programs, which are the backbone of Siskiyou County healthcare (Certified Nursing Assistant, Licensed Vocational Nursing, and Registered Nurse Step-Up Program). In March 2021, College of the Siskiyous was recognized as having one of the best 15 Licensed Vocational Nursing Programs in California.

The College is widely recognized for its excellent programs in the humanities and arts, sciences and technology, and athletics. Aside from general and transfer education classes, College of the Siskiyous hosts an extensive Career and Technical Education program which incorporates Fire Technology, Welding, Emergency Medical Services, and Nursing. Career and Technical Education also includes the Law Enforcement Academy, established in 2019, which is already enrolling its ninth cohort of cadets.

All students have access to academic, career and personal counseling, academic assessment, library services and resources, financial aid assistance, Student Access Services (SAS), Extended Opportunity Programs and Services (EOPS), and Student Support Services (SSS). The College’s comprehensive approach to support ensures that every student is provided with the necessary resources and guidance to achieve their academic and personal goals.

The exceptional setting, a natural environment of mountains, forests, lakes, and streams, serves as an outdoor workshop for many classes such as art, geology, the life sciences, and physical and recreational education. Opportunities for outdoor recreation and sports abound - disc golf, hiking, camping, running, swimming, bicycle touring and mountain biking, rock and mountain climbing, hunting, fishing, and boating. Rafting and kayaking on nearby whitewater rivers such

as the Klamath, McCloud, and Sacramento are special attractions. In the winter, there is superb downhill and cross-country skiing, and snowboarding on beautiful Mount Shasta or Mount Ashland to the north in southern Oregon.

The two College of the Siskiyous campuses are centrally located within the 6,287 square miles of Siskiyou County, the size of Rhode Island and Connecticut combined, and serve the residents of an area which has rugged, mountainous conditions and is designated “frontier” by the U.S. Census Bureau. The population of Siskiyou County was estimated to be 43,724 at the 2018 census, and is plagued by widespread poverty, low education levels, extreme weather, and pervasive unemployment. As a direct impact of coronavirus, the unemployment rate in the county spiked to 15.6% in April 2020. Residents rely on College of the Siskiyous not only for education, but also for personal development and employability opportunities.

Despite the central location of both campuses, Siskiyou County has limited transportation routes and students often struggle to physically attend in-person classes. As a result, Siskiyous has developed extensive distance learning programs to incorporate accessible satellite campus locations in the most remote areas of the County (Scott Valley, Dorris, Tulelake, Happy Camp, and Alturas in Modoc County).

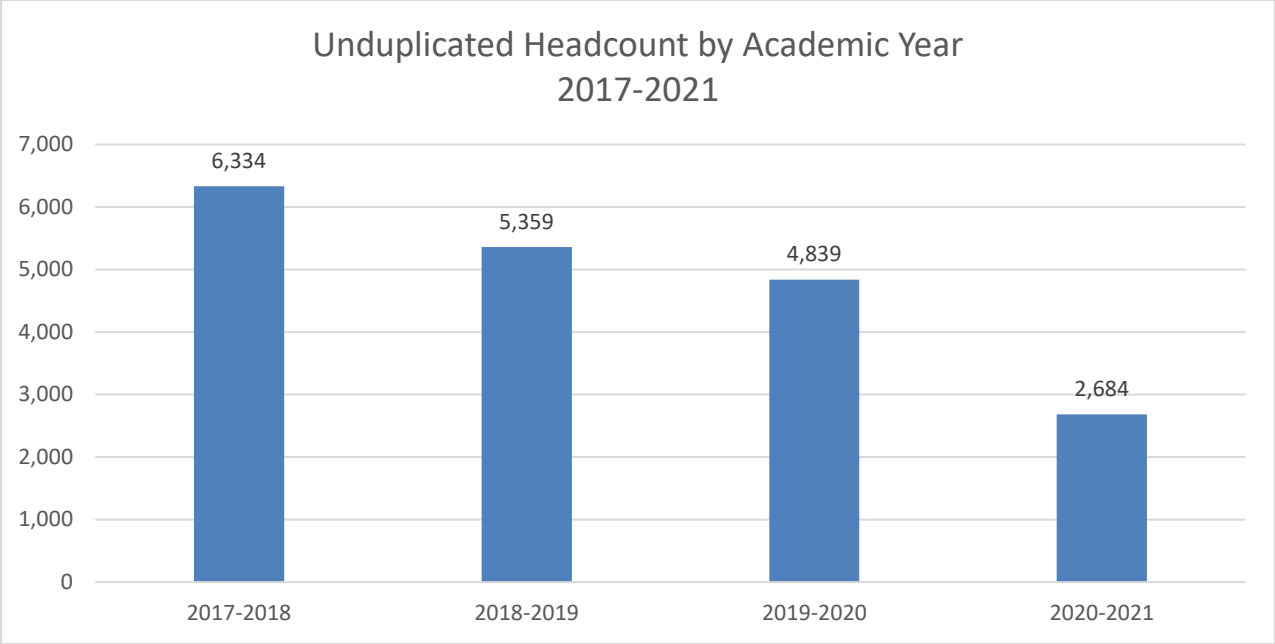
As the only post-secondary offering in the County, it is little wonder that a little more than a third of all College of the Siskiyous students with high school records on file graduated from Siskiyou County schools. The College takes pride both in its ability to help students attain transfer-level education and to prepare students for whatever workforce they may enter into, as well as its ability to prepare them for the future they desire.

### **Student Enrollment Data**

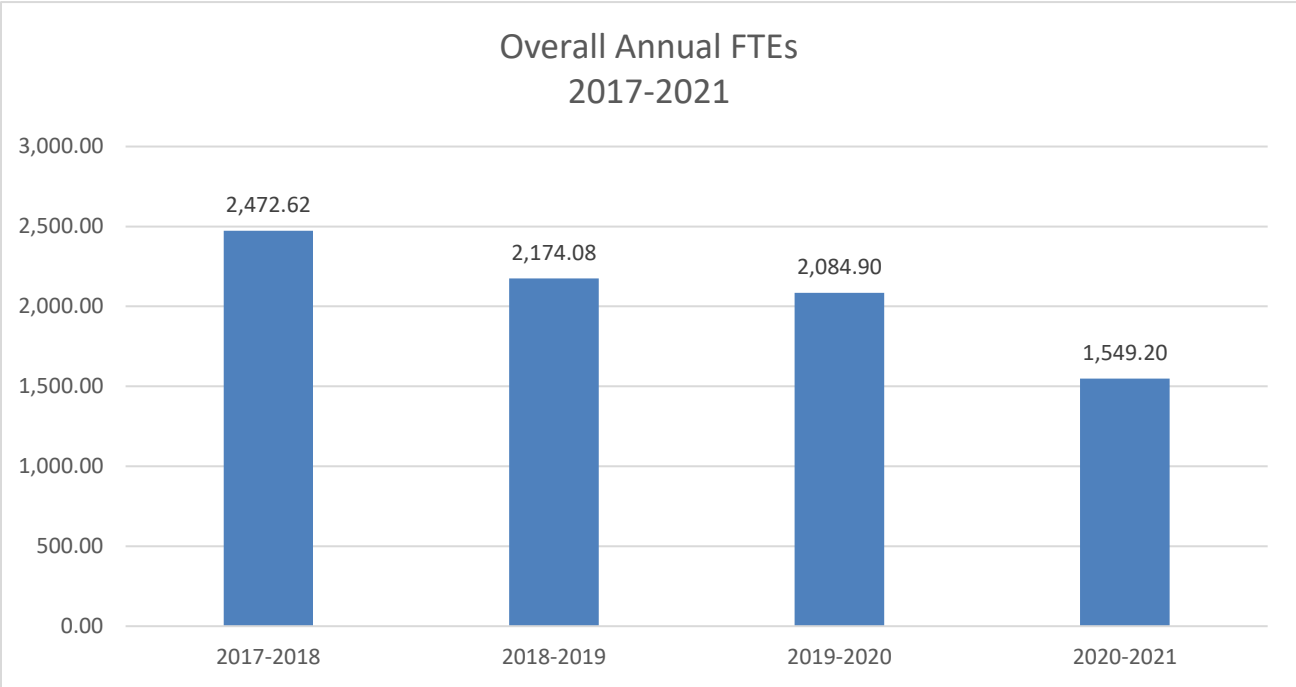
Over the last four years, the College has shown a steady downward trend in unduplicated headcount. The lowest headcount recorded was during the 2020-2021 academic year, although this was not an isolated trend amongst community colleges. Regarding the overall trend, county statistics data suggests that there is a stagnation issue within the local population. This finding is reflected in newly released numbers from the 2020 census indicating a loss of slightly less than a thousand people in the county since the previous census. The College is developing proactive measures in multiple areas to further assess enrollment and prevent headcounts from dropping lower.

A similar pattern shows up in full time equivalent students (FTEs). Overall annual FTEs have declined over the last 4 years. While the significant decrease in 2020-2021 can be explained by the COVID-19 crisis, this does not explain the decrease in prior years. The same downward trend line is apparent when FTEs are disaggregated by credit and noncredit type enrollments.

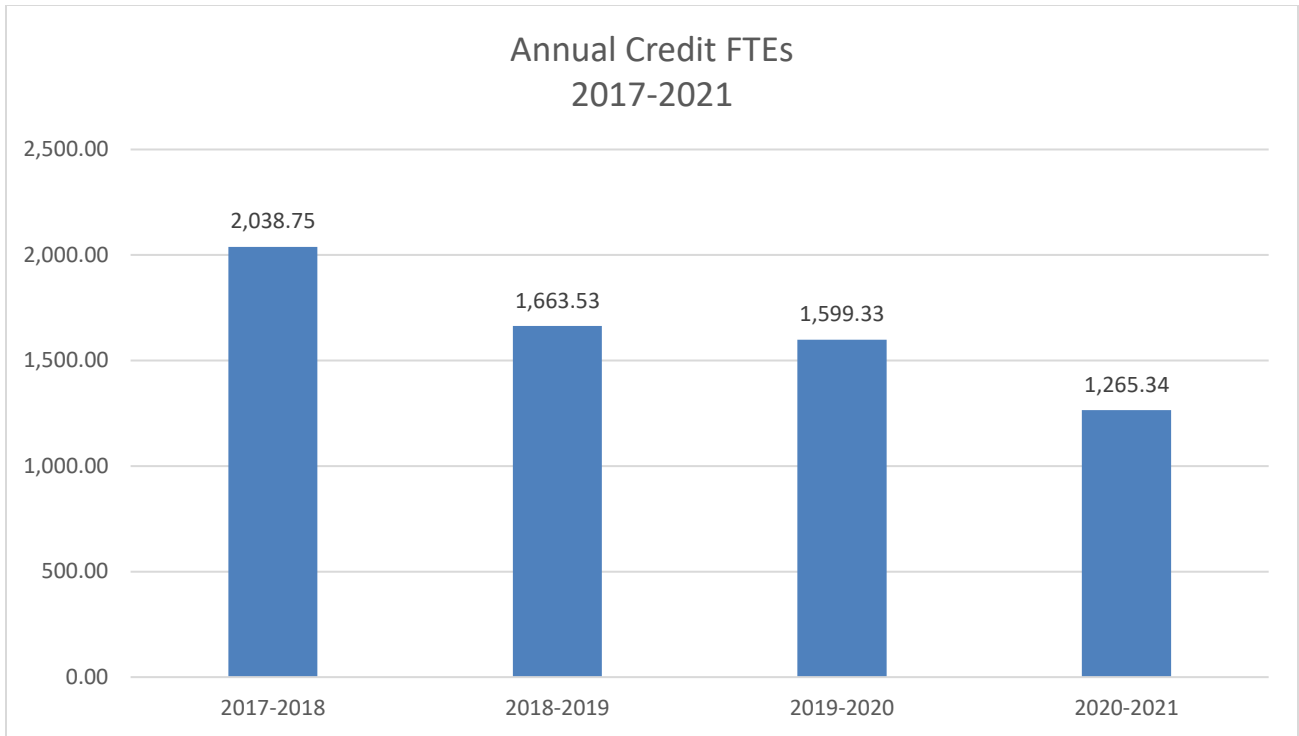




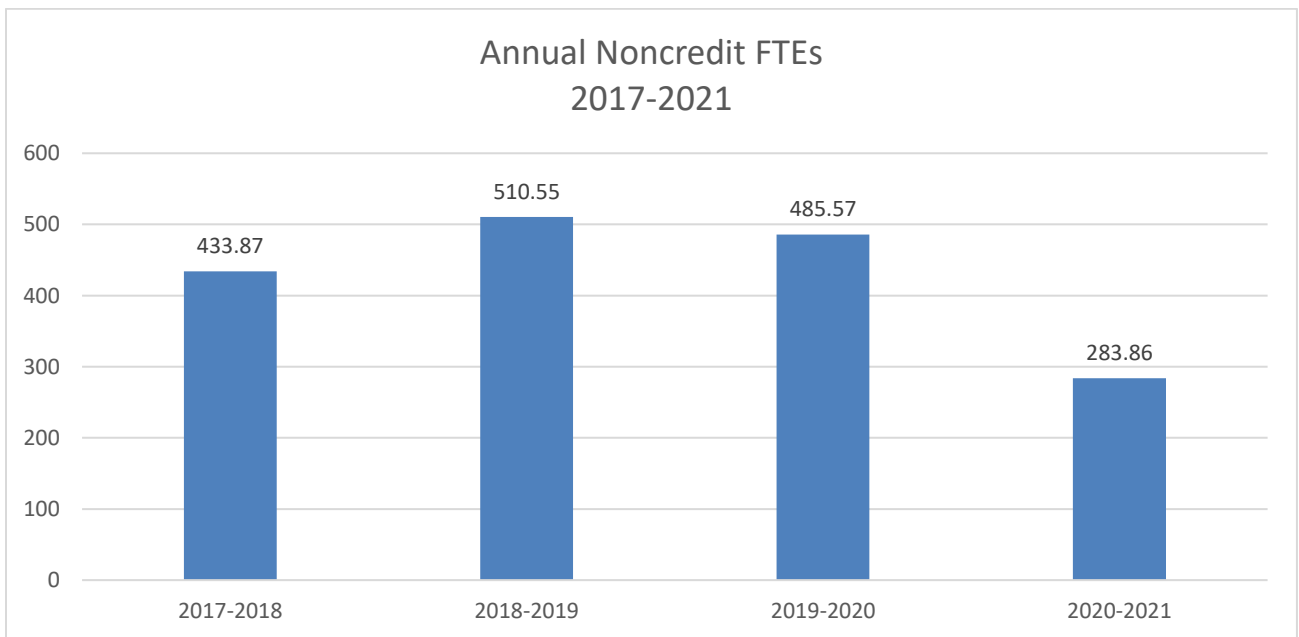
Source: College of the Siskiyous MIS data



Source: College of the Siskiyous MIS data

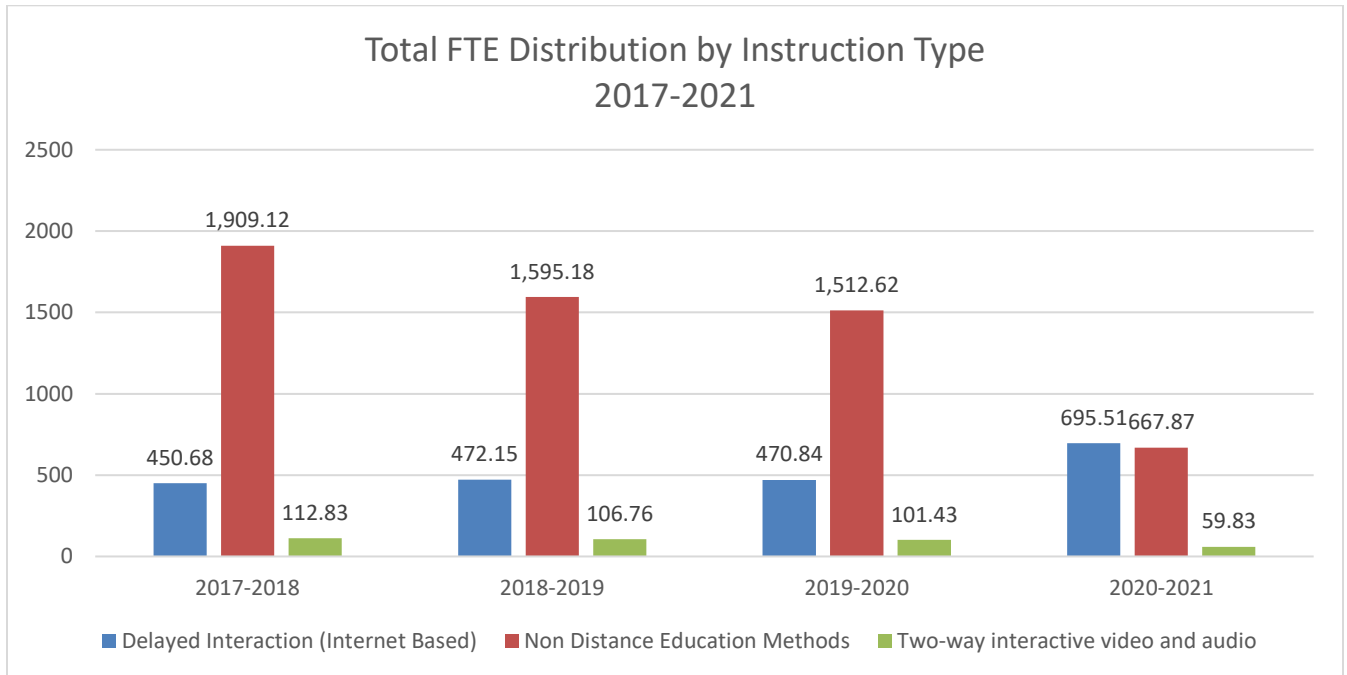


Source: College of the Siskiyous MIS data



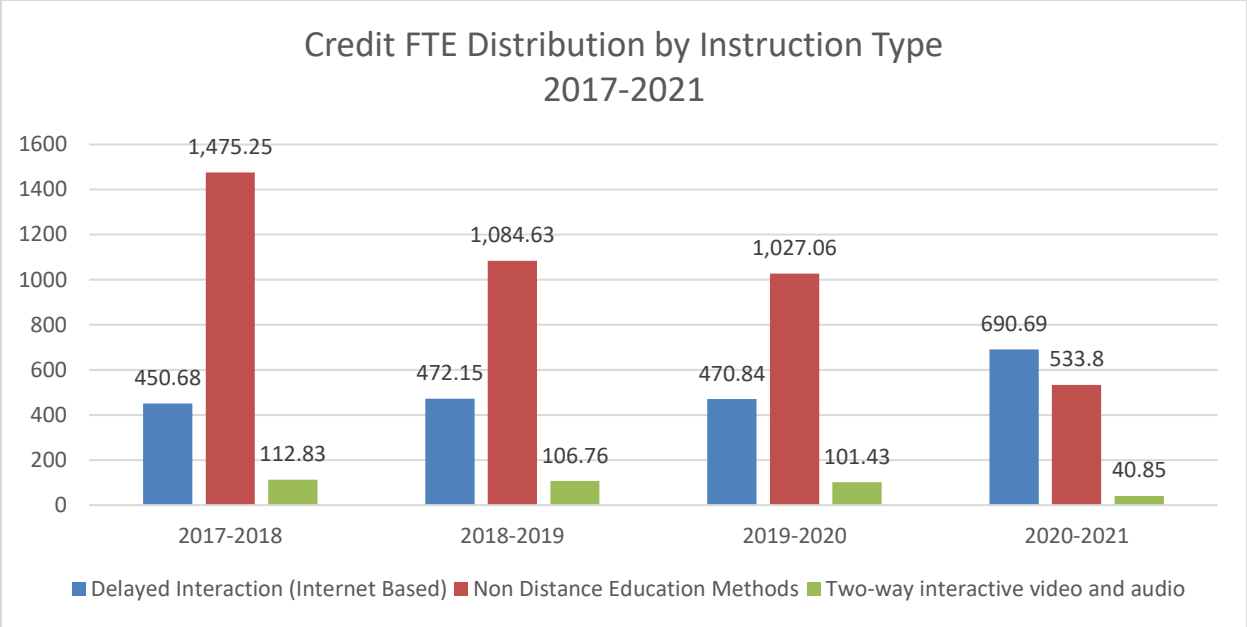
Source: College of the Siskiyous MIS data

Until very recently, most College FTEs have been generated through face-to-face instruction, with a much smaller percent from delayed interaction methods. Notably, in 2021 there was a large shift, and more than half of the College FTEs were delayed interaction and half were face to face.



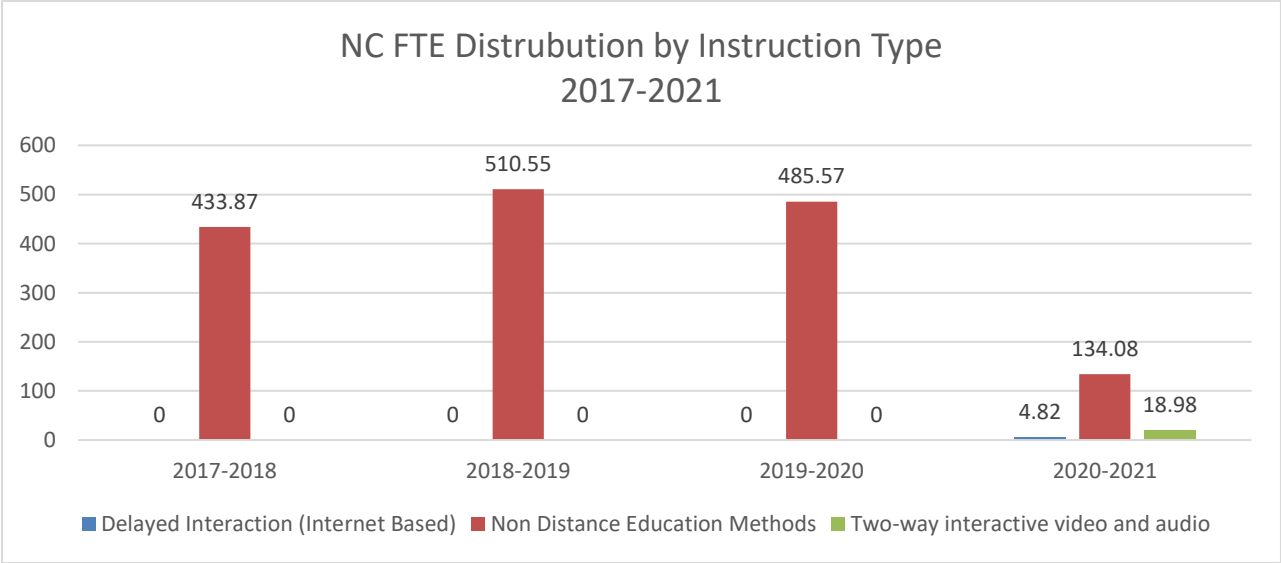
Source: College of the Siskiyous MIS data

When FTEs are disaggregated by credit/non-credit instruction, there is significantly more variability in the instruction types used for credit instruction than for non-credit instruction. Between 22 and 30 percent of classes were offered via delayed instruction from Fall 2017 through Spring 2020. In 2020-2021, however, over 50% of credit courses were offered via delayed instruction. This shows flexibility and adaptability in terms of how credit classes can be taught and has initiated conversations regarding the College’s ability to convert face-to-face credit courses to asynchronous and synchronous online formats as well as the success of those conversions. As a result, the College hired an interim Distance Education Coordinator who has assisted in developing an accelerated (short-term) online course schedule that allows students to complete programs in a timely manner. Due to the rural location of the College, offering strategic and innovative online courses has been a priority in increasing accessibility as well as completion rates.



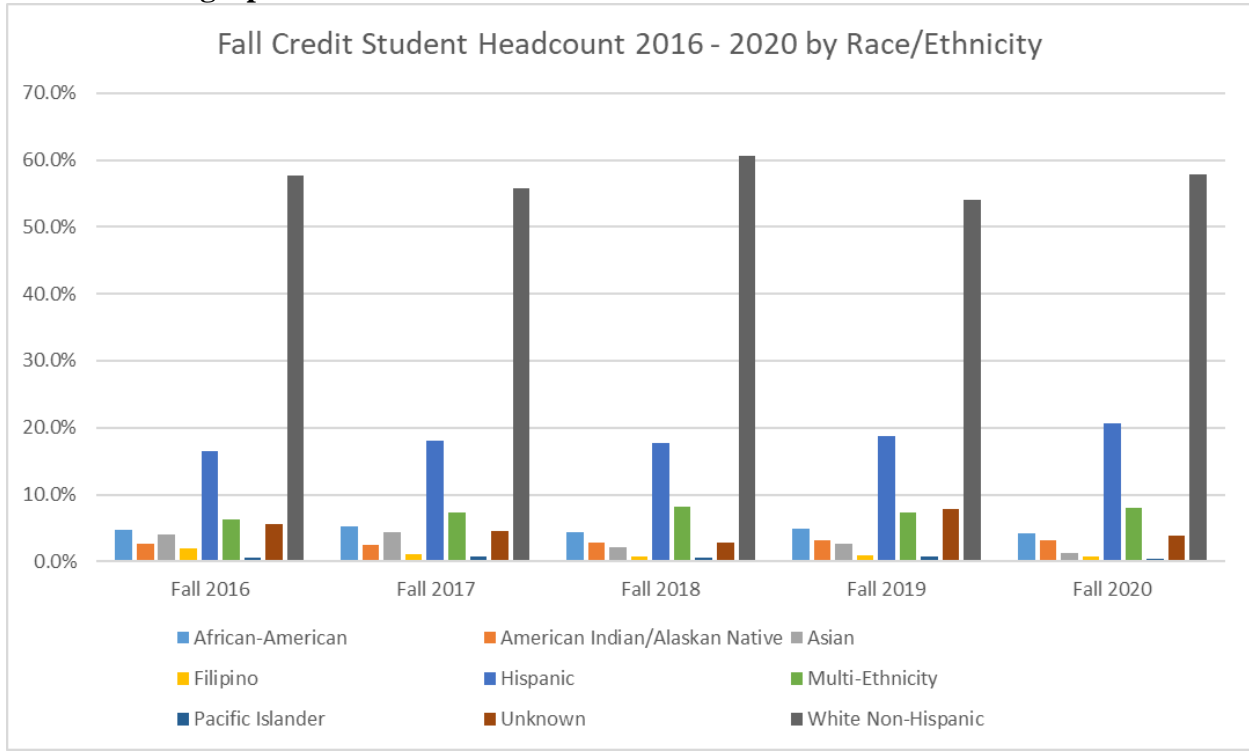
Source: College of the Siskiyous MIS data

Until recently, noncredit FTEs were not offered via distance education methods. Most of the College’s noncredit courses are in subjects, such as choir, for which face to face instruction was deemed preferable. Distance education instruction was implemented in some noncredit courses during the 2020-2021 academic year as a response to the pandemic, but even then, the vast majority of noncredit was offered in person.



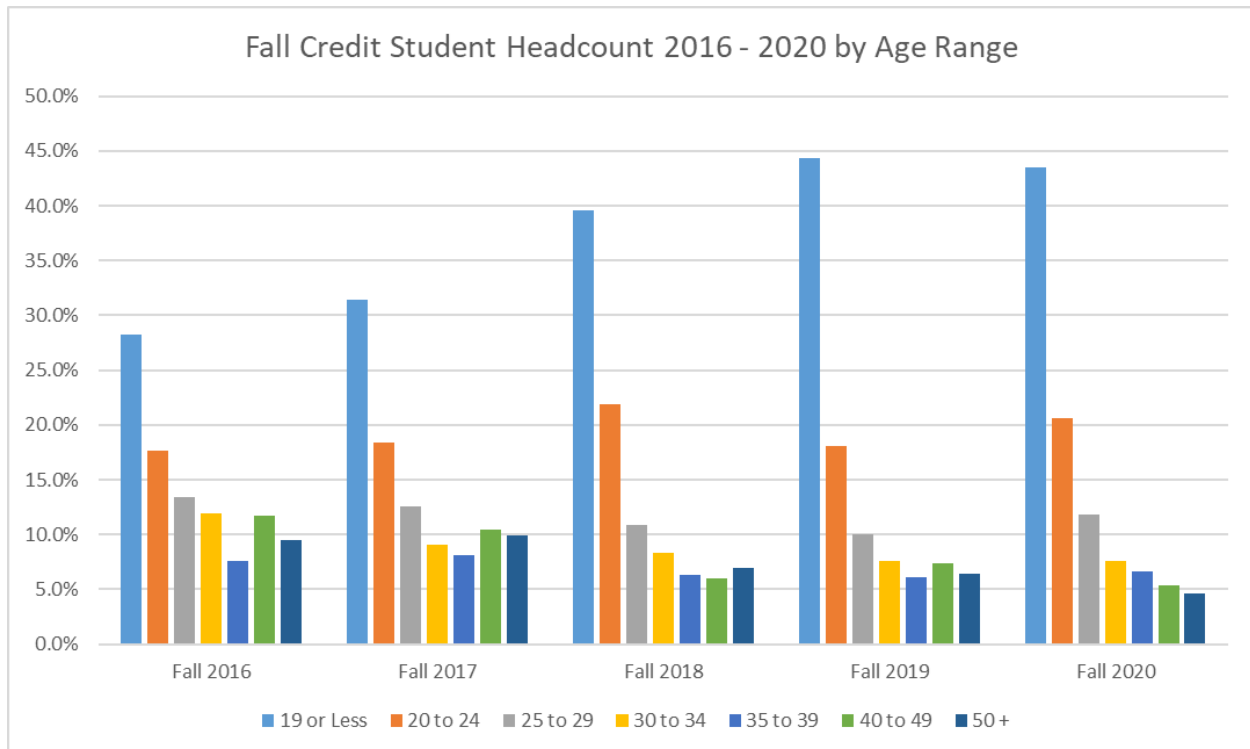
# Demographic Data

## Student Demographic Data



Source: College of the Siskiyous MIS Data

Students at College of the Siskiyous primarily identify as white non-Hispanic, although there is a greater concentration of other racial and ethnic groups than in the surrounding service area. Overall, the racial/ethnic makeup of the college has remained constant over the years, except for growth in the Hispanic student population, which has grown by about a third over the last five years.



Source: College of the Siskiyous MIS Data

As anticipated for a California Community College, the highest populated age range at College of the Siskiyous is the “19 or less” age range, though across the five years this group has only held a plurality lead instead of a minority lead. The over-time increase in this age group, primarily at the expense of the “30-34” and “35-39” age ranges, is directly connected to phasing out what had been a highly enrolled instructional service agreement with the San Francisco Police Academy. For many of the Police Academy cadets the program was a second career, leading to an on-average higher age. When that program returned to City College of San Francisco, the numbers at Siskiyous adjusted to more conventional levels, though still with more students in older ranges than many CCC’s, reflective of the older populations in this service area compared to the rest of the state.

### County Demographic Data

#### *Siskiyou County Population by Age*

In 2019, 6.8% of the population was between the ages of 18-24 while 33.1% were 60 or older. The median age of a Siskiyou County resident was 47.8 years old. Looking at older data suggests that these figures are relatively stable (e.g., the median age for 2016 was 47.9 years old, while the 18-24 age group was 7.8% of the county population). In comparison, California’s median age is about 38.5. The College is aware of these trends and has been creative in finding ways to serve this nontraditional population.

### *Siskiyou County Population by Race/Ethnicity*

In 2019, the population of Siskiyou County was predominantly white non-Hispanic (84.8%). The second largest ethnic group was Hispanic or Latino (12.6%), followed by American Indian/Alaska Native (3.7%), Asian (1.6%), and Black (1.6%). It is evident that this county does not have as much diversity as the state of California overall. The statewide proportion of Hispanic residents is three times that of Siskiyou County (39.4%). While this may be a function of factors other than education, the College still finds it pertinent to ensure diversity is recognized and intentional strategies are created to make an inclusive and accommodating environment within College of the Siskiyous.

### *Siskiyou County Population by Gender*

In 2019, the male and female population was balanced at 49.5 percent male and 50.5 percent female. This is similar to the division of population statewide in 2019 (49.7 percent male, 50.3 percent female).

## **Socio-economic Data**

### *Siskiyou County Median Household Income*

In 2019 the Siskiyou County Median Household Income was \$45,241. This is \$35,199 below the median household income for the state of California as a whole.

### *Siskiyou County Educational Attainment*

A little less than 90% of the population in Siskiyou County age 25 or over have graduated from high school or have high school equivalency. 23% have a bachelor's degree or higher. Individuals with some college but no degree are currently estimated to be about 30% of the population of Siskiyou County 25 or older.

### *Labor Market*

As a large sparsely populated county with vast swaths of forests and mountainous terrain, the primary labor markets in the College's area are service industries, especially those associated with nature tourism. While ranching and forestry are still maintained in this county, these industries have seen a decline over the last few decades. Currently the fastest growing labor areas for the region are in nursing, education, and physical therapy. It is also worth noting the importance of public sector employment to this county, as an estimated 25% of the labor force in Siskiyou County is employed by a state or local government employer.

### *Employment Rate*

The rate of employment in Siskiyou County (46.3% as of 2019) is noticeably lower as compared to the rest of the state (60.3% in 2020). Moreover, the unemployment rate is at 9.1% in Siskiyou County as compared to 5.1% in California. This suggests that people within Siskiyou County may have a harder time retaining employment for multiple factors or may be retired.

### *SNAP/TANF*

As of 2019, 12.1% of individuals in Siskiyou County were receiving Supplemental Nutrition Assistance Program (SNAP) benefits. Of those, 56% had children who were under 18 years in the home. This is significantly higher than the overall rate for California as a whole (8.4%). Of

the individuals receiving SNAP benefits, 56.4% had children who were under 18 years in the home. This may have affected enrollment and FTEs during the COVID crisis due to childcare or financial responsibilities which needed to be addressed.

#### *Children/Childcare*

Children under 18 years old made up an estimated 20% of the population in Siskiyou County as of 2019. This was down about 2% from 2010 estimates, indicating at best a stagnant pipeline to K-12 enrollment.

#### *Housing*

While the cost of housing was more affordable than the rest of the state of California in 2019, Siskiyou County is currently in a housing crisis which may have deterred students from attending. Moreover, according to the #RealCollege Survey (2018) out of a small sample of students that encompassed Sacramento and Northern California, 60% were found to be housing insecure and nearly 20% were defined as homeless, indicating that while the College is not alone in confronting this crisis, there is little chance of students being able to use neighboring areas for relief.

#### *Internet Access*

As of 2019, nearly a quarter of the residents of Siskiyou County (24%) lacked reliable access to the internet at home, a considerably larger proportion of the population than the statewide figure of 10%. This poses a significant barrier to many students who must travel to campus to access online resources and may be an impediment both to enrollment overall and to the number of FTEs students are able to complete.

#### *Disability*

Siskiyou County had a significantly higher percentage of disabled individuals (18.6%) than the state of California (10.6%) in 2019, which implies that individuals may have a harder time commuting or succeeding in their studies at College of the Siskiyous. The college has implemented services such as Disabled Student Programs and Services to combat this issue.

## **Sites**

As noted above, the College maintains two primary campuses which are centrally located within Siskiyou County in the communities of Weed and Yreka. In addition, the College offers remote courses via videoconferencing at five additional locations. Together they serve the residents of an area which has rugged, mountainous conditions and is designated as “frontier” by the U.S. Census Bureau.





The main campus is in Weed, and a satellite campus is located in Yreka, approximately 30 miles to the north along Interstate 5.

**Weed Campus**

800 College Ave.  
Weed, CA 96094

**Yreka Campus**

2001 Campus Drive  
Yreka, CA 96097

The College also has a number of instructional sites which offer classes through videoconferencing. Together, these sites serve approximately 600 students annually and offer approximately 85 sections per year.

**Butte Valley Unified School District**

615 W. 3<sup>rd</sup> Street  
Dorris, CA 96023

**Happy Camp High School**

234 Indian Creek Rd.  
Happy Camp, CA 96039

**Modoc Joint Unified School District**

906 West 4<sup>th</sup> Street  
Alturas, CA 96101

**Scott Valley Unified School District**

11918 Main Street  
Ft. Jones, CA 96032

**Tulelake Basin Joint Unified School District**

400 G Street  
Tulelake, CA 96134

In addition to the sites listed above, the District has entered into Instructional Service Agreements and MOUs to provide instruction for certificate programs. An agreement exists with the Farmworker’s Institute for Education and Leadership (FIELD) to offer a Certificate in English as a Second Language (CDCP), and this program enrolls approximately 2526 students

annually in 108 class sections. Another certificate program, an Emergency Medical Services Certificate of Achievement, is offered through an agreement with Mendocino College and serves approximately 40 students annually in two class sections.

**FIELD Headquarters**  
122 E. Tehachapi Blvd., Suite C  
Tehachapi, CA 93561

**Mendocino College**  
1000 Hensley Creek Rd.  
Ukiah, CA 95482

### **Specialized or Programmatic Accreditation**

In addition to the current ACCJC college wide accreditation, specified Career and Technical Education programs at College of the Siskiyous are authorized by the California Community Colleges Chancellor's Office (CCCCO) and accredited by the following external organizations:

*Licensed Vocational Nursing Program*

Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

*Associate Degree Registered Nursing*

California Board of Registered Nursing (BRN)

*Paramedic Program*

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (CoAEMSP)

*Law Enforcement Academy*

Peace Officers Standards and Training (POST)

*Fire Academy*

Accredited Regional Academy by the California State Board of Fire Service

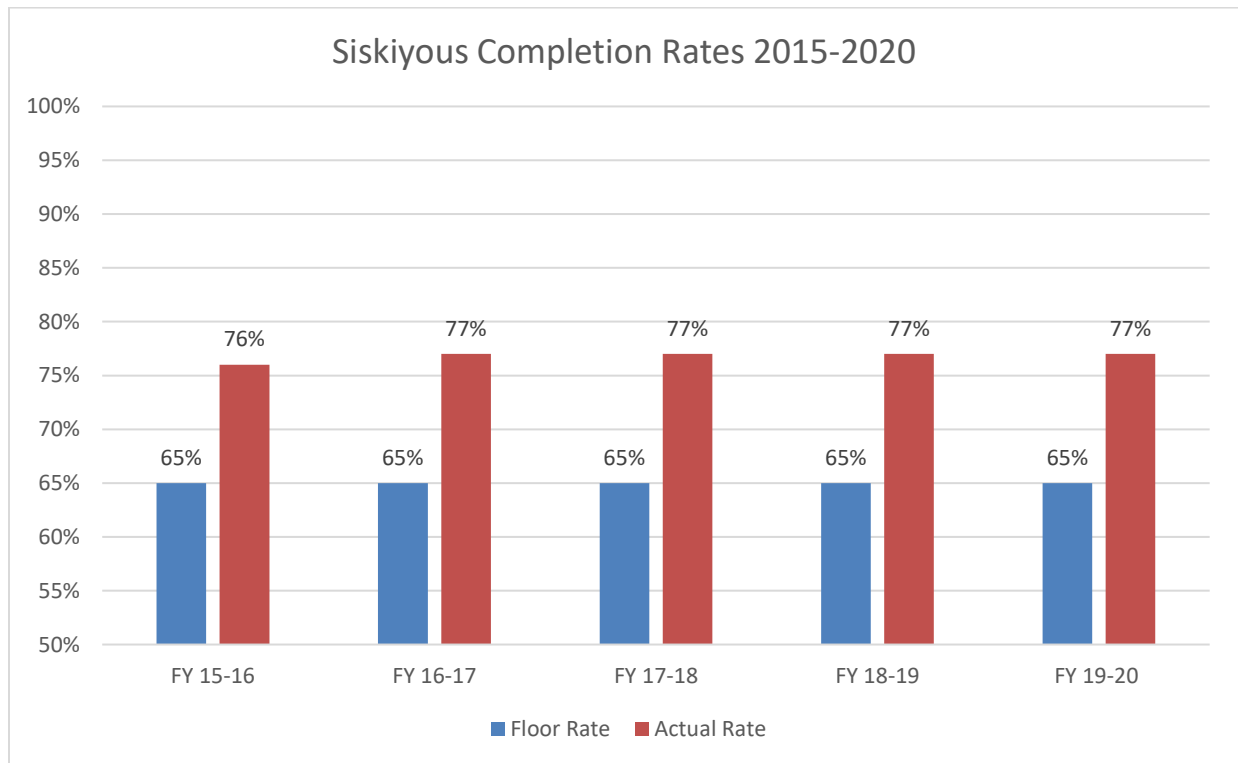
# Presentation of Student Achievement Data and Institution-set Standards

The College submits student achievement data and institution-set standards to ACCJC annually. The following graphs represent data since the last ACCJC Comprehensive Review and consist of:

- Completion Rates
- Certificates
- Associates Degrees
- Transfer
- Licensure by Program
- Employment Rate
- Stretch Goals compared with Actuals

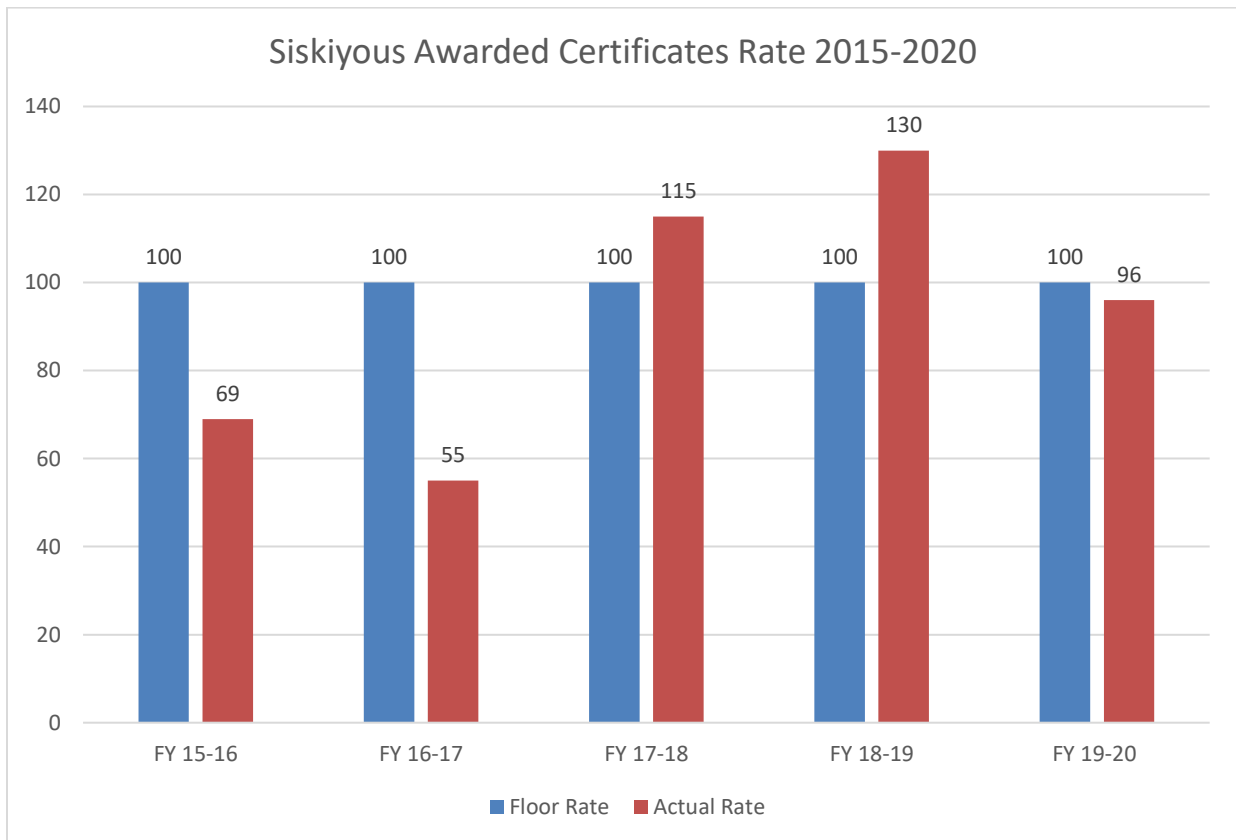
## Completion Rates

Completion rates at College of the Siskiyous have been consistent and well above the institution-set standards. Considering routine curricular changes and drastic adjustments to English and Math curriculum as a function of acceleration efforts, these results are highly encouraging, and the College looks forward to continuing this trend in future years.



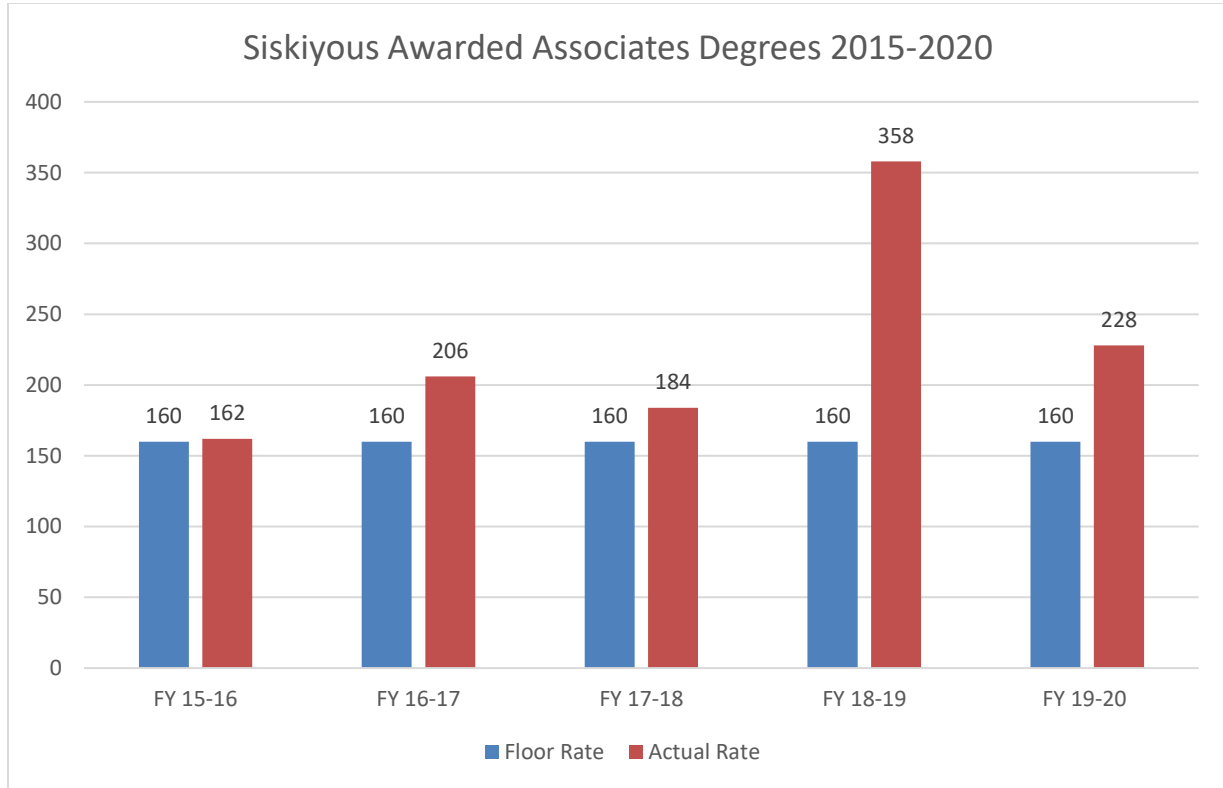
## Certificates Awarded

Arriving at the College’s institution-set standard for awarded certificates has been an iterative process. The standard continues to be perceived as an attainable target, but it is subject to fluctuations in the size of the health and public safety cohorts who represent the primary student groups attaining said certificates.



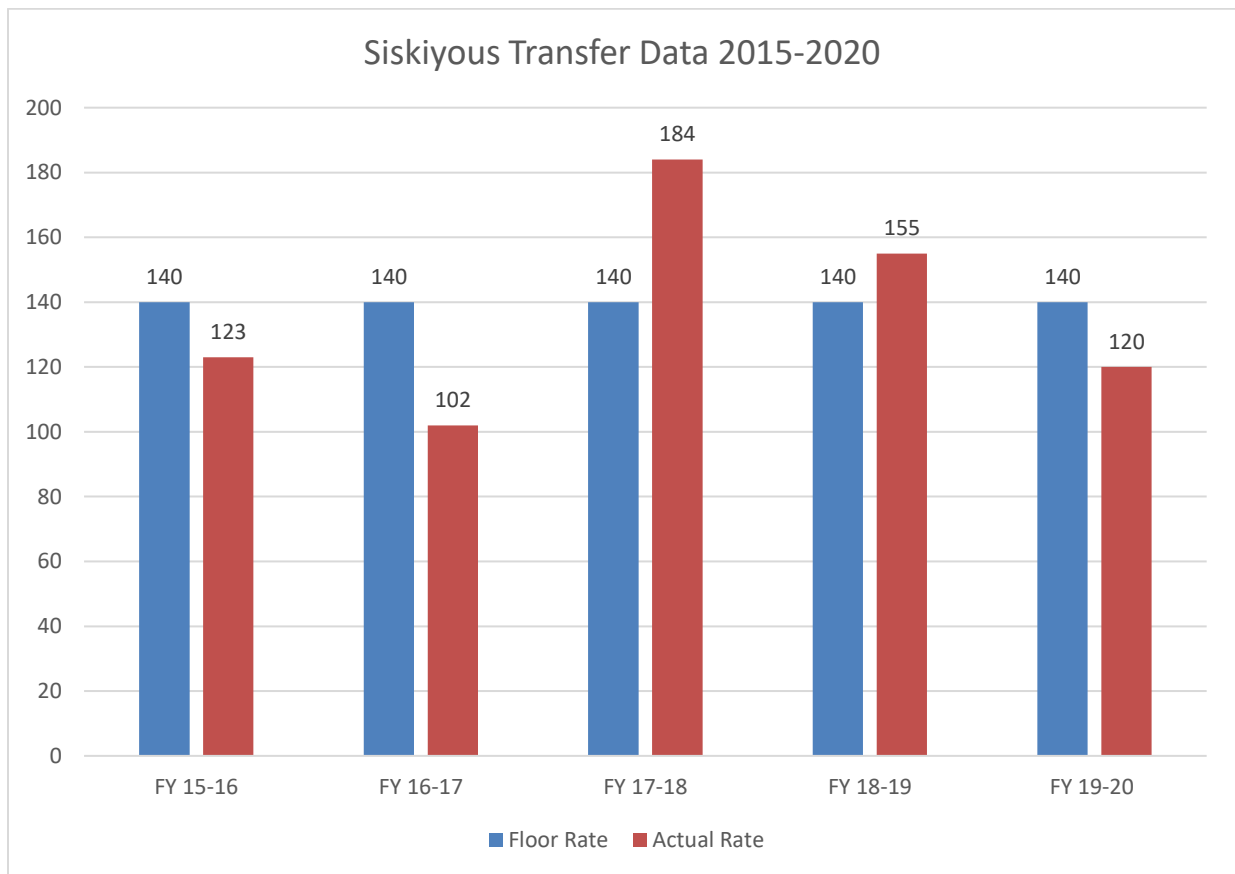
## Degrees Awarded

While the College has always met the institution-set standard for awarding Associate Degrees, we have recently seen a strong increase in number of degrees awarded. This is primarily a function of alignment efforts between local degrees and degrees for transfer. The 2018-2019 year was an anomaly year fueled by unusually coinciding trends. The College anticipates numbers closer to the 2019-2020 year to represent future outcomes.



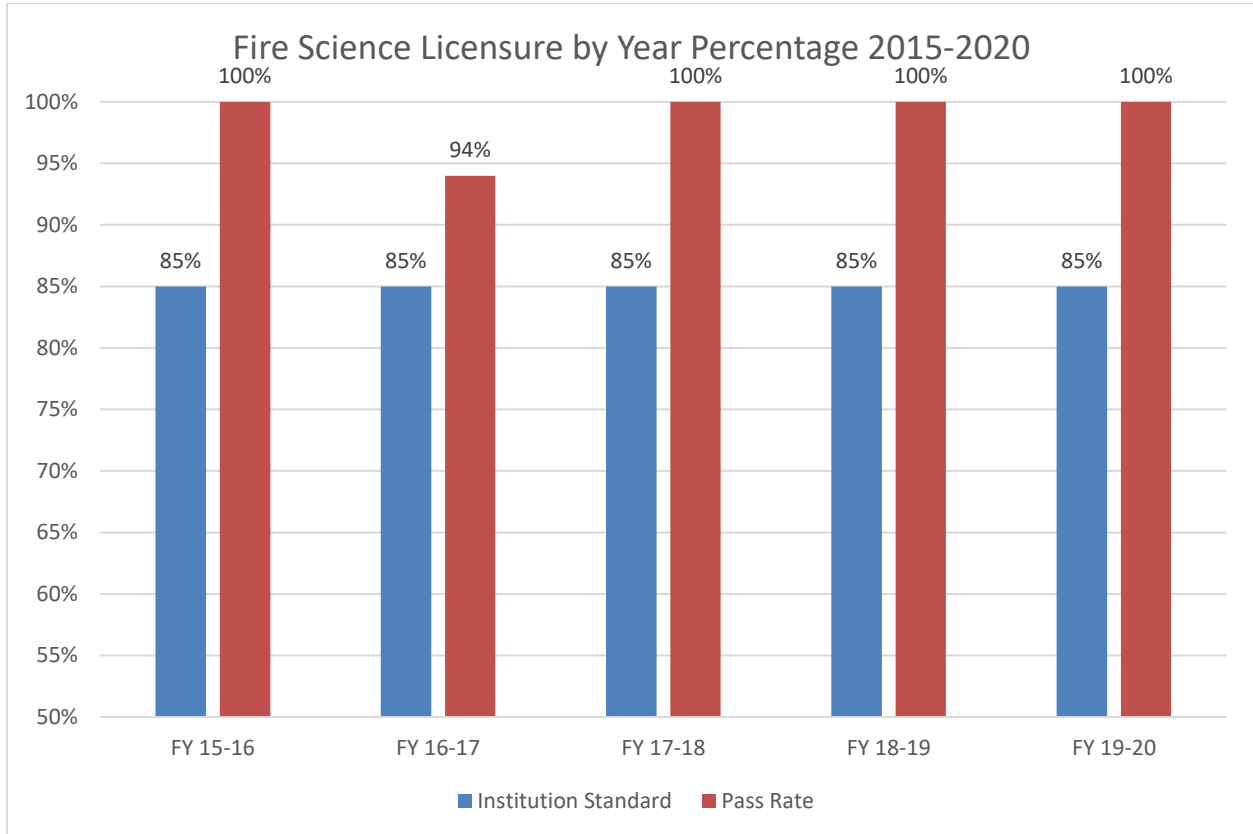
## Transfer

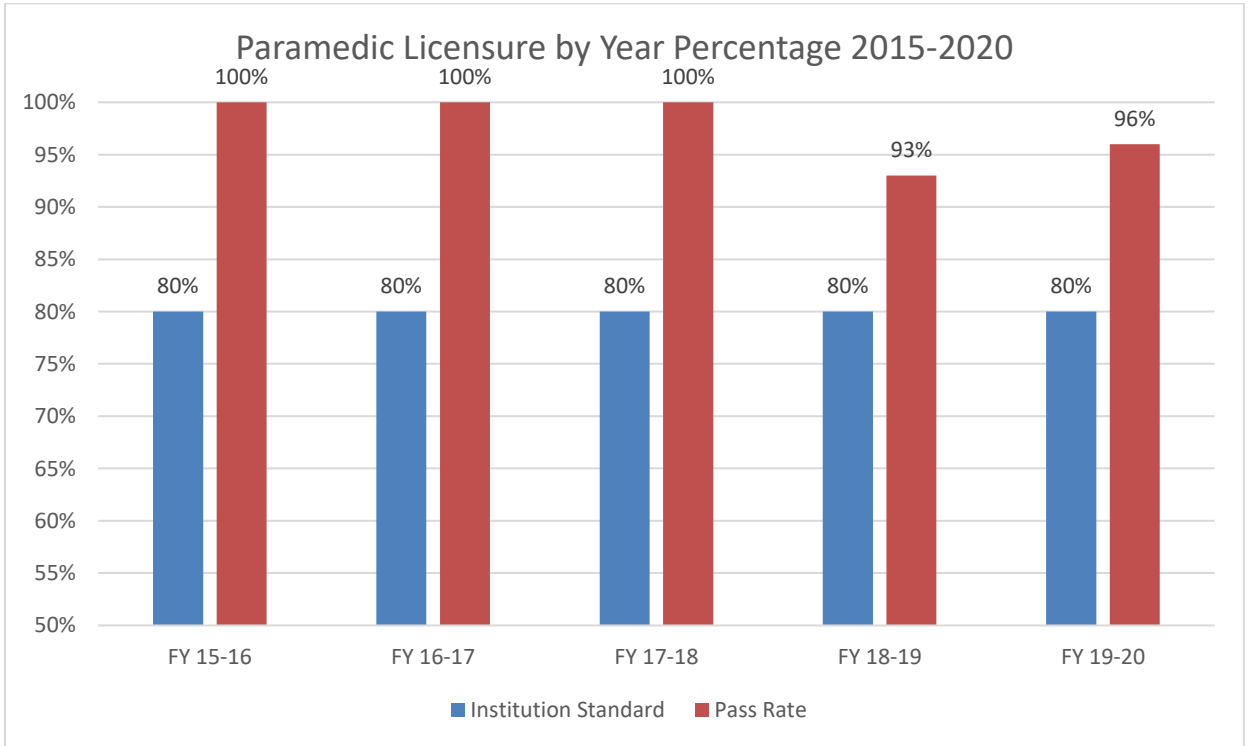
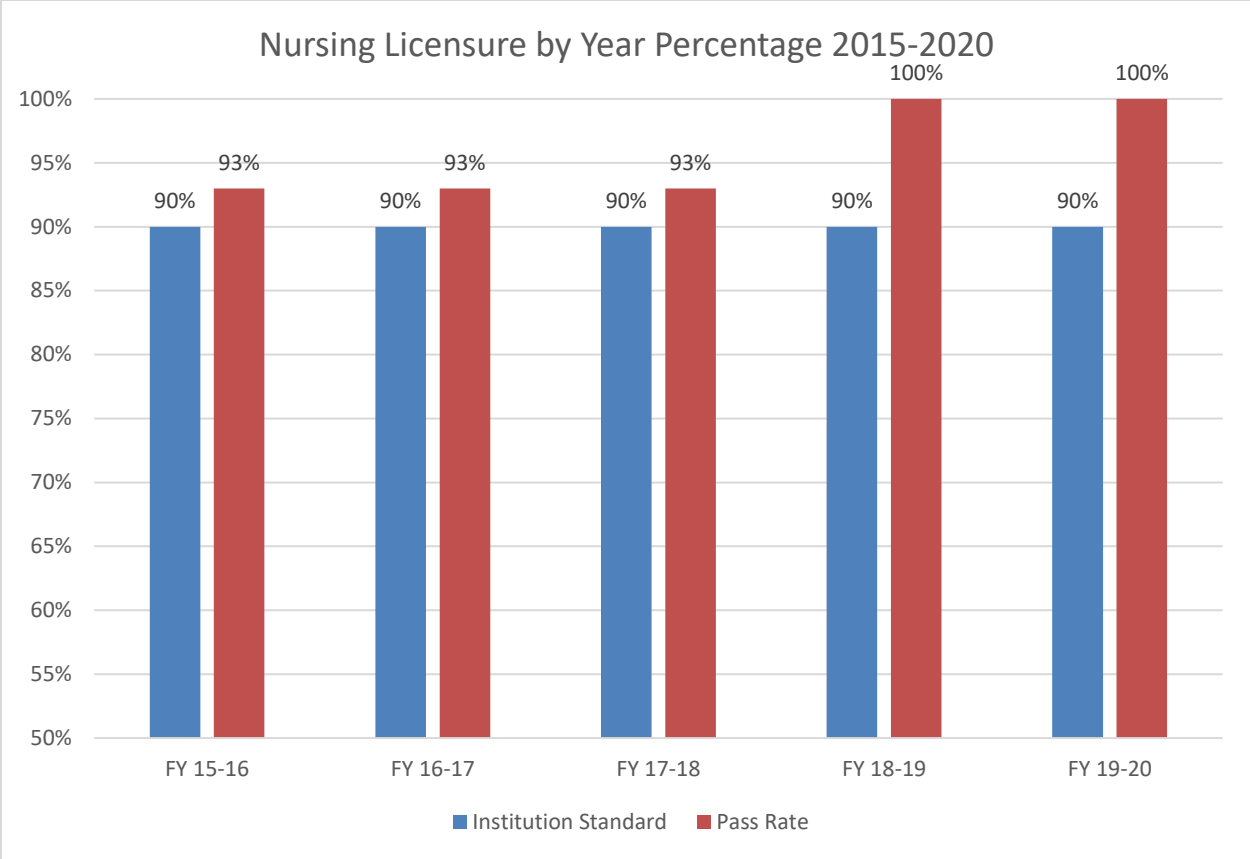
Among all College outcomes of interest, transfer data continues to represent the most challenging case for meeting the institution-set standard. Data from the 2017 and 2018 academic years reinforce that it is a potentially viable goal, and because of difficulties in student completion in Spring 2020 leading to lower transfer outcomes the College has every reason to suspect that once pandemic-related difficulties have been stabilized it will be able to consistently meet the institution-set standard.



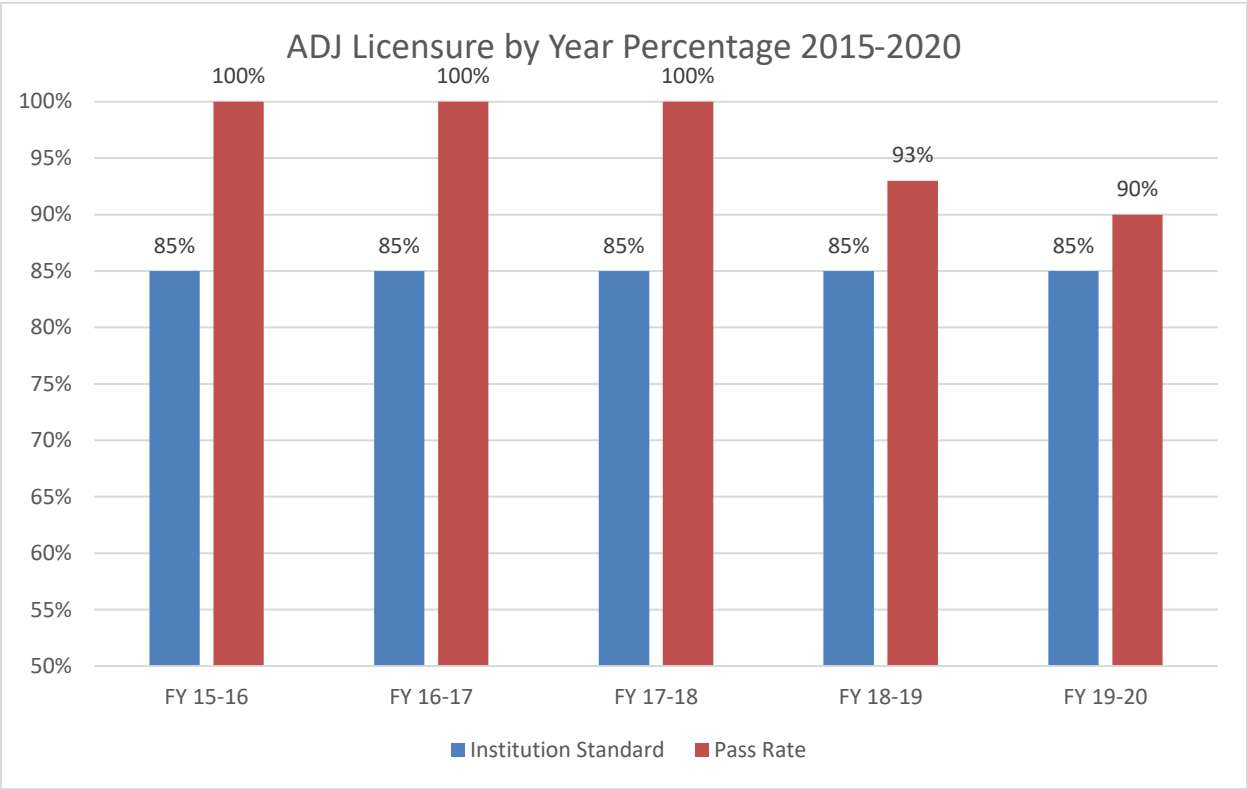
## Licensure by Program

Licensure rates at the College have never dropped below institution-set standards during the period under review, and objectively, a modal value of full licensure completion speaks to the high quality of the College's CTE instruction. Taken together, the licensure charts below indicate strong success at ensuring students are positioned to take their external qualifying exams and become eligible for employment in their given fields.



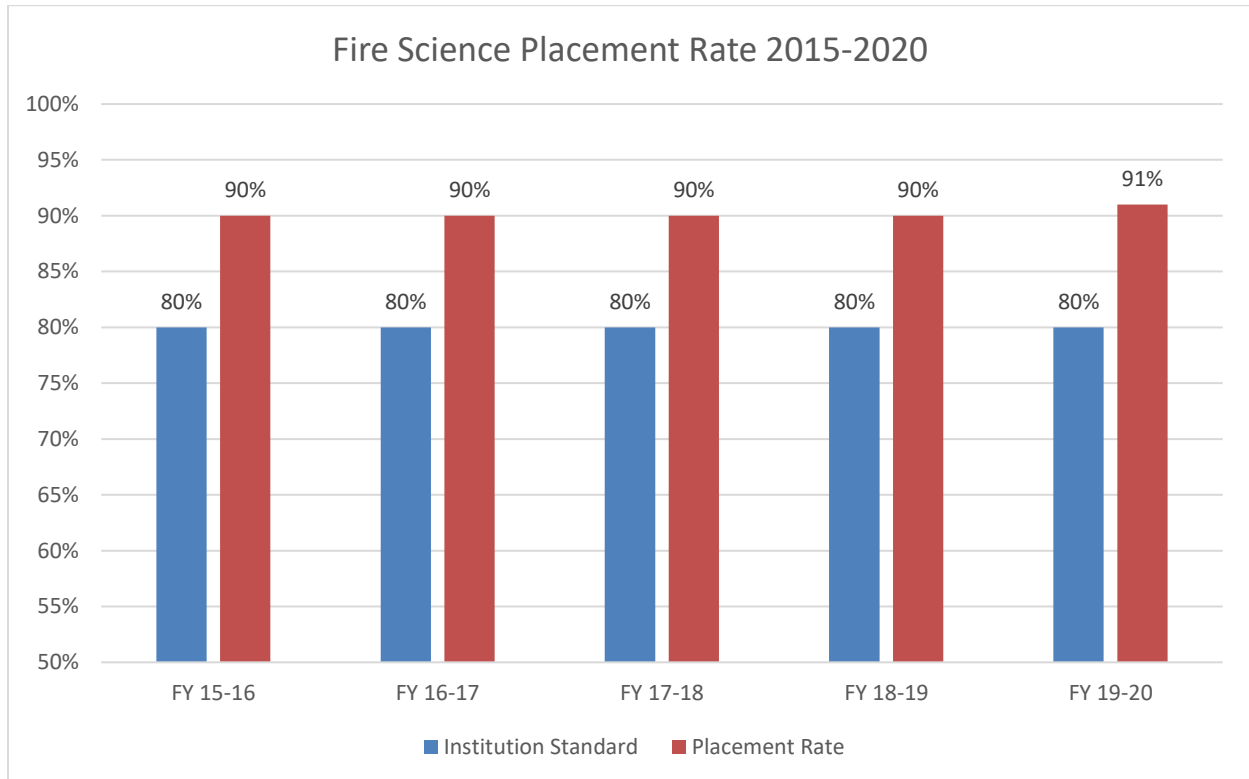


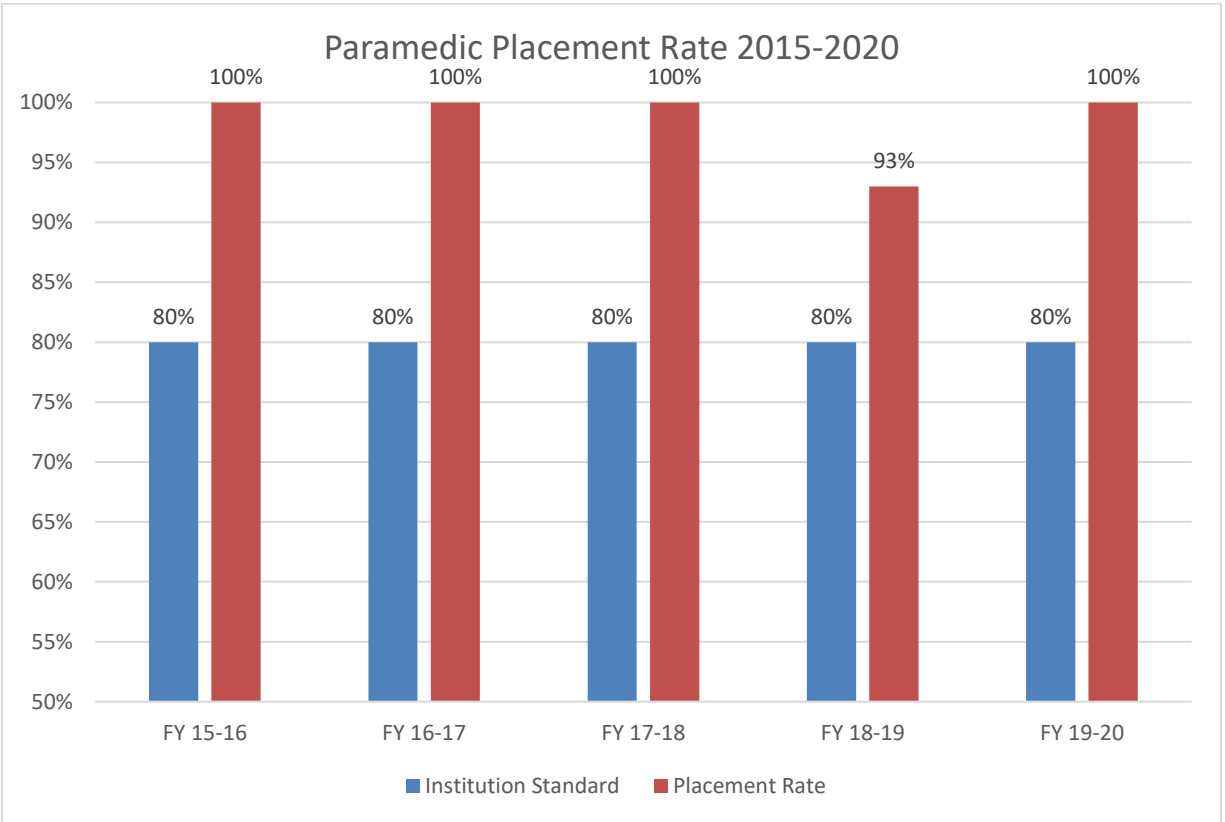
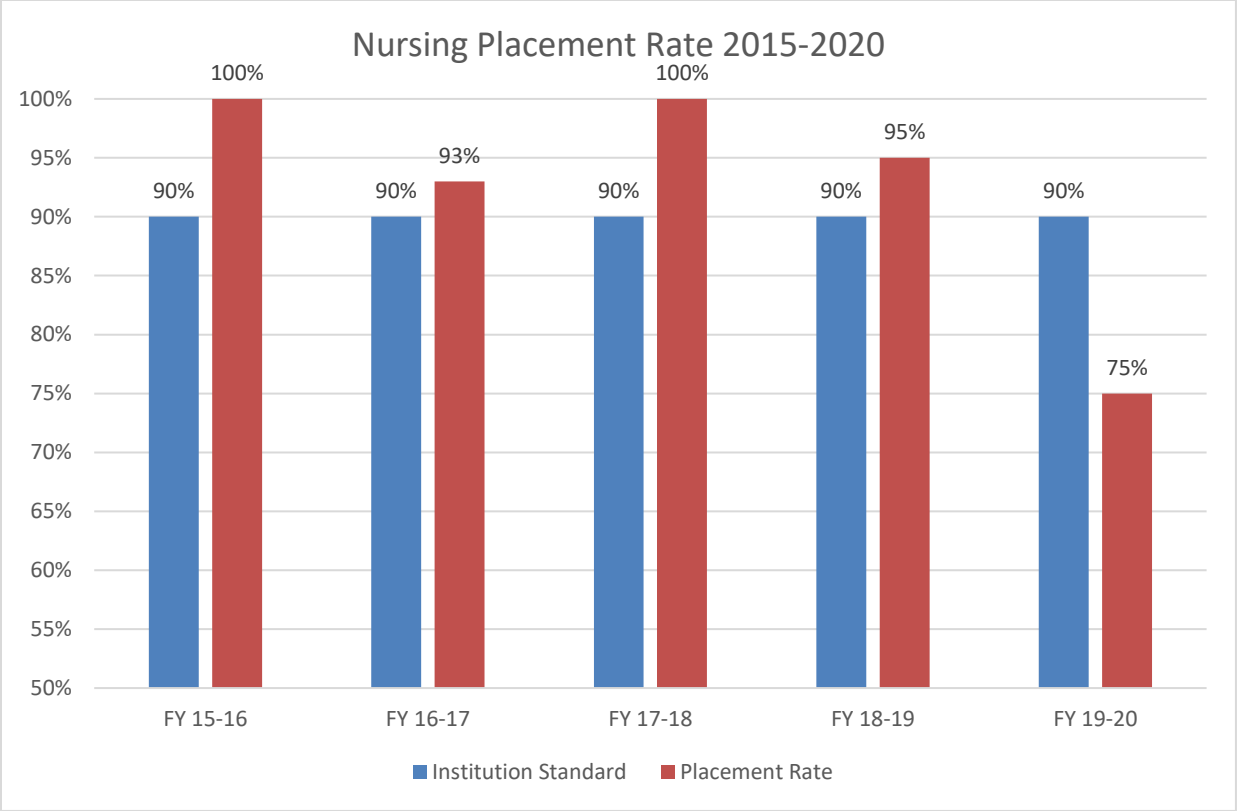


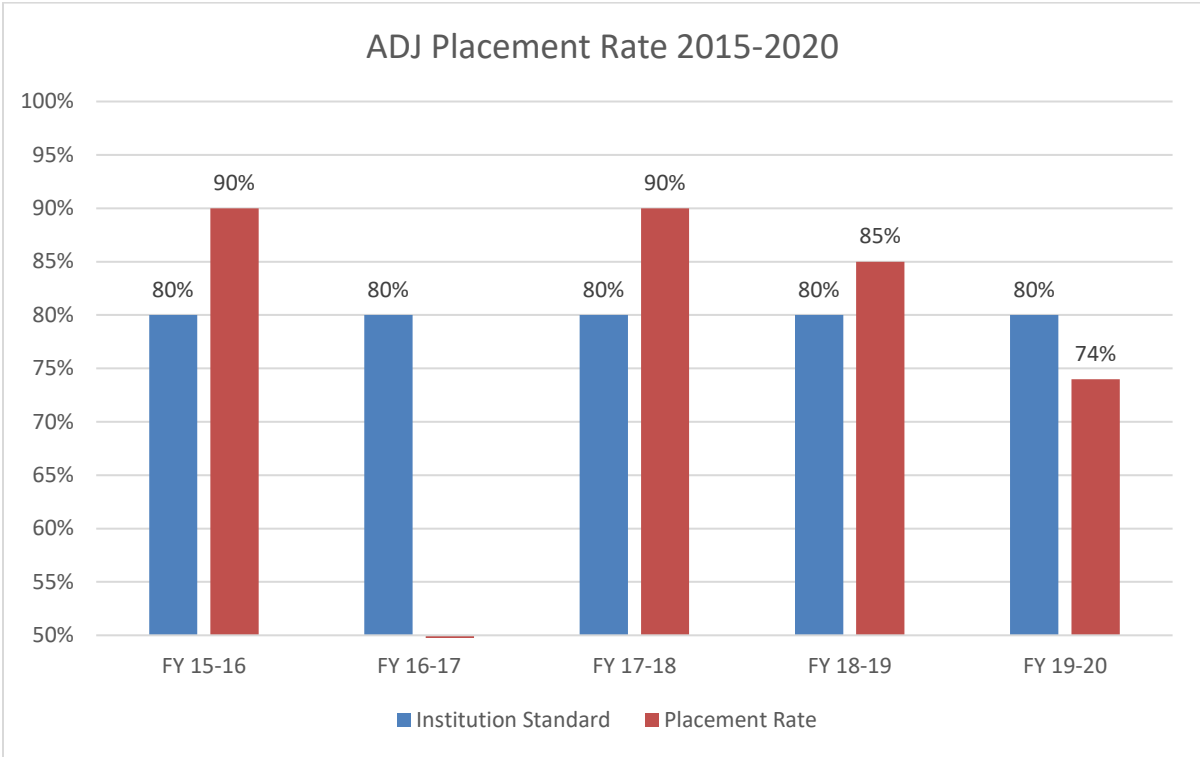


## Employment

Though modestly lower in magnitude than licensure rates, strong job placement rates at the College also speak to high quality instruction leading to meaningful career outcomes. In almost every instance (except for one year each in Nursing and Administration of Justice), the College has met its institution-set standard and frequently exceeds it. In some years for some cohorts, every student who was part of the eligible cohort found employment in their given field.

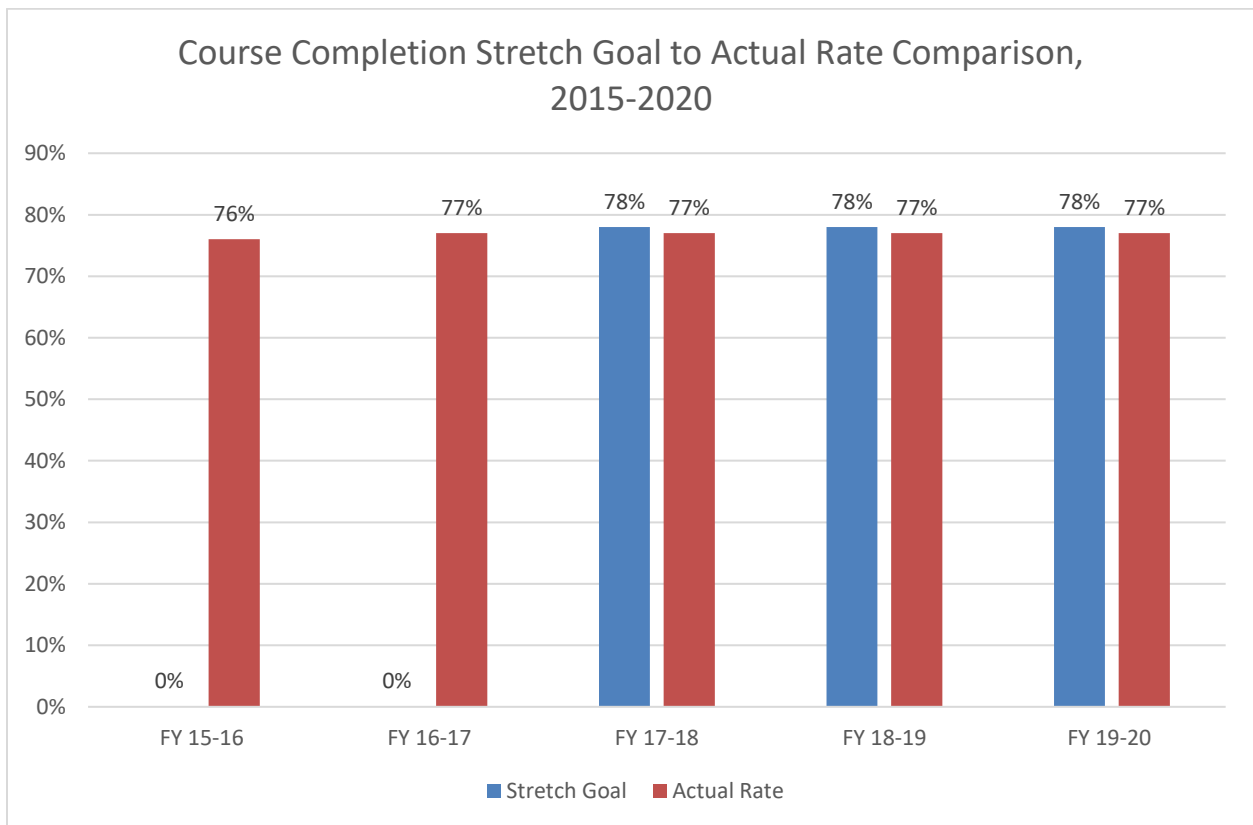






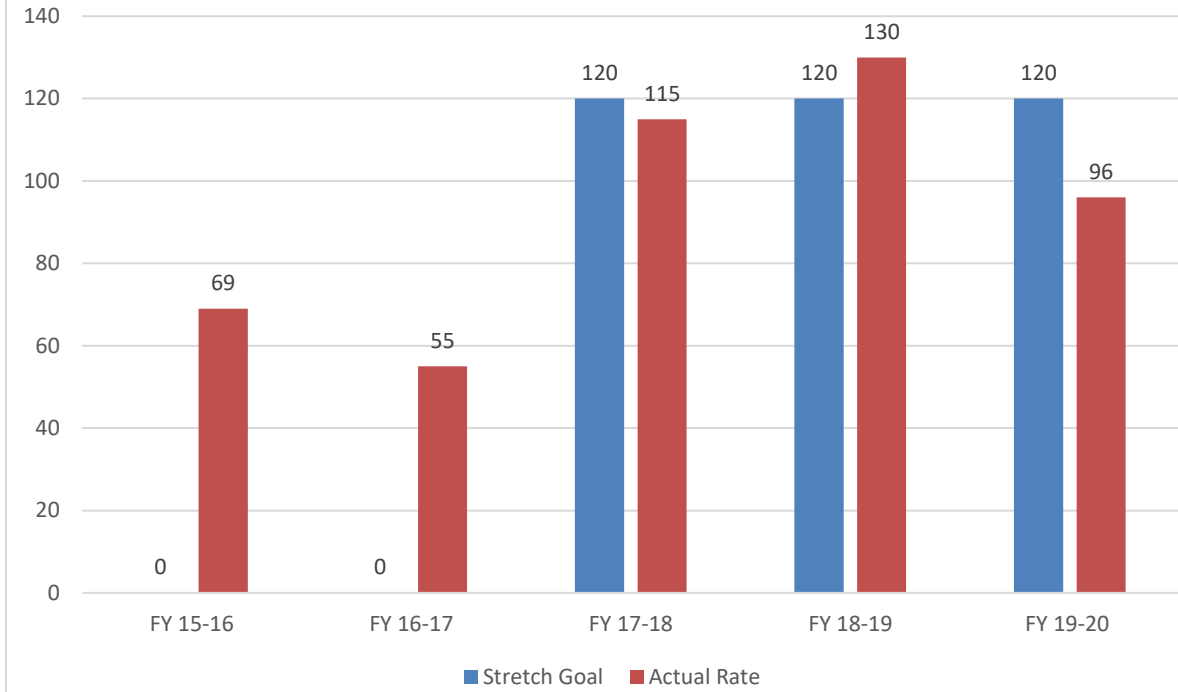
## Stretch Goals Compared to Actuals

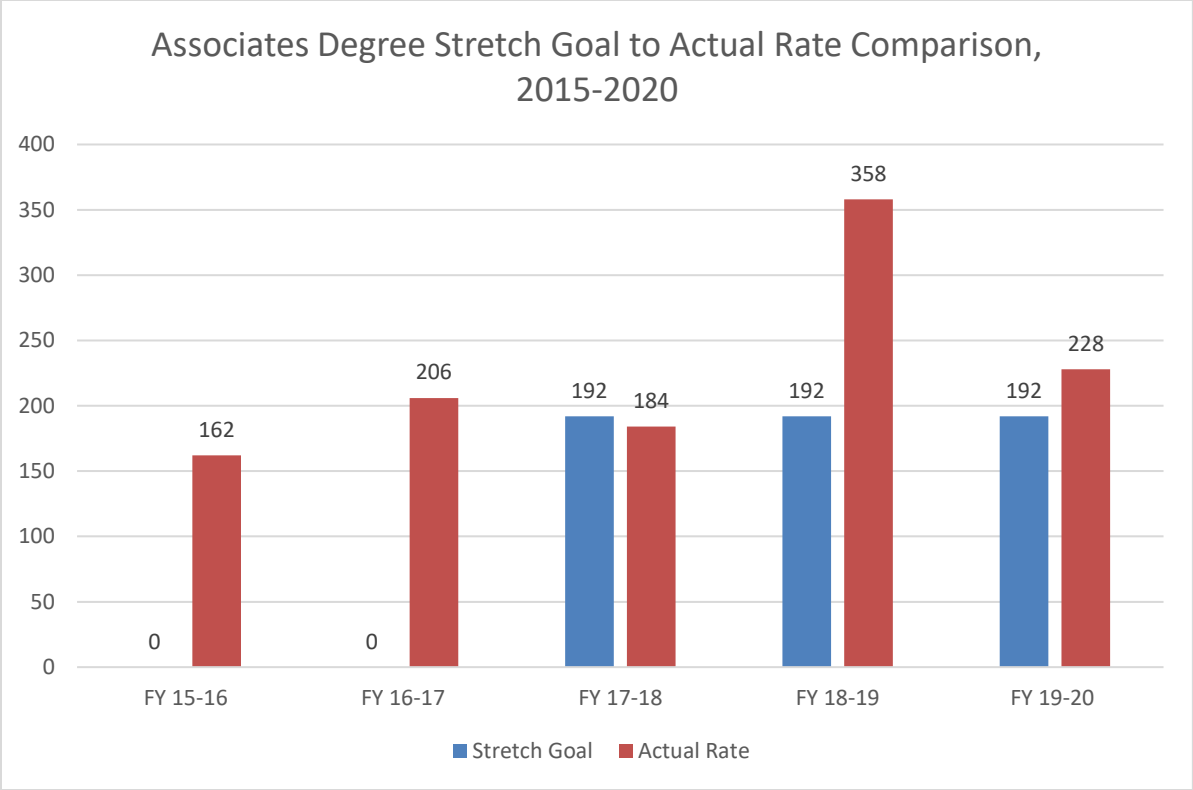
The College was unable to meet its stretch goal for student completion rate within the given time period. As may be seen below, completion rates have been very stable across the given time frame, and the College knew it would be an ambitious task to push the average a full percentage up continuously. Continued efforts have been made to improve this metric. We realize that student difficulties in transitioning to distance learning as the primary mode of delivery during the pandemic may have affected this. The College does not anticipate effectively reaching the stretch goal for a few more years.



Reviewing the two awards stretch goals (Certificates and Associate Degrees) together, the same trends identified for the institution-set standards are present in evaluating stretch goal performance. Increasing certificate count is a difficult process also highly subject to small-number enrollment patterns in select fields, and the College anticipates the stretch goal will serve as an ambitious target for some time. On the other hand, Associate Degree attainment is progressing with such health that even the established stretch goals are likely to be consistently met, which will yield discussion in upcoming years for advancing to more ambitious targets.

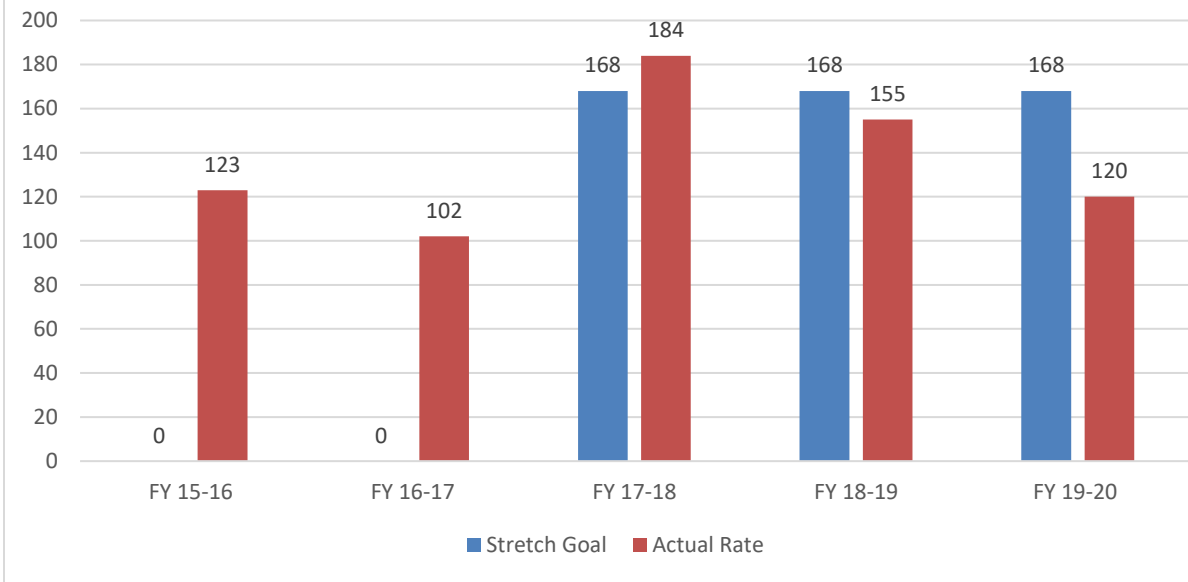
### Certificate Completion Stretch Goal to Actual Rate Comparison, 2015-2020





As would be anticipated from the review of the institution-set standards, transfer counts at College of the Siskiyou consistently fall below the established stretch goal. Nonetheless, the two high years indicate it is not an unreachable target, and the College is committed to maintaining that value as an aspirational goal motivating continuous improvement in the transfer readiness processes.

### Transfer Completion Stretch Goal to Actual Rate Comparison, 2015-2020





## Organization of the Self-Evaluation Process

At College of the Siskiyous, it has been emphasized that accreditation is a college-wide responsibility. This understanding commenced with the development of the 2020 Midterm Report in which all stakeholders had the opportunity to provide input and feedback. In preparation for the development of the Institutional Self Evaluation Report (ISER), on September 23, 2020, ACCJC conducted an all-campus training ([C.1](#)). Shortly thereafter, the College’s Accreditation Liaison Officer (ALO) identified members of the Accreditation Steering Committee:

Accreditation Steering Committee Members		
Standard	Name	Title
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Rexford, Nathan	Director of Research and Evaluation
	Fabrio, Nicholas	Facility Manager, Ford Theater
Standard II: Student Learning Programs and Support Services	Perlas, Char	Interim President
	Roberts, Val	Interim Dean of Liberal Arts, Sciences and Student Success
Standard III: Resources	Melby, Darlene	Vice President of Administrative Services/Human Resources
	Garland, Melinda	Administrative Assistant II: Facilities
Standard IV: Leadership and Governance	Perlas, Char	Interim President, College of the Siskiyous
	Slabbinck, Ron	President, Academic Senate

Steering Committee leads then worked with constituency groups to form their Standard Teams. Commencing fall 2020, the Steering Committee met monthly and Standard Teams began meeting monthly in spring 2021 ([C.2](#), [C.3](#)).

The Superintendent/President arranged for a Board of Trustees study session on ‘Accreditation and Governing Boards Roles and Responsibilities’ which was presented on March 16, 2021 by ACCJC VP Momjian ([C.4](#)). The training was well received and prepared the Board with the information needed to provide input on the Institutional Self Evaluation Report. During the July 17, 2021, Board Retreat, Board members reviewed and provided feedback on Standard IV.C: Governing Board. It was then unanimously approved ([C.5](#)).

The following timeline was shared in the May 2021 publication of the College’s Campus Connection which is shared widely and accessible by the public on the Superintendent/President webpage ([C.6](#)):

- **Mid-August 2021:** Completion of comprehensive ISER draft and posting of draft on Accreditation webpage for public review/comment

- **Mid-August – February 1, 2022:** ISER Editor to edit, review and format document into one cohesive ‘voice’
- **February 1, 2022:** Finalized ISER placed on Participatory Governance agendas
- **February 2022 – May 2022:** Vetting and approval of finalized ISER via Participatory Governance Groups
- **July 2022:** Submission of final, approved ISER to ACCJC
- **Fall 2022 Semester:** ACCJC Comprehensive Site Visit team review of ISER
- **Spring 2023:** ACCJC Comprehensive Site Visit team to meet with identified College of the Siskiyou employees

### **Evidence**

- [C.1](#) Preparing for the ISER Training Flyer, September 23, 2020
- [C.2](#) Accreditation Steering Committee Agenda, Dec. 9, 2020
- [C.3](#) Accreditation Steering Committee Notes, May 4, 2020
- [C.4](#) Board of Trustees ACCJC Study Session, March 16, 2021
- [C.5](#) Board of Trustees Retreat Minutes, July 17, 2021
- [C.6](#) Campus Connection, May 2021

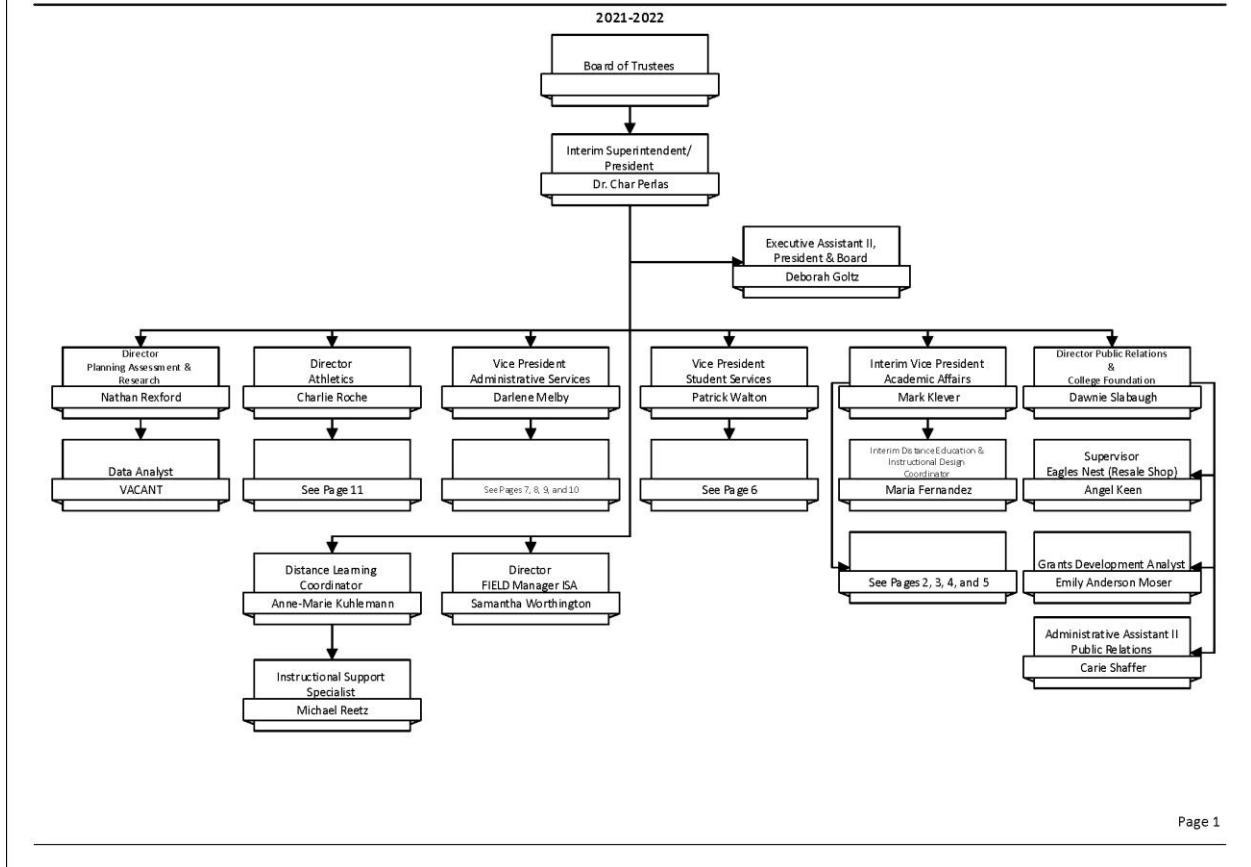
## Organizational Information

College of the Siskiyous is organized into four main areas under the management of the Superintendent/President, Vice President of Academic Affairs, Vice President of Student Services and Vice President of Administrative Services/Human Resources. In addition to the Vice Presidents, the Director of Public Relations and the Foundation, Director of Planning Assessment and Research, Coordinator of Distance Learning, and the Director of the Farmworkers Institute of Education & Leadership (FIELD) report directly to the President. Participatory Governance Committee membership, detailed in the College's Local Decision Making Handbook, consists of a representative from each constituent group.

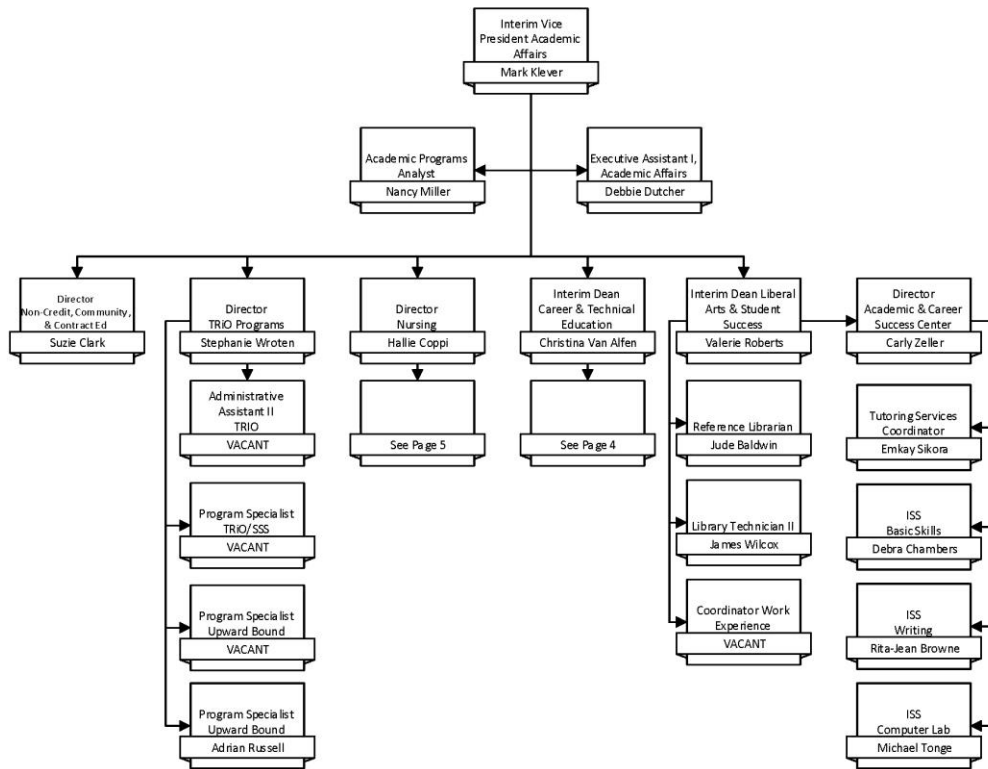
The following pages represent the College's organization structure for the 2021-2022 Academic Year. A text-only version of the College's organizational charts can be accessed [here](#).

\*Please note, the 21-22 Organization Chart is consistently being updated based on current personnel changes.

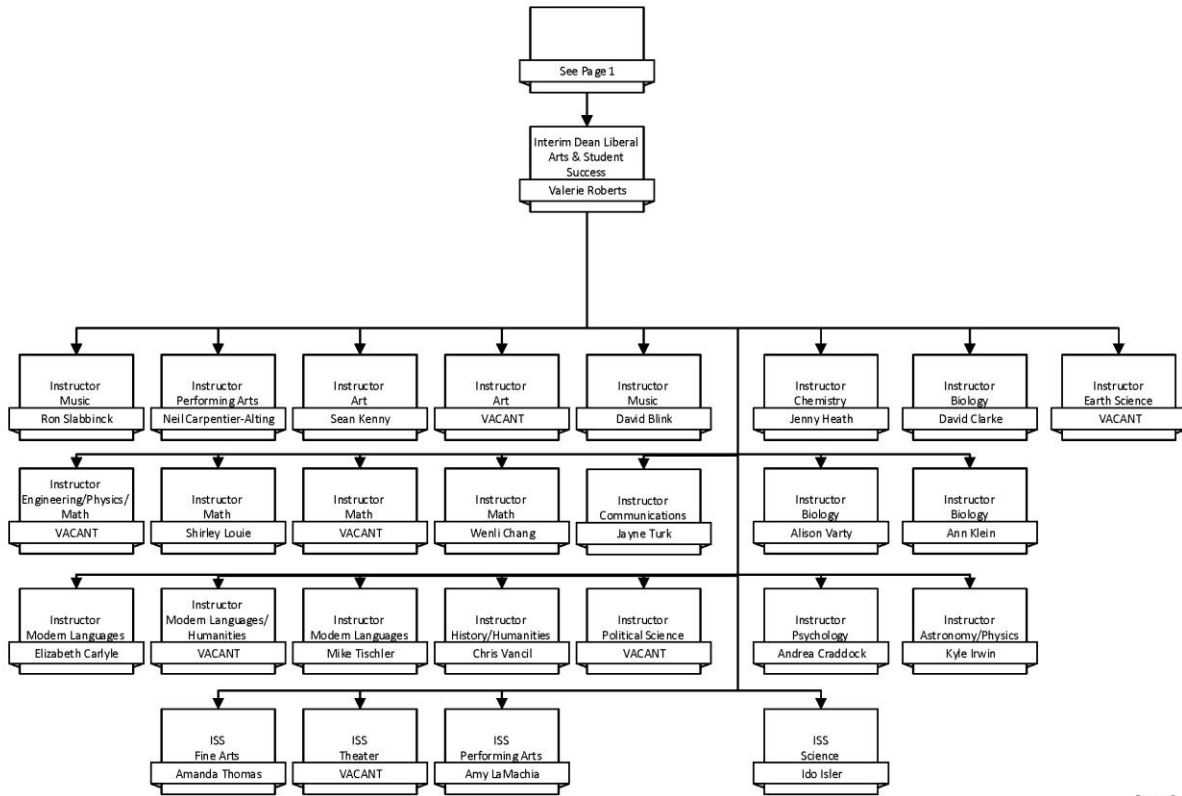
**College of the Siskiyou  
Administration Organizational Chart**



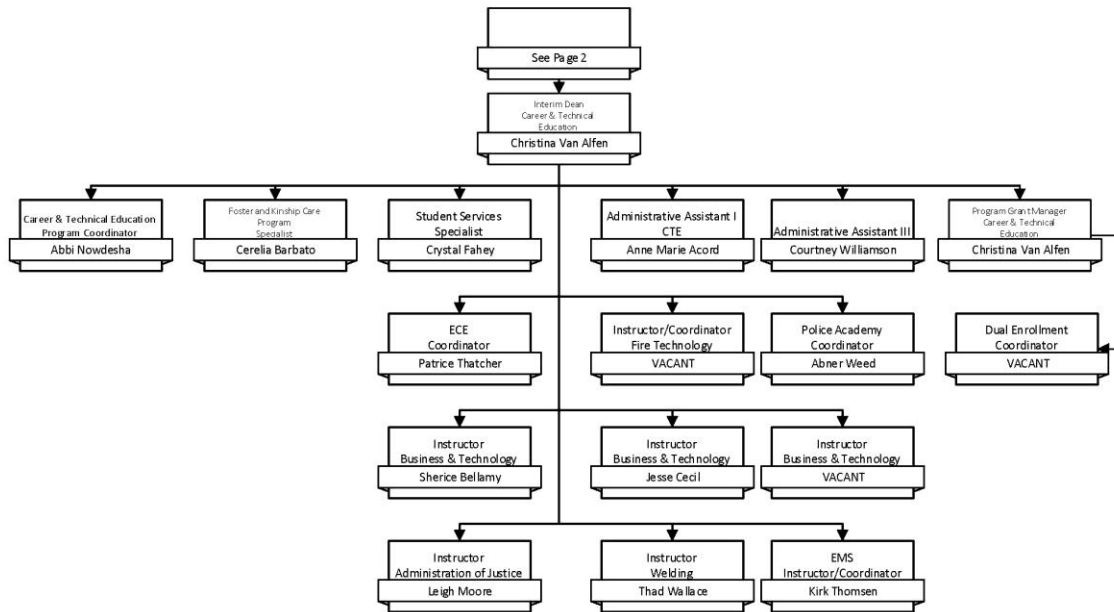
**College of the Siskiyous  
Academic Affairs Organizational Chart  
Student Success & Library  
2021-22**



**College of the Siskiyous**  
**Academic Affairs Organizational Chart**  
**Faculty – Language Arts/Sciences**  
 2021-22

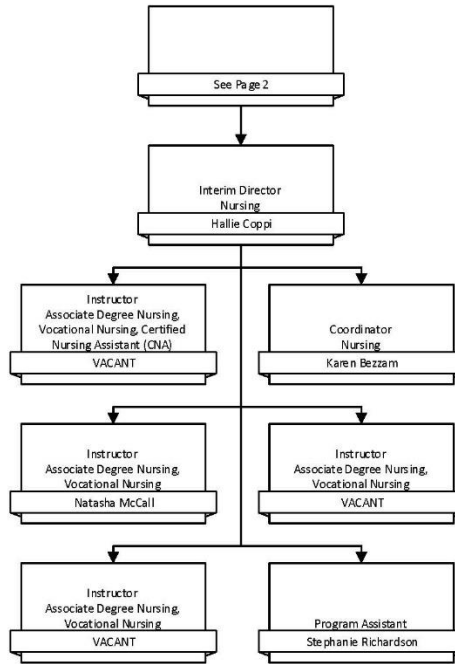


**College of the Siskiyous  
Academic Affairs Organizational Chart  
CTE  
2021-22**



College of the Siskiyous  
Nursing Organizational Chart

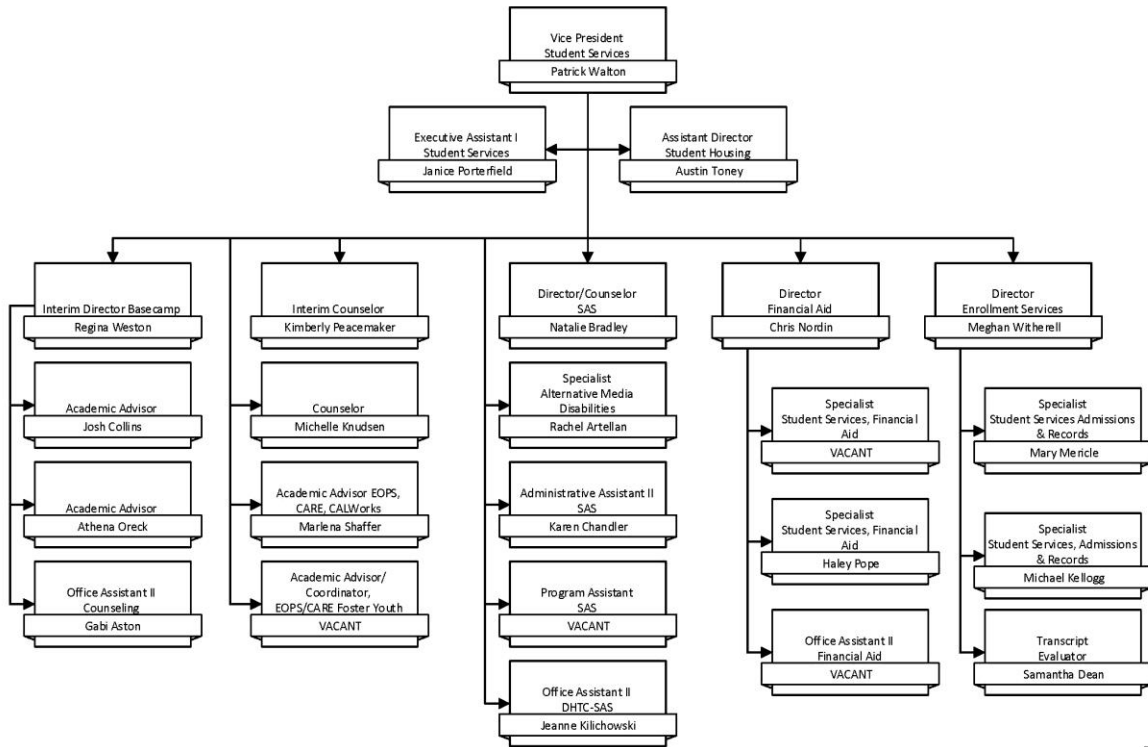
2021-22





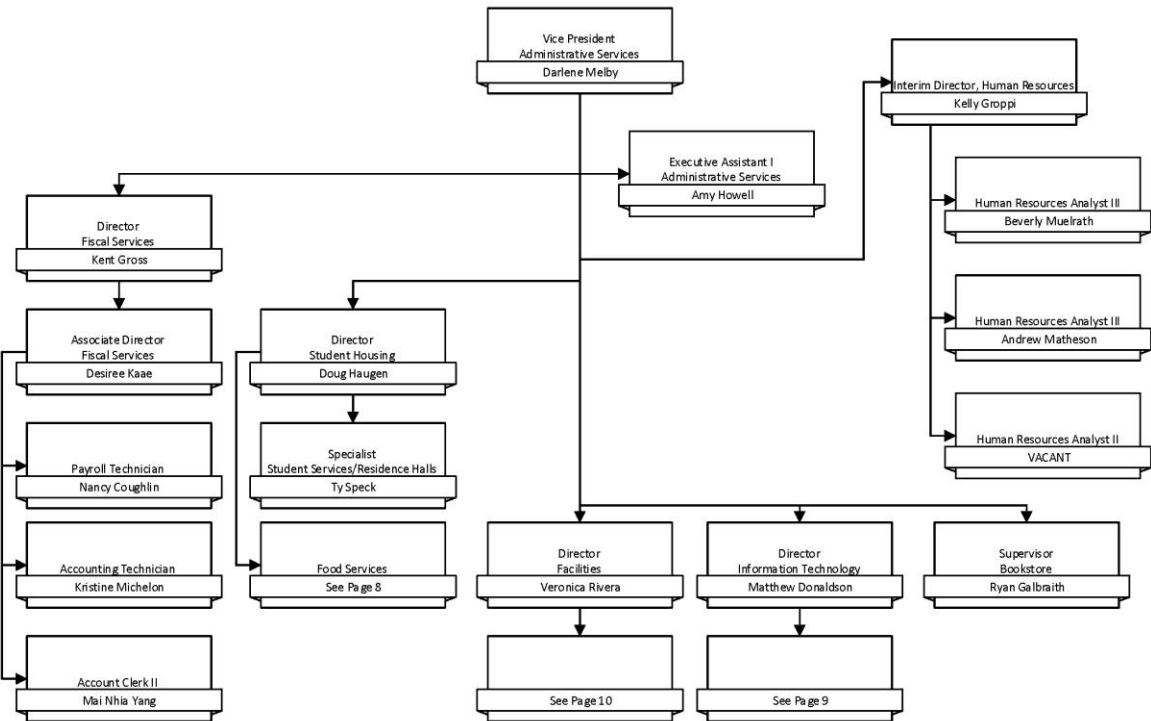
**College of the Siskiyous  
Student Services Organizational Chart**

2021-22



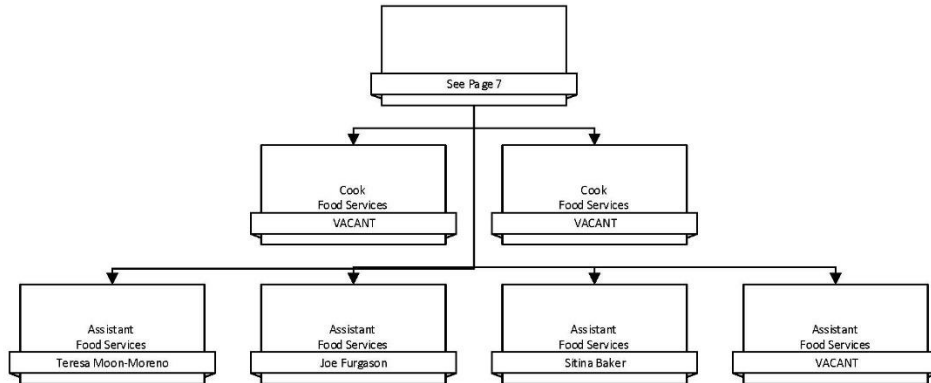
**College of the Siskiyou  
Administrative Services Organizational Chart**

2021-22



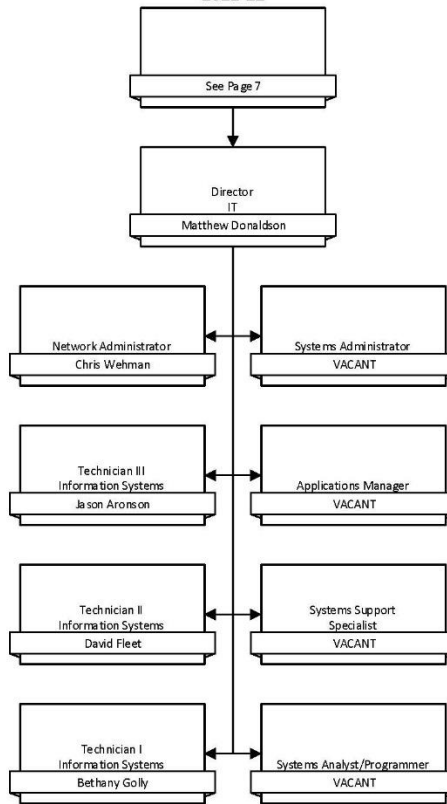
College of the Siskiyous  
Food Services Organizational Chart

2021-22



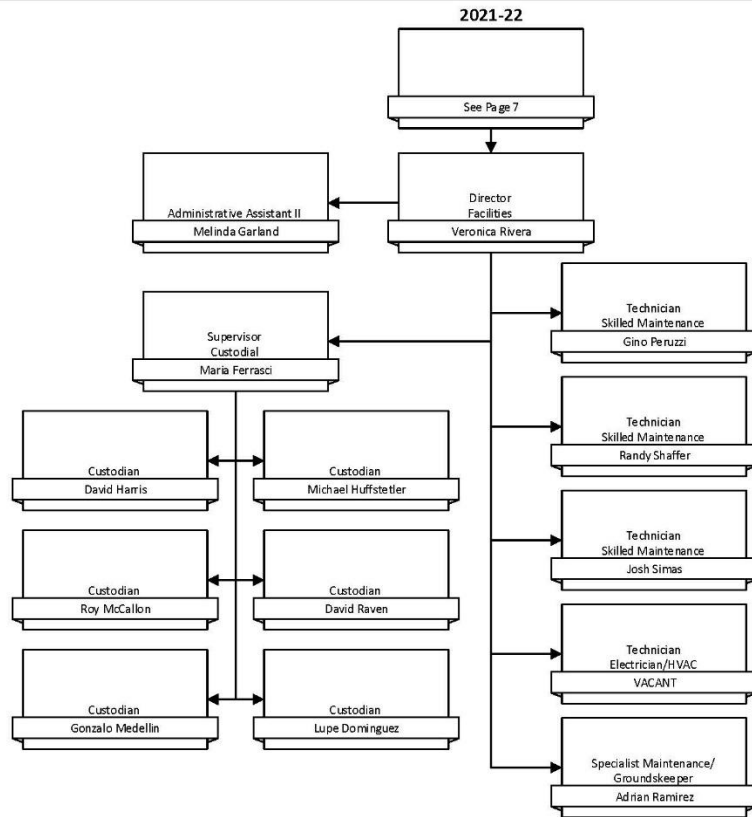
College of the Siskiyou  
Tech Services Organizational Chart

2021-22

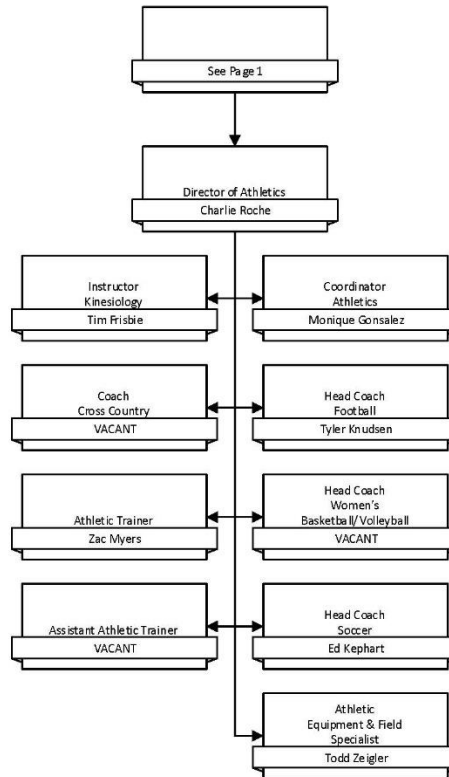


Page 9

**College of the Siskiyou  
Facilities Organizational Chart**

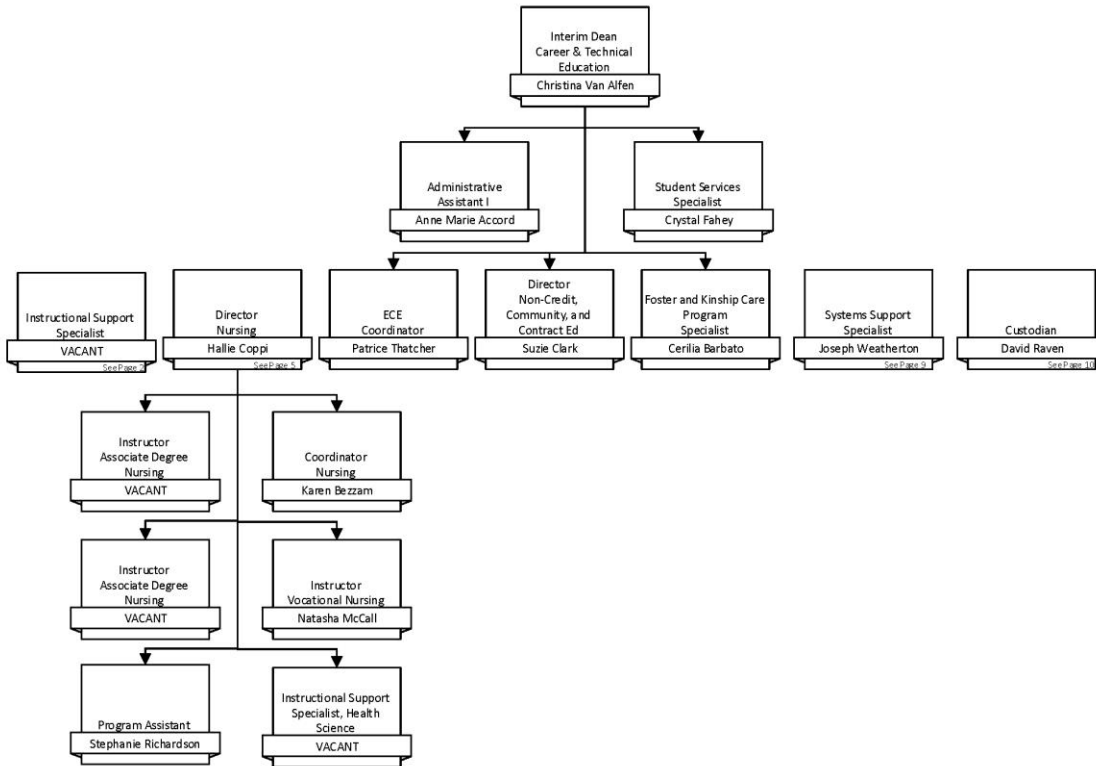


College of the Siskiyous  
Academic Affairs Organizational Chart  
Athletics  
2021-22



College of the Siskiyous  
Yreka Campus

2021-22



# Certification of Continued Compliance with Eligibility Requirements

## Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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. The College is governed by a locally-elected seven-member Board of Trustees ([ER.1.1](#)).

## Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College serves approximately 4,052 unduplicated students annually ([ER 2.1](#)). The College operates on a 16-week compressed schedule and operates fall and spring semesters and summer and winter sessions. Students actively enrolled at the college have the ability to pursue credit and noncredit certificates, associates degrees and transfer ([ER.2.2](#)).

## Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

College of the Siskiyous offers Associate in Arts, Associate in Science, Associate in Science for Transfer and Associate in Arts for Transfer degrees ([ER 3.1](#)). The College offers a total of 48 degree programs. Each degree program is aligned with the College's mission and consists of Program Learning Outcomes ([ER 3.2](#)).

A significant portion of College of the Siskiyou students are pursuing degrees or certificates as illustrated in the table below:



Year	Unduplicated Enrolled	Award Seekers
2018-2019	5333	1261
2019-2020	4447	1035
2020-2021	2375	889

**Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Per Board Policy 2431, the Board of Trustees is responsible for selecting and appointing the Superintendent/President ([ER 4.1](#)). The Superintendent/President’s full-time responsibility is to the institution, and, per Board Policy 2430, possesses the requisite authority to administer board policies ([ER 4.2](#)). The Superintendent/President does not serve as the chair of the governing board.

The Board of Trustees appointed Dr. Char Perlas as Acting Superintendent President on Feb 10, 2021. She was then appointed as Interim Superintendent/President July 1, 2021. The institution immediately informed the Commission of the change in the chief executive officer.

**Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Per Administrative Procedure 6400, Financial Audits, 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 ([ER 5.1](#)). Budget narratives and summaries as well as final audit reports can be accessed by the public on the College’s website ([ER 5.2](#)).

**Evidence**

- [ER 1.1](#) BP 2010 Board Membership
- [ER 2.1](#) 2018-2021 Unduplicated Enrollment Report
- [ER 2.2](#) 2021-2022 Academic Calendar
- [ER 3.1](#) Degrees, Majors and Certificates
- [ER 3.2](#) Communication Studies Webpage
- [ER 4.1](#) BP 2431 Superintendent/President Selection
- [ER 4.2](#) BP 2430 Delegation of Authority to Superintendent/President
- [ER 5.1](#) AP 6400 Financial Audits
- [ER 5.2](#) Administrative Services Budget and Audit webpage

# Certification of Continued Institutional Compliance with Commission Policies

College of the Siskiyous certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

## Public Notification of an Evaluation Team Visit and Third Party Comment

*Regulation citation: 602.23(b).*

On October 20, 2021, a complete draft of the College's Institutional Self Evaluation report was made available on the College's Accreditation website for feedback. ACCJC's Third Party Comment form was made available on the College's Accreditation webpage on April 11, 2022 ([F.1](#)). An announcement soliciting Third Party Comments was made at all of the participatory governance committee meetings, all-college meeting and published in the College's April 2022 publication of Campus Connection as well as on the College's Accreditation webpage ([F.2](#)).

## Standards and Performance with Respect to Student Achievement

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

The College's 2020 Midterm Report documents its Institutional Set Standards and stretch goals for student course completion, degree completion, certificate completion, transfer and student learning outcome assessment ([F.3](#)). Stretch goals were also implanted in the College's Strategic Enrollment Management plan and are in alignment with the Community College Chancellor's Office Vision for Success goals ([F.4](#)). Additionally, the ACCJC Annual Reports documents progress on Institutional Set-Standards as well as program specific, licensure pass rates.

## Credits, Program Length, and Tuition

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

As stated in Standard II.5, Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree in General Education as well as Administrative Procedure 4100, Requirements for Degrees and Certificates comply with Title 5 and California Ed Code ([F.5](#), [F.6](#)). These policies and procedures set standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Minimum degree requirements are 60 semester credits and all courses and programs go through a comprehensive course and program approval process as outlined in Board Policy 4020 and Administrative Procedures 4020 ([F.7](#), [F.8](#)). Tuition, referred to as Enrollment fees, are posted on the College's website and referred to in Board Policy 5030 as well as Administrative Procedure 5030 ([F.9](#), [F.10](#), [F.11](#)).

## **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Administrative Procedure 4237, Transfer Credit, outlines the College's Transfer Policy. Students wishing to receive transfer credit are required to have transfer courses approved by Counseling Services and, if needed, by the applicable full-time faculty member or the respective Director/Dean ([F.12](#)). A maximum of 48 semester units is accepted from accredited degree-granting institutions. Students may also apply for Credit for Prior Learning as outlined in Administrative Procedure 4235 and referenced in Standard II.A.8 ([F.13](#)).

## **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

The College has a robust Distance Education (DE) program with a 1.0 Interim DE Coordinator ([F.14](#)). The Coordinator ensures compliance of Distance Education requirements as outlined in the Distance Learning Handbook and also provides faculty and staff with training, support and resources ([F.15](#), [F.16](#)). The DE Coordinator, in collaboration with the Curriculum Committee, abides by the procedures as outlined in Administrative Procedure 4105, Distance Education ([F.17](#)). College of the Siskiyous was a California Virtual Campus – Online Education Initiative (CVC-OEI) pilot participant in 2015. The College does not offer Correspondence Education.

## **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College's Student Complaint process is outlined in Administrative Procedure 5530, Student Rights and Grievances ([F.18](#)). Additionally, the College also has discrimination complaint procedures for students with disabilities. All procedures regarding student complaints are made readily available in the College catalog and website ([F.19](#), [F.20](#)). Student complaint forms are accessible via the College website on the Student Services webpage ([F. 21](#)).

Student complaint files, for the last seven years, are readily available and housed in the Student Services office. The files demonstrate compliance with policies and procedures.

The College's Accreditation webpage lists all the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and its programs, and provides contact information for filing complaints with such entities ([F. 22](#)).

## **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1) (vii); 668.6.*

The College provides accurate, current, and appropriately detailed information to students and the public regarding programs, locations and policies including accreditation status. Information can be found both in the College catalog, which is published annually, and on the College

website ([F. 22](#), [F. 23](#)). The College continues to comply with the Commission Policy on Institutional Advertising, Student Recruitment and Policy on Accredited Status. Accreditation status can be accessed on the College Accreditation webpage as well as the College Catalog ([F. 22](#), [F. 23](#)).

#### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

As per Board Policy 6400 and Administrative Procedures 6400, the College undergoes an annual audit which includes students load default rates ([F. 24](#), [F. 25](#), [F. 26](#)). Audit results, which documents a USDE acceptable range for student loan default rates, are presented to participatory governance groups as well as the Board ([F. 27](#)). Further evidence of compliance with USDE Title IV regulations are included in Standards III.D.10 and III.D.15.

The College follows substantive change procedures and complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations ([F. 28](#)).

#### **Evidence**

- [F.1](#) Accreditation Webpage
- [F.2](#) ACCJC Third Party Comment Form
- [F.3](#) 2020 Midterm Report
- [F.4](#) Strategic Enrollment Management plan
- [F.5](#) BP 4025, Philosophy and Criteria for Associate Degree and General Education
- [F.6](#) Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education
- [F.7](#) BP 4020 Program and Curriculum Development
- [F.8](#) AP 4020 Program and Procedure Development
- [F.9](#) Fee Schedule Webpage
- [F.10](#) BP 5030 Fees
- [F.11](#) AP 5030 Fees
- [F.12](#) AP 4237 Transfer Credit
- [F.13](#) AP 4235 Credit for Prior Learning
- [F.14](#) Interim Distance Education Coordinator Job Description
- [F.15](#) Distance Learning Handbook
- [F.16](#) Distance Learning Webpage – Resources for DL Faculty
- [F.17](#) AP 4105 Distance Education
- [F.18](#) AP 5530 Student Rights and Grievances
- [F.19](#) Student Access Services Student Handbook Webpage
- [F.20](#) College Catalog with student complaint procedures
- [F. 21](#) Student Complaint Form
- [F. 22](#) Accreditation webpage
- [F. 23](#) Catalog page – Accreditation
- [F. 24](#) BP 6400 Financial Audits

- [F. 25](#) AP 6400 Financial Audits
- [F. 26](#) 2021 Audit Report
- [F. 27](#) 3-16-21 Board Agenda Item – Financial Audit Report
- [F. 28](#) Approved Substantive Change Form – Verto



# STANDARD I:

Mission, Academic Quality and  
Institutional Effectiveness, and  
Integrity

# Institutional Analysis

## 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.

### A. Mission

#### 1.A.1 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

The College's mission, adopted in June 2019, reads:

We are a comprehensive community college serving the economic, educational, lifelong-learning, and workforce needs of Siskiyou County and the other communities our programs reach. College of the Siskiyous provides students a strong education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.

The college mission is contained in Board Policy 1200, *District Mission*, with additional emphasis on degrees, credentials, and support services provided in Administrative Procedure 1200 ([I.A.1.1](#), [I.A.1.2](#)). Both documents are publicly available on the campus website, and the mission/vision statements are also included on a separate page on the site. ([I.A.1.3](#)).

#### Analysis and Evaluation

The College's mission complies with the applicable elements of the accreditation standard. As a California Community College, the allotted service area of Siskiyou County is identified as the primary community of interest while welcoming others from outside the area. It states the College's commitment to student learning and achievement. The range of provided educational outcomes is clearly established and in line with systemwide standards. Finally, and perhaps most

importantly, the critical competencies students should obtain from their time at Siskiyou, both in and out of the classroom, are highlighted.

Per BP 1200, the College's mission and vision statements are reviewed every six years with the Institutional Master Plan. Details regarding the mission and vision timelines are located on pages 7-8 of the College's Integrated Planning Guide ([I.A.1.4](#)). As with applicable Administrative Procedures and Board Policies, the Social Justice Equity Diversity (SJEDI) Committee will be submitting recommended DEI language for inclusion in the mission statement.

**I.A.2 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**

As a part of the program review process for both instructional areas and non-instructional areas, departments are expected to frame their work in light of the elements found within the College's mission ([I.A.2.1](#), [I.A.2.2](#)). In instructional areas, Comprehensive Program Review plans are supplemented with a standardized FTES data report ([I.A.2.3](#)). In non-instructional areas with widely varying data needs, data is collected by individual departments, as seen in the attached portion of the Academic Success Center's program review ([I.A.2.4](#)).

Evidence is also gathered through scheduled surveys of enrolled students. While the COVID-19 pandemic disrupted plans to refine and expand this schedule, Siskiyou has settled on a two-year alternating plan. One year is dedicated to the Ruffalo Noel Levitz Student Satisfaction Inventory, primarily focusing on the non-instructional aspects of the student experience, while the next year is dedicated to a homegrown student classroom engagement survey modeled after the Community College Survey of Student Engagement ([I.A.2.5](#), [I.A.2.6](#)).

Data gathered is used by the College in a variety of ways. One significant institution-wide use of these data may be found in the decision to continue using the compressed calendar after its initial adoption. At a meeting of Instruction Council where draft calendars were to be referred to the District for negotiation with the faculty union, one topic discussed was the impact of holding a Winter term on Spring enrollment. Data was reviewed at the meeting which showed no loss of Spring FTES and confirmed that overall FTES had remained stable since the transition to the compressed calendar ([I.A.2.7](#)).

The College's Institution-Set Goals are evident and are being utilized as target goals in the College's Strategic Enrollment Management (SEM) Plan. SEM Plan activities and outcomes are a standing item on the Enrollment Management as well as the Integrated Planning and Budget Committees. The data is being used to measure SEM plan effectiveness to determine any needed revision and/or expansion. Institution-Set goals have also been incorporated in measuring the effectiveness of the Guided Pathways initiative as seen in the Quality Focus Essay.



## **Analysis and Evaluation**

The institution gathers quantitative and qualitative data to determine whether it is accomplishing its mission, building primarily from a departmental perspective, and reflected across instructional and non-instructional areas. To supplement these metrics, the student body is polled at regular intervals to determine, in their own perspective, whether the students' educational needs are being met.

### **I.A.3 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 institution provides a variety of services to ensure successful completion of the primary educational goals of awards and transfer preparation. A list of services provided to assist students on this path is provided for their reference in the annually published catalog ([I.A.3.1](#)). At the same time, College of the Siskiyous has invested heavily in statewide initiatives, such as Guided Pathways, to further ensure that both our programs and services are aligned with the mission and the overarching Vision for Success Goals from the California Community College Chancellor's Office ([I.A.3.2](#)). An overview of this alignment may be found in our most recently submitted Scale of Adoption Assessment ([I.A.3.3](#)).

All planning and resource allocation efforts tie back to the College's Institutional Master Plan, as well as to numerous area-level plans outlining the area's unique contribution to the educational environment ([I.A.3.4](#)). An example of this aligned planning is shown in the College's Strategic Enrollment Management Plan and Facilities Master Plan ([I.A.3.5](#), [I.A.3.6](#)). These plans are converted into action through the resource allocation process that enables departments to clearly specify the impact of their request on their area and thus the college operations as a whole. Resource requests are submitted via a Continuous Quality Improvement Proposal (CQIP) in which the proposer is required to indicate alignment with the College's vision, mission and/or Institutional Master Plan goal(s) ([I.A.3.7](#)). This also extends to the Guided Pathways categorical funding approval process, where a separate request form requires submitters to align the request with one of the broader initiative goals. Because these goals are oriented towards educational outcomes attainment, which is a critical component of the mission, the College can ensure that even large categorical grants are in line with anticipated services. ([I.A.3.8](#)).

#### **Analysis and Evaluation**

College of the Siskiyous ensures that all programs and services are rooted in the clearly established mission of the College. This is reflected through internal processes and committing resources to students that will directly improve their ability to meet their educational goals. Where appropriate, the College also looks to resources statewide to further its ability to offer these aligned programs and services and to ensure better access to resources necessary for sustainability.

**I.A.4 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. (ER 6)**

**Evidence of Meeting the Standard**

College of the Siskiyous widely publishes its vision and mission statements in relevant board policies and administrative procedures ([I.A.4.1](#), [I.A.4.2](#)). Additionally, these statements are also widely published on the College’s website through the Superintendent/President’s webpage and the main menu located on the college’s home page ([I.A.4.3](#), [I.A.4.4](#)). This information is also published in the college Catalog, on BoardDocs and in several college plans ([I.A.4.5](#), [I.A.4.6](#), [I.A.4.7](#)).

Per BP 1200, the College’s mission and vision statements are reviewed every six years with the Institutional Master Plan. Details regarding the mission and vision timelines are located on pages 7-8 of the College’s Integrated Planning Guide ([I.A.4.8](#)).

**Analysis and Evaluation**

The College meets this standard. In addition to the mandatory posting of policies and procedures relevant to the mission of College of the Siskiyous, the institution shares this information through the webpages of other pertinent departments. The mission is kept up-to-date and in line with the vision of the Board through routine review and approval, with the process being recently completed in 2019.

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**Conclusions on Standard I.A. Mission**

Through the College’s recently updated mission statement, which is aligned with the college’s programs, services, and priorities, as well as applicable Board Policies and Administrative Procedures, the College meets this standard. The College’s mission guides decision-making, planning and resource allocation and informs strategic and master plan goals. The College’s mission statement is widely published and consistently reviewed and updated as necessary.

**Improvement Plan**

None.

**Evidence List**

- [I.A.1.1](#) Board Policy 1200
- [I.A.1.2](#) Administrative Procedure 1200
- [I.A.1.3](#) Mission/Vision/Institutional Goals on Siskiyous webpage
- [I.A.1.4](#) Fall 2021 Integrated Planning Guide
- [I.A.2.1](#) Comprehensive Program Review Questions
- [I.A.2.2](#) Noninstructional Program Review Template
- [I.A.2.3](#) Sample Data Report (Paramedic Program Fall 2020)
- [I.A.2.4](#) ASC non-instructional program review component

<a href="#">I.A.2.5</a>	Ruffalo Noel Levitz Student Satisfaction Inventory 2018 results
<a href="#">I.A.2.6</a>	Survey instrument for local Siskiyou homegrown
<a href="#">I.A.2.7</a>	Instruction Council Notes, 2021-10-21
<a href="#">I.A.3.1</a>	Selected pages from 2020-2021 Siskiyou Catalog concerning student services
<a href="#">I.A.3.2</a>	CCCO Vision for Success – Update 2021
<a href="#">I.A.3.3</a>	Siskiyou 2020-2021 Academic Year Guided Pathways Scale of Adoption (Self) Assessment
<a href="#">I.A.3.4</a>	Siskiyou Institutional Master Plan (full document)
<a href="#">I.A.3.5</a>	Siskiyou Strategic Enrollment Management Plan
<a href="#">I.A.3.6</a>	Guided Pathways Resource Request Form
<a href="#">I.A.3.7</a>	CQIP Operational Unit
<a href="#">I.A.3.8</a>	Guided Pathways Resource Request Form
<a href="#">I.A.4.1</a>	Board Policy 1200 Mission
<a href="#">I.A.4.2</a>	Administrative Procedure 1200 Mission
<a href="#">I.A.4.3</a>	Office of the Superintendent/President webpage
<a href="#">I.A.4.4</a>	Mission/Vision/Institutional Goals webpage
<a href="#">I.A.4.5</a>	BoardDocs Screen Shot
<a href="#">I.A.4.6</a>	Institutional Master Plan
<a href="#">I.A.4.7</a>	2019-2023 Strategic Enrollment Management Plan
<a href="#">I.A.4.8</a>	Fall 2021 Integrated Planning Guide

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## **B. Assuring Academic Quality and Institutional Effectiveness**

### *Academic Quality*

**I.B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Evidence of Meeting the Standard**

College of the Siskiyou engages in a comprehensive and collegial dialogue concerning student achievement and institutional effectiveness primarily through our participatory governance framework. The backbone of these conversations occurs in the constituency senates, most vibrantly in the Academic Senate through their administration of California’s “10+1” set of policies and practices ([I.B.1.1](#)). A recent example may be found in the Academic Senate’s consideration of an equity framework statement with corresponding commitment to action in and out of the classroom ([I.B.1.2](#)). Though more recently established than the Academic Senate and with more limited scope, the Classified Senate and the Administrative Support Management (ASM) Senate also push this dialogue forward in exciting directions, such as a recent conversation within the ASM Senate concerning institutional effectiveness as it relates to an equitable but efficient hiring process for supervisory positions ([I.B.1.3](#)).

While the senates help lay the framework, the College's councils and committees represent primary avenues where the institution can guarantee vehicles for different constituency groups to have these rich, substantive discussions. Sometimes these discussions represent intersections of policy and practice, as with recent Instruction Council dialogue about the general philosophy of ensuring student and institutional success when navigating between local offerings and instructional agreements with outside entities ([I.B.1.4](#)). At other times, discussions relate directly to improving student achievement, such as conversations about measuring and increasing degree attainment in the Enrollment Management Committee ([I.B.1.5](#)). Finally, and perhaps most importantly, these conversations are under the framework of serious financial considerations, as with the annual responsibility of the Integrated Planning and Budget Committee's receipt and deliberation of general fund resource allocation requests ([I.B.1.6](#); [I.B.1.7](#), [I.B.1.8](#)).

The evaluation of student learning by the College includes analysis of data from a wide range of sources such as the Guided Pathways Scale of Adoption Assessment, assessment of Student Learning Outcomes included in program reviews, and SEA reports. Dialog about this data occurs in such bodies as the Student Services Council, Instruction Council, and the Guided Pathways Steering and Pillar Committees, as well as at flex events and Senate meetings. The SLO Committee, through its work in implementing the eLumen SLO Module, has taken the lead on streamlining these discussions.

### **Analysis and Evaluation**

The institution takes efforts to honor the foundational work of the constituency senates. The Senates serve as starting grounds for rich discussions on student and institutional success, and then continues this work through a well fleshed-out system of councils and committees designed to provide representative and engaged groups an opportunity to tackle issues that are within their area or impact the entire institution.

## **I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

All instructional courses, as well as the programs they are associated with, define distinct student learning outcomes ([I.B.2.1](#), [I.B.2.2](#)). These outcomes are reviewed by the faculty routinely as part of their ongoing efforts to maintain the currency of their curriculum, and these efforts are catalogued during the comprehensive program review process with further space allotted in the annual updates for discussing key developments ([I.B.2.3](#), [I.B.2.4](#)).

Non-instructional Program Review reports are submitted annually and follow the same timeline as instructional Program Review ([I.B.2.5](#)). Non-instructional student learning outcomes are accessed in comprehensive program reviews along with assessment data and analysis of data ([I.B.2.6](#)). This data is used to improve programs and services through the College's Cycle of Continuous Quality Improvement Process ([I.B.2.8](#)).

## **Analysis and Evaluation**

The College has defined student learning outcomes for all instructional courses and programs as well as student and learning support services. Assessment data can be accessed in program and department Comprehensive Program Review plans and is used to improve programs and services. Although the College has an established non-instructional program review process, we do recognize room for improvement. As such, College of the Siskiyous has secured assistance from a cross-sectional team of California Community College employees as part of a Partnership Resource Team through the Chancellor's Office to enhance our non-instructional Program Review process. The approved timeline for this project has non-instructional outcomes, or service area outcomes, being developed and tested by the end of the 2021-2022 academic year ([I.B.2.7](#)).

### **I.B.3 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. (ER 11)**

#### **Evidence of Meeting the Standard**

Each year while gathering data for the ACCJC Annual Report, the Office of Planning, Assessment, and Research evaluates the extent to which the College has reached both institution-set standards and stretch goals for such metrics as course completion, award attainment, and job placements, as called for in our mission ([I.B.3.1](#)). The data is presented in our Annual Reports to the Commission, which are then published on our website alongside other accreditation documents ([I.B.3.2](#), [I.B.3.3](#)). Graphic representation of data from the last 5 years can be accessed in section B of this report, "Presentation of Student Achievement Data and Institution-set Standards".

The institution-set standards and stretch goals inform the College's Strategic Enrollment Management (SEM) plan goals. In the analysis of the SEM goals, programs and services are modified, via Program Review, and continuous improvement is demonstrated ([I.B.3.4](#)).

## **Analysis and Evaluation**

The College maintains institutional set standards and stretch goals appropriate to its mission. Institutional Set Standards and Stretch Goals are assessed yearly with the results available to the broader campus community as well as the public. In pursuit of continuous improvement, institution set standards have been used to inform goal development.

### **I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

#### **Evidence of Meeting the Standard**

The College's Integrated Planning Guide details how the College uses assessment data to support and enhance student learning and student achievement ([I.B.4.1](#)). Analysis of assessment data, located in both instructional and non-instructional Comprehensive Program Review reports, is part of the College's Cycle for Continuous Quality Improvement (CQIP) process ([I.B.4.2](#)).

[I.B.4.3](#)). Through CQIP, assessment data is used to justify resource requests. The CQIP form asks the author to indicate alignment of their request with the College’s vision, mission and/or institutional goals ([I.B.4.4](#)). Within the established Budget Cycle, CQIP proposals are presented through annual open hearings scheduled each April ([I.B.4.5](#)). Off-cycle requests are presented and approved/denied at Integrated Planning and Budget Committee meetings ([I.B.4.6](#)).

### **Analysis and Evaluation**

The College has established institutional processes to support student learning and achievement with the use of assessment data. This process is detailed in the Integrated Planning Guide and is evident in the College’s Cycle for Continuous Quality Improvement.

### *Institutional Effectiveness*

**I.B.5 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**

Academic programs conduct comprehensive program review on a rotating calendar that encompasses all instructional programs. Liberal arts programs have a comprehensive review every four years, and career and technical education programs have a comprehensive review every two years ([I.B.5.1](#)). The parameters for review are clearly detailed in a process developed by the faculty with input from the Office of Planning, Assessment, and Research. Substantive sections are dedicated to presentation and analysis of both quantitative and qualitative data ([I.B.5.2](#)). Much of the quantitative data comes from Program Review Data Reports which allow data on retention, success, and initial vs final enrollment to be disaggregated between “traditional” (in-person) and distance modalities ([I.B.5.3](#)).

In addition to serving a vital role in the improvement of individual academic departments, information stemming from program review and related evaluations are a potentially critical piece of evidence that can be mobilized in resource allocation requests. The CQIP request form asks for evidence of Vision/Mission/Institutional Master Plan alignment, which is primarily derived from narratives created in completion of comprehensive program reviews or the smaller scale requirements of the “Annual Updates” between major reviews ([I.B.5.4](#), [I.B.5.5](#)).

### **Analysis and Evaluation**

By assembling a comprehensive program review calendar, College of the Siskiyous ensures appropriate disaggregation of program review by program type. Within the context of the individual program reviews, flexibility in assembling quantitative and qualitative data allows faculty and other stakeholders the opportunity to examine and address potential disproportionate impact between methods of delivery. These findings can serve to drive in-department innovation as well as provide a case for additional resources that can be deliberated through institutional governance structures.

The College recognizes a need to improve the non-instructional program review process and has been addressing this need by working with a Partner Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative. However, each non-instructional program uses different data, which means that fixing problems in the program review process requires a separate solution for each program. None of the PRT recommended improvements have been implemented because of lack of institutional “bandwidth” at this time to make the changes.

A company has been identified who can provide a suite of reports that will accomplish the needed changes. In addition, the College has already initiated the implementation of the eLumen Program Review and Student Learning Outcomes (SLO) Modules. With these new tools in place, the College should be able to streamline Program Review, SLO, and Service Area Outcomes to enhance how this data is communicated to the college community and the public.

**I.B.6 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**

In both instructional and non-instructional areas, College of the Siskiyou ensures that potential sources of disproportionate impact are examined and corrected as deemed necessary. In the instructional area, the English department recently investigated whether there was disproportionate impact in the success rates of students who self-placed into transfer-level English by itself or sections with a linked co-requisite support class. On the non-instructional side, when there appeared to be significant achievement concerns among students of the first year “Siskiyou Promise” cohorts, the student services group disaggregated the data to test against a theory that it was primarily students from economically disadvantaged households.

While neither of the preceding cases showed evidence of disproportionate impact, the College has taken significant steps to tackle performance gaps for key success metrics as they arise. The most prominent example is the Student Equity Achievement (SEA) plan, which was created by a representational team to address identified performance gaps through tangible activities. This plan is subject to yearly review, and an executive summary of the plan is published by the College for the benefit of employees, students, and the community ([I.B.6.1](#)). Additionally, the College’s Guided Pathway efforts have identified areas of improvement and developed improvement strategies ([I.B.6.2](#)). All employees, including District Board Members, are participants on Guided Pathway Pillar Teams which provide an inclusive approach to analyzing any gaps and developing strategies to mitigate them ([I.B.6.3](#)).

Annual assessment of the SEA and Guided Pathways initiatives help to identify potential sources of disproportionate impact and provide remedies before they translate into wider performance gaps and identify any needed revision of strategies and/or resource requests. Remedies requiring resource requests are submitted as proposals through the Continuous Quality Improvement Proposal (CQIP) process ([I.B.6.4](#)) and are evaluated in subsequent years ([I.B.6.5](#), [I.B.6.6](#)).

## **Analysis and Evaluation**

College of the Siskiyous takes proactive steps to identify potential sources of disproportionate impact and provide remedies before they translate into wider performance gaps. These efforts take place across instructional and non-instructional programs, with the single largest effort falling under our Equity Plan. When gaps are identified, resource requests are submitted through the College's Cycle of Continuous Quality Improvement Process.

**I.B.7 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**

College of the Siskiyous regularly engages in a comprehensive review of policies and procedures covering every area of the campus as directed by the Board through BP/AP 2410 ([I.B.7.1](#), [I.B.7.2](#)). This is a comprehensive process that involves key stakeholders from every major constituency on campus, culminating with a thorough review by the Board of Trustees.

The policy evaluation process begins with an area expert, typically the dean or director most impacted by the policy in question, who reviews the current policy. After ensuring that the document conforms to current legal practice, proposed legal or contextual changes are presented to the appropriate governance council for review to ensure that the policy continues to advance the major goals outlined in the College Mission. It then moves forward to College Council before being sent to the President to present to the Board ([I.B.7.3](#); [I.B.7.4](#); [I.B.7.5](#)). Details regarding the policy and procedure approval process along with the participatory governance flow chart can be found in the College's Local Decision Making Handbook ([I.B.7.6](#)).

College Standing Committees are responsible for evaluating their work, including processes under their control, and for making recommendations for improving the efficiency of those processes. These evaluations are shared with the College through annual reports. ([I.B.7.7](#), [I.B.7.8](#); [I.B.7.9](#), [I.B.7.10](#), [I.B.7.11](#), [I.B.7.12](#))

Annually, the Office of Research and Assessment conducts a survey and assessment of the program review process. The results of the survey are compiled and submitted to the IPB Committee and the Academic Senate each year. IPB recommends any changes to the Academic Senate for their consideration.

## **Analysis and Evaluation**

College policies and practices are subject to continuous formal review by multiple members of the institution. Beyond satisfying regulatory minimums, a diverse range of constituents ensure that all College policies support academic quality and promote accomplishment of our mission. Subsequent review by the Board of Trustees ensures that policies and procedures are aligned with the College's mission and goals.



**I.B.8 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**

Currently, the primary method of broadly communicating about assessment activities is in writing through Continuous Quality Improvement Proposal (CQIP) resource allocation cycle. Assessment results are aligned with the resource request and allocation process. Analysis of assessment results in Program Review provides justification for needed resources. Within the budget cycle, identification of weaknesses or areas for improvement justify the need for additional resources. CQIP requests are presented first at the appropriate council and then in open hearings to the Integrated Planning and Budget Committee (IPB), which includes representatives from each constituent group ([I.B.8.1](#); [I.B.8.2](#)).

Communication of the results of assessments and evaluation activities is the responsibility of IPB representatives, who are responsible for informing their constituent Senates of developments that have arisen in these areas. Additional discussion occurs at the department/division level, Convocation, Flex days and Board of Trustees presentations ([I.B.8.3](#), [I.B.8.4](#), [I.B.8.5](#)). Program reviews, both comprehensive and annual updates, are available to both the public and to college constituencies on BoardDocs. The reports can be accessed in the Program Review webpage in the Past Program Review Reports link. ([I.B.8.6](#)).

**Analysis and Evaluation**

The College aims to communicate the results of all of its assessment and evaluation activities broadly, recognizing the importance of a shared understanding of strengths and weaknesses. IPB has adopted as one of its goals for the 2021/2022 academic year a renewed effort at formally discussing program reviews, including assessment rather than just the resource allocation requests. Such discussions will be assisted by implementation of a more centralized portal for academic and non-academic program reviews, with a pilot expected to launch by the end of the 2021/2022 academic year.

**I.B.9 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. (ER 19)**

**Evidence of Meeting the Standard**

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 common set of assumptions. College of the Siskiyous planning prioritizes collegial dialogue, effectiveness, and improvement and utilizes such tools as measurement, analysis, and feedback to reach goals that have been set through a college-wide process.

The Continuous Quality Improvement Proposal (CQIP) process is the most comprehensive and important indication of broad-based, systemic evaluation at the institution. Much of what is summarized here is publicly distributed to the college community through a publicly available budget and planning timeline ([I.B.9.1](#)). The full process begins at the start of each academic year when every academic program is charged with completing either a comprehensive program review or annual update per a staggered release calendar ([I.B.9.2](#)). Program evaluation defines potential needs rather than ad hoc justifications being created for idiosyncratic requests. A required concluding component in comprehensive and update reviews is analysis of potential area needs that could be addressed by an increased general fund allocation ([I.B.9.3](#), [I.B.9.4](#)).

Upon submission of all areas' evaluation documents and corresponding CQIP request forms, educational administrators consult with the faculty and staff in each area to determine their program's priorities. Programs must balance short-term and long-term needs while defending alignment with the College mission ([I.B.9.5](#)). Next the Chief Instructional Officer assesses the needs of different instructional areas while ensuring that requests will promote Institutional Master Plan goals ([I.B.9.6](#)). This results in an informal CQIP prioritization list ([I.B.9.7](#)).

This list is then presented at the Integrated Planning and Budget Committee (IPB), which prioritizes CQIP requests based on their perceived ability to further the mission of the College. IPB is a representational governance body, with membership from each of the different constituency senates so their various interests will be considered. Recommendations of IPB are considered in the development of the final budget, which then returns to IPB and College Council for a recommending vote ([I.B.9.8](#)). The President must then address the positive or negative recommendation when presenting the budget to the Board of Trustees ([I.B.9.9](#)).



Development of Strategic and Master plans starts at the Council and Committee level.

- The Strategic Enrollment Management plan was drafted by the Enrollment Management Committee. The plan was then reviewed and approved by Administrative Services Council, Student Services Council, Instruction Council, Integrated Planning & Budget, and College Council with final approval by the Board ([I.B.9.10](#), [I.B.9.11](#), [I.B.9.12](#)).
- The Facilities Master plan was drafted by the Administrative Services Council, and was reviewed and approved by Administrative Services Council, Student Services Council, Instruction Council, Integrated Planning & Budget, and College Council before going to the Board for Approval ([I.B.9.13](#), [I.B.9.14](#)).
- The Integrated Planning Guide was drafted by College Council with input from all college constituencies then reviewed and approved by Administrative Services Council, Student Services Council, Instruction Council, Integrated Planning & Budget, and College Council with final approval by the Board ([I.B.9.15](#), [I.B.9.16](#)).

Each draft is presented to the Board during a Board Study Session while it is being navigated through the participatory governance process. Feedback received is incorporated. Final drafts are then presented through the participatory governance process and then finally presented to the Board of Trustees for final approval.

### Analysis and Evaluation

In determining necessary resources to properly implement short and long-range plans, College of the Siskiyous engages in continuous and systematic evaluation. Starting with program review as a pillar of institutional effectiveness, this work brings in multiple stakeholders from a diverse range of perspectives to allow for a dialogue framed by the parameters of the College mission.

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### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The College has established processes in place to assess and evaluate academic quality and institutional effectiveness. Student learning and achievement data are primarily documented in comprehensive program review plans and utilized as justification for resource requests. Instructional assessment and evaluation dialogue commences with the Instruction Council, Student Support assessment and evaluation dialogue commences with the Student Services Council and Human Resources and Administrative Services assessment and evaluation dialogue commences with the Administrative Services Council. These discussions typically conclude at the Integrated Planning and Budget committee with the prioritization of needed resource requests based on the data. Additional dialogue occurs at the department/division level, convocation, flex days and other participatory governance venues.

### **Improvement Plan(s)**

Make improvements in the coordination between Program Review, SLO, and Service Area Outcomes to enhance how this data is communicated to the college community and the public.

### **Evidence List**

- [I.B.1.1](#) California Code of Regulations, Title 5, Section 53200 Academic Senate “10+1”
  - [I.B.1.2](#) Academic Senate resolution on Diversity, Equality, and Inclusion
  - [I.B.1.3](#) ASM Senate Consideration of an effective Hiring Timeline for Administrative Positions
  - [I.B.1.4](#) Instruction Council deliberation on Instructional Service Agreements (ISA’s)
  - [I.B.1.5](#) Enrollment Management Committee presentation concerning police academy outcomes
  - [I.B.1.6](#) Office of Academic Affairs CQIP Presentation
  - [I.B.1.7](#) First CQIP Hearing 2021
  - [I.B.1.8](#) IPB Minutes 2021-04-02
  - [I.B.2.1](#) EMS 0955 Curriculum of Record with Student Learning Outcomes
  - [I.B.2.2](#) Siskiyous 2020-2021 Catalogue – EMS Program Learning Outcomes
  - [I.B.2.3](#) Comprehensive Program Review Questions
  - [I.B.2.4](#) 2020 ECE Comprehensive Program Review
  - [I.B.2.5](#) Siskiyous Innovation and Effectiveness Plan (IEP)
  - [I.B.2.6](#) Library Program Review Annual Update, 2020/2021
  - [I.B.2.7](#) Siskiyous Innovation and Effectiveness Plan
  - [I.B.3.1](#) College of the Siskiyous Mission/Vision Statement
  - [I.B.3.2](#) College of the Siskiyous Spring 2021 ACCJC Annual Report
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- [I.B.3.3](#) ACCJC Annual Report 2021
  - [I.B.3.4](#) 2019-2023 Strategic Enrollment Management Plan
  - [I.B.4.1](#) Fall 2021 Integrated Planning Guide
  - [I.B.4.2](#) Library Program Review Annual Update, 2020/2021
  - [I.B.4.3](#) 2020 LVN to RN Step Up
  - [I.B.4.4](#) 20-21 Library CQIP – adjunct summer hours
  - [I.B.4.5](#) Budget Development Timeline
  - [I.B.4.6](#) CQIP IPB Agenda Item
  - [I.B.5.1](#) Academic Program Review Manual – Calendar
  - [I.B.5.2](#) Academic Program Review Manual
  - [I.B.5.3](#) Music – Comprehensive Program Review 2020-2021
  - [I.B.5.4](#) College of the Siskiyous CQIP Request Form
  - [I.B.5.5](#) Academic Program Review Manual – Annual Update Questions
  - [I.B.6.1](#) Student Equity Plan Executive Summary
  - [I.B.6.2](#) 2021 Scale of Adoption Assessment (SOAA) - Board approved
  - [I.B.6.3](#) Guided Pathways Pillar Teams
  - [I.B.6.4](#) Fall 2021 Integrated Planning Guide
  - [I.B.6.5](#) Guided Pathways Agenda 12/10/2019
  - [I.B.6.6](#) Pillar 3 notes, 9/9/2019
  - [I.B.7.1](#) Board Policy 2410 – Board Policies and Administrative Procedures
  - [I.B.7.2](#) Administrative Procedure 2410 – Board Policies and Administrative Procedures
  - [I.B.7.3](#) November 5<sup>th</sup>, 2020, meeting of Instruction Council to consider BP/AP 4235
  - [I.B.7.4](#) November 11<sup>th</sup>, 2020, meeting of College Council to consider BP/AP 4235
  - [I.B.7.5](#) November 17<sup>th</sup>, 2020, meeting of Board of Trustees for first reading of BP/AP 4235
  - [I.B.7.6](#) Local Decision Making Handbook
  - [I.B.7.7](#) IPB Campus-Wide Standing Committee Annual Report and Evaluation
  - [I.B.7.8](#) IPB Annual Self Eval Survey 05.21.21
  - [I.B.7.9](#) Admin Serv Council Campus-Wide Standing Committee Annual Report 20-21
  - [I.B.7.10](#) College Council Annual Report - 2020-21
  - [I.B.7.11](#) Instruction Council Annual Report - 2020-21
  - [I.B.7.12](#) President's Cabinet Annual Report - 2020-21
  - [I.B.8.1](#) 2021-22 CQIP ranking sheet
  - [I.B.8.2](#) IPB Minutes 2021-04-02 - CQIP open hearing
  - [I.B.8.3](#) 2019 Flex Day Agendas
  - [I.B.8.4](#) SLOs, SAOs, and YOU
  - [I.B.8.5](#) FIELD Presentation – College of the Siskiyous Board meeting
  - [I.B.8.6](#) Program Reviews 2020-21
  - [I.B.9.1](#) Budget Development Timeline
  - [I.B.9.2](#) Program Review Calendar
  - [I.B.9.3](#) Academic Program Review Manual
  - [I.B.9.4](#) Annual Update Questions
  - [I.B.9.5](#) Siskiyous CQIP Request Form
  - [I.B.9.6](#) Mission, Vision, Goals webpage
  - [I.B.9.7](#) 2021/22 CQIP Ranking Sheet
  - [I.B.9.8](#) College Council Minutes from September 1, 2021, re: budget recommendation
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- [I.B.9.9](#) Board of Trustees Minutes from September 14, 2021, re: budget approval
  - [I.B.9.10](#) Siskiyou Strategic Enrollment Management Plan 2019-2023
  - [I.B.9.11](#) Enrollment Management Committee Membership and Charge
  - [I.B.9.12](#) Instruction Council Membership and Charge
  - [I.B.9.13](#) Siskiyou-Facilities Master Plan
  - [I.B.9.14](#) Administrative Services Council Membership and Charge
  - [I.B.9.15](#) Fall 2021 Integrated Planning Guide
  - [I.B.9.16](#) College Council Membership and Charge
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## **C. Institutional Integrity**

**I.C.1 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. (ER 20)**

### **Evidence of Meeting the Standard**

College of the Siskiyou publishes its mission, learning outcomes, educational programs, and student support services primarily through its website and catalog. The college catalog is available both on the College's website and in print and is revised annually to ensure that the information presented is current and accurate. The updating of the catalog is overseen by staff in Academic Affairs, who communicate with all departments and coordinates updates to the information presented. ([I.C.1.1](#)).

The accreditation of the College is published both in the print catalog and on the College website, with a link on the home page ([I.C.1.2](#), [I.C.1.3](#)). The Accreditation web page includes links to milestones and reports, both current and archived ([I.C.1.4](#)). This includes reports prepared throughout the accreditation cycle as well as official feedback from visiting teams and the Commission. Moreover, the institution prominently acknowledges its current membership status with its accreditation body both on the accreditation website as well as the title page of its annually published course catalogs.

Area specific updates and events are highlighted in the monthly publication of Campus Connection ([I.C.1.5](#)).

### **Analysis and Evaluation**

The College ensures the clarity, accuracy, and integrity of information provided relating to its mission, learning outcomes, and programs through regular review. Between the catalog development team, Public Information Office, and website information, personnel across the campus ensure that comprehensive and accurate information is provided to not only the campus community but also interested members of the community and prospective students. The College takes pride in its status as an accredited institution and guarantees that an abundance of

information about the accreditation process and its outcomes are available to students and the public.

**I.C.2 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”. (ER 20)**

**Evidence of Meeting the Standard**

College of the Siskiyous annually produces a public-facing catalog that is available online and in PDF format ([1.C.2.1](#)). This catalog contains the full selection of information present in the “Catalog Requirements”:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (cover)
- Educational Mission (page 2)
- Representation of accredited status with ACCJC and with programmatic accreditors, if any (page 4)
- Course, Program, and Degree Offerings (page 58)
- Student Learning Outcomes for Programs and Degrees (for general education page 49)
- Academic Calendar and Program Length (page 15)
- Academic Freedom Statement (page 4)
- Available Student Financial Aid (page 36)
- Available Learning Resources (pages 29, 34)
- Names and Degrees of Administrators and Faculty (pp. 41-47)
- Names of Governing Board Members (page 2)

Requirements

- Admissions (page 36)
- Student Fees and Other Financial Obligations (page 7)
- Degree, Certificates, Graduation and Transfer (pages 48, 58)

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty (page 22)
- Nondiscrimination (page 28)
- Acceptance and Transfer of Credits (page 16)
- Transcripts (page 14)
- Grievance and Complaint Procedures (page 20)
- Sexual Harassment (page 27)
- Refund of Fees (page 11)
- Locations or Publications where Other Policies may be found (page 23)

Key stakeholders, such as department heads and division chairs, are given primary responsibility in directly forming catalog language to ensure adequate representation of their respective policies and procedures ([I.C.2.2](#)). In addition to the catalog, which can be accessed on the College’s website, the College prints copies for use by specific departments ([I.C.2.3](#)).

In efforts to improve the catalog experience for current students, prospective students and the community, the College has implemented the eLumen Catalog module. Implementation of the eLumen Catalog Module assists in streamlining catalog development and enhancing catalog quality ([I.C.2.4](#)).

### **Analysis and Evaluation**

The College satisfies this standard. Going beyond the requirements, College of the Siskiyous has embraced a holistic and inclusive model for generating content to ensure that information is delivered in a timely and accessible manner.

### **I.C.3 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. (ER 19)**

#### **Evidence of Meeting the Standard**

The College documents student learning and achievement within its Program Review process which can be located in the College's Integrated Planning Guide ([I.C.3.1](#)). Discipline specific Program Reviews consist of assessment data, needs for improvement and resource requests aligned with indicated needs ([I.C.3.2](#)). Each discipline has access to a 3-year assessment calendar which ensures that assessment occurs annually ([I.C.3.3](#), [I.C.3.4](#)).

Student Learning Outcome (SLO) Assessment data is discussed during Faculty Convocation, Mandatory Flex Days and Optional Flex Days ([I.C.3.5](#), [I.C.3.6](#)). Assessment outcomes have also been presented to the Board and the public through Board Meeting presentations which are open to the public ([I.C.3.7](#)).

The College recently re-established its SLO Committee and in efforts to streamline the SLO process, the eLumen SLO Module is being implemented ([I.C.3.8](#)). With the implementation of the SLO module, the College hopes to improve its method of assessment collection as well as make SLO data more accessible.

### **Analysis and Evaluation**

Through the Program Review process, student learning and achievement is documented and aligned with resource requests. Program review data is made accessible by the public on the College's Program Review webpage which contains a link to Program Review Reports in BoardDocs. Resource allocation requests are accessible by the public on the Integrated Planning and Budget Committee webpage ([I.C.3.9](#)).

### **I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**



### **Evidence of Meeting the Standard**

The College provides all relevant information about requirements and outcomes for its certificates and degrees in its public-facing catalog ([I.C.4.1](#), [I.C.4.2](#)). Moreover, to assist students with planning their coursework, checklists have been developed for each award offered at the College ([I.C.4.3](#), [I.C.4.4](#), [I.C.4.5](#)).

### **Analysis and Evaluation**

The College meets this standard. The Institution satisfies the reporting requirements for its degrees and certificates regarding purpose, content, course requirements, and expected learning outcomes by disclosing this information in an appropriately maintained catalog released each year available to current and prospective students. Recognizing that this material may seem daunting to students who are interested in charting their path through required coursework, the College offers an additional method in approaching the requirements in the form of accessible checklists that can serve as a planning resource for students.

## **I.C.5 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 College regularly reviews Board Policies and Administrative Procedures through its Participatory Governance process. Board policies and administrative procedures — representing the official acknowledgement and empowerment by the Board of Trustees and the District of the College’s mission, programs, and services — are reviewed every five years per AP 2410, *Board Policies and Administrative Procedures* ([I.C.5.1](#), [I.C.5.2](#)). 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.

The College’s catalog is published annually, and provides an accurate representation of the mission, programs, and services provided by the College. During its preparation, information contained in the catalog is reviewed by a large number of stakeholders ranging from staff to area administrators ([I.C.5.3](#), [I.C.5.4](#)). The catalog also cross-references curriculum and program information in eLumen.

### **Analysis and Evaluation**

The institution conducts regular reviews of its policies, procedures, and publications through engagement with a number of stakeholders at different levels of the College. This yields information that is thoroughly vetted and guarantees an honest representation of College offerings to current and prospective students as well as members of the public.

## **I.C.6 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**

College of the Siskiyou maintains annually updated Cost of Attendance worksheets that document relevant cost information for students interested in attending the institution ([I.C.6.1](#)). This worksheet breaks down potential costs by both housing situation (on-campus, off-campus alone, off-campus with family) as well as tuition rates (in-state, general out-of-state, Oregon Good Neighbor rates). This document is updated in a timely manner and accessible on the College's website ([I.C.6.2](#)).

### **Analysis and Evaluation**

The institution meets this standard by appropriately disclosing the required cost of attendance information in a timely manner to students. Moreover, the institution embeds several links to other resources inside of the worksheet to enable students to do more in-depth research concerning different housing options or to contact the Financial Aid office with individual questions. In this manner, the institution seeks to ensure that students are as prepared as possible with finely tuned information that will help them make the best decisions when addressing their cost of attendance.

**I.C.7 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. (ER 13)**

### **Evidence of Meeting the Standard**

The institution has adopted Board Policy 4030, *Academic Freedom*, which includes principles and responsibilities relating to academic freedom for faculty, staff, and students ([I.C.7.1](#)). The policy emphasizes that all College employees and students must feel free to speak and write publicly without censorship as well as the College's responsibility to defend and maintain academic freedom. The policy on the promotion of intellectual freedom is posted publicly on the College's Board Policies and Administrative Procedures webpage ([I.C.7.2](#)). Student rights and responsibilities, which include academic freedom, are accessible on the College's website ([I.C.7.3](#)) and the policy is included in the College Catalog as required by Standard 1.C.2.

In addition, academic freedom is explicitly listed as one of the "professional personnel policies" on which the Academic Senate and the faculty bargaining unit consult. ([I.C.7.4](#)).

### **Analysis and Evaluation**

The College meets this standard. Not only does the institution commit to the important concept of academic freedom through a narrowly focused board policy which is widely published, but the constituent body most impacted by the commitment to a free pursuit of knowledge recognizes its importance and calls it out in its constitution as a critical focus area.

**I.C.8 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 has established and published Board Policies and Administrative Procedures applicable to honesty, responsibility, and academic integrity. Board Policy and Administrative Procedure 3050, *Institutional Code of Ethics*, applies to all constituencies and includes consequences for not upholding the code of ethics ([I.C.8.1](#), [I.C.8.2](#)). Furthermore, Board Policy 2715, *Code of Ethics/Standards of Practice*, details the Board’s responsibilities ([I.C.8.3](#)).

Information regarding academic honesty is provided to all students through three avenues:

- The district has implemented and routinely reviews Board Policy and Administrative Procedure 5500, *Standards of Student Conduct* ([I.C.8.4](#), [I.C.8.5](#)).
- The institution clearly details its academic honesty expectations on the Academic Honesty/Plagiarism page in the College Behavior Standards section of the online College Catalog ([I.C.8.6](#)).
- Finally, many faculty provide academic honesty statements, policies, and processes on their course syllabi ([I.C.8.7](#), [I.C.8.8](#)).
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Consistent with federal regulations pertaining to federal financial aid eligibility AP 4105, *Distance Education*, requires authentication of all students in Distance Education courses to ensure that the student participating in the course and earning credit is actually the student registered for the course ([I.C.8.9](#)).

**Analysis and Evaluation**

College of the Siskiyous has established and published clear policies and procedures to promote academic honesty and integrity. The Board of Trustees prioritizes academic honesty and integrity through official policy which authorizes the College to enforce consequences for academic dishonesty. These consequences as well as due process considerations for students facing them, are published widely through a variety of means including the College website, catalog, and course syllabi.

**I.C.9 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**

Faculty at College of the Siskiyous pride themselves on delivering data fairly and objectively. In the faculty collective bargaining agreement, negotiated between the Faculty Association and the District, faculty evaluations include the following criteria ([I.C.9.1](#)):

- 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, further reinforced in the Siskiyou Faculty Handbook, include the assumption that professional educators will distinguish between personal conviction and professionally accepted views in a discipline. This is emphasized on page 5 of the Faculty Handbook:

- C. While showing respect for the opinions of others, faculty should, after impartial examination of the evidence, present the conclusions to which the evidence points, or note the inconsistencies in the data presented.
- D. Available data must be investigated comprehensively without selectively omitting pertinent information.
- E. Using the faculty's role as a platform to promote partisan points of view is not appropriate ([I.C.9.2](#)).

### **Analysis and Evaluation**

Faculty throughout the College present data and information fairly and objectively and are evaluated on that basis. That the faculty remain in agreement with the district about the importance of these elements in their evaluations speaks to their commitment to prioritize student education through fair and objective presentation of information. Faculty evaluations provide a routine and documented way for instructors to demonstrate their continued commitment to this cause.

**I.C.10 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 a public community college, and as part of the larger California Community College system, the College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by accreditation. No employee of the Institution is required to ascribe to specific beliefs or world views as a condition of either employment or advancement at the institution. Both students and employees are expected to adhere to clearly outlined policies and procedures that protect the work environment from harmful and unlawful harassment as well as comply with the District's Institutional Code of Ethics ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.3](#), [I.C.10.4](#)).

### **Analysis and Evaluation**

College of the Siskiyou is proud of its commitment to diversity in background, life experience, and educational approach. While the institution ensures that this environment can be protected from toxic behavior such as harassment or discrimination using well-documented processes, these protections should not be imagined as demanding conformity to a specific worldview or set

of beliefs. Freedom of expression is central to the mission of the College, and the College ensures that this philosophy is reflected in its public-facing policies, procedures, and catalog.

**I.C.11 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**

As of fall 2021, the College began offering courses as part of the College of the Siskiyou Institutional Service Agreement (ISA) with VERTO Education Inc ([I.C.11.1](#)). This follows authorization from the Commission to operate in a foreign location per approval of the institution’s substantive change application in the spring 2021 term ([I.C.11.2](#)). As part of that application, the College prepared documentation identifying precisely how this external partnership would still be subject to conformity with all relevant Standards and Commission policies, with a detailed breakdown provided by each of the four major standards ([I.C.11.3](#)).

**Analysis and Evaluation**

The institution gained required ACCJC authorization, approved faculty minimum qualifications, and confirmed course contact hours prior to scheduling VERTO program courses. Decision to enter this arrangement was subject to institutional scrutiny using similar thresholds as agreements with domestic external organizations. College of the Siskiyou assesses all offerings in foreign locations with the same diligence in regard to faculty evaluations, learning outcomes, student services, staffing support, and planning considerations.

**I.C.12 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. (ER 21)**

**Evidence of Meeting the Standard**

College of the Siskiyou complies with all Eligibility Requirements, Accreditation Standards, and other responsibilities required of member institutions. The institution maintains and regularly reviews BP/AP 3200, *Accreditation*, which explicitly acknowledges the responsibility of the Board and the Superintendent/President as their designee in the accreditation process ([I.C.12.1](#)).

In response to direct requests for information or action by the Commission, the College has always disclosed information or has taken appropriate action promptly. In the previous accreditation cycle, the 2016 visiting team identified nine distinct “Recommendations to Meet the Standards”, which were addressed in a follow-up report in 2017 which provided detailed actions – with attached evidence – undertaken by the institution to meet the standards in question ([I.C.12.2](#)).

As per ACCJC requirements, this information as well as all major documentation concerning accreditation processes and outcomes at the institution are accessible from a link directly on the College of the Siskiyous home page ([I.C.12.3](#)). The link's position, in the footer of the website adjacent to the College's contact information, means that it is also available from most other College web pages as well as the home page.

In October 2021, a complete draft of the College's Institutional Self Evaluation report was made available on the College's Accreditation web page for feedback, and the ACCJC Third Party Comment form was made available April 11, 2022 ([I.C.12.4](#)). An announcement soliciting Third Party Comments was made at all of the participatory governance committee meetings, all-college meeting and published in the College's April 2022 publication of Campus Connection as well as on the College's Accreditation webpage ([I.C.12.5](#)).

### **Analysis and Evaluation**

The institution appropriately addresses accreditation processes and requirements as established by the ACCJC. The Board of Trustees empowers the Superintendent/President to ensure every effort is made to maintain full compliance with Eligibility Requirements and Accreditation Standards. Where weaknesses have been found as part of the established peer review process, College of the Siskiyous has demonstrated a willingness to undertake significant self-reflection and directed action to resolve those concerns while ensuring appropriate documentation is available to the Commission to determine a final resolution.

Moreover, in compliance with Commission transparency regulations as well as ensuring accountability to the public, the institution clearly displays a link to accreditation communications and documents on the home page of the college website.

### **I.C.13 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. (ER 21)**

#### **Evidence of Meeting the Standard**

The College maintains strong relationships with three external agencies with which we have formed Instructional Service Agreements (ISA) and a Memorandum of Understanding (MOU). ISAs exist with VERTO Education Inc. and with the Farmworkers Institute for Education and Leadership (FIELD) ([I.C.13.1](#), [I.C.13.2](#)), and an MOU also exists with the Mendocino-Lake Community College District to offer courses for the Paramedic Program ([I.C.13.3](#)).

The College maintains full compliance with the regulations and statutes of the California Community College Chancellor's Office, best seen through term/annual submission of comprehensive Management Information System (MIS) data reports as well as timely regulatory reports ([I.C.13.4](#), [I.C.13.5](#)). Moreover, the College strives to maintain integrity in its relationships with non-regulatory partners, such as our full agreement to convey additional student data elements to National Student Clearinghouse to assist in the verification, validation, and post transfer-outcomes found in student records ([I.C.13.6](#)).

College of the Siskiyous prioritizes transparency and publicly discloses any change to accreditation status. This is evident in the posted documentation detailing the temporary shift to “Warning” status following the 2016 site visit as well as the decision of the Commission to “Remove Warning and Affirm Accreditation” in January 2018 ([I.C.13.7](#), [IC.13.8](#)).

### **Analysis and Evaluation**

The institution maintains professional relationships with a wide variety of external agencies based on integrity and strict attention to satisfying relevant regulations and statutes. Some of these relationships are a necessary part of the College’s place in a larger ecosystem, others represent opportunities for the College to appropriately grow enrollments through nontraditional offerings, and the remaining simply represent the College’s interest in improving efficiency for internal processes and ensuring the best data available in the higher education environment. Throughout it all, wherever relevant, the institution seeks approval from the Commission using the Substantive Change process and always takes deliberate action to publish relevant accreditation status changes in a visible and accessible manner.

**I.C.14 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**

As a nonprofit public community college, the driving mission of the College is to promote positive student outcomes regardless of educational journey ([I.C.14.1](#)). This mission informs goals, which per board policy and administrative procedure, address student performance and outcomes with an eye to closing achievement gaps for underrepresented populations ([I.C.14.2](#), [I.C.14.3](#)). These goals inform plans such as the Student Equity Plan which, in its Executive Summary, describes a collaborative effort between internal departments to remove institutional barriers and place student learning first regardless of student background ([I.C.14.4](#)). These plans, in alignment with the Institutional Master Plan, create the framework that the annual budget must support ([I.C.14.5](#)). When considering external partnerships such as Instructional Service Agreements which offer the opportunity for the College to generate additional apportionment revenue through nontraditional enrollments, a rigorous process is used to evaluate the appropriateness of the partnership in respect to its ability to ensure strong outcomes and high-quality education for the impacted students ([I.C.14.6](#)).

### **Analysis and Evaluation**

As a small rural college, College of the Siskiyous faces a scarcity of personnel and resources. At the same time, the institution is mindful that this situation reflects a service area that also struggles with economic hardship. Such realization only further strengthens the commitment of the institution to put students first both in planning and operation by maintaining a fiscally stable district able to deliver high quality education and strong equity-minded support services which guarantee student learning.

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## Conclusions on Standard I.C. Institutional Integrity

The College meets Standard I.C. It ensures the accuracy of information shared with its employees, students, and the public. Student learning and achievement is documented in Comprehensive Program Review plans, as well as through Board presentations, Integrated Planning and Budget Open Hearings. Students' learning and achievement data is communicated internally to support resource requests. The College publishes certificate and degree requirements in its catalog but also as posted checklists on its website. Policies, procedures, and publications are regularly reviewed and updated and cost of attendance is revised annually and posted on the College's website. Applicable Board Policies and Administrative Procedures regarding Academic Freedom, Student Code of Conduct, and Institutional Code of Ethics, provide guidance for both employees and students.

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, institutional reporting requirements, and team visits. The College has consistently submitted information requested by ACCJC in a timely manner. Lastly, the College maintains strong relations with external partners and complies with ACCJC regulations pertaining ISAs and MOUs.

### Improvement Plan(s)

None.

### Evidence List

- [I.C.1.1](#) Email – Front Page Catalog Edits
- [I.C.1.2](#) Siskiyous website
- [I.C.1.3](#) Siskiyous 2020-21 Catalog
- [I.C.1.4](#) Accreditation Snapshot
- [I.C.1.5](#) Campus Connection
- [I.C.2.1](#) Siskiyous 2020-21 class catalog
- [I.C.2.2](#) Front Page Catalog Edits - Email 2021-2022
- [I.C.2.3](#) Production Timeline for Paper Catalog Process
- [I.C.2.4](#) eLumen Catalog Test Page
- [I.C.3.1](#) Fall 2021 Integrated Planning Guide
- [I.C.3.2](#) ECE 2019/2020 Comprehensive Program Review Prepared December 2020
- [I.C.3.3](#) Three-Year Assessment Plan-EMS
- [I.C.3.4](#) Three-Year Assessment Plan-BIO
- [I.C.3.5](#) 2019 Flex Day Agendas
- [I.C.3.6](#) Flex Day Agendas – 10/23/2021
- [I.C.3.7](#) FIELD Presentation – College of the Siskiyous Board Meeting
- [I.C.3.8](#) eLumen SLO Module Project Timeline
- [I.C.3.9](#) Integrated Planning & Budget Webpage
- [I.C.4.1](#) Siskiyous 2020-2021 Catalog Fire Program Requirements
- [I.C.4.2](#) Siskiyous 2020-2021 Catalog History Program Requirements
- [I.C.4.3](#) Kinesiology AA Checklist



- [I.C.4.4](#) Mathematics (AS-T)
- [I.C.4.5](#) Physics (AS-T)
- [I.C.5.1](#) Academic Program Review Resource Manual
- [I.C.5.2](#) BoardDocs Agenda Item 8.1 Update on Board Goals
- [I.C.5.3](#) AP 2410 Board Policies and Administrative Procedures
- [I.C.5.4](#) Production Timeline – Catalog Process
- [I.C.5.5](#) Email – Front Page Catalog Edits
- [I.C.6.1](#) Siskiyou's Cost of Attendance 2021-2022
- [I.C.6.2](#) Cost of Attendance – Financial Aid
- [I.C.7.1](#) Siskiyou's BP 4030 – Academic Freedom
- [I.C.7.2](#) Policies and Procedures – College of the Siskiyou's
- [I.C.7.3](#) Student Rights and Responsibilities
- [I.C.7.4](#) Siskiyou's Academic Senate Constitution
- [I.C.8.1](#) Board Policy 3050 – Institutional Code of Ethics
- [I.C.8.2](#) Administrative Procedure 3050 – Institutional Code of Ethics
- [I.C.8.3](#) Student Code of Conduct
- [I.C.8.4](#) Board Policy 5500 – Standards of Student Conduct
- [I.C.8.5](#) Administrative Procedure 5500 – Standards of Student Conduct
- [I.C.8.6](#) Academic Honesty/Plagiarism – 2021-2022
- [I.C.8.7](#) BIO 1000 (7517)
- [I.C.8.8](#) ENGL 1001 (7575)
- [I.C.8.9](#) AP 4105 Distance Education
- [I.C.9.1](#) Siskiyou's Faculty Collective Bargaining Agreement Article 7.1
- [I.C.9.2](#) 2020/2021 Faculty Handbook
- [I.C.10.1](#) Siskiyou's 2020/2021 Catalog Rights Against Discrimination
- [I.C.10.2](#) BP 5500, Student Conduct
- [I.C.10.3](#) AP 3430, Harassment
- [I.C.10.4](#) AP 3050, Institutional Code of Ethics
- [I.C.11.1](#) Verto Siskiyou's ISA Signed December 2020
- [I.C.11.2](#) Siskiyou's 2/23/2020 Verto Contract
- [I.C.11.3](#) Siskiyou's-Verto Substantive Change Contractual Relationship with Non-Accredited Organization
- [I.C.12.1](#) BP 3200 Accreditation
- [I.C.12.2](#) ACCJC Follow-Up Report October 2017
- [I.C.12.3](#) Siskiyou's Homepage – Snapshot
- [I.C.12.4](#) Siskiyou's Accreditation Web page
- [I.C.12.5](#) ACCJC Third-party Comment Form
- [I.C.13.1](#) Verto-Siskiyou's Signed ISA
- [I.C.13.2](#) FIELD ISA 2021/2022
- [I.C.13.3](#) Siskiyou's MOU with Mendocino College 2021
- [I.C.13.4](#) MIS Successful Submission – Summer 2021 Term
- [I.C.13.5](#) SB 129 Data on Course Delivery
- [I.C.13.6](#) Proof of NSC Additional Elements Participation
- [I.C.13.7](#) ACCJC Decision Document 2016
- [I.C.13.8](#) ACCJC Decision Document 2018
- [I.C.14.1](#) Mission, Vision, and Institutional Goals

- [I.C.14.2](#) BP 3225 Institutional Effectiveness
  - [I.C.14.3](#) AP 3225 Institutional Effectiveness
  - [I.C.14.4](#) Student Equity Plan Executive Summary
  - [I.C.14.5](#) BP 6200 Budget Preparation
  - [I.C.14.6](#) Siskiyou-Verto Substantive Change Contractual Relationship with Non-Accredited Organization
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# STANDARD II:

Student Learning Programs  
and Support Services

## **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.

### **A. Instructional Programs**

**II.A.1 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. (ER 9 and ER 11)**

#### **Evidence of Meeting the Standard**

The College's local Curriculum Review process requires all curriculum, regardless of location or means of delivery, to undergo a detailed analysis and approval by Curriculum Committee members to ensure the curriculum complies with accreditation standards and Title 5 of the California Education Code ([II.A.1.1](#), [II.A.1.2](#)). This also ensures that all courses and instructional programs are offered in fields of study consistent with the College's mission as stated in BP 1200, *Mission* ([II.A.1.3](#)).

The College uses the eLumen curriculum system which allows faculty to develop, revise and update credit and noncredit curriculum and programs. In fall of 2020, new course and program pre-approval request forms were created to ensure that proposed courses and programs align with the College's mission ([II.A.1.4](#), [II.A.1.5](#)).

All Course Outline of Records (COR) list approved Student Learning Outcomes (SLO) for all courses ([II.A.1.6](#)). Program Learning Outcomes (PLO) are located in the Program Outline of Record (POR) ([II.A.1.7](#)). A public eLumen link is located on the College's website which allows access to all CORs and PORs ([II.A.1.8](#)). In addition, PLOs are listed for each program in the College's catalog ([II.A.1.9](#)).

Through the Comprehensive Program Review process, the College demonstrates attainment of identified student learning outcomes. Program Reviews include Program Level and Course Level outcome data and analysis, curriculum updates, student demographic and achievement data and resource allocation requests ([II.A.1.10](#)).

## **Analysis and Evaluation**

All instructional programs, regardless of location or means of delivery, undergo a rigorous approval process which is detailed in Board approved Administrative Procedures (AP) and Board Policies (BP). Through the College's participatory governance process, faculty are involved at all levels of curriculum and program development, review, implementation, and assessment. Established College procedures ensure that each program aligns with the College mission as well as document student attainment of identified learning objectives.

**II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

The College has a structured process in which faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs ([II.A.2.1](#)). Curriculum is reviewed based on the continuous cycle detailed on the Program and Curriculum review calendar. The 2017-2023 Program and Curriculum Review calendar indicates due dates for Annual Program Review, Comprehensive Program Review and Curriculum Review ([II.A.2.2](#)).

The College has a well-established and rigorous process for curriculum and program development, approval, and review. The process is led by faculty, both full-time and part-time ([II.A.2.3](#)). BP 4020, *Program, Curriculum and Course Development*, requires that this process must 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. ([II.A.2.4](#); [II.A.2.5](#))

Each course and program undergoes a rigorous approval process as outlined in AP 4020, *Program and Curriculum Development*, and AP 4022, *Course Approval* ([II.A.2.6](#), [II.A.1.7](#)). The approval process scrutinizes all curriculum and programs to confirm that each course and program meets accepted academic and professional standards as outlined in the California Community College's Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH) and Title 5 of the California Code of Regulations.

Faculty and associated curriculum staff participate in professional development to remain apprised of any curriculum changes as they pertain to the PCAH and Title 5 ([II.A.2.8](#)). The 2021 Curriculum Chair developed an Annual Curriculum Committee Training and Review Handbook

which includes curriculum basics, processes, procedures, responsibilities, resources and updates ([II.A.2.9](#)).

To help improve the learning experience, faculty are afforded the opportunity to participate in regular Diversity, Equity, and Inclusion (DEI) trainings and workshops, often offered as part of Flex Day and Convocation ([II.A.2.10](#), [II.A.2.11](#)). College sponsored workshops have included topics such as:

- Embracing the Paradigm Shift: Core Competencies for Equity Advancing Educators
- Best Practices in Online Teaching – Peralta’s Online Equity Rubric
- Racial Literacy Trainings part 1 and 2
- World Café Session
- Cultural Curriculum Audit

Student achievement data is regularly used to improve instructional programs and student support services. Comprehensive Program Reviews provide documentation of how data is used to justify resource requests. For example, in their 2017 Comprehensive Program Review, the Library indicated a need to better organize the Music collection. A CQIP was submitted to request support for the project and funding was allocated. After funding was allocated to support the reorganization, feedback was received from faculty in the Music program indicating the success of the reorganization, and that was reflected in the Library’s subsequent Program Review ([II.A.2.12](#), [II.A.2.13](#), [II.A.2.14](#), [II.A.2.15](#)).

### **Analysis and Evaluation**

Through systematic curriculum review and approval, comprehensive program review, annual curriculum trainings, DEI workshops, and improved SLO methods, the College meets this standard. The Student Learning Outcomes committee is in the process of scheduling Outcome Discussion sessions for the 2022-23 year, which will allow faculty to share best practices as they relate to Student Learning and Service Area Outcomes. The College is in the process of implementing the eLumen SLO module which will streamline SLO assessment and analysis to further improve teaching and learning strategies that promote student success ([II.A.2.16](#)).

**II.A.3 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**

As part of the curriculum approval process, all Course Outlines of Record (COR) are required to list the course outcomes ([II.A.3.1](#), p.11). Each COR contains approved SLOs and each COR is accessible by the public on the College website ([II.A.3.2](#)). Learning outcomes for courses are regularly assessed, analyzed, and documented in Comprehensive Program Review reports

([II.A.3.3](#)). Courses are assessed cyclically. Three-year Assessment plans have been developed for each discipline and indicate which courses are due for SLO assessment ([II.A.3.4](#)).

All sections of a course, regardless of instructional modality, are taught according to the COR and have the same outcomes. All course syllabi contain approved SLOs as listed on the course COR, and SLOs for all offerings of a specific course are identical regardless of mode of instruction ([II.A.3.5](#), [II.A.3.6](#)). The Office of Academic Affairs cross references CORs to confirm accurate SLO data on course syllabi and makes a notation, in red, if incorrect ([II.A.3.7](#)).

In 2021, a Faculty SLO Coordinator was identified and the SLO committee was reconvened ([II.A.3.8](#)). With the implementation of the eLumen SLO module, faculty will be aligning course assignments, quizzes and/or tests with specified course SLOs. Once graded, data will be transferred into the SLO eLumen module and analyzed for SLO student achievement. Mapping will take place in the module which, we anticipate to be fully implemented and functional by fall 2022 ([II.A.3.9](#)). The faculty have established SLOs on each COR as well as PLOs for each program in the eLumen Curriculum Module ([II.A.3.10](#)).

Learning Outcomes are currently being reviewed by the SLO Committee and revised to meet current trends in certificate, degree and career attainment. In addition, SLOs are reviewed as part of the Curriculum approval process and when SLOs are not satisfactory (for example, if they are not measurable) a member of the Curriculum Committee will ask that the faculty revise or update the outcomes.

### **Analysis and Evaluation**

Applicable Board Policies and Administrative Procedures are followed and implemented by the Curriculum Committee to ensure that all courses have appropriate, measurable and assessable learning outcomes. The outcomes are listed on the officially approved and current CORs for all courses, and students in every class section receive a syllabus that shows the same learning outcomes as are on the COR. Learning outcomes for courses are the same regardless of mode of delivery. Outcomes are assessed on a regular cycle for both courses and programs, and dialogue about the results of outcome assessment takes place at the department level through Division meetings, and at the college level during Convocation and Flex days.

The SLO Committee, in collaboration with the Faculty SLO Coordinator, is also working to implement the eLumen SLO module and confirm submission of SLO data based on the assessment calendars.

### **II.A.4 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 clearly distinguishes between different levels of courses through the course numbering system, which is printed in the catalog ([II.A.4.1](#)):

- 0200-0299: Experimental courses offered on a trial basis.
- 0300-0399: Fee-based community services courses; not degree applicable.
- 0400-0499: Courses used for Learning Communities.
- 0500-0699: Non-credit courses; not degree applicable.
- 0800-0899: Credit courses, not degree applicable.
- 0900-0999: Credit courses, degree applicable, but not university level.
- 1000-2999: Credit courses, degree applicable, and university level.
- 9000-9999: Professional training courses

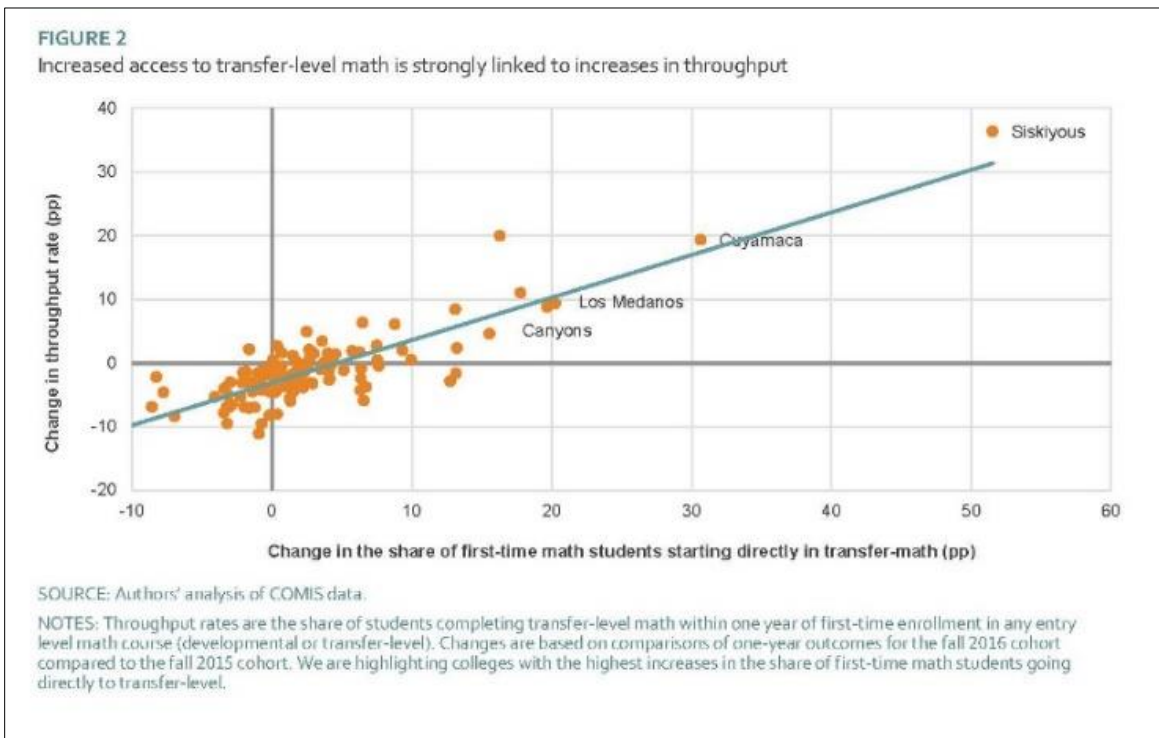
The appropriate level for courses is determined through established policies and procedures outlined in BP and AP 4020, *Curriculum and Program Development* ([II.A.4.2](#), [II.A.4.3](#)). In proposing new courses, faculty complete a New Course Pre-Approval form which requires the approval of the appropriate administrator ([II.A.4.4](#)). If the course being proposed is intended to be a transfer level course, the faculty works with the college Articulation Officer. Once the form is approved, the faculty can then continue to develop the course and submit it for approval through the Curriculum Approval process.

The College began moving away from offering pre-collegiate level Math and English well before the current accreditation cycle. College level English and Math courses have been revised to incorporate “just in time” remediation, which has contributed to the success of students enrolled in these courses ([II.A.4.5](#)). This has positively impacted the College’s Student Equity and Achievement Plan goal to increase success rates while decreasing equity gaps for disproportionately impacted students.

### **Analysis and Evaluation**

The College’s course numbering system, located in the Catalog, identifies levels of courses clearly. Course credit type and delivery mode are considered during the development and approval of the course. According to the Public Policy Institute of California, College of the Siskiyous has one of the highest rates of students completing transfer level math within one year of first-time enrollment in any entry level math course ([II.A.4.6](#), p. 16).





Source: Public Policy Institute of California

**II.A.5 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. (ER 12)**

**Evidence of Meeting the Standard**

As a public community college, all degrees and programs at College of the Siskiyou are required to comply with the California Education Code and with Title 5 of the California Code of Regulations. BP/AP 4025, *Philosophy and Criteria for Associate Degree in General Education*, as well as AP 4100, *Requirements for Degrees and Certificates*, follow those regulations and set College standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning ([II.A.5.1](#), [II.A.5.2](#), [II.A.5.3](#)). All degrees and programs offered by the College must be approved by the Chancellor's Office prior to being offered to ensure that they comply with legal requirements, including a minimum of 60 semester units for all associate degree programs.

**Analysis and Evaluation**

The College meets this standard. Board Policies, Administrative Procedures, the California Ed. Code, and Title 5 set standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. A robust local Curriculum and Program approval process ensures academic quality and alignment with the College mission. Minimum degree requirements are 60 semester credits or the equivalent at the associate level. The College does not offer baccalaureate degrees.

**II.A.6 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. (ER 9)**

**Evidence of Meeting the Standard**

The College schedules courses based on student need and demand to allow students to complete certificate and degree programs in a timely manner. The cross-campus scheduling process, which involves Academic Affairs and Student Services, allows for exchange of information regarding course offerings including time/day conflicts with high demand face-to-face sections. The Schedule Development timeline allows for Academic Affairs to obtain feedback from Student Services and make adjustments prior to the schedule going live ([II.A.6.1](#)). Furthermore, the Courses Offered by Semester Report allows Academic Affairs to determine which courses have not been offered within an academic year ([II.A.6.2](#)).

During the 19-20 academic year, the faculty and instructional program coordinators began completing a ‘Recommended Courses by Term’ spreadsheet ([II.A.6.3](#)). This tool was originally developed to assist in implementing our Career, Degree and Life Pathways through the Guided Pathways initiative, which organizes programs into categories commonly known as meta majors so that students can choose a path, easily identify their pathway courses, and determine length of time to completion. The spreadsheet also serves to assist in inputting instructional programs into eLumen as well as providing a foundation to develop a mapping page that will provide a visual presentation of each instructional program ([II.A.6.4](#)).

The College also developed a Siskiyou Course Offering survey which allowed for gathering of data from not only current students but community members as well ([II.A.6.5](#)). This survey is distributed each semester and informs the subsequent semester’s schedule.

**Analysis and Evaluation**

The cross-campus scheduling committee, Recommended Courses by Term spreadsheet, and Course Offering survey provide the data needed to inform the development of class schedules. These tools assist the College in scheduling certificate and degree applicable courses so that students can complete their programs within a period of time consistent with established expectations in higher education. The College is developing a mapping page for the Guided Pathways initiative to enhance students’ educational experience and streamline the identification of courses needed to complete their academic goals.

**II.A.7 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 Siskiyou places a high value on supporting equity for all students. The College’s Institutional Goals, aligned with the State Chancellor’s Office “Vision for Success”, include reducing equity gaps in performance metrics 40% by the end of the 2021-2022 academic year

when compared to 2016-2017, and furthermore aim for full elimination of equity gaps five years later ([II.A.7.1](#)). To meet that goal, the College effectively uses various delivery modes, teaching methodologies and learning support services which reflect the diverse and changing needs of our students.

The College offers courses through traditional (face-to-face), hybrid, online and video conferencing modalities ([II.A.7.2](#)). The College has a Faculty Distance Learning Handbook which clearly documents faculty requirements for teaching Distance Education courses in all modalities. ([II.A.7.3](#)). AP 4105, *Distance Education*, also lists the requirements for faculty teaching Distance Education (DE) Courses and requires all DE courses to have a completed and approved DE addendum which shows how the course will meet and comply with Federal definitions of distance education by providing for regular and substantive instructor-initiated contact ([II.A.7.4](#), [II.A.7.5](#)). Every instructor using Canvas is required to be Canvas Certified and every instructor teaching online or via Zoom, for both credit and noncredit courses, is required to be @One Certified. By the end of Spring 2021, 84% of full-time faculty members were Canvas Certified and 91% were @One Certified (Those not certified are restricted to teaching in the face-to-face modality). The Course Outline of Record (COR) for all DE approved courses includes the DE Addendum ([II.A.7.6](#), [II.A.7.7](#)).

Noncredit online classes have a supplemental DE addendum to comply with the State's noncredit online attendance accounting formula. The noncredit DE Addendum lists the number of instructor contact hours and the hours required outside of class ([II.A.7.8](#)). Some courses are offered via video conferencing based on student demand. Video conferencing allows the College to provide instruction and services to students living in remote locations with limited technology ([II.A.7.9](#)).

In efforts to provide students with additional opportunities to succeed, the College regularly offers Diversity Equity and Inclusion (DEI) trainings and workshops ([II.A.7.10](#), [II.A.7.11](#), [II.A.7.12](#)). The Board approved, April 20, 2021 Commitment to Diversity, Equity and Inclusion, Resolution provides documentation of the College's commitment to DEI ([II.A.7.13](#)). DEI opportunities allow faculty and staff to implement strategies which will assist in increasing student success rates and decreasing the equity gap. Furthermore, the College has a robust Social Justice, Equity, Diversity and Inclusion (SJEDI) Committee that assists in infusing DEI within Administrative Procedures, Board Policies, and institutional practices ([II.A.7.14](#)).

As noted in Standard II.B, all support services offered to on-campus students can also be accessed remotely, including tutoring, library services, advising, and special programs such as EOPS.

### **Analysis and Evaluation**

As seen in the evidence, the College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. These strategies contribute to the College's efforts in decreasing the equity gap and increasing student success rates.

**II.A.8 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**

Although the College does not use standardized department-wide course and/or program examinations, it has implemented Credit for Prior Learning as outlined in BP/AP 4235, *Credit for Prior Learning* ([II.A.8.1](#), [II.A.8.2](#)). Industry recognized credentials as well as student created portfolio assessments may be evaluated to determine mastery of the course content as documented in the Course Outline of Record. Discipline faculty determine which courses will be available for Credit for Prior learning on an annual basis.

Credit for prior learning for industry recognized credentials is awarded after the discipline faculty member has evaluated and approved the industry recognized credential. In circumstances where the industry recognized credential has not been evaluated, the student is directed to submit all industry recognized credential documents to the instructor of record for assessment. The instructor of record determines if the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record ([II.A.8.3](#)).

Credit for prior learning for student-created portfolios are assessed by a department approved portfolio assessment rubric for the course on file. Faculty develop portfolio assessment rubrics on a case-by-case basis which is then reviewed by the department for approval ([II.A.8.4](#)). As with the industry recognized credentials, the instructor of record determines if the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record.

Students interested in applying for credit for prior learning can submit an application in the mySiskiyous portal ([II.A.8.5](#)). Detailed processes for submitting documents related to credit for prior learning are outlined in AP 4235.

**Analysis and Evaluation**

As noted, the College does not use discipline-wide or program-wide examinations. The College has a process in place which allows for direct assessment of prior learning. Courses eligible for credit for prior learning are determined and published annually.

**II.A.9 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. (ER 10)**

**Evidence of Meeting the Standard**

AP 4020, *Program and Curriculum Development*, spells out the types of instructional programs offered by the College ([II.A.9.1](#)):

#### Credit

- Associate Degrees
- Certificates of Achievement (16 or more semester units)
- Local Certificates (15.5 or fewer semester units)

#### Noncredit

- Certificate of Competency
- Certificate of Completion

Each program has established Program Learning Outcomes (PLO) which have been developed based on core course Student Learning Outcomes (SLO) ([II.A.9.2](#)). Students who achieve course level Student Learning Outcomes receive credit for the course. In completing all the required courses for a program, they are awarded degrees and certificates based on attainment of learning outcomes. Course level SLOs are listed on all of the Course Outline of Records as well as course syllabi ([II.A.9.3](#), [II.A.9.4](#)). Units of credit awarded for programs are in compliance with Title 5 Ed. Code, the California Community College Chancellors Office, and BP/AP 4020.

The College does not have programs that require clock hours.

#### **Analysis and Evaluation**

The College awards units of credit which are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Information regarding awarding of academic credit can be accessed on the College website, in the College Catalog and on Course Outlines of Record.

**II.A.10 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. (ER 10)**

#### **Evidence of Meeting the Standard**

The College publishes its transfer of credit policies both online and in the Catalog ([II.A.10.1](#)). AP 4237, *Transfer Credit*, outlines the College procedure for determining transfer credits ([II.A.10.2](#)). 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 ([II.A.10.3](#), [II.A.10.4](#)). The Counseling Office provides transfer resources and information to students.

Credit is accepted from accredited United States degree-granting and non-degree granting institutions that are listed in the *Accredited Institutions Postsecondary Education Directory* published for the Commission of Recognition of Postsecondary Accreditation by the American Council on Education. A maximum of 48 transfer units can be accepted from accredited degree-granting institutions. Students with transfer credit must fulfill the 12-unit associate degree residence requirement. Transfer Services assists students in making a smooth transition from Siskiyou to a university where students may earn their bachelor's degree ([II.A.10.5](#)).

The College's course numbering system identifies which courses are approved for transfer. ([II.A.10.6](#)). The Siskiyou Transfer Services website outlines articulation and transfers ([II.A.10.7](#)).

### **Analysis and Evaluation**

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. Learning outcomes for transferred courses are comparable to the College's identified learning outcomes on the Course Outline of Records. The articulation officer ensures that CSU and UC transferrable courses are in compliance with course requirements and makes regular updates and revisions when needed.

**II.A.11 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 programs and learning outcomes are published in the Programs and Courses section of the catalog ([II.A.11.1](#)). BP 4025, *Philosophy and Criteria for Associate Degree and General Education*, provides the basis for the College's general education (GE) curriculum. ([II.A.11.2](#)) AP 4025, which accompanies BP 4025, states:

The College of the Siskiyou ensures that it will lead students who are completing an associate degree through patterns of learning experiences designed to develop the ability to think and communicate clearly and effectively, both orally and in writing; use mathematics and understand the modes of inquiry of the major disciplines; develop awareness of other cultures and eras; achieve insights for solving ethical problems; and develop a capacity for self-understanding ([II.A.11.3](#)).

All degrees awarded by College of the Siskiyou include a general education (GE) component, as described in Standard II.A.12. The GE patterns for degrees include components in communication, information, quantitative competency, analytic inquiry skills, ethical reasoning,

and the ability to engage diverse perspectives. GE learning outcomes evaluate communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. ([II.A.11.4](#), [II.A.11.5](#))

Certificates of Achievement (COA) as well as noncredit Career Development College Preparation (CDCP) Certificates undergo the same scrutiny as credit bearing degree programs. Each course leading to a COA or CDCP contains 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 ([II.A.11.6](#), [II.A.11.7](#)).

### **Analysis and Evaluation**

Currently, General Education learning outcomes are used to evaluate communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. As noted in Standard II.A.3, plans to revise Institutional Learning Outcomes (ILO) as well as map SLOs with PLOs and ILOs are in process. The faculty have established SLOs on each COR as well as PLOs in the eLumen Curriculum Module. As the College implements the eLumen SLO module, mapping of SLOs to PLOs and Institutional Learning Outcomes (ILO) will be executed ([II.A.11.8](#)).

**II.A.12 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 as outlined in BP and AP 4025, *Philosophy and Criteria for Associate Degree and General Education* ([II.A.12.1](#), [II.A.12.2](#)). That philosophy, which has been developed with a reliance on the advice and recommendation of the faculty as represented by the Academic Senate, is presented to students in the College Catalog, and is accompanied by learning outcomes which collectively encompass the components listed in the Standard ([II.A.12.3](#)). 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.

### **Analysis and Evaluation**

All the College's degree programs require a general education component which is in alignment with AP/BP 4025, *Philosophy and Criteria for Associate Degree and General Education*. 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.

**II.A13 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**

As a public community college, all degrees and programs at College of the Siskiyous are required to comply with the California Education Code and with Title 5 of the California Code of Regulations. BP 4100, *Graduation Requirements for Degrees and Certificates*, set forth the requirement that all degrees must contain a "minimum of 18 units in specific curriculum" ([II.A.13.1](#)). All degrees offered by the College focus on specific disciplines, and all degrees and programs offered by the College must be approved by the Chancellor's Office prior to being offered to ensure that they comply with legal requirements, including a minimum of 18 semester units of focused study ([II.A.13.2](#)).

The Associate in Arts for transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are associate degrees that comply with the Student Transfer Achievement Reform Act (SB 1440). The curriculum for these degrees is also required to include a minimum of 18 semester units in an area of emphasis, and courses for these programs are selected based on templates jointly agreed to by discipline faculty from both the California Community College (CCC) system and the California State University (CSU) system. Courses have been included in these templates based on course content and outcomes and have been identified as providing the basic discipline knowledge and skills needed for students to successfully transfer in the discipline ([II.A.13.3](#)).

### **Analysis and Evaluation**

As required by state regulations, all degree programs offered by the College include a focused area of study in a specific discipline or interdisciplinary core. The courses which comprise that focused area are selected by faculty in the discipline and the outcomes for those courses are aligned with the program-level outcomes. Courses included in transfer degrees are selected according to the templates developed jointly by CCC and CSU faculty to assure students will have the basic discipline knowledge to transfer successfully to a four-year program in the CSU system.



## **II.A.14 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 for the following career/technical programs: ([II.A.14.1](#))

- Alcohol and Drug Studies
- Administration of Justice
- Business and Computer Science
- Early Childhood Education
- EMS/Paramedic
- Fire Technology
- Nursing
- Welding/Advanced Manufacturing

In advisory meetings, updates from certifying agencies for external requirements and current job information are discussed by faculty and external leaders in the field, and curriculum is updated based on that information. Advisory Committees provide information to the College regarding industry standards and expected technical and professional competencies of program graduates ([II.A.14.2](#), [II.A.14.3](#)). Through the course syllabus, students are informed of established course Student Learning Outcomes ([II.A.14.4](#)). Degrees and certificates are awarded upon completion of the coursework, certification and licensure requirements, and testing that is aligned with state and national skill standards and state and national testing. Licensure of successful graduates is listed in a national or state database. With the completion of all courses required for the certificates or degrees, students have therefore achieved a level of competency in each of the identified Program Learning Outcomes.

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

- Welding Technology: American Welding Society Certifications
- Paramedic: Paramedic National Registry Examination
- Administration of Justice: California Peace Officer Standards and Training Certification (POST)
- Nursing: National Council Licensure Examination
- Fire Technology: California State Fire Marshal Certification
- Early Childhood Development: California Foster Care Licensure

The College tracks success rates as well as employment and earnings data provided by CCCC, which are made available to programs and used as part of their Program Reviews ([II.A.14.5](#), [II.A.14.6](#)). Information presented to students on the College website about employment opportunities is reviewed regularly and updated based on the current data.

### **Analysis and Evaluation**

College of the Siskiyous prepares students to demonstrate competencies and achieve success on licensure exams. Learning outcomes are regularly assessed, and the results are used to drive program improvements through the Program Review process.

### **II.A.15 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**

In the event a program is discontinued, the Vice President of Academic Affairs and the Dean of the affected program will devise a plan that allows currently enrolled students in the program to complete their plan of study in accordance with the College Catalog ([II.A.15.1](#)). These plans may include selection of alternative courses at College of the Siskiyous or allowing students to complete the courses needed at another community college.

AP 4021, *Program Discontinuance*, outlines steps to be taken in the event of a full program closure where all courses, degrees, and certificates associated with the discipline are to be discontinued or program degree/certificate archiving where a degree or certificate is to be discontinued. Courses in the discipline may continue to be offered.

### **Analysis and Evaluation**

The College's policy and procedures ensure that the students can complete their education in a timely manner if a program is eliminated or significantly changed. The College meets this Standard.

### **II.A.16 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**

AP/BP 4020, *Program and Curriculum Development*, requires that all College programs be reviewed annually according to specified criteria, which include program relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans ([II.A.16.1](#), [II.A.16.2](#)). The program review process is carried out annually for all programs, and the results of program review are used by program faculty to determine needed improvements that will enable the program to improve student learning and meet outcomes ([II.A.16.3](#), [II.A.16.4](#)). Once made, any changes or improvements implemented are re-evaluated in subsequent program review cycles to determine their effectiveness ([II.A.16.5](#), [II.A.16.6](#)),

## **Analysis and Evaluation**

The College 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. Faculty and academic administrators are committed to evaluating courses and programs, enhancing student learning, improving student achievement, and maintaining high quality instruction.

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## **Conclusions on Standard II.A. Instructional Programs**

The College meets Standard II.A through its Board Policies, Administrative Procedures, and established practices. Implementation of a student-centered, DEI approach coupled with integration of Academic Affairs and Student Services ensures a continuous cycle of instructional program improvement.

## **Improvement Plan(s)**

Improve the coordination between Program Review and SLOs by completing the implementation of appropriate modules in eLumen to streamline the process and finalize mapping SLOs, PLOs and ILOs.

## **Evidence List**

- [II.A.1.1](#) Curriculum Committee Agenda
- [II.A.1.2](#) Curriculum Committee Minutes
- [II.A.1.3](#) BP 1200, Mission
- [II.A.1.4](#) New Course Pre-Approval Form
- [II.A.1.5](#) New Program Pre-Approval Form
- [II.A.1.6](#) Sample COR with SLOs
- [II.A.1.7](#) Sample POR with PLOs
- [II.A.1.8](#) Public eLumen Link
- [II.A.1.9](#) College of the Siskiyous Catalog 2020-2021
- [II.A.1.10](#) Comprehensive Program Review – Biology & Env. Sciences, 2020-2021
- [II.A.2.1](#) Comprehensive Program Review – Biology & Env. Sciences, 2020-2021
- [II.A.2.2](#) 2017-2023 Program and Curriculum Review Calendar
- [II.A.2.3](#) Curriculum Committee Membership
- [II.A.2.4](#) BP 4020, Program, Curriculum and Course Development
- [II.A.2.5](#) Manufacturing Program Proposal with LMI
- [II.A.2.6](#) AP 4020, Program and Curriculum Development
- [II.A.2.7](#) AP 4022, Course Approval
- [II.A.2.8](#) 2021 ASCCC Curriculum Institute Registration
- [II.A.2.9](#) Annual Curriculum Committee Training Handbook
- [II.A.2.10](#) Aug 20, 2020, Convocation Day Agenda
- [II.A.2.11](#) May 28, 2021, Flex Day Agenda
- [II.A.2.12](#) AY 17-18 Annual Program Update – Library
- [II.A.2.13](#) CQIP – AY 17-19 Library Program Review – Music Project

- [II.A.2.14](#) Email – Music Project Feedback
- [II.A.2.15](#) AY 18-19 Annual Program Update – Library
- [II.A.2.16](#) eLumen SLO Module
- [II.A.3.1](#) Annual Curriculum Committee Training Handbook
- [II.A.3.2](#) Sample COR with SLO accessed on website
- [II.A.3.3](#) Comprehensive Program Review - Child Development, 2019-2020
- [II.A.3.4](#) Sample Three-Year Assessment Plans
- [II.A.3.5](#) English 1001 Syllabus, Spring 2021 (Online)
- [II.A.3.6](#) English 1001 Syllabus, Fall 2021 (Face to face)
- [II.A.3.7](#) COR/Syllabi Cross Reference Spreadsheet
- [II.A.3.8](#) Academic Senate Minutes, Sept. 17, 2021
- [II.A.3.9](#) eLumen SLO Module Demo
- [II.A.3.10](#) Program Outline in eLumen
- [II.A.4.1](#) Course Numbering System (page 55 in the 19-20 Catalog)
- [II.A.4.2](#) BP 4020 Program Curriculum Course Development
- [II.A.4.3](#) AP 4020 Program Curriculum Course Development
- [II.A.4.4](#) New Course Pre-Approval Form
- [II.A.4.5](#) Statistics COR with Just in Time Remediation
- [II.A.4.6](#) Remedial Education Reforms, PPIC, August 2018 – p. 16
- [II.A.5.1](#) BP 4025, *Philosophy and Criteria for Associate Degree in General Education*
- [II.A.5.2](#) AP 4025 *Philosophy and Criteria for Associate Degree in GE*
- [II.A.5.3](#) AP 4100 *Requirements for Degrees and Certificates*
- [II.A.5.4](#) BP 4020 Program, *Curriculum and Course Development*
- [II.A.5.5](#) AP 4020 Program, *Curriculum and Course Development*
- [II.A.5.6](#) New Course Pre-Approval Form
- [II.A.5.7](#) New Program Pre-Approval Form
- [II.A.5.8](#) Annual Curriculum Committee Training Handbook
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- [II.A.6.2](#) Courses Offered by Semester
- [II.A.6.3](#) Recommended Courses By Term - Sample
- [II.A.6.4](#) eLumen Program Sample
- [II.A.6.5](#) Siskiyou Course Offering Survey
- [II.A.7.1](#) Mission, Vision and Institutional Goals
- [II.A.7.2](#) Fall 2021 Class Schedule
- [II.A.7.3](#) Faculty Distance Learning Handbook
- [II.A.7.4](#) AP 4105 Distance Education
- [II.A.7.5](#) Distance Education Addendum
- [II.A.7.6](#) @One and Canvas Certified Faculty
- [II.A.7.7](#) COR with approved DE Addendum
- [II.A.7.8](#) Noncredit Supplemental DE Addendum
- [II.A.7.9](#) Videoconference Schedule
- [II.A.7.10](#) USC Diversity Training Schedule
- [II.A.7.11](#) Oct 24, 2020, Racial Literacy Reflection - Sample
- [II.A.7.12](#) August 19, 2021, Convocation Agenda – Dr. Luke Wood
- [II.A.7.13](#) April 20, 2021, Board Approved Diversity Inclusion and Equity Resolution
- [II.A.7.14](#) SJEDI Webpage with link to Agenda and Notes

- [II.A.8.1](#) BP 4235 Credit for Prior Learning
- [II.A.8.2](#) AP 4235 Credit for Prior Learning
- [II.A.8.3](#) Paramedics COR
- [II.A.8.4](#) August 20, 2021, Faculty Flex Day Agenda
- [II.A.8.5](#) Credit for Prior Learning Application
- [II.A.9.1](#) AP 4020 Program and Curriculum Development
- [II.A.9.2](#) Sample Program Learning Outcomes
- [II.A.9.3](#) Sample Syllabi with SLOs
- [II.A.9.4](#) Sample COR with SLOs
- [II.A.9.5](#) Three-Year SLO Calendars
- [II.A.9.6](#) Sample Comprehensive Program Review
- [II.A.9.7](#) August 20,2021 Faculty Flex Day Agenda
- [II.A.9.8](#) CTA Collective Bargaining Agreement Article 21.5.2
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- [II.A.10.2](#) AP 4237 Transfer Credit
- [II.A.10.3](#) Southern Oregon University GE
- [II.A.10.4](#) Counseling and Student Support Programs
- [II.A.10.5](#) Transfer Center and University Articulation
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- [II.A.10.7](#) College of the Siskiyous website for Transfer Center
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- [II.A.11.2](#) BP 4025 Philosophy and Criteria for Associate Degree and GE
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- [II.A.11.4](#) College of the Siskiyous Catalog 2020-21, General Education SLOs, p. 49
- [II.A.11.5](#) College of the Siskiyous General Education Requirements
- [II.A.11.6](#) Emergency Medical Services – Paramedic Program Requirements
- [II.A.11.7](#) EMS 0954 Course Outline of Record
- [II.A.11.8](#) eLumen program Module
- [II.A.12.1](#) BP 4025 Philosophy and Criteria for Associate Degree and General Education
- [II.A.12.2](#) AP 4025 Philosophy and Criteria for Associate Degree and General Education
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- [II.A.13.1](#) BP 4100, Graduation Requirements for Degrees and Certificates of Achievement
- [II.A.13.2](#) AP 4100 Graduation Requirements for Degrees and Certificates of Achievement
- [II.A.13.3](#) College of the Siskiyous Catalog 2020-21, Associate Degree Requirements, p. 48
- [II.A.14.1](#) Early Childhood Education Advisory Membership
- [II.A.14.2](#) Early Childhood Education Advisory minutes May 6, 2021
- [II.A.14.3](#) Fire Advisory Board Minutes April 23, 2019
- [II.A.14.4](#) Course Syllabus
- [II.A.14.5](#) Early Childhood Education 19-20 Comprehensive Program Review
- [II.A.14.6](#) Administration of Justice 20-21 Comprehensive Program Review
- [II.A.15.1](#) AP 4021 Program Discontinuance
- [II.A.16.1](#) AP 4020 Program and Curriculum Development
- [II.A.16.2](#) BP 4020 Program, Curriculum and Course Development
- [II.A.16.3](#) Academic Program Review Resource Manual 2018

- [II.A.16.4](#) Fall 2021 Integrated Planning Guide  
[II.A.16.5](#) Comprehensive Program Review, Biology and Environmental Science, 2020-21  
[II.A.16.6](#) Emergency Medical Services Program Review Fall 2020

## **B. Library and Learning Support Services**

**II.B.1 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. (ER 17)**

### **Evidence of Meeting the Standard**

The College provides a variety of learning support services to meet the needs of the college community, both on site and remotely.

#### **Library**

The College of the Siskiyous Library's mission and student learning outcomes guide the Library in developing and maintaining its services and collections to support student retention and success ([II.B.1.1](#)). The Library achieves this by providing:

1. Instruction that is delivered through a variety of methods including in-person, videoconference, synchronous Zoom, and online
2. Print and electronic resources that sufficiently support the wide variety of courses at all college locations, including online and on the Yreka Campus
3. An open computer lab and general learning space for students on the Weed Campus

Library staff work collaboratively to maintain a balanced collection of print, electronic resources, and media which support the College's curricula. Library faculty are guided by the Library Collections Policy, included in AP 4020, *Library and Learning Support Services*, when selecting materials ([II.B.1.3](#)). Discipline faculty members are consulted regarding needs for specific course content. The Library also maintains a robust reserve collection of textbooks and other required and/or supplementary materials used in courses, including electronic materials whenever possible.

To better serve students in all locations, the Library maintains an extensive collection of online materials. As of February 2022, the Library subscribed to 28 databases which together provide access to over 21,000 periodical titles, 80,000 eBook titles, and 125,000 streaming video titles. This complements a collection of over 33,500 print titles which serves students who prefer physical materials ([II.B.1.4](#)).

In 2019-2020, College of the Siskiyous participated in the California Community College System's statewide Library Systems Platform (LSP) project. This project enabled the migration

to and implementation of a state-of-the-art library services platform, integrating print, electronic, and selected open-access collections and allowing users to access all parts of the collection online from a single search interface, nicknamed OneSearch. Electronic collections are also searchable from the Library's *Articles & Databases* page and are integral to serving students 24/7 from any location with an internet connection ([II.B.1.5](#)).

Students who prefer print resources have several options. They can access material in person (or via appointment or curbside pickup during the pandemic), they can request to pick them up at the Yreka Campus, or they can request that materials be mailed to them at no cost.

The Library provides in-person reference assistance to all students, faculty, and staff, as well as community members. In addition, reference assistance is available by email, text, phone, Zoom drop-in times, and Zoom appointments. All contact methods are listed on the Library's web site ([II.B.1.6](#)). A self-serve Research Help page with video tutorials, handouts, and other research support information is also available ([II.B.1.7](#)).

The Library offers instruction to help students develop their research skills and information literacy ([II.B.1.2](#)). This instruction is delivered in various ways, including:

- In-person and synchronous (Zoom) class visits tailored to specific research assignments
- Embedded participation in asynchronous online classes
- In-person Library tours and as an in-person campus scavenger hunt destination
- In-person and synchronous online Student Success Seminars
- Research guides tailored to specific research assignments which are shared in Canvas Commons for easy import into online classrooms ([II.B.1.8](#))
- One-on-one librarian-student interactions in the Library
- The Research Help page on the Library web site ([II.B.1.7](#))
- A proposed one-unit course, Information Literacy & Research Skills (LIBR 1001), anticipated to start in AY22-23 ([II.B.1.9](#))

The Library also indirectly supports information literacy instruction by providing faculty with a curated collection of free resources on its Services to Faculty site ([II.B.1.10](#)). The Library maintains a collection of preapproved Flex materials for faculty and hosts pre-approved Flex activities, both in-person and online, to familiarize faculty with Library resources and services.

The Library provides a safe, comfortable, and quiet space where students can work on assignments. An open computer lab supports student technology needs by providing eighteen desktop and three laptop computers, free black and white printing, free scanning and photocopies, and reliable free Wi-Fi. Library staff are available during all open hours to assist with basic technology questions. Due to limited staffing, the Library is primarily open 8am – 4pm Monday – Thursday and 8am – 3pm on Friday. To meet demand, evening hours have sometimes been offered ([II.B.1.11](#)).

### **Academic Success Center (ASC)**

The Academic Success Center offers a variety of student learning supports. ASC leadership and staff recognize that learning support extends beyond that of offering technology and content-specific tutoring. Oftentimes, the root of learning challenges run much deeper than traditional

supports can address. As a result, the ASC has expanded its offerings to provide a more holistic approach that assists students with navigating life's challenges so that they are able to concentrate on learning.

At the main campus in Weed, the ASC houses a variety of study spaces: group study tables, single and double study carrels, as well as comfortable chairs with built-in desks. It provides students with access to desktop computers and laptops for use in the ASC. Free printing (with a daily page limit) is also available ([II.B.1.12](#)). The Student Help Desk provides students with technology assistance related to mySiskiyous, student email, and Canvas. The Student Help Desk is accessible via phone, walk-in, and drop-in Zoom sessions ([II.B.1.13](#)).

Students utilizing the Yreka Campus ASC have access to a computer lab, study spaces, test proctoring by appointment, remote tutoring, and limited in-person tutoring ([II.B.1.14](#)). Services such as the Student Help Desk are available to Yreka students via phone and Zoom.

#### Tutoring Services:

Tutoring is available in a variety of different formats to help students. Drop-in tutoring is available for an array of general subjects and for specific courses. Embedded tutors are available for a number of courses. Embedded Tutors participate within the course and offer drop-in tutoring hours to assist students in deepening their learning through an assortment of alternative strategies. Tutors embedded in certain classes, such as Elementary Statistics, also provide facilitated group tutoring sessions based on a Supplemental Instruction model. To support AB 705 efforts, drop-in tutoring is available for statistics and English composition courses every hour the Academic Success Center is open. ENGL 0999 (co-requisite for ENGL 1001) and MATH 1050 (Elementary Statistics) receive priority consideration for embedded tutors ([II.B.1.15](#), [II.B.1.16](#)).

Specific services offered by tutors include asynchronous essay review and writing support, with writing tutors who will review student works-in-progress and provide comments to help students focus and improve their written assignments. Study support services help students set goals and identify effective study strategies. Study support services may be offered by peer tutors or by staff learning specialists, depending on student need.

All tutoring services are available to students regardless of the mode of course delivery. The "Canvas ASC" is a self-enrolled Canvas course, available to all students at the College and provides a virtual learning resource bank ([II.B.1.17](#)). Embedded tutoring is offered for fully online, synchronous Zoom, hybrid, and in-person courses, while drop-in tutoring hours are offered via Zoom and in-person. In addition, the College provides access to NetTutor so that students have 24/7 access to online tutoring in a variety of content areas ([II.B.1.18](#)).

#### Other Learning Support Services:

The ASC offers EdTALKS, brief 30-60 minute workshops held on a drop-in basis either in-person or via Zoom. EdTALKS (formerly called "Student Success Seminars") are facilitated by staff and peer tutors who introduce students to the tools, skills, and strategies needed to gain learning confidence and to make the most out of their college experience. Topics encompass mental health, study strategies, mindset, financial literacy, and more ([II.B.1.19](#)).



Test proctoring is available for both face-to-face paper exams and in the form of technological assistance for exams using Proctorio online. The ASC can provide Google Chromebooks that are Proctorio-enabled for ease of student use ([II.B.1.20](#)).

During the week prior to midterm and final exams, both the ASC and the Library work together to provide extended evening hours so students will have greater access to computers and printing, study spaces, Library reserve textbooks, and tutoring. Extended hours are accompanied by study snacks and beverages to help fuel brains and bodies ([II.B.1.21](#)).

#### EDUC 0670: Critical Skills Lab

The ASC also offers a non-credit course, EDUC 0670 – Critical Skills Lab, to provide individualized learning assistance. Students participating in this course benefit from subject-specific support in math, reading, writing, computing, and research. Students also receive specialized wrap-around supports that help optimize their learning potential. Supports are coordinated by the course instructor and Expert Instructional Aids, and are selected based on conversations with each student. Three “grade checks” are conducted per student, per semester, and results from the grade checks are used to inform the need for intentional student outreach. Possible supports include all those offered in the ASC, Library, Basecamp HQ, and Counseling Services ([II.B.1.22](#)).

#### **Analysis and Evaluation**

The College provides library and learning support services in sufficient breadth and depth to reach and support the learning needs of all segments of the student population, whether they are on campus or remote learners. Library information is available both in Canvas Commons and on the website to provide support for students and faculty remotely.

#### **II.B.2 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**

The Library’s collection development policy serves as a guiding document for the selection and maintenance of library materials and provides information about how and why collection decisions are made. Included in AP 4020, *Library and Learning Support Services*, this collection guidance prioritizes materials that directly support and enhance the curriculum and instructional programs of College of the Siskiyous and the needs of students, faculty, and staff of the College ([II.B.2.1](#)). The Library achieves this by selecting books, databases, and other library materials through discipline faculty requests and consultation, professional reviews, database trials, and information gathered from working with students. The input from discipline faculty is invaluable as their requests and consultation play a vital role in creating a strong collection ([II.B.2.2](#)).

The selection and maintenance of educational equipment and materials is also addressed in the program review process, such as the analysis of collection use in the Library’s AY19-20

Comprehensive Program Review and the multiyear project to update the library's physical space ([II.B.2.3](#), [II.B.2.4](#), [II.B.2.5](#), [II.B.2.6](#)). Funding requests that arise from program review are included in the campus budgeting processes.

Both the Instructor/Coordinator of the ASC and the Librarian serve on the Guided Pathways Pillar 3 Committee ([II.B.2.7](#)). This means that both areas are involved in discussions relating to student success challenges, needs, and solutions. These conversations often include the need for learning support as well as educational equipment and materials. For example, Pillar 3 was instrumental in identifying the need for and developing a faculty recording studio in which to produce instructional videos ([II.B.2.8](#)).

In addition to gathering information from the Guided Pathways Pillar 3 Committee, the ASC regularly seeks College faculty and staff feedback regarding learning support needs, including forms of specialized tutoring, course-specific learning resources for tutors to reference (i.e., textbooks and materials), course-specific technology (i.e., TI-84 graphing calculators for Statistics courses), and student training for use of technology (i.e., how to use the Proctorio application in Canvas for proctored exams). These needs are identified through the biannual ASC Faculty Survey (which is conducted as part of the ASC's Program Review process), feedback from various committees, suggestions from the EDUC 0670-Critical Skills Lab team, and through new ideas shared at learning assistance conferences attended by the ASC Coordinator and Tutor Coordinator ([II.B.2.9](#), [II.B.2.10](#)).

### **Analysis and Evaluation**

Faculty and other learning support professionals provide guidance for College Library and learning support services. Based on recommendations gathered from faculty and learning support staff, the College provides equipment and materials that support course learning outcomes and service area outcomes.

**II.B.3 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 College uses a variety of assessment methods and data to evaluate the library and other instructional support services and collections and to identify areas for improvement. Both the Library and the Academic Success Center participate in the annual Program Review process, as noted in II.B.2 above, and the results of this process provide a basis for improvement of the programs ([II.B.3.1](#), [II.B.3.2](#)). In addition, both programs use a variety of means to evaluate the services they provide, as described below.

#### Library Instruction

The Library has three Student Learning Outcomes (SLOs):

1. Students who receive formal research instruction provided by the Siskiyous Library will be able to effectively locate needed information using a variety of library resources.

2. Students who participate in formal research instruction will be able to evaluate for credibility information provided by the library, Internet resources, and other information sources.
3. Students who use the Siskiyou Library and utilize its resources, services, and formal instruction will appreciate the value of libraries in supporting academic and/or career success and in supporting life-long learning.

These SLOs are assessed through a variety of methods as outlined in the department’s annual assessment plan ([II.B.3.3](#)). The Library is rarely asked to cover evaluation of sources in class visits, so SLO #2 is not often assessed. SLOs #1 and #3 are primarily assessed through student surveys administered after formal research instruction visits and through questions on an Annual Student Survey ([II.B.3.4](#), [II.B.3.5](#)). Through these surveys, students consistently report the Library is meeting outcomes #1 and #3 and the Library uses this feedback to improve instruction and services.

### Library Collections

Library statistics show trends in the use of collections which inform purchasing, selection, and deselection of materials and resources.

<b>Assessment Method</b>	<b>Example of Change Implemented</b>
The Annual Student Survey asks for student feedback on the adequacy of Library collections, both physical and electronic.	Based on survey feedback, as well as direct requests from students and faculty, the Library added a collection of Reserve Textbooks to the Yreka Campus in Fall 2018 ( <a href="#">II.B.3.6</a> ).
The Library monitors physical collection use through circulation reports.	Pre-pandemic, the Library was considering discontinuing the Yreka Reserve Collection due to extremely low usage and reverting to a system where textbooks would be supplied for use on the Yreka Campus upon student request ( <a href="#">II.B.3.7</a> ).
The Library monitors database usage to make renewal decisions.	The Library discontinued a subscription to the Gale Biography In Context database due to low usage and cost, as well as the availability of similar content in other databases ( <a href="#">II.B.3.8</a> ).
The Library runs collection reports to make weeding decisions based on criteria such as age of the materials and duplicate titles ( <a href="#">II.B.3.9</a> ).	In 2017, the Library pulled a report of all titles in the 500s (Sciences) that were published before 2010, evaluated them for weeding, and identified areas where newer titles were needed.

### Library Services

Library statistics show trends in the use of both library services and physical space ([II.B.3.10](#)). “Gate count” statistics track use of the physical space, and reference statistics track information services. The Annual Student Survey asks for student feedback on hours and facilities. Based on survey feedback for evening hours, the Library hours of operation were expanded to include two evenings a week in fall 2017.

As the Library slowly evolves its open floorplan space, it continues to maintain quiet areas. Students repeatedly comment on how much they value the Library as a quiet space on the

Annual Student Survey ([II.B.3.11](#)). To address declining reference activity and encourage more use of reference services, the Library has increased campus marketing and added new methods of contact (texting, Zoom) ([II.B.3.12](#)).

### Academic Success Center

The ASC regularly evaluates its learning support services through a variety of assessment methods. Before altering existing services, data was reviewed and analyzed by ASC faculty and staff.

Prior to Spring 2021, the ASC participated in the non-academic program review process ([II.B.3.13](#)). Assessment was based on the following Strategic Goals as identified in the Siskiyou Master Plan:

- Strategic Goal #1: Removing Barriers/Streamlining
  - Ensure students can easily log into the ASC and acquire appropriate services/resources (both face-to-face and online)
  - Integrate ASC support and marketing into existing courses
  - Enhance students’ ability to get on-demand technical support
- Strategic Goal #2: Student Success
  - Institutionalize integration of learning assistance offerings into existing courses.
  - Enhance quality of tutoring services
  - Assist students in maximizing learning potential
- Strategic Goal #3: Data Quality
  - Collect relevant and meaningful ASC data

In spring 2021, the ASC developed three Student Learning Outcomes (SLOs) ([II.B.3.14](#)). Beginning with fall 2021, these outcomes became the remodeled foundation of ASC program reviews. This updated program review assesses both the non-instructional and instructional services offered through the ASC. In preparation for assessment of the student learning outcomes, the ASC has created an annual assessment plan ([II.B.3.15](#)).

Assessment of strategic goals (prior to spring 2021) and student learning outcomes (post Spring 2021) is conducted using a variety of tools, including student and faculty surveys, ASC usage statistics, Student Equity and Achievement plan data, and committee feedback. The following table highlights some specific changes implemented because of various assessment methods.

<b>Assessment Method</b>	<b>Example of Change Implemented</b>
The biannual Tutoring Student Survey asks for student feedback on the adequacy of existing tutoring services ( <a href="#">II.B.3.16</a> ).	Tutoring hours were expanded to include more access to tutoring in the evenings.
The biannual Tutoring Student Survey asks students to identify their level of confidence in terms of course subject matter before and after tutoring ( <a href="#">II.B.3.16</a> ).	Tutoring offerings have been expanded; faculty encourages students to participate in tutoring.
The biannual Paper Review Student Survey asks students to evaluate the effectiveness of the paper review service ( <a href="#">II.B.3.17</a> ).	Paper Review marketing increased to expand the service’s reach to more students; faculty is actively encouraged to integrate Paper

	Review as scaffolding into writing assignments.
The biannual Barriers to Student Success Survey asks students to identify their perceived primary barriers to college success ( <a href="#">II.B.3.18</a> ).	Through EDUC 670-Critical Skills Lab, the ASC coordinates individualized learning assistance plans as well as holistic, wrap-around services offered through Basecamp HQ.
Participation in non-tutoring, on-campus ASC services is monitored to determine trends in usage hours and the purpose(s) for each visit ( <a href="#">II.B.3.19</a> ).	An experimental adjustment in hours was continued to accommodate students visiting the ASC in the evenings two days a week.
Participation in tutoring services (on campus and online) are monitored to determine trends in hours and use of services ( <a href="#">II.B.3.20</a> ).	An increase in use of the paper review/essay feedback service leads to additional marketing of the service; more students utilize the service.
The annual Student Equity and Achievement (SEA) Report requires review of the previous Student Equity and Achievement plan via assessment of data ( <a href="#">II.B.3.21</a> ).	ASC learning support for identified SEA equity populations continues; support is enhanced by more targeted interventions.
The biannual ASC Services-Faculty Survey asks faculty to identify learning support needs for their students ( <a href="#">II.B.3.22</a> ).	More instructors ask for, and receive, embedded tutors.
ASC staff assessment of Tutor Trac indicated the program created barriers to collecting data and accessing data.	ASC Coordinator initiates discussions with other departments on campus regarding alternative data collection programs; SARS was identified as a more accessible program, vetted by Tech Services, and implemented in fall 2021.

### Analysis and Evaluation

Along with other instructional and student support services, the Library and the Academic Success Center participate in the annual Program Review process. In addition, both the Library and the Academic Success Center use a variety of other methods to regularly assess services, such as student surveys and statistical data. These assessments and analysis of the data they provide are used to make improvements to better meet student needs.

To address declining gate counts and encourage more use of its physical space, the Library has started to upgrade furniture, host events, allow food and drink in the “Lounge” area, and market its space on social media. A re-evaluation of the current library SLOs will be done after the Library begins to offer LIBR 1001, “Library Research & Information Literacy”. It is unclear if the Library as a service area will have learning outcomes which are separate from LIBR 1001; LIBR 1001 would provide additional assessment opportunities for the Library’s current SLO #1 and #2.

**II.B.4 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. (ER 17)**

### **Evidence of Meeting the Standard**

Both the Library and the Academic Success Center collaborate with other institutions, organizations, and vendors to provide library resources and other instructional support services. Formal agreements and contracts for services are documented and are reviewed periodically as part of other assessments (see II.B.3). Reviews of contracts are combined with other assessments, such as a review of usage statistics, to make sure that such collaborations are meeting the needs of both students and faculty. This ensures that the collaborations they represent continue to support the College's instructional programs effectively.

Most of the Library's electronic collections are contracted through the Community College Library Consortium, which assesses products for accessibility compliance, negotiates pricing, and handles invoicing. The Consortium also coordinates the selection of a suite of EBSCO periodical databases which are paid for by the State and which are available at no local cost to all California community colleges. They form the backbone of the Library periodical database collection.

### *Digital Content Providers*

- Periodical databases
  - EBSCO: statewide suite plus Alt HealthWatch, CINAHL Plus with Full Text, Professional Development Collection
  - JSTOR: Arts & Sciences I
  - ProQuest: SIRS Issues Researcher
- Ebook databases
  - EBSCO eBook Collections (including a Demand-Driven Acquisition (DDA) account)
  - ProQuest: Ebook Central
  - InfoBase: Credo Academic Core
  - Gale Virtual Reference Library (small collection of individual titles)
  - Oxford English Dictionary
  - OverDrive (ebooks and e-audiobooks, small collection of individual titles)
- Streaming video databases
  - InfoBase: Films on Demand
  - ProQuest: Academic Video Online
  - Individual streaming video titles are provided through contracts with Swank and Kanopy
  - Symptom Media
  - JoVE (Chemistry & Environment, Advanced Biology collections)
- Other databases

- Transparent Language Online

The Library has written, agreed-upon procedures with the Siskiyou County Library that allows sharing of physical materials between library systems as well as gives the College Library authority to issue county library cards to students.

The Library Services Platform (LSP) used by the Library is provided through a subscription with Ex Libris. The LSP was initially funded by the State for all community colleges in California, and currently is being provided through the Community College League of California (CCLC) ([II.B.4.1](#)). A Master Services Agreement with CCLC provides proxy services (EZproxy), interlibrary loan, and cataloging software services ([II.B.4.2](#)). A contract with Zipwhip allows the Library to communicate with students via text ([II.B.4.3](#)).

#### *ASC Service Providers*

- NetTutor: Provides synchronous and asynchronous distance tutoring and paper review ([II.B.4.4](#)).
  - Assessment is based on analysis of NetTutor participation in the Tutoring Statistics review and results of the biannual tutoring student survey and faculty survey ([II.B.4.5](#), [II.B.4.6](#), [II.B.4.7](#)).

#### *ASC Proctoring Agreement*

- CVC-OEI Proctoring Network: As part of the CVC-OEI Proctoring Network, the College supports students taking exams for both its own courses as well as those within the Proctoring Network ([II.B.4.8](#)).
  - Assessment is based on analysis of test proctoring participation and evaluation within the Distance Learning Committee.

### **Analysis and Evaluation**

The College takes measures to ensure that any external source for library or learning support services is adequate, appropriate, and utilized. The College assumes responsibility for the maintenance and security of such services through appropriate contractual arrangements and evaluates the services on a regular basis.

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### **Conclusions on Standard II.B Library and Learning Support Services**

The College meets Standard II.B by offering a variety of services which are sufficient in quantity, currency, depth, regardless of means of delivery. The College also selects and maintains instructional equipment and materials to support student learning. To ensure student needs are being met, library and learning support services are evaluated and assessed for any needed improvements. Lastly, the College assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement and evaluates these services to ensure their effectiveness.

## Improvement Plan(s)

Improve non-academic Program Review and assessment of Service Area Outcomes.

### Evidence List

- [II.B.1.1](#) Library Mission and SLOs
- [II.B.1.2](#) Library Instruction Statistics
- [II.B.1.3](#) AP4040: Library and Learning Support Services
- [II.B.1.4](#) Library print books and database collection data 24-Feb-2022
- [II.B.1.5](#) Articles and Databases Webpage
- [II.B.1.6](#) Library Home Page
- [II.B.1.7](#) Research Help Webpage
- [II.B.1.8](#) Library Course Research Guide Example
- [II.B.1.9](#) LIBR1001 Course Outline of Record
- [II.B.1.10](#) Services to Faculty Site: Research & Information Literacy Resources Page
- [II.B.1.11](#) Library Open Hours Since 2010
- [II.B.1.12](#) Computer Lab
- [II.B.1.13](#) Student Help Desk Webpage
- [II.B.1.14](#) Yreka ASC
- [II.B.1.15](#) ASC Hours
- [II.B.1.16](#) Tutor-Facilitated Services
- [II.B.1.17](#) Canvas ASC Offerings
- [II.B.1.18](#) NetTutor for Students Webpage
- [II.B.1.19](#) Student Success Seminars webpage
- [II.B.1.20](#) Test Proctoring Webpage
- [II.B.1.21](#) ASC Extended Hours
- [II.B.1.22](#) EDUC 670 Course Outline of Record
- [II.B.2.1](#) AP 4040 Library and Learning Support Services
- [II.B.2.2](#) Example of Faculty Consultation & Participation in Library Collection Development
- [II.B.2.3](#) AY19-20 Library Comprehensive Program Review
- [II.B.2.4](#) AY17-18 Library Program Review Annual Update
- [II.B.2.5](#) AY18-19 Library Program Review Annual Update
- [II.B.2.6](#) AY20-21 Library Program Review Annual Update
- [II.B.2.7](#) Guided Pathways Pillar 3 Membership
- [II.B.2.8](#) Guided Pathways Pillar 3 Recording Studio Funding Request
- [II.B.2.9](#) ASC Faculty Survey Results 2021
- [II.B.2.10](#) ACTLA 2021 Conference Participation
- [II.B.3.1](#) AY 19-20 Library Comprehensive Program Review
- [II.B.3.2](#) ASC Non-Academic Program Review 2019-2020
- [II.B.3.3](#) AY20-21 Library SLOs and Assessment Plan
- [II.B.3.4](#) Example Class Visit Assessment – ENGL1001 Fall2019
- [II.B.3.5](#) Library Annual Student Survey Responses 2007-2021
- [II.B.3.6](#) Yreka Reserves Collection Supporting Documents
- [II.B.3.7](#) Yreka Circ stats
- [II.B.3.8](#) Biography In Context Use Statistics AY12-13 to AY17-18
- [II.B.3.9](#) Agriculture & Animals Titles Published Before 2010 (example report)
- [II.B.3.10](#) Annual Data Survey compilation



- [II.B.3.11](#) Library Annual Student Survey Comments 2014-2021
  - [II.B.3.12](#) Library Social media Marketing Slides Fall 2018 and Spring 2021
  - [II.B.3.13](#) ASC Non-Academic Program Review 2019-2020
  - [II.B.3.14](#) ASC Mission and SLOs
  - [II.B.3.15](#) ASC Annual Assessment Plan
  - [II.B.3.16](#) Tutoring Student Survey Spring 2021
  - [II.B.3.17](#) Paper Review Survey Spring 2021
  - [II.B.3.18](#) Barriers to Student Success Survey 2021
  - [II.B.3.19](#) ASC On-Campus Usage 2020-2021
  - [II.B.3.20](#) Tutoring Statistics (Sp20-Sp21)
  - [II.B.3.21](#) Siskiyous Student Equity and Achievement Report (2019-2020)
  - [II.B.3.22](#) ASC Faculty Survey 2021
  - [II.B.4.1](#) LSP Institutional Participation Agreement/Contract
  - [II.B.4.2](#) OCLC Master Services Agreement
  - [II.B.4.3](#) Zipwhip Contract
  - [II.B.4.4](#) NetTutor Link-Systems CCC Foundation Agreement
  - [II.B.4.5](#) Tutoring Statistics (Sp20-Sp21)
  - [II.B.4.6](#) Tutoring Student Survey Spring 2021
  - [II.B.4.7](#) ASC Faculty Survey 2021
  - [II.B.4.8](#) CVC-OEI Proctoring Network MOU
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## C. Student Support Services

**II.C.1 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. (ER 15)**

### **Evidence of Meeting the Standard**

The College regularly evaluates the quality of student support services through the use of the Ruffalo Noel Levitz (RNL) National Student Satisfaction Inventory, area Program Reviews that include local data collection and analysis, Chancellor's Office Student Success Launchboard data, regular meetings of student support program areas, student interviews and program/area specific student satisfaction surveys ([II.C.1.1](#), [II.C.1.2](#), [II.C.1.3](#), [II.C.1.4](#), [II.C.1.5](#)). Using the results of these evaluations and surveys ensures that the College provides a comprehensive set of support services to all students regardless of location or modality of instruction. In addition, the data that is used to complete the Student Equity and Achievement program plans is used to evaluate the quality of student support services.

Student support services staff gather specific data around questions or issues that become apparent by conducting targeted student surveys to ensure that potential issues are being addressing as they arise. One example of this is the use of informal student interviews conducted

by Equity Staff to gather information about programs and services that would be beneficial to offer. Information gathered in these interviews led to the creation of our Basecamp Student Resource Center, which provides a menu of basic needs services to our students ([II.C.1.5](#), [II.C.1.6](#)).

## **Analysis and Evaluation**

Student Services, to the best of its ability, is using the current available data to assess its effectiveness. While the existing data sources listed above provide a good base of evidence to build from, the College recognizes that there is room for growth in this area and has been working with a Partnership Resource Team (PRT) to improve the non-instructional program review process. Furthermore, the College is in the process of onboarding a new data analytics platform which will greatly enhance the College's process in assessing Service Area Outcomes.

### **II.C.2 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 on an annual basis using non-instructional program reviews ([II.C.2.1](#)). Data from survey results, MIS, and Banner are analyzed through a variety of means and program policies and practices are modified accordingly to ensure that the College is meeting the current needs of students. For example, in 2017, the College was gathering and reporting data on registration (called "Reg 365"); this data eventually led to the discontinuance of the Reg 365 program ([II.C.2.3](#), [II.C.2.4](#)). In addition, individual departments conduct surveys and gather data to assess their services ([II.C.2.5](#), [II.C.2.6](#), [II.C.2.7](#), [II.C.2.8](#)).

Student Services Departments conduct regular meetings to ensure that they are meeting the College's strategic goals and objectives as well as department specific goals. During development of the Student Equity Plan, discussions of how to provide wrap-around services to students included input from counselors and advisors to guide goal-setting and creation of services ([II.C.2.3](#), [II.C.2.4](#)). Every employee of the College as well as each trustee serves on a Guided Pathways Pillar Team, which allows for cross collaboration among all areas of campus ([II.C.2.9](#)). All Student Equity and Achievement committee members serve the College in more than one capacity, which allows for collaboration and streamlined services to targeted populations without duplicating efforts.

Strong coordination between Instruction and Student Services allows for coordinated efforts to ensure that departments engage in frequent communication to support categorical and campus-based programs. Working closely with the Institutional Research Team, Student Services actively works to collect data on a consistent basis. That data is then used to develop new programs or support changes to existing programs and services, such as the recent establishment of Basecamp HQ to provide food and other assistance as well as improvements made to the Veterans Center resulting from equity gap data ([II.C.2.10](#), [II.C.2.11](#)). Since the opening of Basecamp HQ in fall 2020 the center has been expanded to create a one-stop basic needs

resource center and has grown and adjusted the services provided to meet the current needs of students, particularly those in identified equity populations. One example is the creation of a laptop loan program at the start of the COVID-19 pandemic. This loan program allowed all students to have access to a computer to complete their online courses. This program proved to be a valuable resource to students ([II.C.2.12](#), [II.C.2.13](#), [II.C.2.14](#), [II.C.2.15](#))

**Analysis and Evaluation**

The College conducts annual program reviews for student support service areas and uses the results to improve student services. The College also regularly reviews Chancellors Office data related to its Student Equity Plan which results in adjustment of program policies and practices as needed.

**II.C.3 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. (ER 15)**

College of the Siskiyous offers appropriate, comprehensive, and reliable services for students at all campus locations and for remote learners. The College assures equitable access to all students by providing an array of services to help students achieve their educational goals regardless if they are on-campus or at a distance ([II.C.3.1](#)). The College has developed student support services aligned with the needs of students enrolled and the community. Services are provided to both online and in-person students. The need for specific services is determined by assessments conducted through individual departments as well as college-wide surveys ([II.C.3.2](#), [II.C.3.3](#), [II.C.3.4](#)).

Department/Service	Available on Campus	Available Online
Enrollment Services (Admissions and Records)	Yes	Yes
Counseling & Advising	Yes	Yes
Financial Aid	Yes	Yes
Transfer Services	Yes	Yes
Disability Support Programs and Services (DSPS)	Yes	Yes
Extended Opportunity Programs and Services (EOPS)	Yes	Yes
Outreach (High School and Community)	Yes	Yes
CalWORKs Program	Yes	Yes
Student Health Services	Yes	Yes
Student Life and Leadership	Yes	Yes
Veteran’s Resource Center	Yes	No
Basecamp Food Pantry	Yes	Yes
International Student Program	Yes	Yes
Learning Assistance	Yes	Yes

### Enrollment Services

Enrollment Services is comprised of Admissions and Records and the Financial Aid departments. In-person, walk-up services are available at both Weed and Yreka campuses. Both departments offer Zoom appointments and drop-in services during regular business hours. Services are also provided via email and telephone ([II.C.3.5](#)).

### Counseling and Advising

Counseling and Advising offers services to students in-person, via telephone, or through Zoom. The Counseling and Advising Department implemented online Zoom video conferencing as an option for appointments with any student as well as Zoom drop-in advising. Services are also available in-person, via telephone and email ([II.C.3.6](#)).

### Student Access Services (SAS)

Formerly the Students with Disabilities Support Program and Services (DSPS), the Student Access Services department is responsible for determining and providing required academic accommodations for students with disabilities ([II.C.3.7](#)).

The SAS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit as equitably from the college experiences as their non-disabled peers.

### EOPS/CARE, CalWORKS

These Student Support Programs comprehensively serve the needs of the EOPS/CARE and CalWORKS participants by providing personalized counseling, book vouchers, transportation assistance, meal vouchers, school supplies and grants. Students may speak with a counselor in-person, by Zoom or via telephone. Other specialized EOPS/CARE and CalWORKS services are available in-person, by Zoom, via telephone, and email ([II.C.3.8](#)).

### Student Health Center

The Student Health Center provides in-person services at the Weed Campus as well as tele-medicine and in-person appointments at our service provider's location in Weed (Mountain Valley Health Center) ([II.C.3.9](#)).

### Basecamp HQ

Basecamp HQ provides support to students with food insecurity as well as foster youth and homeless students. Basecamp HQ services include a food pantry, CalFresh application assistance, textbook and transportation assistance, laptop loans, basic needs and personal hygiene supplies, school supplies, household supplies and a clothes closet. Requests for assistance can be made by text, email, and in-person. For students not on campus, supplies are delivered locally or mailed ([II.C.3.10](#)).

### International Student Program

Located in the Student Services Office, the International Student Program offers assistance to students applying to the College who plan to attend in-person and full-time, according to the Student and Exchange Visitor Program Guidelines. Students receive assistance with the process

of obtaining an I-20 (Certificate of Eligibility for Nonimmigrant Student Status). Students are oriented to student services and F-1 Visa eligibility requirements on an annual basis. Assistance with obtaining a Social Security Card for restricted employment is also provided ([II.C.3.11](#)).

#### Veteran's Resource Center

The Veteran's Resource Center is located on the Weed campus in the Student Center. The Resource Center provides support to our Veteran students with computers and printing, priority registration, and a private lounge area. Students may contact the Veteran's Counselor and eligibility technician via email, telephone and by Zoom. In-person appointments are also available at the Weed campus ([II.C.3.12](#)).

### **Analysis and Evaluation**

The College strives to meet all students where they are academically, socially, culturally, and geographically, by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. Pre-pandemic, Siskiyous consistently offered its support services in a variety of modalities. As a result of the pandemic, the College expanded its support services to students, worldwide, with the utilization of Zoom.

**II.C.4 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**

Co-curricular programs are an integral part of the students' social and cultural experiences, which supplement their educational programs at the College. 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 Intersarsity Christian Club, Drama Club, Community Band Club, Photography Club, and more ([II.C.4.1](#)). Club recognition must be student-driven and approved by the Associated Student Board ([II.C.4.2](#)). Each recognized club is advised by a College employee, which ensures that the College maintains responsibility and control over program and club finances. Club recognition, events, and procedures comply with student club guidelines developed by the ASB and documented in the Club Handbook, which also details the financial procedures to be followed by clubs ([II.C.4.3](#), [II.C.4.4](#)).

The College's Athletics Program mission statement places intercollegiate athletics solidly within the academic and educational mission of the College ([II.C.4.5](#); [II.C.4.6](#)). The Athletics Program functions within the guidelines of the California Community College Athletic Association (CCCAA) and holds memberships in the Golden Valley Conference and NorCal Football Conference ([II.C.4.7](#)). The Athletics Program offers sports for both men and women as per Title IX guidelines ([II.C.4.8](#)). Each sport/program has its own budget in the general fund and the auxiliary foundation. All financial expenditures of the program must be approved prior to

spending and are controlled by the institution. Per CCCAA guidelines, all components of institutional control are met ([II.C.4.9](#)).

### **Analysis and Evaluation**

Co-curricular programs at College of the Siskiyous contribute to the social and cultural dimensions of the educational experience of its students. 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. All programs are under direct institutional control and the College maintains responsibility for their integrity through appropriate oversight.

**II.C.5 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 a comprehensive model of academic counseling and advising services to students using both in-person and distance modalities, including via telephone and Zoom ([II.C.5.1](#)). The College works diligently to ensure students are accessing counseling and advising services during all stages of their educational journey at the College. Counseling and Advising staff are involved with outreach, specifically at the local high schools. A team, consisting of counselors/advisors, visits local high schools during the spring to offer information about registration and the College in general.

All other new and returning students begin the process with a SOAR (Student, Orientation, Advising, and Registration) session, offered in person or via Canvas ([II.C.5.2](#)). In SOAR, students explore the College's website to find information about Financial Aid, Categorical Programs, General Education and Majors, and supportive services. At the end, students meet individually with a counselor or advisor to address registration, multiple measure placement for English and Math, abbreviated educational plan, and individual questions ([II.C.5.3](#)). All students are encouraged to apply for categorical programs by completing an Application for Student Support Programs, a single on-line application used for multiple programs including CalFresh (food stamps). Students are strongly encouraged to schedule follow-up appointments with counselors for academic and career counseling. Follow-up meetings include services such as comprehensive educational plans, university exploration and transfer application assistance, career assessments, transcript evaluations, degree audits, and class scheduling ([II.C.5.4](#), [II.C.5.5](#)). Counselors provide intervention services for students on probation and dismissal, financial aid disqualification, personal counseling, and referrals to campus and community resources ([II.C.5.6](#)). Counselors and advisors collaborate with teaching faculty and staff through committee work, all-campus communications, and presentations ([II.C.5.7](#), [II.C.5.8](#)).

All counselors and advisors are cross-trained to have the ability to assist anyone at any time ([II.C.5.9](#), [II.C.5.10](#)). The counselors and advisors meet regularly to keep updated on academic

requirements and graduation/transfer policies ([II.C.5.11](#), [II.C.5.12](#), [II.C.5.13](#), [II.C.5.14](#)). They also regularly participate in a variety of professional development trainings and conferences ([II.C.5.15](#), [II.C.5.16](#), [II.C.5.17](#), [II.C.5.18](#)).

The College is actively engaged in implementing the Guided Pathways initiative and, in the last year, has streamlined the student onboarding process with the launch of MyPath. The Guided Pathways steering committee is also looking at strategies that will help further define clear pathways to complete degrees, certificate, and transfer goals.

### **Analysis and Evaluation**

The College provides counseling and academic advising to support student development and success. Counselors and advisors are well trained and are encouraged to participate in multiple professional development opportunities. Although staff have their specialties, cross-training has allowed the Counseling and Advising staff to serve all student populations as well as provide tailored student supports. Students are provided with timely, useful, and accurate information about graduation and transfer requirements.

### **II.C.6 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. (ER 16)**

#### **Evidence of Meeting the Standard**

Through BP/AP 5010, *Admissions and Concurrent Enrollment*, the College has adopted and adheres to admissions policies that are consistent to the mission of the College and that comply with legal and regulatory requirements ([II.C.6.1](#), [II.C.6.2](#), [II.C.6.3](#)). BP 5010 is further carried out through AP 5011, *Special Admission of High School Students*, AP 5012, *International Students*, and AP 5013, *Military Personnel and Dependents*. ([II.C.6.4](#), [II.C.6.5](#), [II.C.6.6](#)). In accordance with BP/AP 5052, *Open Enrollment*, the College maintains open access to any student 18 years of age or older ([II.C.6.7](#), [II.C.6.8](#)). Admission criteria are published on the Admissions and Records website under Steps for Enrollment ([II.C.6.9](#), [II.C.6.10](#)). This information can also be found in the college Catalog ([II.C.6.11](#), [II.C.6.12](#), [II.C.6.13](#)). Certain career and technical education programs are open to qualified students meeting specific program requirements, which are listed on the webpages for those programs ([II.C.6.14](#), [II.C.6.15](#)).

Academic Advisors and Counselors work with students on educational planning and pathways towards degrees, certificates, and transfer goals. In addition, students may access information on degree and certificate requirements on the Degrees, Majors, and Certificates webpage ([II.C.6.16](#)). Degree requirements and programs can also be found in the Catalog ([II.C.6.17](#)). Information on articulation, Associate Degrees for Transfer (ADT), the University of California Transfer Admissions Guarantee (TAG) program, the Historically Black College & University (HBCU) Guarantee Transfer Agreement, and other important transfer information can be found on the Articulation and Transfer Counseling webpage ([II.C.6.18](#)).

The College is actively engaged in implementing the Guided Pathways initiative. Each of the four Guided Pathways “pillars” has a working team to address specific aspects of the model, with

faculty, staff, administrative and trustee representation. The focus of Pillar 1 is working on getting students on the right “path” to accomplish their educational goals. Recently a crosswalk table was developed to link Guided Pathways with the College’s Strategic Enrollment Management Plan. ([II.C.6.19](#))

### **Analysis and Evaluation**

College of the Siskiyous has adopted and adheres to admissions policies of the College which are consistent with its mission, and which comply with regulatory requirements of California Code of Regulations Title 5, and other applicable state and Federal regulations. Procedures for admission into specific career and technical programs are based on requirements of continued education and/or governing agencies. The College has begun work to implement the Guided Pathways Initiative, but progress has suffered due to administrative and staff turnover.

## **II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### **Evidence of Meeting the Standard**

Beginning with the spring 2017 semester, the College implemented multiple measure placement guidelines that follow the requirements of the California Community College Chancellor’s Office (CCCCO) and California Assembly Bill 705 (AB705). Students are placed into transfer-level Math and English courses using an analysis of their high school transcript data. Current placement practices for College of the Siskiyous can be found on the Assessment and Placement webpage ([II.C.7.1](#)). Placement data from 2019-20 shows that the new placement strategy has reduced the need for remediation as well as contributed to removing biases ([II.C.7.2](#)).

The Nursing program uses the Test of Essential Academic Skills (TEAS), which is approved by the Chancellor’s Office, as one of the criteria for admission to the program. The cut score required for admission to the program has been determined by the Chancellor’s Office in conjunction with California nursing leadership ([II.C.7.3](#), [II.C.7.4](#)).

### **Analysis and Evaluation**

Placement data have validated the effectiveness of the exclusive use of high school transcript data in placing students in Math and English courses to minimize bias. The College follows California law and regulations in admissions and placement practices.

## **II.C.8 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**

College of the Siskiyous maintains all student records according to BP/AP 5040, *Student Records, Directory Information, and Privacy* ([II.C.8.1](#), [II.C.8.2](#)). The College follows the



policies and procedures for the release of student records according to AP 5045, *Student Records: Changing Content and Access Log*, and the Family Educational Rights to Privacy Act (FERPA) ([II.C.8.3](#)). These policies are published on the College website and in the Catalog ([II.C.8.4](#), [II.C.8.5](#), [II.C.8.6](#), [II.C.8.7](#)). Hard copy student records are maintained in locked cabinets within locked offices. Old records are either archived in a locked and secure location or destroyed in accordance with BP/AP 3310, *Records Retention and Destruction* ([II.C.8.8](#), [II.C.8.9](#)). Electronic records are protected by industry standard firewalls and security systems through the Information Technology Department. ([II.C.8.10](#), [II.C.8.11](#)) The Internet Native Banner (INB), the College's student information system, houses the FERPA release of information for individual students in the SPACMNT tab (comments section). This information is available to appropriate Student Services faculty, staff, and administrators. No information is given to students without verifying their identity and/or appropriate security word. No information about a student record is given to anyone who does not have an educational need to know. All employees, full time and part time, temporary and permanent, are verified to have completed FERPA training through Keenan Safe Colleges prior to having access to student records.

### **Analysis and Evaluation**

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which files are maintained. The College follows established board policies and administrative procedures for release of student records and publishes this information on the website and in the catalog. All staff complete FERPA training.

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### **Conclusions on Standard II.C Student Support Services**

The College provides student support services that are aligned with its mission and support student learning, regardless of location or means of delivery. It evaluates those services and uses the results to improve their effectiveness in helping students achieve their educational goals. College policies and procedures relating to admission, program and degree requirements, co-curricular programs, and other aspects of student support are clearly communicated to students and the public. Staff and faculty involved in the provision of student services are up-to-date on both academic and regulatory requirements of their services.

### **Improvement Plan(s)**

Implement a more robust and data driven process for evaluation of non-instructional and service area outcomes.

### **Evidence List**

- [II.C.1.1](#) RNL Student Satisfaction Inventory 2016
- [II.C.1.2](#) RNL Student Satisfaction Inventory 2017
- [II.C.1.3](#) Student Services Non-Academic Program Reviews
- [II.C.1.4](#) DSPS Student Survey
- [II.C.1.5](#) EOPS End of Semester Student Survey

- [II.C.1.6](#) Basecamp Headquarters Webpage
- [II.C.2.1](#) Siskiyou Promise Non-Academic Program Review 2019-2020
- [II.C.2.2](#) College of the Siskiyous Mission, Vision and Institutional Goals
- [II.C.2.3](#) Counseling & Student Support Meeting Summary 2017-02-22
- [II.C.2.4](#) Counseling & Student Support Meeting Summary 2019-03-20
- [II.C.2.5](#) EOPS End of Semester Check in Spring 2021
- [II.C.2.6](#) EOPS End of Semester Check-In Fall 2021
- [II.C.2.7](#) FA 2019 Evaluation results percentages
- [II.C.2.8](#) EOPS 20-21 Final Expenditure Report
- [II.C.2.9](#) Guided Pathways Pillar Teams
- [II.C.2.10](#) 2019-2022 College of the Siskiyous Student Equity Plan
- [II.C.2.11](#) Counseling & Student Support Meeting Summary 2018-01-10
- [II.C.2.12](#) HQ Sign-in November 2019
- [II.C.2.13](#) HQ Sign-in December 2019
- [II.C.2.14](#) HQ Sign-in January 2020
- [II.C.2.15](#) HQ Sign-in February 2020
- [II.C.3.1](#) Student Services Webpage
- [II.C.3.2](#) DSPS Faculty Survey Results
- [II.C.3.3](#) Student Satisfaction Survey Results
- [II.C.3.4](#) FA 2019 Evaluation results percentages
- [II.C.3.5](#) Admissions and Records Webpage
- [II.C.3.6](#) Counseling and Student Support Programs Website
- [II.C.3.7](#) Student Access Services webpage
- [II.C.3.8](#) EOPS/CARE webpage
- [II.C.3.9](#) Student Health Clinic Webpage
- [II.C.3.10](#) Basecamp HQ Webpage
- [II.C.3.11](#) International Students Webpage
- [II.C.3.12](#) Veteran's Services Webpage
- [II.C.4.1](#) Student Clubs' Webpage
- [II.C.4.2](#) ASB Website
- [II.C.4.3](#) AP 5420, Associated Students Finance
- [II.C.4.4](#) Club Handbook
- [II.C.4.5](#) Athletics' Missions/Vision statements
- [II.C.4.6](#) Athletics' Website
- [II.C.4.7](#) Athletics' EADA report
- [II.C.4.8](#) College Catalog, 2021-22, p.30
- [II.C.4.9](#) Counseling and Student Support Programs' Website
- [II.C.5.1](#) SOAR Website
- [II.C.5.2](#) Orientation Packet
- [II.C.5.3](#) DegreeWorks Educational Plan
- [II.C.5.4](#) Degree Works Audit
- [II.C.5.5](#) Advising Resources and links to GE patterns and goal check-sheets Sample of training (Peninsula Trainings)
- [II.C.5.6](#) Sample of training (Peninsula Trainings)
- [II.C.5.7](#) Sample of training (CalWorks Trainings)
- [II.C.5.8](#) Articulation Conferences
- [II.C.5.9](#)

- [II.C.5.10](#) Articulation Events
- [II.C.5.11](#) Counseling & Student Support Meeting Summary 2016-02-08
- [II.C.5.12](#) Counseling & Student Support Meeting Summary 2017-04-05
- [II.C.5.13](#) Counseling & Student Support Meeting Summary 2018-09-05
- [II.C.5.14](#) Counseling & Student Support Meeting Summary 2020-02-19
- [II.C.5.15](#) CSU Counselor Conference
- [II.C.5.16](#) Equity Training
- [II.C.5.17](#) Black Mental Wellness
- [II.C.5.18](#) Trauma Informed Practices
- [II.C.6.1](#) BP 5010, Admissions and Concurrent Enrollment
- [II.C.6.2](#) AP 5010, Admissions and Concurrent Enrollment
- [II.C.6.3](#) College Mission, Vision, and Institutional Goals
- [II.C.6.4](#) AP 5011, Special Admission of High School Students
- [II.C.6.5](#) AP 5012, International Students
- [II.C.6.6](#) AP 5013, Military Personnel and Dependents
- [II.C.6.7](#) BP 5052, Open Enrollment
- [II.C.6.8](#) AP 5052, Open Enrollment
- [II.C.6.9](#) Admissions and Records webpage
- [II.C.6.10](#) Steps for Enrollment webpage
- [II.C.6.11](#) Steps to Apply 2020-2021 Catalog
- [II.C.6.12](#) International Students 2020-2021 Catalog
- [II.C.6.13](#) Special Admissions for K-12 Students 2020-2021 Catalog
- [II.C.6.14](#) Emergency Medical Services webpage
- [II.C.6.15](#) Police Academy webpage
- [II.C.6.16](#) Degrees, Majors, & Certificates webpage
- [II.C.6.17](#) Degree and Program Requirements 2020-21 Catalog
- [II.C.6.18](#) Articulation and Transfer Counseling webpage
- [II.C.6.19](#) Guided Pathways-Enrollment Management Alignment
- [II.C.7.1](#) Assessment and Placement webpage
- [II.C.7.2](#) Placement data 2019-20
- [II.C.7.3](#) TEAS-ATI Grades Compressed 2018-19
- [II.C.7.4](#) TEAS-ATI Grades Compressed 2019-20
- [II.C.8.1](#) BP 5040, Student Records, Directory Information, and Privacy
- [II.C.8.2](#) AP 5040, Student Records, Directory Information, and Privacy
- [II.C.8.3](#) AP 5045, Student Records: Changing Content and Access Log
- [II.C.8.4](#) Family Educational Rights and Privacy Act (FERPA) webpage
- [II.C.8.5](#) What is FERPA webpage
- [II.C.8.6](#) FERPA Frequently Asked Questions webpage
- [II.C.8.7](#) FERPA Policy 2020-2021 catalog
- [II.C.8.8](#) BP 3310, Records Retention and Destruction
- [II.C.8.9](#) AP 3310, Records Retention and Destruction
- [II.C.8.10](#) Palo Alto Firewall Initial Purchase
- [II.C.8.11](#) Palo Alto Firewall Software and Support Renewal FY 21-22



# STANDARD III:

Resources

## **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).

### **A. Human Resources**

**III.A.1 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**

The Siskiyou Joint Community College District assures the integrity and quality of its programs and services by employing individuals who are qualified by appropriate education, training, and experience. The District's recruitment process seeks to find qualified applicants by requiring candidates to participate in a competitive selection process that assesses the knowledge, skills, and abilities identified as essential to successful job performance. HireTouch is the platform used to capture this information and manage recruitment.

Board Policies clearly delineate the distinctions between various categories of employees (academic, classified, confidential, and either classified managers or educational administrators) based on regulation and law ([III.A.1.1](#)). The College reviews or develops specifications for all positions based on the needs of the institute and the duties to be assigned within the respective classifications.

The Human Resources department advertises open positions in a variety of job listing resources, both electronic and printed, to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed at the CCC Registry, EDJOIN Online Education, HigherEdjob.com, diversjobs.net Diverse, Indeed.com, healio.com, LinkedIn.com, ACNL.org, InsideHigherEd.com, ACBO, and community news outlets. Additional sources are utilized as appropriate and typically at the request of the experts in the subject matter and services ([III.A.1.2](#)). All job announcements are posted on the Human Resources (HR) page of the District website ([III.A.1.3](#)).

Job descriptions for administrative and classified employees include the specific responsibilities of the position, as well as the representative duties, the knowledge, skills, and abilities required to perform the duties, and the education, training, and experience minimally necessary for employment consideration ([III.A.1.4](#)). Job descriptions are often revised when a position is vacated to ensure they are reflective of current needs and required skills.

### Qualifications

Minimum qualifications for administrators, faculty, and staff are verified by the College to confirm personnel are qualified to provide support of programs and services. Review of qualifications is governed by BP 7120, *Recruitment and Hiring – Academic Employees* ([III.A.1.5](#)). The general criteria for hiring employees are outlined in the College’s *Recruitment and Hiring Manual*, which requires hiring managers to work with Human Resources on the specific requirements for each position ([III.A.1.6](#), p. 19).

Minimum qualifications for academic positions are established by the California Legislature and the Board of Governors ([III.A.1.7](#)). In addition to statewide academic qualifications, the College identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and any other faculty as determined by the hiring dean and/or vice-president after consultation with faculty in the discipline and in collaboration with the HR department.

Upon acceptance of an application, an HR Analyst reviews the information to ensure that the applicant meets the minimum qualifications before moving them forward to the hiring committee. AP 7211, *Faculty Service Areas, Minimum Qualifications, and Equivalencies*, establishes the process by which applicants for academic positions are evaluated to determine whether they possess “equivalent” qualifications to those established by the Board of Governors ([III.A.1.8](#)). Degrees from non-U.S. institutions are recognized only if equivalency has been established by an approved agency recognized by the National Association of Credential Evaluation Services. Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application, as stated on the job announcement ([III.A.1.9](#)).

### Procedures

The College’s recruitment and selection policies and procedures meet the requirements of the California Educational Code and Title 5 Code of Regulations and have been developed or reviewed through the participatory governance process. They are outlined in the College’s *Recruitment and Hiring Manual* ([III.A.1.6](#)). These policies and procedures require participation in the hiring process by College staff and experts in the subject matter. The policies and procedures also outline services to be performed throughout the hiring process. Hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of applications and interviews. Another function of hiring committees is to serve as the second-level screening process, and they typically consist of tenured faculty, managers, and classified employees, as appropriate.

For all selection processes, an Equal Employment Opportunity Representative (EEO) serves as facilitator to ensure hiring processes are consistently followed in accordance with established policy, procedures, and rules. All hiring facilitators and EEOs attend an annual mandatory training session, developed and presented by the Human Resources department to ensure that all facilitators understand and follow the College’s hiring procedures ([III.A.1.10](#)).

Full-time faculty positions are filled through normal job posting sites or targeted recruitment, if necessary. Part-time faculty hiring consists of the College accepting applications on an ongoing basis through the College’s job website ([III.A.1.11](#), [III.A.1.12](#))

Faculty members are involved in the selection of new faculty through their participation on hiring committees. Members of the hiring committees (faculty and academic managers) determine which applicants are well-qualified for the position, and which should be forwarded to the Superintendent/President for final consideration. These hiring committees also evaluate whether applicants meet the qualifications listed on the announcement, develop screening criteria, review application materials, and interview applicants with prepared interview questions ([III.A.1.5](#), [III.A.1.6](#)).

Effective teaching is typically evaluated in the interview process for members of the faculty. Applicants answer questions and provide a teaching demonstration designed to allow assessment of their teaching ability. Hiring committee members who are experts in the subject matter assess the effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions. In addition, all faculty job announcements include standard language regarding diversity qualifications; individuals must demonstrate “sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” ([III.A.1.6](#), p. 19 and 24; [III.A.1.13](#)).

The Human Resources department verifies experience and education qualifications for newly hired personnel in several ways. The hiring manager checks references with previous employers to verify experience. The hiring manager then forwards the results of the reference checks to the Chief Human Resource Officer (CHRO) for review. A formal offer of employment is not extended to a potential candidate until the hiring manager receives final approval from the CHRO that the candidate meets all minimum qualifications and requirements.

### **Analysis and Evaluation**

The College has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support 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. Both program and subject-matter experts participate with Human Resource staff in the development of job descriptions to ensure the job descriptions accurately reflect the duties, responsibilities, and leadership for specific positions.

Over the past year and half, the College has seen a high turnover rate due to the offering of an early retirement incentive in addition to normal retirements. These, along with the impact of COVID-19, have led to extensive use of interim and short-term employees to fill vacancies. The impact of COVID-19 on recruiting has been challenging, not just at the district level, but statewide. It is not a common practice to specifically recruit academic personnel who will teach as part of the distance learning program, but, with the onset of the COVID-19 pandemic, this approach has been reconsidered. And while the College already has procedures in place to

address equity, diversity and inclusion in faculty hirings, it has begun discussing the goal of extending this to all non-faculty job announcements as well.

Other local challenges found as a small rural college are the College's remote location and the county-wide lack of housing for new employees. The College's upcoming student housing project will provide more housing for students, easing that demand in local communities and freeing up housing opportunities for employees.

**III.A.2 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**

The College requires that faculty members possess the minimum qualifications for their respective disciplines as established by the California Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. In addition to academic qualifications established by the State, the College identifies qualifications that focus on the knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty members. BP 7120, *Recruitment and Hiring – Academic Employees*, and the District's *Recruitment and Hiring Manual* meet the requirements of the California Education Code and Title 5 ([III.A.2.1](#), [III.A.2.2](#)). To ensure the employment of qualified personnel, the Human Resources and Academic Affairs departments verify all qualification requirements for all regular academic positions.

The minimum and desirable qualifications for faculty hired to teach “for credit” courses are listed on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, and scholarly activities ([III.A.2.3](#)). Each job announcement indicates the educational requirements for the position pursuant to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([III.A.2.4](#)). Hiring committees review applicant transcripts to ensure that the minimum educational qualification is met and to verify discipline expertise. Where degree equivalency evaluation is required, the applicants are forwarded to the Academic Senate's Equivalency Committee for determination, which is then shared with the appropriate dean ([III.A.2.5](#)).

Both the California Education Code and Title 5 of the California Code of Regulations require applicants for faculty and administrative positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This qualification is related to the candidates' potential to contribute to the mission of the College. Hiring committees assess this qualification through supplemental and/or interview questions related to working with diverse groups of students and experience with programs that support student retention ([III.A.2.6](#)).



Supplemental and/or interview questions related to teaching pedagogy, classroom strategies that support different learning styles, and teaching demonstrations may be used by hiring committees to assess teaching skills ([III.A.2.6](#)). In addition, while all academic personnel must have the skills to teach face to face courses, more faculty members are opting to complete online-education training. Faculty are able to complete Canvas Certification training locally but, in order for a faculty member to be eligible to teach online (which includes asynchronous, synchronous and hybrid), faculty must be @One Certified ([III.A.2.7](#), [III.A.2.8](#)). Once a faculty member has completed training and the DE Coordinator has confirmed certification, the division dean may assign them to a distance learning course. Faculty members who teach online courses are evaluated as part of the regular evaluation process, ensuring the integrity and quality of those courses.

All full-time faculty positions require a final interview with the College president, the department's vice president, and/or a dean. These interviews provide another opportunity for the College to assess whether candidates have adequate and appropriate knowledge of the subject matter, along with an understanding of the additional responsibilities of the full-time position.

All faculty perform curriculum and student learning outcome-related duties as outlined in the faculty job description ([III.A.2.9](#)). The names and degrees of full-time faculty members are published in the College catalog ([III.A.2.10](#)).

### **Analysis and Evaluation**

The College recognizes the importance of the hiring process in supporting the mission of the institution and strives to attract and hire qualified full-time and part-time faculty. The hiring process is of great importance to the College faculty, staff, and administrators. While the process is often time-consuming, committee members agree to participate because of the critical need to hire faculty who are exceptionally well-qualified to support the College's student success and achievement goals. Faculty qualifications include knowledge of the subject matter and requisite skill for the service to be performed, including appropriate degrees, discipline expertise, teaching skills, development and review of curriculum, and other factors as described in this standard.

### **III.A.3 Administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **Evidence of Meeting the Standard**

The College ensures all administrators and employees responsible for educational programs and services possess minimum qualifications as defined by BP 7211, *Faculty Service Areas, Minimum Qualifications, and Equivalencies*, and the College's *Recruitment and Hiring Manual* ([III.A.3.1](#), [III.A.3.2](#)). Qualifications for all administrators and other employees are clearly stated in job announcements, and the educational and experiential requirements for academic administrators are prescribed by state and federal laws and regulations ([III.A.3.3](#)) Desirable qualifications for academic and classified administrators are determined based on the needs, goals, and priorities of the department and institution. Hiring committees follow a clearly defined process to evaluate that administrators and staff meet the specified qualifications.

The knowledge and abilities required for classified positions are identified in the job announcement ([III.A.3.4](#)). Each supervisor, in consultation with appropriate experts, identifies desirable qualifications for classified positions based on the scope of the assignment and the goals and priorities of the department. Supervisors may seek input from appropriate faculty and staff when determining these desirable qualifications. Job classifications are assessed and updated on a regular basis, when vacancies come open, or a new position is requested.

### **Analysis and Evaluation**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications consider the institution's needs related to effectiveness and program quality.

### **III.A.4 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**

The Human Resources department (HR) works collaboratively with hiring committees and the Academic Affairs office in reviewing transcripts to ensure that applicants meet the minimum educational requirements as stated in job announcements ([III.A.4.1](#)). Only degrees from accredited institutions are considered to meet the educational requirement for faculty and administrators, as required by Title 5 section 53406 ([III.A.4.2](#)). Human Resources department and Academic Affairs staff verify educational qualifications by reviewing official copies of transcripts and obtaining verification through a third-party agency confirming such degrees were conferred.

Faculty and administrators with degrees from non-U.S. institutions must submit a request to have their applications reviewed for equivalency. When questions related to equivalency arise, the College's Equivalency Committee is convened to review the application documents and come to a decision regarding the faculty qualifications ([III.A.4.3](#)). The committee is comprised of five members of the Academic Senate appointed by the Senate, an administrator, and an academic program analyst ([III.A.4.4](#)). The ruling of the equivalency committee is final. 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 equivalency has been established by an approved agency recognized by the National Association of Credential Evaluation Services. Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application. This is stated in the application procedure portion of the job announcement for faculty positions ([III.A.4.5](#)).

## **Analysis and Evaluation**

The human resources department works collaboratively with hiring committees and the Academic Affairs office to review transcripts to ensure required degrees held by faculty, administrators and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if transcripts have been verified by a recognized agency. The Equivalency Committees reviews questions regarding equivalency that may arise for final determination if the applicant can move forward.

**III.A.5 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 the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

The College has separate evaluation processes for faculty, classified staff, and administrators. Evaluation of each group follows systematic procedures and timelines. Each process has specific criteria for evaluation and a component related to professional development. The processes seek to assess effectiveness of personnel and encourage professional improvement. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

The College's evaluation process for full-time and part-time faculty is intended to provide relevant feedback, a structured opportunity for reflection, and constructive suggestions for improvement. The faculty evaluation procedures include a variety of components, including teaching, professional quality, job performance, department responsibilities, and supporting students ([III.A.5.1](#), [III.A.5.2](#)). Contract, regular faculty, and part-time faculty evaluation procedures and timelines are followed in accordance with Article 7 of the faculty collective bargaining agreement ([III.A.5.3](#)). Faculty who teach online courses are evaluated using the same criteria and process as on-campus evaluations, as outlined in the collective bargaining agreement. Distance learning instructors are evaluated for regular and effective contact as part of this evaluation process.

Instructors are encouraged to analyze the data obtained from the evaluation process to identify and address pertinent plans for professional growth. The evaluation process is designed to support the ongoing efforts of faculty to enhance their effectiveness in the classroom and in the college community. The process is also designed to comply with legal mandates and to identify unsatisfactory performance. Part-time instructors are evaluated at least once in their first year of employment with the College and then at least once every six (6) semesters they are employed.

The evaluation process for regular and probationary classified employees is outlined in Article 11 of the classified collective bargaining agreement ([III.A.5.4](#)). The evaluation tool includes

components addressing work quality, work habits, working relationships, demonstration of judgement and initiative, punctuality and attendance, safety, and communication. The tool also includes a component related to setting goals, which dovetails into professional development and training. If a Performance Improvement Plan (PIP) is developed for a classified professional, it is formalized and identifies timelines for improvement and follow-up, which requires a 60-day follow-up on the areas needing improvement ([III.A.5.5](#)).

The evaluation process for administrative employees is outlined in human resources procedures ([III.A.5.6](#)). This process applies to all administrators, with the exception of the superintendent/president. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet goals and ensure these employees are supporting the College's goals. The purpose of the evaluation of administrative staff is to promote and support appropriate leadership and management skills, improve the overall operation of the organization through strong leadership, and support administrators in growth and development of professional abilities. Administrators are evaluated on the several different components - communication, leadership, and administrative skills. The process includes recommendations for improvement as well as training and development.

Evaluations of faculty and classified professionals are conducted on a regular basis, as required by the California Education Code and stated in the applicable collective bargaining agreement. Administrative evaluations are completed annually. Any actions related to improvement are formal, timely, and documented. Evaluations are tracked by Human Resources with the expectation that they will be completed in a timely manner. Unavoidable disruptions to the normal timeline due to the pandemic and shutdown in 2020-21 were addressed as promptly as possible through means such as an MOU between the District and the faculty bargaining unit. ([III.A.5.7](#), [III.A.5.8](#), [III.A.5.9](#))

### **Analysis and Evaluation**

The College follows an established process for evaluating regular and probationary personnel and full-time and part-time faculty within the timelines set forth by the State. Processes for evaluation have written criteria for evaluating 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 professional improvement. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. If a PIP is recommended for an employee, a timeline for follow-up is documented within the plan.

The sheer volume of evaluations requires a significant time commitment from the College's administrators and faculty, especially considering the amount of time each of these meetings require to provide meaningful feedback to employees. This investment of time demonstrates the College's continued support of student success and improvement of institutional effectiveness at the highest level possible.

As noted above, it is expected that all evaluations will normally be completed in accordance with the established timelines. However, this has not been easy to achieve since the spring of 2020, when the COVID-19 pandemic impacted the entire California Community Colleges system. One

challenge has been the need for employees to work remotely, apart from essential programs and staff, and for most classes to be offered online. A second factor impacting evaluations was the loss of several positions in the Human Resources and Academic Affairs departments following a reorganization in 2020/2021 to address an expected budget shortfall. This shortfall is being addressed strategically in 2021/2022 to bring back staffing, which will allow for a more equitable distribution of workload. Finally, both the faculty and classified bargaining units went several years before ratifying their contracts. Each represented group now has a more defined process, which is a change from past practices in some instances. Classified evaluations are now back on track, and faculty evaluations are in the process of being completed. It is anticipated that the College will be back on track for all evaluations by the end of Spring 2022.

**III.A.6 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. (DELETED; Not Applicable)**

**III.A.7 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's goal is to maintain enough qualified faculty (full-time and part-time) members to assure the fulfillment of faculty responsibilities. As of Fall 2021, the College employed 34 full-time and 80 part-time faculty members. Three of those full-time positions were vacant. Three new positions have been approved and budgeted but are currently vacant as well.

Through the hiring practices discussed above, the College ensures that faculty are qualified to teach in their respective disciplines. Full-time faculty members also have college service and professional development duties beyond their classroom and office hours. Faculty members participate on college committees, councils, and workgroups as part of the participatory governance process, on full- and part-time hiring committees, and in a variety of student engagement activities. Faculty members also fulfill other responsibilities, including academic standards, curriculum development and revision, and SLO assessment and evaluation. In addition, faculty members participate in the evaluation of regular (tenured) and contract (tenure-track) faculty ([III.A.7.1](#))

The College continuously meets or exceeds its full-time Faculty Obligation Number (FON) ([III.A.7.2](#), [III.A.7.3](#)). In addition to maintaining the FON, College of the Siskiyous hires qualified part-time faculty to meet instructional and student service needs. The College has an on-going process to hire part-time faculty in many disciplines and accepts applications through the job announcement web page.

The College follows an annual process for hiring full-time faculty each year ([III.A.7.4](#)). As part of the College's integrated planning process, all full-time faculty requests must be included in the discipline's annual program plan. The Office of Institutional Research provides a variety of qualitative and quantitative data to assist with preparation of the Full-Time Faculty request form for a new full-time faculty hire ([III.A.7.5](#)). The completed Full-Time Faculty request form is sent to the respective dean or administrator for review and then forwarded to the Academic Senate. All completed requests are presented at the Academic Senate's October meeting where the Senate, in collaboration with Deans, prepares a prioritized list. The Academic Senate then forwards the list to the Integrated Planning and Budget Committee for review and action. Once this phase of the process is completed, the list is then forwarded to the superintendent/president for a final decision on which positions will be posted.

The criteria for determining the prioritization of full-time discipline faculty to be hired each year include consideration of full-time/part-time faculty ratios, enrollment growth, current or projected industry and student need, the effect on the program of not hiring a position, program stability and shortage of specific expertise, expansion of the discipline, and the College's mission.

Part-time faculty are hired based on College enrollment trends. Hiring is driven by the scheduling process, and as additional sections are added to the schedule a determination is made as to the need for additional faculty. To maintain flexibility, many departments maintain a "pool" of part-time faculty who meet minimum qualifications to teach in appropriate disciplines, particularly faculty who meet the College's requirements for teaching online.

The College offers local Canvas Certification training for all full-time and part-time faculty members. Faculty who teach in the online modality are required to complete @One training, which has also been made available by the College's Distance Learning Coordinator. These certifications help to ensure appropriate staffing for online classes which, with COVID-19, has become a critical modality for the College ([III.A.7.6](#)). The full-time Distance Learning coordinator oversees the distance learning program and is the co-chair of the Distance Learning Committee. This full-time position supports the online program and provides the appropriate training ([III.A.7.7](#)).

### **Analysis and Evaluation**

The College continually assesses the need for faculty to ensure the quality of educational programs and services. It hires full-time faculty to replace vacancies and/or to address the need for additional full-time faculty as demonstrated through program review. With an understanding of the importance of these responsibilities, the College continuously works towards meeting or exceeding its FON to ensure the College meets its mission and strategic goals for student achievement.

**III.A.8 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 values the involvement and contributions of part-time faculty, both in the classroom and in helping to build and promote strong programs. Part-time faculty members are an important part of the College and play a significant role in supporting student success.

Orientation and oversight are provided to part-time faculty by the Office of Academic Affairs, Academic Senate, and other service areas as required, with participation from faculty members in each discipline to ensure new hires have the tools necessary to be successful ([III.A.8.1](#), [III.A.8.2](#)). Part-time faculty members receive communication and email updates from their area dean on a regular basis regarding schedules, final exam dates, textbook order dates, census requirements, and other information. They are invited to attend all division, department, and participatory governance meetings, including representation on the Academic Senate ([III.A.8.3](#)).

The College provides an hourly stipend for part-time faculty for any mandated training, orientation or professional development sessions (i.e., sexual harassment training, convocation, town hall meetings, and/or flex day activities) ([III.A.8.4](#)).

During the past few years, the College has focused on bringing several speakers to the campus to allow for more participation in professional development opportunities. As a result, many part-time faculty members have attended presentations focusing on student success, student equity, DEI (Diversity, Equity, and Inclusion), and distance learning ([III.A.8.5](#)).

Part-time faculty are evaluated on a regular basis; this process was partially delayed in the 2019/2020 and 2020/2021 academic year due to COVID-19 and staffing changes within Academic Affairs. The College has a Memorandum of Understanding in place with the faculty association that these evaluations will be completely caught up in the 2021/22 academic year. At the College of the Siskiyous, the evaluation process is taken seriously and is considered another opportunity to connect with part-time faculty and provide mentoring and support. As called for in the CCA/CTA/NEA collective bargaining agreement, new part-time faculty are evaluated once during their first four semesters of teaching, followed by an evaluation at least once every six semesters ([III.A.8.6](#), section 7.9.1, [III.A.8.7](#)).

In order to enhance the onboarding of new part-time faculty and continued training for all faculty, along with increased professional growth opportunities, the College - in partnership with the Academic Senate - has developed a Faculty Orientation Canvas shell to ensure that both part-time and full-time faculty members have access to necessary information at any time from a central location ([III.A.8.8](#)).

**Analysis and Evaluation**

The College has employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development.

The College follows the applicable employment policies during the hiring process. The CCA/CTA /NEA collective bargaining agreement spells out the process for class assignments and professional development obligations. Part-time faculty receive appropriate orientation, and deans provide oversight and lead the evaluation process. Part-time faculty members are also welcomed to attend all professional development activities, division and department meetings, and a variety of committee meetings. This open and inclusive culture provides numerous opportunities for integration of part-time faculty into the life of the institution.

**III.A.9 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**

As part of the College’s integrated planning process, each department reflects annually on its staffing needs. All classified and management staffing requests are included in annual Program Review plans which are considered during the annual budget prioritization process laid out in the Integrated Planning Guide ([III.A.9.1](#)). The College has a budget development timeline that includes open hearings at the Integrated Planning and Budget committee (IPB) meetings in April ([III.A.9.2](#)). These sessions provide an opportunity for all campus constituents to see specific details of the requests through a Continuous Quality Improvement Plan (CQIP) document, and also listen to the justification department representatives provide on the creation of a new position or need to fill a vacancy ([III.A.9.3](#)). Requests are discussed and approved by the area supervisor before being placed on the IPB open hearing agenda. Once the open hearings have completed, IPB ranks and prioritizes all budget requests, including all staffing requests. The committee then votes to approve the recommendations and move them forward to College Council. College Council subsequently reviews and votes on the prioritization received from IPB, moving forward their recommendations to the superintendent/ president for the final determination ([III.A.9.4](#)). If there is an urgent off budget cycle request, a CQIP is brought forward to IPB for review and vote during the fiscal year.

The Human Resources department (HR) reviews job descriptions on a regular basis and conducts classification studies as necessary, or when requested. Hiring supervisors work with the human resources staff on reviewing job descriptions and developing new job descriptions, if required. New positions are reviewed by HR, shared with CSEA if it is a classified position, then brought forward to the Integrated Planning and Budget committee for review and vote. Once this part of the process is completed, the approved job description for the position is then shared with the Board of Trustees as information only and ready for official posting ([III.A.9.5](#)).

**Analysis and Evaluation**

The College strives to have enough staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. However, due to a reorganization of staff in the 2020-2021 fiscal year, selected vacancies were not replaced. The results of this decision have brought to the surface the need for the College to step



back and revisit staffing levels in several departments. As one example, reductions in Human Resources have led to the need to outsource some work by hiring contract employees.

Because of the earlier cutbacks, the length of time it takes to hire new or replace current positions, and the impact of COVID-19 on recruitment, there have been multiple concerns about staff and administrators' workloads secondary to additional projects, initiatives, and compliance requirements. The College takes these concerns seriously and has begun to re-fill some of the positions that had been left unfilled. The last classified compensation study was conducted in 2015. Currently, negotiations are underway with the classified bargaining unit to develop an MOU for a new study.

### **III.A.10 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**

As discussed in III.A.9 above, the College's integrated planning process requires each department to reflect annually on its staffing needs. All manager and supervisor staffing requests must be included in an annual Program Review plan which is then considered during the annual prioritization process. Requests for classified supervisor and manager positions follow the same process; department representatives are invited to provide data and other information that supports their requests. As noted in Participatory Governance flow chart located in the Local Decision Making Handbook, the members of the Integrated Planning and Budget committee vote, and the final ranking is forwarded to College Council for a vote to recommend the rankings to the superintendent/president for consideration and approval ([III.A.10.1](#)).

The College ensures administrators have the preparation and experience to support the College's purpose and mission by conducting a rigorous hiring process and sound evaluation practices, as described in Standards III.A.2 and III.A.5. As a California Community College, all administrators meet or exceed the minimum qualifications required for their positions as required by Title 5, section 53420.

There has been significant turn-over at the senior management level (president and vice president) over the past 5+ years ([III.A.10.2](#), [III.A.10.3](#)). During the summer of 2017, the College saw the retirement of the superintendent/president and vice president of administrative services. By July 2017, both vacancies had been successfully filled. In fall 2018, the vice president of instruction resigned, and the superintendent/president took on oversight of the Instruction Office for the remainder of the semester. In spring 2019, the College brought in an interim vice president of instruction and took the position out for a competitive recruitment. In July 2019, the College hired a vice president of academic affairs who brought over twenty years of experience in the California Community College system, thus bringing a sense of stability to the instruction office.

In spring of 2020, the position of vice president of human resources was eliminated in a reorganization. The HR department now reports to the vice president of administrative services

and the department staffing structure is currently being re-evaluated in order to create workload equity, efficiency, and effectiveness.

In spring of 2021, both the superintendent/president and vice president of student services resigned. The interim dean of liberal Arts and sciences stepped in to assist with Student Services for a few months to ensure consistency and leadership over that area. During the early summer of 2021, the College completed a competitive and successful recruitment process for the vice president of student services. This individual was able to start at the beginning of the fall 2021 semester ([III.A.10.4](#)).

The sitting vice president of academic affairs was selected by the Board of Trustees to serve as acting superintendent/president for the remainder of the academic year, becoming interim superintendent/president with the next academic year. The vacant position of vice president of academic affairs was filled by an internal candidate on an interim basis. The College began recruiting for a permanent superintendent/president in spring 2022 with a start date of July 1, 2022 ([III.A.10.5](#), [III.A.10.6](#)).

### **Analysis and Evaluation**

The College has been impacted by the turnover in management over the last five years, but feels that, with the current administrators in place, a sense of stability may be achieved. The College strives to attract high-quality candidates for its administrative positions, both from outside and within the College, but it faces significant challenges. As with all California Community College Colleges, COVID-19 has impacted recruitment in a negative manner. The College is also a small, rural institution, and compensation may not be comparable to Southern California or the Bay Area. Siskiyou County has been also experiencing a severe housing/rental shortage since 2014. These factors have created a more challenging recruitment environment, so the College continues to pursue the “grow your own” approach.

As noted in III.A.9, numerous factors have raised concerns about both staff and administrators’ workloads secondary to additional projects, initiatives, and compliance requirements. The College is continuing to review the hiring process to ensure timely and sufficient hiring and is searching for recruitment opportunities or incentives. It continues to strive to provide consistency in administrative leadership on a long-term basis.

### **III.A.11 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 District has established Board Policies and Administrative Procedures (BPs and APs) governing personnel and applies them in a consistent and equitable fashion. BPs and APs related to human resources are available to all employees and the public through the College’s website as Chapter VII of the Board’s Policy Manual ([III.A.11.1](#)). Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC) and are also being relocated into Board Docs ([III.A.11.2](#)).

Administrative Procedures (APs) related to these policies are under constant review, and revisions are made in a timely manner. The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication with leaders of the associations (unions) and the constituency senates.

The human resources department has a variety of internal procedures, particularly related to the processing of personnel transactions. Most procedures are in written form and are available on the HR website on the college intranet.

The Chief Human Resources Officer is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. This is achieved through regular training and consultation with managers and union representatives. Since the College strives for the practice of interest-based problem-solving in labor negotiations, open dialog between employee groups helps ensure that personnel policies and procedures are equitably and consistently administered.

The practice of providing individual or group orientations to new employees has been in place for many years. Each employee receives a packet of these policies and regulations and signs a document verifying receipt of such. The employee also receives his/her respective collective bargaining agreement, when applicable ([III.A.11.3](#)).

### **Analysis and Evaluation**

The Institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Board Policies and Administrative Procedures are followed and applied in a consistent and equitable fashion. Policies are reviewed on a regular cycle or when the Community College League of California announces revisions, at which point they are updated and approved through the participatory governance process. They are available to employees and the public on the College's website.

### **III.A.12 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**

BP 7100, *Commitment to Diversity*, is the foundation of the District's efforts to create and maintain programs, practices, and services that support its diverse personnel. BP/AP 3420, *Equal Employment Opportunity*, establishes the College's Equal Employment Opportunity (EEO) Plan, which addresses methods for diversifying the workforce. The EEO Plan includes most, if not all, of the information on the College's efforts toward a diverse and inclusive educational environment ([III.A.12.1](#), [III.A.12.2](#)).

#### **Board of Trustees, Faculty, and Staff Commitment**

The Board of Trustees is committed to equity and inclusion, as shown by the repeated inclusion of goals relating to the topic in their Annual Goals. The 2021-22 Annual Goals for the Board of

Trustees publicly state their intent to “Support the District’s efforts to promote social justice and equity for all students, staff, and faculty. . .” ([III.A.12.3](#)). Toward this end, the Board adopted Resolution 2020-2021-12 “Commitment to Diversity, Equity, and Inclusion” at their April 20, 2021, regular board meeting. This resolution serves to support the efforts of the Vision for Success, promote diversity and equity training, recognize the month of April as Diversity, Equity and Inclusion Awareness Month, and celebrate the College’s racial and ethnic diversity among students, faculty, classified staff, and administrators ([III.A.12.4](#)).

In the spring of 2021, the College Diversity Committee changed its name and enhanced its mission. The newly named Social Justice, Equity, Diversity, and Inclusion Committee has membership that is representative of the entire campus with three faculty members, three classified staff, six administrative support/management staff, and one student representative. 42% of the current membership represents underrepresented or minority groups ([III.A.12.5](#)). The College faculty evidenced their support for equity and diversity by signing “The Anti-Racism Pledge” in support of the statewide Academic Senate’s Resolution 3.04 F20 “Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instruction Strategies” ([III.A.12.6](#)).

The Student Equity Plan works toward addressing the disproportionate impact of identified student groups and improving the general student population success rates. The College’s plan is focused on Black/African American, foster youth, veterans, Native American/American Indian, Hispanic, disabled, and low-income students.

#### Accountability

In the Board of Trustees’ Self-Evaluation Survey for 2020, the Trustees rated themselves “Strongly Agree (4) and Agree (3)” on Goal #5 “Cultivate an environment of equity and inclusion for all student populations, staff and faculty” ([III.A.12.7](#)).

The College conducted an anonymous Diversity Climate Survey for Students in spring 2020. Among the responses received were the following:

- 23.8% identified their ethnicity as other than white
- 27.14% identified their gender identity as other than heterosexual
- 48.39% answered “Agree” that the College has a diverse group of instructors
- 49.18% answered “Agree” that the College has a diverse staff
- 49.21% did not know whom to contact if they experience or witness discrimination
- 54.10% answered “Agree” that the College provides adequate opportunities for students to participate in and celebrate diversity-related events

Key topics identified by the survey as being of concern to students were Gender Identity, Sexual Orientation, and Religion, as each of these indicators was >50%. The Social Justice, Equity, Diversity, and Inclusion Committee is currently discussing these issues ([III.A.12.8](#)).

#### Hiring

The College has made progress in its efforts to reflect student and community diversity. Several hires in the last few years have been representative of underrepresented or minority groups.

Much effort is made to encourage a diverse applicant pool for every position posting; however, most of the staff continue to represent the white, non-Hispanic group.

	<b>Staff</b>	<b>Students</b>	<b>County</b>
Hispanic	7.56%	20% (includes FIELD)	12.60%
African-American	6.75%	4%	1.6%
Asian/Pacific-Islander	6.75%	1%	0.40%
Multi-ethnicity	6.75%	8%	6.75%

The College has a complete and thorough application and interview process. The College implemented an online application program three years ago. Unless the applicant chooses not to answer, the applicant tracking program tracks job category, gender, race, ethnicity, disabled & veteran description, and job source ([III.A.12.9](#)).

An Exit Interview form is sent to everyone who voluntarily resigns ([III.A.12.10](#)). Some individuals complete the form prior to leaving, others submit after separation, and a majority choose not to reply. Results from exit interviews are compiled (if enough exits are gathered), presented and discussed at a management meeting. If results are critical of a supervisor/manager, the appropriate administrator is notified.

As in years past, the College has had significant issues recruiting for most positions. Hard-to-fill positions are extremely difficult to recruit. Through a partnership with Fairchild Medical Center and Dignity Health Mercy Medical Center, a hard-to-fill incentive for nursing faculty was made available in the spring and summer of 2021 ([III.A.12.11](#)). The College continued to offer relocation and travel expense reimbursements for interviews when interviews were scheduled face-to-face. In addition, the College highlights the fact that it is “actively seeking diversity in its faculty and staff to include a wide variety of perspectives and approaches to work and working relationships” in the Job Opportunity section of the College website. When a job offer is declined, an attempt is made to discuss the reason for the decline. Some reasons given for refusal of job offers have been family obligations, lack of housing, and competing job opportunities.

### ***Training/Professional Development***

The Board of Trustees receives annual Equal Employment/Title IX training ([III.A.12.12](#)). The College also provides Equal Opportunity training sessions for employees who volunteer to serve as the EEO representative on hiring committees ([III.A.12.13](#)). Despite the pandemic, the College has continued to offer professional development for staff, faculty, and administrators. The College provided training opportunities, brought in guest speakers, and provided resources, with samples as noted below.

- Peninsula Conflict Resolution Center – World Café facilitation, conflict coaching, mediation, effectiveness sessions (training, team building, and facilitated dialogue) – Audience: Faculty and Staff ([III.A.12.14](#))
- Flex Day Keynote & Q/A for College, August 20, 2020 – Faculty and Staff Presentation on Racial Literacy, October 23, 2020 ([III.A.12.15](#))

- Virtual Graduation Address, Lasana Hotep
- “Minding the Obligation Gap in Community College and Beyond” Book for faculty, administrators, and staff ([III.A.12.16](#))
- USC California Community College Equity Leadership Alliance, USC Race and Equity Center – eConvening Series ([III.A.12.17](#))

As in the past, the College continues to consider the evaluations of faculty, staff, and administrators through the Diversity, Equity and Inclusion (DEI) lens. The student and online instructor evaluations contain questions on harassment, prejudice, and respect ([III.A.12.18](#)).

### **Analysis and Evaluation**

The College is in the process of updating its goals and priorities related to equity and diversity and is continuously looking for methods to improve the hiring process to include Diversity Equity Inclusion strategies. Currently, the College’s Social Justice, Equity, Diversity and Inclusion (SJEDI) committee is developing recommendations for enhancing diversity, equity, and inclusion in the recruitment process. In spring 2022, SJEDI provided a DEI in Hiring Training led by a reputable California Community College leader in HR.

The diversity among the College’s employee population has increased over the past six years. Increased awareness and training as part of the hiring process may have contributed to this increase. The College will continue to implement strategies identified in the EEO Plan to further diversity in hiring efforts. Methods for increasing the diversity among part-time faculty will be explored as part of continuous improvement in this area. These efforts will be coordinated with the initiatives found in the student equity plans.

### **III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

BP/AP 3050, *Institutional Code of Ethics*, clearly delineate a code of professional ethics for faculty and staff ([III.A.13.1](#)). This policy and procedure are designed to provide space for employees and students of the College to dialog if they believe that an ethical violation has occurred. The intent is to ensure the College is providing an environment where a student can successfully achieve their educational goals or career path.

#### **Analysis and Evaluation**

The College has an approved code of ethics for all constituent groups. This information is located on the College’s website under Board Policies and Procedures and is available to the public ([III.A.13.2](#)). Any failure by an employee to uphold the College’s Code of Professional Ethics will be subject to appropriate sanctions by the College.

**III.A.14 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 Standard**

The College considers providing professional development opportunities a core value and supports numerous opportunities for professional development for all College personnel: faculty, classified staff, and administrators ([III.A.14.1](#)). These opportunities include multiple workshops and trainings on-campus, as well as funds for travel and conferences. Funds for travel, trainings and conferences have significantly increased in recent budgets. While the COVID-19 pandemic has slowed down travel for professional development or training, most organizations have been able to convert to online conferences and participation amongst College staff and faculty continues to remain high. ([III.A.14.2](#), [III.A.14.3](#), [III.A.14.4](#))

Classified and Administrative Managers are expected to maintain currency in the skills needed to perform their responsibilities. The Professional Growth Award program is designed to encourage all classified staff, supervisors, and managers to grow, develop, and improve professionally by participating in formal educational opportunities which result in additional compensation. As of Fall 2021, fourteen awards have been given to qualified employees ([III.A.14.5](#), [III.A.14.6](#)).

Faculty are encouraged to engage in professional development activities on an ongoing basis and seek ways to improve their effectiveness ([III.A.14.7](#)). Additionally, it is expected that faculty members will maintain currency and depth of knowledge in their disciplines by participating in professional organizations, conferences, workshops, and/or by reading professional journals, and engaging in informal discussions with colleagues. Sabbatical leaves for eligible tenured faculty are an additional opportunity for professional development. Faculty may elect to request a one-semester sabbatical or a full academic year sabbatical, as outlined in AP 7341, *Sabbatical Leaves* ([III.A.14.8](#)). This opportunity is also included in the 2019-2022 bargaining agreement between the College and the Faculty Association ([III.A.14.9](#), [III.A.14.10](#)).

The human resources department coordinates a variety of training opportunities for faculty and staff through the following entities: California's Valued Trust and Beacon Health Options' Employee Assistance Programs, a training consortium sponsored by the law firm of Liebert Cassidy Whitmore; and the College's insurance administrator, Keenan and Associates. The latter offers training online through a program called Safe Colleges. There are dozens of training opportunities available. The human resources department also provides training to faculty and staff on hiring practices and the prevention of harassment in the workplace. Except for the Safe Colleges training modules, each of these professional development activities include an evaluation by the participants for the purpose of improvement ([III.A.14.11](#), [III.A.14.12](#), [III.A.14.13](#), [III.A.14.14](#)).

Recent Convocation and Flex Day workshops focused on Diversity, Equity and Inclusion (DEI) have included topics such as Cultural Curriculum Audit, Core Competencies for Equity Advancing Educators and Best Practices in Online teaching (including presentation of an Online

Equity Rubric). In addition, the College offers professional development opportunities throughout the academic year. A sample of such opportunities include the Peninsula Conflict Resolution “World Café Workshop”, Lasana Hotep’s “Racial Literacy Training Sessions”, and Equal Employment Opportunity Training ([III.A.14.15](#), [III.A.14.16](#), [III.A.14.17](#)).

### **Analysis and Evaluation**

The College plans for and provides personnel with a variety of opportunities for continued professional development, consistent with the institution’s mission and based on evolving pedagogy, technology, and learning needs. In order to improve its professional development program further, one goal of the College is to continue encouraging classified staff to participate fully in professional development opportunities. Another important goal is investigating how to institutionalize and further expand the current vigorous professional development programs across campus. To achieve these goals, further resources will have to be identified, possibly necessitating the creation of a College-Wide Professional Development Committee. The campus has also prioritized offering additional DEI opportunities moving forward.

### **III.A.15 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**

The College makes provisions for keeping all personnel records secure and confidential. Employee records are housed in the human resources department, located in the administrative building. Employees may review their personnel records in accordance with law. Only individuals authorized by employees may review personnel files, unless otherwise noted in board policy and collective bargaining agreements ([III.A.15.1](#)). The human resources department is secure and cannot be accessed by outside employees. The confidentiality of job applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees ([III.A.15.2](#)).

#### **Analysis and Evaluation**

The College follows board policy and makes provision for the security and confidentiality of personnel records. All hiring committee members must sign confidentiality forms to ensure candidate information is kept secure. Employees may review their personnel files at the College, in accordance with the law.

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### **Conclusions on Standard III.A. Human Resources**

The College meets this standard. The College has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience to support programs and services.



The District requires that all faculty members meet or exceed the minimum qualifications for their respective disciplines, and all administrators and staff are qualified by appropriate education, training, and experience to provide and support the College's programs and services. Faculty, classified staff, and administrators are evaluated following established procedures and timelines. Part-time faculty are well-integrated into the College and are provided with orientation, oversight, regular evaluation, and professional development. Other College personnel also are provided with a variety of opportunities for continued professional development. Staffing levels are reviewed as part of the College's integrated planning process.

The College ensures consistent and equitable application of personnel policies and procedures, and all constituent groups are required to comply with an institutional code of ethics, defined by board policy and administrative procedure. The security and confidentiality of personnel records are maintained.

### **Improvement Plan(s)**

Update the College's Recruitment and Hiring Manual and implement retention strategies such as development of a College-Wide Professional Development committee.

### **Evidence List**

- [III.A.1.1](#) Board Policies Relating to Employee Categories
- [III.A.1.2](#) Ad Club
- [III.A.1.3](#) College of the Siskiyou Job Website
- [III.A.1.4](#) Sample Job Descriptions, management and classified
- [III.A.1.5](#) BP 7120, Recruitment & Hiring – Academic Employees
- [III.A.1.6](#) Recruitment and Hiring Manual
- [III.A.1.7](#) Minimum Qualifications Handbook
- [III.A.1.8](#) AP 7211 Minimum Qualifications and Equivalencies
- [III.A.1.9](#) Sample of Job Announcement
- [III.A.1.10](#) EEO Training Materials
- [III.A.1.11](#) Sample Job Description, full-time faculty and part time faculty
- [III.A.1.12](#) Faculty Handbook – HR Process
- [III.A.1.13](#) ADJ Faculty Job Posting
- [III.A.2.1](#) BP 7120, Recruitment and Hiring – Academic Employees
- [III.A.2.2](#) Recruitment and Hiring Manual
- [III.A.2.3](#) Sample Faculty Job Announcements
- [III.A.2.4](#) Minimum Qualifications Handbook
- [III.A.2.5](#) AP 7211, Minimum Qualifications and Equivalencies
- [III.A.2.6](#) Supplemental and Interview Questions – Faculty
- [III.A.2.7](#) Canvas Training and Certification
- [III.A.2.8](#) Faculty Distance Learning Handbook
- [III.A.2.9](#) Nursing Faculty Job Description
- [III.A.2.10](#) Excerpt, College Catalog: List of Faculty and Degrees
- [III.A.3.1](#) AP 7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies
- [III.A.3.2](#) Recruitment and Hiring Manual
- [III.A.3.3](#) Minimum Qualifications Handbook

<a href="#"><u>III.A.3.4</u></a>	Sample Job Announcement
<a href="#"><u>III.A.4.1</u></a>	AP 7211, Minimum Qualifications and Equivalencies
<a href="#"><u>III.A.4.2</u></a>	Minimum Qualifications for Faculty and Administrators
<a href="#"><u>III.A.4.3</u></a>	Equivalency Application Form
<a href="#"><u>III.A.4.4</u></a>	Siskiyou Equivalency Committee Information
<a href="#"><u>III.A.4.5</u></a>	Sample of Job Announcement
<a href="#"><u>III.A.5.1</u></a>	Faculty Evaluation Forms
<a href="#"><u>III.A.5.2</u></a>	Student Evaluation Forms
<a href="#"><u>III.A.5.3</u></a>	CCA/CTA/NEA CBA Evaluation Article 7
<a href="#"><u>III.A.5.4</u></a>	CSEA CBA Evaluation Article 11
<a href="#"><u>III.A.5.5</u></a>	Classified Evaluation Process and Forms
<a href="#"><u>III.A.5.6</u></a>	Administrator Evaluation Process and Forms
<a href="#"><u>III.A.5.7</u></a>	Classified Evaluation 2021 Tracking
<a href="#"><u>III.A.5.8</u></a>	Admin Evaluations 2020-21
<a href="#"><u>III.A.5.9</u></a>	MOU Faculty Evals 2021-05-24
<a href="#"><u>III.A.7.1</u></a>	CTA Collective Bargaining Agreement
<a href="#"><u>III.A.7.2</u></a>	District Report on Faculty Obligation Numbers (FON)
<a href="#"><u>III.A.7.3</u></a>	California Community College Chancellor's Office FON Report - 2021
<a href="#"><u>III.A.7.4</u></a>	Full-Time Faculty Request Process
<a href="#"><u>III.A.7.5</u></a>	Full-Time Faculty Request Form
<a href="#"><u>III.A.7.6</u></a>	Distance Learning Handbook
<a href="#"><u>III.A.7.7</u></a>	Announcement DE Coordination Position
<a href="#"><u>III.A.8.1</u></a>	Sample: Enrollment Services Training PPT's
<a href="#"><u>III.A.8.2</u></a>	Faculty Handbook (Draft)
<a href="#"><u>III.A.8.3</u></a>	Academic Senate Minutes, 2021-12-10
<a href="#"><u>III.A.8.4</u></a>	Convocation and Flex Day Agenda Fall 2021
<a href="#"><u>III.A.8.5</u></a>	World Café Training
<a href="#"><u>III.A.8.6</u></a>	CTA Collective Bargaining Agreement, Article 7.8 Evaluation Part-Time Faculty
<a href="#"><u>III.A.8.7</u></a>	MOU Faculty Evals 2021-05-24
<a href="#"><u>III.A.8.8</u></a>	Faculty Orientation Canvas Shell (In Progress)
<a href="#"><u>III.A.9.1</u></a>	Integrated Planning Guide
<a href="#"><u>III.A.9.2</u></a>	Budget Development Timeline
<a href="#"><u>III.A.9.3</u></a>	Sample CQIP-Staff Request
<a href="#"><u>III.A.9.4</u></a>	Sample of IPB CQIP Ranking for Staff
<a href="#"><u>III.A.9.5</u></a>	Board Agenda Item – New Job Descriptions
<a href="#"><u>III.A.10.1</u></a>	Local Decision Making Handbook
<a href="#"><u>III.A.10.2</u></a>	Organizational Chart 2019-20
<a href="#"><u>III.A.10.3</u></a>	Organizational Chart 2021-22
<a href="#"><u>III.A.10.4</u></a>	Position Announcement, Vice President of Student Services
<a href="#"><u>III.A.10.5</u></a>	Superintendent/President Position Profile
<a href="#"><u>III.A.10.6</u></a>	Superintendent/President Search Website 2022
<a href="#"><u>III.A.11.1</u></a>	Policies and Procedures - Siskiyou website
<a href="#"><u>III.A.11.2</u></a>	BP 2010, Board Membership
<a href="#"><u>III.A.11.3</u></a>	Orientation Power Point

- [III.A.12.1](#) BP 7100 Commitment to Diversity; BP and AP 3240 Equal Employment Opportunity
- [III.A.12.2](#) EEO Plan 2020-23
- [III.A.12.3](#) Board Goals 2021-22
- [III.A.12.4](#) Board Resolution Commitment DEI
- [III.A.12.5](#) SJEDI Committee Membership
- [III.A.12.6](#) Academic Senate Equity, Social Justice, and Anti-Racism Resolution
- [III.A.12.7](#) Board of Trustees Self Evaluation 2020
- [III.A.12.8](#) Diversity Climate Survey Students - Results
- [III.A.12.9](#) HireTouch Applicant EEO Survey
- [III.A.12.10](#) Employee Exit Questionnaire
- [III.A.12.11](#) Job Details – Nursing Faculty
- [III.A.12.12](#) Equal Employment/Title IX Board Training PPT
- [III.A.12.13](#) Presentation for EEO Reps
- [III.A.12.14](#) Siskiyous World Café Agenda
- [III.A.12.15](#) 2020 Convocation & Flex Agenda
- [III.A.12.16](#) Minding the Obligation Gap
- [III.A.12.17](#) USC Race and Equity Center
- [III.A.12.18](#) Example: Faculty Evaluation Form
- [III.A.13.1](#) BP/AP 3050, Institutional Code of Ethics
- [III.A.13.2](#) Policies and Procedures Webpage
- [III.A.14.1](#) AP 7160, Professional Development
- [III.A.14.2](#) Request for Staff Development Funds Form
- [III.A.14.3](#) Final Budget – Travel Training - Restricted
- [III.A.14.4](#) Final Budget – Travel Training - Unrestricted
- [III.A.14.5](#) Professional Growth Program Process & Forms
- [III.A.14.6](#) Faculty Handbook
- [III.A.14.7](#) CSEA Collective Bargaining Agreement – Educational Stipend
- [III.A.14.8](#) AP 7341, Sabbatical Leaves
- [III.A.14.9](#) CTA CBA Article 10.1 Sabbatical Leave
- [III.A.14.10](#) Sabbatical Leave Forms
- [III.A.14.11](#) Sexual Harassment Training Email
- [III.A.14.12](#) LCW Training – Speaking Freely or Shouting Fire
- [III.A.14.13](#) Mandated Reporter Training Email
- [III.A.14.14](#) LCW Consortium Training 2021-22
- [III.A.14.15](#) World Café Workshop
- [III.A.14.16](#) 10-4-20 Racial Literacy Training Part 2
- [III.A.14.17](#) EEOC Training
  
- [III.A.15.1](#) Excerpt, SJCCD Agreement with CSEA
- [III.A.15.2](#) Screening Committee Confidentially Agreement

## **B. Physical Resources**

### **III.B.1 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 Facilities Master Plan 2020-2030 outlines how the College will provide access, safety, security and a healthful environment for those who come onto campus ([III.B.1.1](#)). In addition, several other documents guide decisions about physical resources, including federal and state laws that govern specific elements of physical resources, such as accessibility.

The College ensures the safety of its physical facilities by hiring qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified firms are hired to ensure safety and access in the design and construction of buildings. The College must meet design, construction, and health and safety standards established by the Division of State Architects (DSA) to ensure accessibility and safety of the buildings' users. All capital renovation and construction projects are assigned to the Director of Facilities and Maintenance for oversight and compliance. The College has conducted several discussions regarding moving toward a fully documented ADA transition plan and continues to research opportunities while addressing needs at the campus levels.

Resources required for addressing support of all programs and departments are part of the integrated planning and budget process. The starting place for all requests is the Program Plan and then the CQIP request for the funds. The Integrated Planning and Budget committee holds open hearings, which lead to prioritization of requests through the participatory governance process. The requests are then recommended to College Council to send to the President for a final decision ([III.B.1.2](#)).

To ensure that repairs and maintenance are addressed in a timely manner, the College uses SchoolDude, a software program that allows all departments on campus to request resources to address any facility repairs, safety concerns, office moves, and facility modifications. This program also allows Facilities staff to determine urgent requests and to track frequency and severity of the requests ([III.B.1.3](#), [III.B.1.4](#)).

Safety and security on both campuses are addressed through partnerships with local law enforcement. The College has an MOU with the Weed Police Department to patrol the Weed campus daily, both day and evening ([III.B.1.5](#)). The College also has a strong partnership with the Yreka Police Department. Designated College staff provide additional support for safety on both campuses during evening classes and walk students to their cars, if needed. Since the College is in a small rural area, and funding for an onsite police department is not a feasible option, the College has invested in dozens of cameras for both campuses which record and store activity daily for review if an incident occurs ([III.B.1.6](#)). The Yreka campus is currently in talks

with the Yreka Police Department to consider an integrated viewing system which will allow a quicker response by police if there is unusual activity on campus.

The College's Safety Committee is chaired by the Director of Facilities and includes a representative from the College's liability insurance administrator, Keenan & Associates, and constituents from both campuses are part of the committee structure. The committee is charged with addressing safety opportunities and concerns for the College ([III.B.1.7](#); [III.B.1.8](#)). The committee's central focus is safety concerns brought forward by the students and employees at each campus and developing solutions which may include funding sources, emergency maps, review and discussion of Worker Compensation activity, and preparing safety information to be sent to the campuses ([III B.1.9](#)).

In April 2021, one of the goals for the Associated Student Board was to address student concerns about campus safety. In response to this initiative, the Director of Facilities and Maintenance met with the student group and provided them a campus tour of the grounds. It was during this tour that the College and ASB agreed upon a plan to upgrade outdoor lighting in specific areas on campus to provide a safer environment for those attending evening classes or working evenings on campus. This plan has since been implemented and completed ([III B.1.10](#), [III.B.1.11](#)).

In response to the COVID 19 pandemic, the College set up a dedicated website with resources and protocols for use by students, staff, and faculty. With the ever-changing climate and landscape of the pandemic, the College has been required to remain flexible regarding the updating of these protocols and how safety is being addressed at the campus level. The College was able to purchase a screening application and bring onsite testing to the campus along with vaccine clinics and personal protective equipment (PPE). A consistent message has been maintained on masking requirements, positive case reporting, and addressing concerns by all constituent groups on campus ([III.B.1.12](#)).

Campus safety information is posted on the College's website ([III.B.1.13](#)). There are ongoing efforts being made to develop updated emergency response plans and procedures, and to ensure compliance with relevant state and federal law, such as safety and security reporting (Clery Act). In 2021, the College entered into a 3-year agreement with IMReady to help with the process of revising the Emergency Operation Plan (EOP) and hold table-top trainings in areas of major incident concerns, identified through a survey in May/June 2021 ([III.B.1.14](#), [III.B.1.15](#)). Part of this agreement also addresses the need for training of building stewards. The College has historically conducted safety-related drills during each year, but due to the onset of COVID-19 in spring 2020, and with most staff working remotely and distance learning being the primary modality for students in non-essential classes, the drills were delayed. Safety drills were once again scheduled in spring 2022.

An incident command structure has been established and an Emergency Response Team is undergoing Incident Command Training ([III.B.1.16](#), [III.B.1.17](#), [III.B.1.18](#)). During an emergency, all emergency-related communications and instructions to the College are broadcast from the President, Public Information Office and/or the Director of Facilities, depending on the incident. An emergency broadcast system through Everbridge is in place that has the capability of sending broadcasts via telephone/cellphone, email, and/or text. During an emergency, all methods will be

used to notify students, faculty, and staff of the situation and instructions. Overall coordination between the College and outside agencies is managed by the Director of Facilities and/or the College's Emergency Operations Committee (EOC) ([III.B.1.19](#)).

As a member of the Statewide Association of Community Colleges (SWACC), a self-insured group, the College works with Keenan & Associates, the insurance administrators, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits. This inspection is conducted to assist the College in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the identified risks. This allows the College to reduce the frequency and severity of property and liability losses by identifying hazards that could result in such losses and by providing recommendations to the College on ways to correct hazards ([III.B.1.20](#)).

Currently, there are no off-campus sites in the College's space inventory for dual enrollment-classes. The College uses rented classroom space in local area high schools, which have similar standards in comparison to the College and are equipped sufficiently to deliver a distance learning platform. The College also has Instructional Service Agreements (ISA) in place to utilize space outside the facilities; these are not part of the space inventory (FUSION). These facilities are managed by the College's ISA partners, per language in the ISAs ([III.B.1.21](#), [III.B.1.22](#)).

### **Analysis and Evaluation**

The College's centralized approach to accessibility, safety, and emergency management eliminates duplication of effort while ensuring that facilities are safe. Facilities are constructed and maintained to assure safety, security, and a healthful learning and working environment. The College recognizes the need to develop an updated emergency operation plan to support the College on both the Weed and Yreka campuses and manage countywide incidents.

In the coming years, the College will be working toward increasing security in the areas of access control and the mass notification system, enhancing emergency preparedness planning, and developing a long-term ADA transition plan. As noted above, the College intends to identify ways of fully developing this plan, recognizing that the cost of outsourcing the project to a qualified company for initial site visits and analysis to determine ADA compliance projects may be substantial, as are the follow-up solutions.

### **III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, 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**

The College's 2020 – 2030 Facilities Master Plan (FMP) is based on the Institutional Master Plan and serves as the guiding document for facilities development in its vision and planning for the physical infrastructure. In the facilities master planning process, which began in 2019, each

department had an opportunity to present its needs, desires, and vision for the future. Every effort was made to ensure that faculty, staff, administrators, students, and the wider community were all given an opportunity to participate in the planning process. A series of meetings were held, in large and small group formats as well as meetings with members from every department and program. This information has compiled and incorporated into the Facilities Master Plan. ([III.B.2.1](#), [III.B.2.2](#)).

The California Community College Chancellor's Office (CCCCO) is responsible for the planning and administrative management of the College's capital outlay and construction program. The CCCCCO uses a five- year planning process for instructional equipment replacement that aligns with the scheduled maintenance planning and funding process at the state level ([III.B.2.3](#)).

Using funding from the state, the College was able to address urgent repairs typically found in 50-year-old-plus buildings. The College has been able to repair roofs and boilers in some of the buildings that support instruction, replace the locking system in the gym area, and repaint the Learning Resource Center building. Through Strong Workforce funds, the College is currently installing a new fire tower for the Fire Academy Program ([III.B.2.4](#)). The Student Lodges develop a repair and maintenance plan each year before the beginning of summer ([III.B.2.5](#)). In 2020, the College was awarded funds for a fully-funded Theatre-Arts Renovation and Expansion project in the amount of \$27 million dollars; this is currently going through a re-scoping process with the state ([III.B.2.6](#)).

Local funding is necessary for some projects, and the College can use a variety of debt instruments, such as bonds and certificates of participation, for the funding of capital projects. In 2016, the College took out a loan to address problems with the parking lots on the Weed campus, to convert the old science building into usable space through renovations, and to provide some support to other areas, such as building an athletic field in support of a growing soccer program and to fund the Banner revitalization project ([III.B.2.7](#)).

All locally funded projects are part of the annual budgeting process. When a need for additional resources is identified, requests start at the Program Review level and proceed through the budget process. This includes the development of a Continuous Quality Improvement Proposal (CQIP) request that is presented at the Integrated Planning and Budget (IPB) committee meeting for open hearings in April of each year ([III.B.2.8](#)). Once IPB prioritizes all requests, recommendations are forwarded to College Council for approval. The list is given to the President for a final decision. Any off-budget cycle requests may be presented for consideration by IPB during the fiscal year ([III.B.2.9](#)).

Over the past several years, the College has been working on several projects in support of some of the long-term needs of the institution's instruction programs. An existing building has been renovated to house the Law Enforcement Academy and the Athletics Program. Resurfacing of all athletic fields has been done with the addition of a soccer field and football practice field. Looking at the local housing shortage that has had a major impact on students since the 2014 Boles fire, the College has been exploring a P3 partnership with Servitas, LLC, to provide an additional Student Housing unit consisting of 252 beds/152 bedrooms in the Lodges ([III.B.2.10](#)).

In October of 2021 the District submitted a grant application to the Department of Finance for approval of a fully-funded housing project to address the need for student housing for low-income students. In March of 2022, the District received tentative funding approval in the amount of \$32 million dollars. Final approval by the legislature will be needed before the project will be fully funded and work can be initiated.

The Yreka campus is maintained by staff from the Weed campus, but the College remains open to contracting out work if the scope of a project is beyond the skillset of in-house maintenance staff, or the timing of completion is of a concern.

### **Analysis and Evaluation**

The College plans, acquires and/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 with safety and security considered a critical component. The College facility planning process includes the Institutional Master Plan, Facilities Master Plan, Technology Master Plan, and annual program planning for each department or program. Planning ensures alignment with the Institutional Master Plan and core values of the institution. The Facilities Master Plan ensures that plans for improvements to the facilities fully support the Institutional Master Plan; the annual program plan identifies each program's needs in order to improve student learning or services to students, faculty, and staff.

The College's planning process ensures that physical resources are developed, constructed, and maintained in a way that assures safety, security, and healthfulness. It also ensures that instructional needs are understood and evaluated by committees consisting of constituents across the campuses. The decision-making process related to the physical infrastructure allows for modification over time, giving it the flexibility to respond to changing mandates, environments, and resources.

### **III.B.3 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**

The State Chancellor's office conducts a periodic assessment of facilities through FUSION (Facility Utilization, Space Inventory Option Net). This detailed assessment provides both the College and the state with data to support requests for additional funding for scheduled maintenance and building system replacement ([III.B.3.1](#)).

Utilization of campus facilities is evaluated through the College's annual space inventory, which is submitted to the CCCCO in support of capital outlay planning. The College uses the data to determine the adequacy of the physical space. These reports also form the basis for the initial projects proposals for capital projects and final project proposals should funding become available ([III.B.3.2](#), [III.B.3.3](#)).



For long-term assessment of the use of facilities, the College utilizes the Facilities Master Plan ([III.B.3.4](#)). The Facilities Master Plan is reviewed, updated, and/or modified every ten years. While being guided by the Facilities Master Plan and state/federal regulations, the College relies on its program planning process to ensure campus groups can communicate needs and problems as they arise, as was documented in III.B.2.

As noted in III.B.1, the College is part of the Statewide Association of Community Colleges (SWACC), and works with the insurance administrators Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years with follow-up documentation and annual follow-up visits. The inspection is conducted to assist the College in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the identified risks ([III.B.3.5](#)).

The College has developed a 5-year scheduled maintenance plan for short-term and long-term planning of funds to address these replacements and repairs, and as the State budget allows, that plan is used to prioritize expenditures ([III.B.3.6](#), [III.B.3.7](#)). The use of the SchoolDude platform has proven to be a useful tool in allowing campus constituents to request or report a repair need. This platform allows for tracking of frequency and level of repair. When possible, the campuses use external maintenance agreements for areas that need repairs exceeding the skill set of maintenance staff. Before the end of each spring semester, the Director of Facilities and the maintenance and custodial department staff prepare a maintenance schedule list to be addressed over the summer months. This planning mechanism has been extremely helpful over the past couple of years with all projects being completed by September ([III.B.3.8](#), [III.B.3.9](#)).

### **Analysis and Evaluation**

The College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account when requesting resources through the participatory governance process and budget planning. The College plans and reviews its use of facilities through various methods that provide many opportunities for input. The Facilities Master Plan serves as the guideline for facilities development, while Program Review provides the analysis and data by departments needed to evaluate the use of and request for facilities.

Evaluation of the facilities happens through the state's space inventory system FUSION, SWACC assessment, and the use of School Dude. Staff undertake regular physical evaluations to assess the facilities and grounds for short-term and long-term maintenance planning.

### **III.B.4 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 Facilities Master Plan is the foundation for long-range capital planning at College of the Siskiyous, and the development of the Facilities Master Plan is grounded in the Institutional Master Plan. This ensures that the physical, human, technological, and financial resources of the College are used in an integrated way to support the institutional goals of the College ([III.B.4.1](#), [III.B.4.2](#)). The process of revising the Facilities Master Plan every ten years provides an avenue

for the College to develop capital plans and explore ideas for future planning. The effectiveness of long-range capital planning is dependent upon the state's planning processes and funding priorities. As a part of the strategic planning process, the College ensures that the Facilities Master Planning process is inclusive, reflecting the needs and vision of students, faculty, staff, and administrators. This is accomplished through a series of open forums and individual department meetings. The College utilizes the Facilities Master Plan as a tool to guide the long-range development of capital planning goals.

In July of 2020, the College was notified by the state it would receive funds for the Theatre-Art Renovation and Expansion project ([III.B.4.3](#)). This is one of only two fully funded projects in the state at \$27 million. Because the College was able to justify a declaration of hardship, the project was able to be funded at 100%. The College is also exploring a P3 (Private-Public Partnership) agreement with Servitas LLC to provide additional student housing. Both initiatives appear, at present, to require little or no contribution from the College, although it is possible there may be some college funding required in the future. This has been addressed in the final 2021/22 Board-approved budget by the creation of a \$250,000 reserve specifically for future capital projects ([III.B.4.4](#)).

The College is aware of the need to plan capital projects based on the total cost of ownership, which involves consideration of a number of different elements such as the specific project budget, utility costs, insurance, the Facilities and Maintenance budget, and scheduled maintenance. In the development of new long-range projects, the College will need to plan for the total cost of ownership for both facilities and equipment including:

- The initial cost of design for construction or procurement
- Maintenance costs, including manpower necessary for maintenance and operations
- Utility expenses
- Life-cycle costs for equipment and operational systems:
  - weather protection systems service systems, including HVAC
  - electrical systems
  - data equipment and systems
  - plumbing controls
  - fire alarms and fire sprinklers
  - conveyances

At present, the College takes steps to address the Total Cost of Ownership (TCO) by ensuring equipment is purchased with warranty protection whenever possible ([III.B.4.5](#), [III.B.4.6](#), [III.B.4.7](#), [III.B.4.8](#)). A lifecycle replacement plan is being developed by the Technology Services Department to assist in planning for TCO in technology ([III.B.4.9](#)). With the onset of COVID-19, practices have been focusing on distance-learning offerings, in alignment with the College's mission and its goals for Vision for Success. The change in modality requires a different type of long-term planning regarding facilities and resources, which continue to be a major focus of the College. The College anticipates that the continued gradual increase in distance learning offerings will provide greater access to courses and degrees, resulting in higher rates of degree and certificate completion ([III.B.4.10](#)).

## **Analysis and Evaluation**

The College has self-funded many smaller capital projects, expanding its ability to provide the best learning environment for students. The challenge it faces moving forward will be in financing the renovation or replacement of several campus buildings that are reaching the end of their life cycle. State capital funding is limited, and the College will be challenged over the next five to seven years to identify local funds to address the facilities and infrastructure needs of its aging buildings, especially those on the Weed campus. The College will also need to become more strategic and identify capital projects to address in the next five years.

In the development of new capital projects, the College will need to plan for the total cost of ownership for facilities and equipment including all those elements detailed above. A life-cycle analysis of equipment is currently being prepared by the head of the Information Technology Department to address this need across the College, and the College has developed a 5-year scheduled maintenance plan for short-term and long-term planning of funds to address these replacements and repairs.

In this process, the College will continue to incorporate the needs of distance learning and other modes of delivering instruction in the long-range facilities plan and recognizing the cost of ownership for existing facilities and new capital projects.

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## **Conclusions on Standard III.B. Physical Resources**

The College meets this standard through processes identified in the 2020-2030 Facilities Master Plan. The Facilities Master Plan, as well as the Technology Master Plan, are both driven by the College's Institutional Master Plan. While the Facilities Master Plan serves as the guideline for facilities development, the Annual and Comprehensive Program Review process provides the analysis and data needed to evaluate the use of and request for facilities. Additionally, through FUSION, facilities assessment is conducted and provides the College and the State with data to support requests for additional funding for scheduled maintenance and building system replacement.

### **Improvement Plan(s)**

The Director of Facilities will develop a five-year scheduled maintenance list, along with five-year capital projects, both reflecting current repairs and maintenance needs along with the long-term planning as noted in the Facilities Master Plan.

The College will develop a long-term ADA transition plan.

### **Evidence List**

- [III.B.1.1](#) Facilities Master Plan 2020-2030
- [III.B.1.2](#) Budget Development Timeline
- [III.B.1.3](#) School Dude Maintenance Service Requests Instructions
- [III.B.1.4](#) School Dude Request Form
- [III.B.1.5](#) MOU with Weed Police Dept.

<a href="#"><u>III.B.1.6</u></a>	Security Cameras on Campus
<a href="#"><u>III.B.1.7</u></a>	Safety Committee Agenda
<a href="#"><u>III B.1.8</u></a>	Campus Safety Website
<a href="#"><u>III B.1.9</u></a>	Campus Incident Safety Report
<a href="#"><u>III B.1.10</u></a>	Lighting Map ASB
<a href="#"><u>III B.1.11</u></a>	Funding Request for ASM Lighting Email
<a href="#"><u>III B.1.12</u></a>	College COVID 19 website
<a href="#"><u>III B.1.13</u></a>	Campus Safety Website
<a href="#"><u>III B.1.14</u></a>	IMReady Agreement
<a href="#"><u>III.B.1.15</u></a>	Email – Invitation to Tabletop Exercise
<a href="#"><u>III.B.1.16</u></a>	Emergency Response Team Roster
<a href="#"><u>III.B.1.17</u></a>	ICS Form 214 – Activity Log v3
<a href="#"><u>III.B.1.18</u></a>	ICS Roles – Collegiate Version
<a href="#"><u>III.B.1.19</u></a>	Emergency Operations Plan 2021 (DRAFT)
<a href="#"><u>III B.1.20</u></a>	SWACC Report
<a href="#"><u>III.B.1.21</u></a>	FIELD ISA 2021-2022
<a href="#"><u>III.B.1.22</u></a>	Fully Executed Mendo-Siskiyou 2021 MOU
<a href="#"><u>III B.2.1</u></a>	Facilities Master Plan
<a href="#"><u>III B.2.2</u></a>	IPB FMP Presentation
<a href="#"><u>III.B.2.3</u></a>	Five Year Capital Plan
<a href="#"><u>III.B.2.4</u></a>	Fire Tower Warranties
<a href="#"><u>III B.2.5</u></a>	Summer Maintenance List
<a href="#"><u>III B.2.6</u></a>	Theatre Project Board Report
<a href="#"><u>III B.2.7</u></a>	CEQA and TMP PPT
<a href="#"><u>III.B.2.8</u></a>	April 9, 2021, IPB Open Hearing Minutes
<a href="#"><u>III B.2.9</u></a>	CQIP Ranking 2021-22
<a href="#"><u>III.B.2.10</u></a>	Board Minutes, Sept. 15, 2020
<a href="#"><u>III B.3.1</u></a>	Foundation of CCC Fusion Assessment
<a href="#"><u>III B.3.2</u></a>	Five Year Capital Outlay Plan
<a href="#"><u>III.B.3.3</u></a>	FUSION Report 17 Certification of Inventory 2021-2022
<a href="#"><u>III B.3.4</u></a>	Facilities Master Plan
<a href="#"><u>III B.3.5</u></a>	SWACC Report 2021
<a href="#"><u>III.B.3.6</u></a>	SJCCD SM Approved Projects 2021-2022
<a href="#"><u>III.B.3.7</u></a>	Physical Plant & Instruct Equip Grant Board Report 2021
<a href="#"><u>III B.3.8</u></a>	Summer Scheduled Maintenance List 2021
<a href="#"><u>III.B.3.9</u></a>	Siskiyou CCD Instructional Equipment Workbook 2020-21
<a href="#"><u>III B.4.1</u></a>	Institutional Master Plan
<a href="#"><u>III B.4.2</u></a>	Facilities Master Plan
<a href="#"><u>III B.4.3</u></a>	Board Report Theatre-Arts Renovation and Expansion Project
<a href="#"><u>III B.4.4</u></a>	Final Budget 2021-22
<a href="#"><u>III.B.4.5</u></a>	Mower Warranty
<a href="#"><u>III.B.4.6</u></a>	Fire Tower Warranties
<a href="#"><u>III.B.4.7</u></a>	Navigation Servlet Mower Warranty
<a href="#"><u>III.B.4.8</u></a>	Nutanix Invoice showing Service Plans
<a href="#"><u>III.B.4.9</u></a>	Workstation Hardware Lifecycle
<a href="#"><u>III B.4.10</u></a>	Technology Master Plan

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## C. Technology Resources

### **III.C.1 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 Technology Services department (TS) has primary responsibility for all technology deployed by the College. The department has adopted Information Technology Service Management (ITSM) as its approach to meeting the technology needs of the College. Under this approach, the department defines its work in terms of services that it provides to the College’s faculty, staff, and students. Consequently, the department has been organized in accordance with four lines of service – Logistical Services, Client Services, Enterprise Application Services, and Infrastructure Services ([III.C.1.1](#)).

Logistical Services: The Director of Information Technology has primary responsibility for all Logistical Services, which include services that do not directly involve technology but are more administrative in nature, such as governance, procurement, and project management. The Director of IT also oversees three teams that correspond to the other three lines of service provided by the department ([III.C.1.2](#)).

Client Services: This team is responsible for services delivered to faculty, staff, and/or students. Workstation Service provides employees with personal computers to perform their duties; Classroom/Lab Service provides technology in the classroom to be used by faculty and students as well as in labs for student use; and Telecommunication Services provides phone and fax capabilities throughout Siskiyou campuses. This team is comprised of three technicians with increasing levels of skill and responsibility: Technician I, Technician II, and Technician III.

Enterprise Application Services: Services related to software applications that support the College’s business processes rather than individual users are the responsibility of the Enterprise Application Services team. These applications include Banner (the College’s enterprise resource planning application), Canvas (the learning management system), and DegreeWorks (an academic advising tool). The team consists of the Application Manager, who leads the department’s effort to install, upgrade, and maintain these applications, and the Systems Support Specialist, who provides technical expertise to assist in these areas.

Infrastructure Services: These include the services that provide the underlying technological infrastructure for the College. This includes the data network, servers and storage, and cyber security. This team also consists of two positions. The Network Administrator has primary responsibility for the data network and cyber security, while the Systems Support Specialist has primary responsibility for user account management and server maintenance.

Ensuring that technology supports and advances the College's mission is a constant focus of the department. These four lines of service have been structured to reflect this. The TS department has created a Technology Services Portfolio in which all services the department offers will be defined, including Service Level Agreements. Services have been defined for Employee Support and Workstation Services, and procedures have been updated to reflect a service management approach ([III.C.1.3](#), [III.C.1.4](#)).

To improve the College's management and operational functions, the College launched a Banner Revitalization program, which comprised several projects to expand the use of the College's Enterprise Resource Planning (ERP) system to additional business processes. These projects significantly increased the productivity of the Administrative Services division.

This project was executed in FY17-18 and FY18-19. Anecdotal evidence from users in the Administrative Services division indicates that moving several business processes to the ERP system significantly increased their productivity.

To enhance the teaching experience for faculty and the learning experience of students, the College has taken advantage of several statewide technologies promoted by the Chancellor's Office. The College has adopted the Canvas Learning Management System (LMS). This cloud-based software solution provides a variety of tools that allow faculty and students to interact and collaborate for both classroom and online courses, significantly improving the student experience. In addition, the College implemented the Alma/Primo library management system from ExLibris to manage print, electronic, and digital materials ([III.C.1.5](#)). Finally, the College has adopted and deployed Zoom to deliver online and, in nearly two dozen classrooms, hybrid and video conference learning.

The safety and security of data operations are a major concern for the College. The Technology Services department is working on documenting the configuration of all technologies associated with the College's enterprise applications, to improve the department's ability to support those applications and to allow better analysis of areas where the configuration can be improved. The College requires that all employees complete the cybersecurity training, through Keenan Safe Colleges, annually as indicated section 3.3 of the *Technology Master Plan* ([III.C.1.6](#)).

Over summer 2022 the Technology Services department plans to make a complete inventory of technology deployed in every classroom and lab in order to develop a formal hardware replacement lifecycle, and steps are already underway to accomplish this ([III.C.1.7](#))

### **Analysis and Evaluation**

The College's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support its programs and services. The College does not yet have formal procedures for evaluating whether the current technology is adequate beyond feedback that offered in the Technology Advisory Committee. Once the Service Catalog is completed, the department will hold annual service reviews with the Academic Affairs division to identify areas in need of improvement as well as opportunities to further leverage technology to improve the quality of instruction.

The Technology Services department's efforts to implement ITSM represent a significant improvement in this regard. Moving forward, the department will continue to roll-out ITSM to all aspects of its operations. It is expected that this effort will be completed in another two years. The successful development of a Common Data Platform (CDP), as proposed by the Community College Chancellor's Office, would be a major benefit to the College, and the TS department is committed to supporting that effort to lower costs, increase agility and resilience, and provide more effective use of resources.

### **III.C.2. 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**

College of the Siskiyous continuously plans for technology improvements to ensure that its technological infrastructure and capacity remain adequate to support and carry out the mission of the Institution. Every five years, the College develops an Institutional Master Plan (IMP) that projects the future of the College, makes general recommendations that address current and foreseeable challenges, and identifies strategic target areas and actions plans that the College will implement to achieve its mission and vision in the context of its values.

The Technology Advisory Committee (TAC) regularly reviews the College's technological needs and proposed solutions to advise College decision-making bodies on the use of technology to best achieve the College's mission, vision, and goals in harmony with its values. The TAC is chaired by the Director of Technology Services, and membership covers all major end-user groups and constituencies ([III.C.2.1](#)):

- Superintendent/President
- VP of Administrative Services
- VP of Academic Affairs
- VP of Student Services
- Dean of Liberal Arts & Student Success
- Director of Enrollment Services
- Director of Fiscal Services
- Director of Planning
- Director of Student Housing
- Assistant Director of Financial Aid
- HR Manager
- Payroll Specialist
- Distance Learning Coordinator
- Academic Advisor
- Instructors (3)
- Applications Manager
- Systems Support Technician II

The TAC worked with Technology Services to develop the five-year Technology Master Plan which focuses on how the College will use technology to achieve the strategic targets and execute the action plans defined in the Institutional Master Plan. Each fiscal year within the five-year time frame, Technology Services develops an operational plan that defines, at a tactical level, its planned work for the coming fiscal year to guide the allocation of both human and fiscal resources.

The most recent Institutional Master Plan, which directs the development of the Technology Master Plan, covers 2019-2024 ([III.C.2.2](#)). In spite of pandemic-related delays in the revision of the Institutional Master Plan, the new Technology Master Plan was developed and presented to the Board of Trustees in November, 2021, allowing the Technology Services department to develop an Operational Plan for fiscal year 2021-2022 ([III.C.2.3](#), [III.C.2.4](#)).

Over the last five years, nearly every aspect of the College's technology infrastructure has been updated. The College's Internet connection was upgraded to increase the potential bandwidth from 100Mb to 1Gb. The College's firewall was upgraded to a next generation Palo Alto firewall to intelligently analyze traffic and proactively identify and eliminate potential threats ([III.C.2.5](#), [III.C.2.6](#)). All the Cisco network switches have been refreshed and an aged Cisco wireless network was replaced with a Cisco Meraki wireless network that provides increased bandwidth and expanded coverage. Finally, several HP stand-alone servers were replaced with a Nutanix hyperconverged device that provides greater performance and improved stability ([III.C.2.7](#), [III.C.2.8](#), [III.C.2.9](#)).

In 2019, Banner was upgraded from version 8 to 9. Recently, the College formed the Enterprise Application Steering Committee which, among other things, plans both minor and major updates and upgrades to the College's enterprise applications, including Banner (the ERP system), Canvas (the LMS application), and DegreeWorks (the application the College uses to plan and track academic progress). This committee oversees the implementation of these updates and upgrades in test environments, user acceptance testing, and final implementation in production ([III.C.2.10](#), [III.C.2.11](#)).

The Technology Services department has developed a formal hardware lifecycle for workstations and is currently developing a formal lifecycle for all technological hardware, including all infrastructure components to accurately forecast all technological expenditures ([II.C.2.12](#)).

The Director of IT sits as an advisory member of the Integrated Planning and Budget Committee (IPB), and in that capacity provides feedback on budget requests submitted to that body as part of the Program Review process. The Department is currently working on the development of a Service Catalog, and once it is complete, TS plans to perform annual service reviews with all departments. These reviews will also analyze emerging technologies to determine if existing services can be enhanced and/or new services provided.

### **Analysis and Evaluation**

The College of the Siskiyous continually plans for, updates, and maintains existing technology and implements new technology in a constant effort to ensure that technology supports and advances the College's mission. The College has always made and executed plans to refresh



existing technology and to implement new technology to ensure that all deployed technology meets the needs of the College.

Technology Services is now in the process of maturing the process by which these plans are developed by integrating it with the implementation of ITSM. Each year, the Technology Services department will hold service reviews with various user groups to evaluate the department's performance in providing technological services to customers and to ensure the scope and level of service being provided are in alignment with the College's operational and academic needs.

### **III.C.3. 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 has implemented measures to assure that technology resources in all locations can be accessed reliably, safely, and securely, whether users are on the primary campus in Weed, at the Yreka campus, or participating in classes offered via Distance Education or teleconference. In addition to the technology priorities mentioned above, the College also ensures the migration of critical systems to the cloud, fortifying their security and bolstering redundancy so that access to these systems is not disrupted by individual component failures. The College's public web site and its ERP system are among the systems that have been migrated to the cloud ([III.C.3.1](#), [III.C.3.2](#)).

For systems still hosted locally on campus, the College has deployed a Nutanix hyperconverged device and Microsoft HyperV virtualization technology to provide redundancy and resilience at both the hardware and software levels. In addition, backups of these systems are stored in the cloud so that they are protected from malicious software by an 'air gap' and are available for recovery from disasters that adversely impact the campus ([III.C.3.3](#)).

The College has implemented a Personal Information Security Program to safeguard the personally identifiable information (PII) of both employees and students stored in the College's information systems. This program assures that access to PII is restricted to those who need such access to perform their jobs and that the College complies with all relevant statutory and regulatory requirements. It also provides training on the proper use and protection of PII. Each year, the College assesses the existing risks and safeguards and develops a plan to enhance security ([III.C.3.4](#)).

To increase the level of technological support provided to students, staff, and faculty, Microsoft Office365 has been deployed, extending access to office productivity and collaborative applications beyond the campus to the cloud, thereby making these applications available virtually anywhere. The College has also leveraged Microsoft's Active Directory Azure to provide single sign-on (SSO) capability to simplify resource access for employees and students. Finally, the Technology Services department has implemented the HappyFox help desk and customer support software solution. This application is used to track issues and service requests

and to report on the department's ability to meet its service level agreements ([III.C.3.5](#), [III.C.3.6](#)).

### **Analysis and Evaluation**

Technology resources at all locations are implemented and maintained to assure reliable access, safety, and security. The College has made significant progress in improving the reliability and strengthening the security of its technological solutions both in the classroom and online, and it has developed processes and programs to ensure continuous improvement in these areas. With the approval of the new Technology Master Plan, the College has a roadmap to continue these improvements.

### **III.C.4. 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**

Instruction and support for students on the use of technology is provided by the College's Academic Success Center (ASC) ([III.C.4.1](#)). The ASC provides tutoring to students who need instruction in the use of technology. The ASC provides tutoring on both the College's systems and general software needed to complete assignments. It also staffs a Student Help Desk to provide technological support over the phone or through email. The Technology Services department staffs an Employee Help Desk to provide technological support to employees over the phone, via email, or in-person ([III.C.4.2](#)).

Regular training on technology is provided to both staff and faculty in flex day training at the start of each term ([III.C.4.3](#)). Topics for training are selected based on feedback from staff and faculty. In-person training on the use of Canvas, the College's Learning Management System (LMS), is provided to faculty by the College's Distance Learning Coordinator and Distance Learning resources are readily accessible on the College's Distance Learning webpage and in a publicly-accessible module in Canvas ([III.C.4.4](#), [III.C.4.5](#), [III.C.4.6](#)). Online training on a large variety of technology is made available to all staff and faculty through the Vision Resource Center, an online learning and collaboration platform offered by the California Community Colleges Chancellor's Office (CCCCO). A project is being launched to integrate the Vision Resource Center with the College's web site. This integration will extend the amount of training available and allow the College to maintain records of training received by its employees.

### **Analysis and Evaluation**

The College provides appropriate instruction and support for all constituencies in the effective use of technology. A variety of resources are in place to provide technological instruction and support to both students and employees, both in person and online, and faculty and staff provide input into the specific types of training most needed. The College has recently implemented online cybersecurity training that must be taken by all employees annually.

### **III.C.5. 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 has adopted BP/AP 3720, *Computer and Network Use*, to govern the appropriate use of technology ([III.C.5.1](#), [III.C.5.2](#)). The procedures address such issues as copyright and licensing, authorized/unauthorized use of technology and software, security of data, etc. A disclosure statement advises users that there is no expectation of privacy, and that while the District will exercise this right only for legitimate District purposes, it retains the right to monitor all use of the District network and computer to assure compliance with policies.

A Technology Advisory Committee (TAC) has been formed to regularly review the College's technological needs and proposed solutions in order to advise decision-making bodies on the use of technology to best achieve the College's mission, vision, and goals in harmony with its values ([III.C.5.3](#)). The committee charter defines the committee's roles and responsibilities and enumerates its membership, including members of the faculty. In addition, formal procedures have been defined for staff and faculty to submit proposals to upgrade or implement new technological solutions ([III.C.5.4](#)).

The College has implemented Zoom software for remote classes and video conferencing within traditional classrooms. To ensure quality and continuity in all classrooms, the Technology Services department has created a smart classroom standard that defines the equipment to be deployed and sets forth the architectural design, specifying how equipment is to be connected and configured ([III.C.5.5](#), [III.C.5.6](#)).

The College has also formed an ICT Accessibility Committee to ensure that the information and communication technology (ICT) it employs is accessible to staff, faculty, and students with disabilities ([III.C.5.7](#)). This committee is currently developing formal procedures to evaluate software and instructional material to determine whether it satisfies accessibility requirements before being purchased and deployed by the College.

#### **Analysis and Evaluation**

The College seeks to enforce all Board and Administrative Policies and has developed several procedures to ensure adherence to these policies. Individuals are required to read and formally accept these policies when they begin working at the College. The corresponding procedures are being reviewed and updated as part of the implementation of ITSM to services offered by the Technology Services department.

A collaborative web site has been created for Technology Advisory Committee (TAC). To maintain a record of the committee's deliberations, this web site stores the agendas and minutes for all TAC meetings ([III.C.5.6](#)). What's more, the minutes document proposals submitted for review as well as the current status of those proposals. As the committee matures, it will expand its role to include portfolio management, prioritizing and scheduling initiatives and technology efforts to best meet with the College's needs.

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## Conclusions on Standard III.C Technology Resources

The College of the Siskiyous provides technological resources for both its employees and students that allow it to properly fulfill its mission. The design and maintenance of technology is done in such a way that it improves the reliability and strengthens the security of the College's information systems. The College also strives to deliver technological instruction and support to both students and employees and it has established formal policies that govern the proper use of technology and implemented procedures to assure compliance with these policies. While the COVID-19 pandemic has temporarily interrupted long-term planning efforts, the College is moving forward with the implementation of Information Technology Service Management (ITSM) to significantly improve the quality of technological services.

### Improvement Plan(s)

To ensure reliability and continuity of data services, the College will develop a Disaster Recovery Plan.

### Evidence List

- [III.C.1.1](#) Technology Services Organizational Chart
- [III.C.1.2](#) Director of IT Job Description
- [III.C.1.3](#) Service Definition - Employee Support Service
- [III.C.1.4](#) Service Definition - Workstation Services
- [III.C.1.5](#) CCLC LSP Institutional Participation Agreement
- [III.C.1.6](#) 2021-2025 Technology Master Plan
- [III.C.1.7](#) Workstation Hardware Lifecycle
- [III.C.2.1](#) Technology Advisory Committee Procedures
- [III.C.2.2](#) 19-24 Institutional Master Plan
- [III.C.2.3](#) 2021-2025 Technology Master Plan
- [III.C.2.4](#) Technology Services FY21-22 Operational Plan
- [III.C.2.5](#) Palo Alto Firewall Initial Purchase
- [III.C.2.6](#) Palo Alto Firewall Software and Support Renewal for FY21-22
- [III.C.2.7](#) Nutanix Invoice
- [III.C.2.8](#) Curvature Invoice for Network Switch Refresh
- [III.C.2.9](#) Wireless Network Upgrade
- [III.C.2.10](#) ERP System Initiative
- [III.C.2.11](#) Enterprise Application Steering Committee Charter
- [III.C.2.12](#) Workstation Hardware Lifecycle
- [III.C.3.1](#) College of the Siskiyous Home Page
- [III.C.3.2](#) ERP System Initiative
- [III.C.3.3](#) Nutanix Invoice
- [III.C.3.4](#) Siskiyous Personal Information Security Program ~ 21-22

- [III.C.3.5](#) HappyFox Portal Screenshot
  - [III.C.3.6](#) HappyFox Invoice
  - [III.C.3.4](#) ICT Accessibility Procedures
  - [III.C.4.1](#) ASC Webpage
  - [III.C.4.2](#) Technology Services Webpage
  - [III.C.4.3](#) January 2022 Flex Day Tech Training Outline
  - [III.C.4.4](#) Distance Learning Webpage
  - [III.C.4.5](#) Siskiyous Instructor Resources in Canvas
  - [III.C.4.6](#) Siskiyous Instructor Resources In Canvas - Modules
  - [III.C.5.1](#) BP 3720 Computer and Network Use
  - [III.C.5.2](#) AP 3720 Computer and Network Use
  - [III.C.5.3](#) Technology Advisory Committee Webpage
  - [III.C.5.4](#) Technology Advisory Committee Procedures
  - [III.C.5.5](#) Siskiyous Smart Classroom Standard
  - [III.C.5.6](#) Agendas and Minutes – Technology Advisory Committee
  - [III.C.5.7](#) ICT Accessibility Procedures
- 

## **D. Financial Resources**

### *Planning*

**III.D.1 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 and 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. (ER 18)**

### **Evidence of Meeting the Standard**

The 2021-2022 budget for the College provides sufficient support for student learning programs and services. The College’s unrestricted general fund advance apportionment for 2021-22 was \$20,017,488, inclusive of a 1.03 percent deficit in the Student Centered Funding Formula (SCFF) ([III.D.1.1](#)). For the College, this represented an increase of \$931,727 in general funds compared to the prior year’s allocation. The College is currently in a hold harmless status and the increase in funds correlates to the State’s California Community College 2021-22 budget, which recognized a COLA of five percent in the SCFF.

The College also allocated increased general and categorical funds in 2021-22 to core instruction, growth, student success, equity, services, cost of ownership (facilities) and restoring some vacant positions resulting from an early retirement incentive, regular retirements and resignations ([III.D.1.2](#), [III.D.1.3](#)).

The Institutional Master Plan and Local Decision-Making Handbook are used in the strategic planning and resource allocation process to ensure there are sufficient financial resources for the support of student learning, student services, and administrative operations ([III.D.1.4](#), [III.D.1.5](#)). The College integrates program review, planning, and resource allocation, as shown in the graphic below from the Integrated Planning Guide ([III.D.1.6](#)). The Program Review process provides updates on the current status and future needs of programs with rationales based on analyses of course-level and program-level outcomes. The annual planning and budget cycle are used to establish priorities among competing needs so the District can remain flexible should budgets increase or decrease without warning during the budget planning period for the fiscal year ([III.D.1.7](#), [III.D.1.8](#)).

### **Analysis and Evaluation**

Through proactive fiscal stewardship, accumulation of ending balances, and increases in general funds, and categorical monies, the College's 2021/2022 budget is sufficient for institutional support. The process used for the distribution of resources is designed to support the development, maintenance, and enhancement of programs and services.

The College remains focused on recovery from the impact that COVID-19 has had on its enrollment, growth, student success, equity, and sustainability, due to significantly lower FTES, and it continues to search for improvements through efficiencies in order to ensure ongoing solvency. The challenge for the College over the next three years will be the removal of its hold harmless status in 2024-25 and the potential negative impact of that removal on the general fund. It is anticipated that with the continued enhancement of integrated strategic planning process through participatory governance, the College will be able to strategically align resources with institutional needs and address this challenge in a manner that is sustainable focusing on supporting students.



**III. D.2 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 College’s mission and goals are the foundation for integrated strategic planning and financial budgeting. The Board of Trustees reviews goals annually to address priorities within the College and the Board goals “dovetail” with College strategic goals ([III.D.2.1](#)). The District has three major board policies which govern the budget and fiscal management of the institution: BP 6200, *Budget Preparation*, BP 6250, *Budget Management*, and BP 6300, *Fiscal Management* ([III.D.2.2](#), [III.D.2.3](#), [III.D.2.4](#)).

The College’s budget and planning process, as described in the Integrated Planning Guide, uses a decision-making framework for resource prioritization and allocation through participatory governance ([III.D.2.5](#)). The College’s mission and goals are the foundation for strategic planning and financial budgeting. Each of the College’s plans, including the Strategic Enrollment Management Plan, Technology Master Plan, and the Facilities Master Plan, is informed by the

Institutional Master Plan and, as illustrated in the Integrated Planning Guide, travels through a cycle of continuous quality improvement ([III.D.2.6](#), [III.D.2.7](#), [III.D.2.8](#)).

The flow of budget planning is synchronized with the District's budget assumptions and planning process, both of which rely on state funding projections. The Timeline for Budget Development is listed in Appendix B of the Integrated Planning Guide and supports fiscal planning ([III.D.2.9](#)).

At the departmental and programmatic level, planning for the coming fiscal year begins each fall with the annual Program Review process. Program Review calls for both quantitative and qualitative analysis of program status. Based upon a review and analysis of course-level and/or program-level outcomes and goals set for the coming year, each program requests resources for program improvement. The annual Program Review plan is the primary vehicle for the allocation of discretionary funds outside of unit operation budgets, and it dovetails into the prioritization of physical, human, and technical/equipment resource requests.

This process leads to the preparation of Continuous Quality Improvement Proposals (CQIPs) to request resources that will be needed in the coming fiscal year. All councils meet to discuss Program Review plans and CQIPs for their respective areas. Requests for discretionary allocations outside the program's operating budget are grouped by category (fiscal resources, human resources, physical resource, technology resources), and presented at the IPB committee for review and prioritization and then forwarded to College Council, who votes to move the recommendations forward to the Superintendent/President for a final decision ([III.D.2.10](#)).

Meanwhile, budget analysis and development for the College as a whole takes place in spring, starting with the Governor's proposed budget in January. Budget Assumptions for the coming year are drafted and taken through the participatory governance process for review and approval by both the Integrated Planning and Budget committee (IPB) and College Council before being submitted to the Board for approval in March ([III.D.2.11](#)). A draft Tentative Budget is prepared and sent for review by College committees in May, prior to being presented to the Board for approval in June. In mid-August, a draft of the Final Budget is sent out to College committees to address questions, and a joint meeting of IPB and College Council is held after the beginning of fall semester to present the Governor's state budget and review the draft Final Budget for the District ([III.D.2.12](#)). The Budget is presented to the Board for approval in September, after which it is sent out to campus constituents and posted online.

Throughout the budget development process, the District uses multiple venues and methods to help communicate to all constituents the ongoing status of state, District, and College budgets, along with the allocation of resources to meet prioritized requests. Open Hearings are held prior to the prioritization of CQIPs, in which any individual may present a justification for the request of resources. Resource allocation information through the Open Hearing process and CQIP ranking is available to College constituents on the Integrated Planning and Budget website and is updated when key decisions are made regarding resource prioritizations ([III.D.2.13](#), [III.D.2.14](#)). Both IPB and College Council, as part of the participatory governance structure, have representation from all College constituencies, and the role of each committee member is to help disseminate information to College constituents. Additional forums are Convocation, Town Hall and All-College meetings, Senates, Councils, and department meetings ([III.D.2.15](#)).



Once the adoption budget has been approved by the Board of Trustees, the budget document and narrative are posted on the college website for public access ([III.D.2.16](#)). Fiscal Services personnel are available to answer questions regarding all budget and financial issues. The College has made a conscious effort to have open and frequent communications with constituents regarding fiscal planning and budgeting.

### **Analysis and Evaluation**

The College's mission and goals provide the foundation for all financial planning at the college. As outlined in the Integrated Planning Guide, the College integrates Program Review with planning and resource allocation in the annual strategic planning and budget process. The annual cycle of Program Review, planning, and budget development is used to establish priorities among competing needs so that the District can remain flexible should funding increase or decrease without warning during the budget planning period or fiscal year. The connection among institutional strategic objectives, program goals and resource allocation are reviewed at the program-level, participatory governance level, and executive management-level.

The appropriate information and tools are provided by the District and College, allowing constituents to become educated on the State, District, and College budgeting processes. The District reviews a variety of financial information with the campus community on a regular basis, including topics such as basic assumptions of budget development, annual reporting, and regular budget updates. Key stakeholders have access to day-to-day information through the District's integrated Banner system.

### **III.D.3 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**

The College budget development processes and procedures follow a participatory governance process ([III.D.3.1](#)). In early spring of each year, the budget development timeline and budget assumptions are reviewed by the Administrative Services Council (ASC), Integrated Planning and Budget committee (IPB), and College Council ([III.D.3.2](#), [III.D.3.3](#), [III.D.3.4](#), [III.D.3.5](#)). Both IPB and College Council are participatory governance committees, and members are charged with sharing relevant information with their constituents. Once IPB and College Council have made any recommendations, the superintendent/president presents the document for Board approval.

All budget development by the different departments, which may include budget managers, vice presidents, deans, supervisors, directors, and the superintendent/president, takes into consideration resource requests, reviewed and recommended through the participatory governance process. During the development process, budgets are shared at Instruction Council, Administrative Services Council, Student Services Council, Integrated Planning and Budget, and College Council with a recommendation to the superintendent/president and finally to the board for approval ([III.D.3.6](#), [III.D.3.7](#), [III.D.3.8](#)).

Tentative Budget and Final Budget information is made available through committee minutes, the college website and Fiscal Services ([III.D.3.9](#)).

### **Analysis and Evaluation**

The College follows clearly defined guidelines and processes for financial planning and budget development. Constituents are kept informed of state budget projections and participate in the development of institutional plans and budgets throughout the process. The president and vice president of administrative services share emerging information on the state fiscal conditions and how they impact college planning and operations with the campus. State and local budget updates are delivered primarily through Convocation, All-College meetings, and participatory governance committee meetings.

Budget development is handled at the departmental level and rolled up into an inclusive document that identifies different fund activities, estimated actuals and eventually a final budget for any given fiscal year. Existing policies and processes are clear and are followed, and further documentation of budget processes is being developed in the form of a Budget Manual to assist budget managers and others responsible for tracking accounts.

### ***Fiscal Responsibility and Stability***

#### **III.D.4 Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.**

##### **Evidence of Meeting the Standard**

The College aligns its resources to its strategic plans and objectives to meet the needs of the institution and students. Through an integrated planning and budget process, regular updates regarding the state's general fund activity, economy and impact to the California Community College System funding are presented to and discussed by the various participatory governance groups. At the beginning of fall term, College Council and the Integrated Planning and Budget (IPB) committee meet jointly to review and approve the proposed District Final Budget for the current year prior to its adoption by the Board ([III.D.4.1](#)). Then, following the January release of the Governor's proposed budget for the coming fiscal year, budget assumptions are drafted which consider estimated revenues and expenses, including factors such as projected enrollment, salary increases, contractual obligations, etc., so that budget development will be based on realistic assessment of fiscal resources ([III.D.4.2](#)).

Throughout the budget development process, relevant information is communicated on a regular basis. IPB meets twice a month throughout the year, and a standing item on the agenda is an update from the Enrollment Management Committee sharing FTES numbers, outreach initiatives and enrollment activities ([III.D.4.3](#)). Ongoing and future fiscal commitments such as retiree health liabilities are considered in budgeting and planning ([III.D.4.4](#)).

The District reports to the State on the cash and reserve balance through the publication of the 311 Annual Financial and Budget Report ([III.D.4.5](#)). Remaining ending balances are rolled into the following year's budget to be used for one-time expenses if deemed necessary and with

Board approval. The College's budget is also augmented throughout the year with additional funds as they are received from the state or other sources such as grants or categorical funds. Grants and other externally funded programs are overseen by program managers assigned to the program. Administrative Services closely reviews, monitors, and assists in the oversight of the unrestricted general fund, categorical, grant programs, auxiliary and enterprise operations such as the foundation, bookstore and food services ([III.D.4.6](#)). All of these elements are used to inform budget development and result in an accurate and realistic Final Budget being submitted to the Board for approval ([III.D.4.7](#)).

### **Analysis and Evaluation**

The District has been at the Hold Harmless apportionment funding level through the Student Center Funding Formula (SCFF) over the past three years, which has prompted additional questions and concerns by all College constituents. This funding level will remain in effect through FY 2024-2025, and the College recognizes that it will face a potential "fiscal cliff" with the 2024-2025 fiscal year. As a result, the College is continuing to evaluate its planning assumptions in a very strategic manner to ensure thoughtful fiscal stewardship and alignment of resources with institutional needs, while recognizing that changes in levels of categorical funding or another economic downturn are a possibility.

The College's institutional planning is based on realistic assessment of financial resources. Budgets are developed utilizing all available funding streams along with projected expenditures. Material or major economic events are also taken into consideration including the impact of the State's enacted budget on the system, one-time funding, and on-going funding. As information becomes available, all developments around existing state funding, potential new grants, categorical funds or generation of local revenue are shared through the governance process.

**III.D.5 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 decisions making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

BP 6200 *Budget Preparation*, BP 6300 *Fiscal Management* and BP 6250 *Budget Management* provide the basis for the financial management and oversight of College operations, including assuring the financial integrity of the District ([III.D.5.1](#), [III.D.5.2](#), [III.D.5.3](#)). These policies are implemented by corresponding administrative procedures. AP 6300, *Fiscal Management*, requires the implementation and maintenance of effective internal controls and a clear delineation of fiscal responsibilities and staff accountability ([III.D.5.4](#)). AP 6300 assigns responsibility for the proper accounting of District funds to the vice president, administrative services, and requires the District to maintain an organizational structure "that incorporates a clear delineation of fiscal responsibilities and staff accountability".

All financial data is housed in the Banner ERP platform. The College provides periodic training on how to use Banner and various reports available for planning. All participants in the

development of budgets have access to fiscal information (current and historical) in Banner. Fiscal Services provides annual training for all budget managers collectively, or individually if needed for new employees. Assistance is available from Fiscal Service staff to provide more in-depth knowledge or guidance regarding fiscal analysis and budget development ([III D.5.5](#), [III.D.5.6](#)).

As part of the budget development process, all budget managers begin reviewing budget planning documents and entering information into Banner in March of each year for the coming year. That information is used in developing the District's Final Budget. The College reviews the actual versus adopted final budget annually, as well as throughout the fiscal year, both within Fiscal Services and by department budget managers. These reviews help to identify variances as well as the possible need to re-adjust funding resources within departments or divisions. They also serve to monitor the effectiveness of the financial planning.

Budget managers continuously review their respective budgets during the fiscal year, comparing actual expenditures to budget and ensuring the proper alignment of resources. In addition, there may be monthly, quarterly, semiannual, and annual reviews depending on funding sources. There is also monitoring of all categorical, enterprise, and grant funds to ensure that compliance is met. The vice president of administrative services reviews finances on a regular basis and presents a detailed financial report to the Board monthly ([III.D.5.7](#)).

All requests for expenditures through Purchase Requests or Payment Vouchers are documented, signed and processed utilizing a manual paper form that, depending on dollar threshold, may require a minimum of two signatures. Currently all Purchase Requests, Payment Vouchers, Travel and Budget Adjustments are reviewed and signed by the vice president of administrative services with Fiscal Services providing the final review of account numbers.

The District undergoes a comprehensive external audit annually ([III.D.5.8](#), [III.D.5.9](#)). The audit is conducted in accordance with state compliance requirements and generally accepted accounting principles utilizing the Budget and Accounting Manual (BAM) for California Community Colleges. In addition, the College engages in internal Program Reviews of standard operating procedures that continuously assess for opportunities for improvement ([III.D.5.10](#), [III.D.5.11](#)). Through these means, the College engages in continuous evaluation of the financial management processes and initiates any needed improvements.

### **Analysis and Evaluation**

The College's financial management practices comply with District and state guidelines. The internal control structure has appropriate mechanisms to ensure financial integrity. The District is currently in the process of leveraging technology to streamline some processes such as expenditure approvals through Banner. Financial policies and procedures ensure effective internal controls with multiple levels of review, both internally through Program Review and externally through an independent audit process.

**III.D.6 Financial documents, including the budget and independent audit, 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 Standard**

On a daily, weekly, and monthly basis, financial information is prepared by Fiscal Services staff to ensure that resource allocations are appropriate, accurate, and in support of student learning programs and services. The College uses Banner, an integrated financial management system that is easily accessible to all unit budget managers ([III.D.6.1](#)). The District has created multiple reports in Banner that are used to audit, verify, and augment budgets within the different funds. Journal and budget augmentations flow through an approval process that starts with the approving manager then to College Fiscal Services staff ([III.D.6.2](#), [III.D.6.3](#)). The College has an internal process in place that provides for multiple levels of review and approval of requisitions, travel requests, and other expenditures.

To ensure compliance at the program level, once a year during budget development all new hires receive in-depth training which is applicable to their specific work area and assignment. This training includes requisitions, budgeting, and fiscal management ([III.D.6.4](#)).

The Board of Trustees receives a detailed monthly financial report from the vice president of administrative services, which includes both a review of revenues and expenditures and an analysis of fiscal data and a comparison of anticipated expenditures versus actuals ([III.D.6.5](#)).

As required by regulation, annual audits of District finances are conducted by an independent auditor. Audits are managed by Fiscal Services, part of the College's Administrative Services. Before the final audit is presented to the Board of Trustees, the process, opinions and material findings (if any) are discussed with the Audit Subcommittee with a representative from the auditing firm leading the overview ([III.D.6.6](#)). When necessary, the District provides a timely response to the external audit firm. State and federal findings for 2018-19 were corrected in 2019-2020, and the College received an unmodified and clean audit for 2019-2020 ([III.D.6.7](#), [III.D.6.8](#)).

**Analysis and Evaluation**

As of the 2019-20 financial audit reports, financial management is sound within the District and at the College. The Banner financial management system is adequate and accessible for budget management. Financial documents have a high degree of credibility and accuracy.

**III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**

The College participates in a District wide annual external audit at the end of each fiscal year. The scope of the audit covers individual campus activities as well as State and Federal programs. Audits are reviewed by the Board of Trustees Subcommittee for Audits annually, and the Subcommittee recommends approval to the Board.

In the audit for 2018-2019, several findings were noted. The audit findings and recommendations were presented to the Vice President of Administrative Services and the Director of Fiscal Services by audit representatives who also ensured prompt notification to the affected areas in order to develop timely response and a corrective action plan ([III.D.7.1](#)). The auditors re-examined those areas with findings or recommendations in the subsequent year's audit to ensure corrective efforts were effective. No findings were issued in the audit reports for 2019-2020 or 2020-2021.

### **Analysis and Evaluation**

The response of the Institution to external audit findings has been comprehensive and timely. Annual external audits are used to identify any shortcomings within the internal controls which may impact state or federal compliance. In response to any findings related to the audit, the Vice President of Administrative Services and the Director of Fiscal Services notify the impacted department in order to develop a response and identify a corrective action.

### **III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

Audit engagements are managed centrally by the District through Administrative Services. The District has received unmodified audit and federal compliance opinions for 2019-2020. In 2018-2019, the District did receive compliance opinions for State, Federal and internal controls. The District created corrective action plans to address these findings in 2019-2020. As a result, there were no compliance findings for fiscal years ending 2019-2020 or 2020-2021.

All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review progress of corrective actions annually ([III.D.8.1](#), [III.D.8.2](#)). These responses are presented to the Audit Subcommittee of the Board and then the Board for action. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from external audits is provided to the Audit Committee, Board, superintendent/president, vice presidents, director of the foundation, and other constituent groups. This meeting is used to evaluate and improve the District's financial management and internal control systems by sharing relevant information that may impact a specific department, program, or the District at a broader level.

In addition to the annual audits, the College's Financial Services department conducts and annual Program Review, which is used to look for opportunities to improve the department's internal processes and control systems ([III.D.8.3](#)).

The District is part of the Retiree Health Benefits Joint Power of Agency through the Community College League of California, Northern California Community Colleges Self-Insurance Authority (Property, General Liability and Worker Compensation) and Community

College Insurance Group (Vision & Dental). Depending on each board's bylaws, each group meets a minimum of two times and up to four times per year. The vice president of administrative services, along with an appointed District designee, attends all meetings as a member of the respective boards which includes review and approval of investments strategies and financial statements ([III.D.8.4](#)).

### **Analysis and Evaluation**

The District strives continuously to ensure its compliance with State and Federal statutes. It also ensures that internal controls are in place, such as self-audits, through monthly reconciliations along with maintaining a separation of duties that includes checks and balances.

Independent auditors examine all District financial resources, including those such as auxiliary, enterprise activities, student club accounts, categorical programs, contracts, and grants. As a part of the audit process, the District also receives a management letter, which may recommend strengthening internal controls or improving financial procedures. These reports and related follow-up help to evaluate and implement corrective standard operating procedures and strengthen internal controls to ensure compliance and appropriate use of all funds.

### **III.D.9 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 College endeavors to maintain sufficient reserves to maintain stability, manage risk effectively, and meet financial emergencies and unforeseen circumstances. AP 6300, *Reserves*, specifies that the District must maintain a minimum reserve of five percent ([III.D.9.1](#)) However, the Board has adopted a more ambitious goal of maintaining a reserve between 12% and 15% ([III.D.9.2](#)). The District reports on the cash and reserve balance through the publication of the CCFS-311 Annual Financial and Budget Report ([III.D.9.3](#)). Remaining ending balances are rolled into the following year's budget to be used for one-time expenses if deemed necessary and with Board approval.

The Capital Expenditure and Undesignated Reserves are the remaining ending balances after the reserve requirements above have been met. While these unallocated reserve funds are a part of the year-end balance and therefore one-time funds, they could be used for one-time expenses or one-time seed money for programs that must subsequently be included in institutional budgets. During times of serious fiscal exigency, the Board may approve the use of the reserves for transitional purposes.

#### Reserves

As of the Adoption Budget 2021-22, the total reserves of the District are adequate to meet both short-term and long-term financial emergencies. The District's designated ending fund balance is comprised of the following categories:

### Mandated Five Percent Minimum

In accordance with the State Chancellor's Office Accounting Advisory FS 05-05, *Monitoring and Assessment of Fiscal Condition*, the State Chancellor's Office requires a minimum prudent unrestricted general fund balance of five percent. To ensure the District does not drop below this minimum requirement, the amount is segregated in the budget reports for that purpose ([III.D.9.4](#), [III.D.9.5](#)).

### Capital Expenditure Reserve

This reserve was added to the Tentative Budget for fiscal year 2021-2022 to address the ongoing cost of ownership and future repairs of buildings that are 50 or more years old. The approved reserve was \$250,000 as a starting point, keeping in mind that future scheduled maintenance repairs are currently in the millions.

### Contingency Reserve

The Contingency Reserve is monies which are set aside to cover unexpected expenses during the fiscal year. This reserve line is blank in most years and is not used often; it was last used in 2018 when the College was in negotiations with bargaining units and funds were set aside to cover potential increases in expenditures.

### Undesignated Reserve

These funds make up the remaining ending balance. This balance is maintained to allow for gradual adjustment to any substantial reductions in revenue and, along with other cash reserves, to handle the significant cash flow requirements. This reserve may be allocated to cover any other unanticipated one-time expenditures.

The District has historically been able to meet its cash-flow requirements. However, in the 2020-2021 budget year, the Governor's enacted budget called for deferrals of apportionment from February through June 2021 due to the impact of COVID-19 on State revenues. The District projected that it would experience a cash flow shortfall during fiscal year 2020-2021 created by timing differences between its anticipated expenditures and estimated receipt of revenues, including deferred State funding allocations. As a result, the District elected to participate in a Tax and Revenue Anticipation Note (TRAN) of no more than \$5 million to address cash needs during this period. The 2021-2022 budget eliminated these deferrals and the TRAN was paid in full by November 2021 ([III.D.9.6](#)).

### Risk Management

The District participates in the Statewide Association of Community Colleges (SWACC), a member-owned and member-operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer ([III.D.9.7](#)). SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides an excess casualty program ([III.D.9.8](#), [III.D.9.9](#), [III.D.9.10](#), [III.D.9.11](#)).



## **Analysis and Evaluation**

Unrestricted and designated general fund budgeted expenditures are sufficient to meet the cash flow requirements of the District as well as the Board's goals of a reserves between 12 and 15 percent. The TRAN which was enacted in response to deferrals of apportionment in the 2020-21 State budget allowed the District to address cash-flow needs during that exceptional year and has since been repaid in full.

The 2021-2022 Final Budget shows an estimated ending reserve of \$6,597,355 (31.24 percent) which is significantly higher than the previous year's ending reserve of 17 percent. This is mainly due to the savings impact of COVID-19 on operating costs in 2020-2021. A decrease in instructional expenses related to the College's FIELD ISA and the inability to run a normal schedule of courses coupled with the 5.07 percent COLA as part of the Student Center Funding Formula (SCFF) 2021-2022 have contributed to the reserve increase.

The Institution has sufficient cash flow and reserves to maintain stability and meet fiscal emergencies and unforeseen occurrences, as well as processes to address cash-flow challenges.

### **III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments and assets.**

#### **Evidence of Meeting the Standard**

Per Board Policies and Administrative Procedures, the District practices effective oversight of its finances in a manner consistent with its goals ([III.D.10.1](#), [III.D.10.2](#), [III D.10.3](#)). Oversight is maintained in all areas, including financial aid, grants, externally funded programs, enterprises, auxiliary organizations, student clubs, and its institutional investments and assets. BP/AP 6300, *Fiscal Management*, requires reports regarding Revenue and Expenses, Cash Flow and Warrants, which are shared with the Board monthly ([III.D.10.4](#)).

The vice president of administrative services reviews the status of all funds throughout the year and reports any concerns to the College superintendent/president. All key areas have designated budget managers who monitor and review budget versus actuals during the course of the year and through the annual budget development process. Purchase and payment requests are processed through an internal process and forms, which require a minimum of two signatures or more depending on the amount, are reviewed by the vice president of administrative services for final approval.

The District's grant coordinator researches new potential grants and assists with the renewal of current grant applications. This position works closely with the superintendent/ president along with other stakeholders District wide following BP 3280, *Grants* ([III.D.10.5](#)). All new funds are presented to the Board for approval prior to acceptance ([III.D.10.6](#)). The District's director of fiscal services provides financial oversight and support services to the program budget managers who are responsible for externally funded programs, contracts, and grants. This office acts also in an internal audit capacity to ensure that all reporting is completed correctly and within compliance and defined criteria. The annual development of these budgets, day to day

monitoring of expenses and reporting is handled by a specific coordinator with fiscal services serving as the second level reviewer ([III.D.10.7](#)).

As per BP/AP 6400, *Financial Audits*, the District prepares for the annual external audit with an engagement letter executed in early spring each year by the auditing firm and district ([III.D.10.8](#)). The interim visit by the external auditors consists of a comprehensive and intensive internal control review and assessment, as well as testing over State and Federal compliance areas. Since COVID-19 has impacted external audits and site visits, we are seeing a move to utilize remote tools to submit supplemental documents, reports and samplings electronically to the auditors in an environment that develops and tracks the progress of information being requested and exchanged.

After the financial records are closed for the fiscal year, the external auditors complete their financial statement, Federal compliance, and State compliance audit. As part of the audit, the external auditors review the disbursement of Title IV funds (financial aid), the foundation auxiliary, enterprises, grants, categorical and capital projects. Upon the completion of the annual audit, the auditors will meet with Administrative Services for an exit interview and in preparation for the presentation to the District Audit Committee and Board of Trustees meeting for approval. All audits are posted on the district's website ([III D.10.8](#), [III D.10.9](#)).

The District currently utilizes the Banner integrated ERP system for all its fiscal transactions, financial aid, human resources, registration, instruction, and student services. Between 2017 and 2020, Banner went through a planned revitalization initiative which has allowed several departments to streamline and find efficiencies by automating previously manual processes.

The office of the Vice President of Administrative Services currently maintains a workflow process to record contracts, memoranda of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, and insurance requirements. All items requiring Board approval are placed on their agenda.

### **Analysis and Evaluation**

The District meets this standard. The Vice President of Administrative Services oversees the District's financial resources through ongoing monitoring of all funds. To ensure that financial resources are used effectively in support of the College's mission and strategic planning, each department continuously monitors their respective budgets and expenditures with all purchase request and payment vouchers requiring, at a minimum, a second level of review and signature and additional signatures depending on the threshold of the transaction. The Board is presented with Revenue and Expenses, Cash Flow and Warrants each month. External auditors perform pre-audits, site visits and preparations of the District's and Foundations Final Audit report on an annual basis. Documents are posted on the District's website under Administrative Services. The District ensures membership on all Joint Power Authority boards to monitor individual and pooled investment activities.

## *Liabilities*

**III.D.11 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**

The District maintains adequate reserves to ensure financial solvency ([III.D.11.1](#)). The District has an obligation to fund post-retirement benefits. In order to reduce the overall cost to the District, in 2005 the District became a founding member of the Retiree Health Benefit Program JPA Trust under the Community College League of California. A roll forward actuarial study was performed in 2021, estimating the amount that should be accumulated under GASB 74/75 ([III.D.11.2](#)).

Building maintenance costs are budgeted in the College's operating costs and capital projects budget for scheduled maintenance. The College also has access to capital funds that have been set aside over time to assist with the larger scale maintenance of facilities. The 2021-2022 Final Budget reflects a new designated reserve line item for Capital Expenditures in the amount of \$250,000 ([III.D.11.3](#)).

In June of 2017, SJCCD entered into a Lease/Purchase agreement with the California Community College Financing Authority with the principal amount not to exceed \$4,000,000. The intent of this transaction was to address specific capital improvements at District sites and facilities. The debt service is from 2017 to 2032 with payments scheduled in August and February of each year and expense is built into the annual fiscal budgets ([III.D.11.4](#)).

In 2020-2021, the District participated in the Tax and Revenue Anticipation Note (TRAN) program put together by the California Community College League. This was in response to the State's Enacted budget for 2020-2021 which deferred apportionment payments starting in February 2021. The District projected that it would experience a cash flow shortfall during fiscal year 2020-2021 created by timing differences between its anticipated expenditures and estimated receipt of revenues, including deferred State funding allocations. A TRAN was issued by the District in an amount not-to-exceed \$5,000,000. As part of the State's Enacted budget for 2021-2022, the payoff of all deferrals with California Community Colleges took place in the first half of the 2021-2022 fiscal year ([III.D.11.5](#)).

### **Analysis and Evaluation**

The annual Adoption Budget reflects compliance with external standards, including but not limited to GASB, other post-employment benefits (OPEB), California Education Code, Title 5 regulations, Full-Time Faculty Obligation Number (FON), the 50 percent law, EPA funding, etc. Throughout the past several years, the District has shown diligence and discipline in budget management. Following budget funding concerns in previous years, the College has continued to control its discretionary spending even during periods of increases in state funding. The implementation of strategic long-range plans directly influences short-term financial decisions.

The College has developed four major documents through the participatory governance process that identify long-range financial priorities: the Institutional Master Plan, Strategic Enrollment Plan, Facilities Master Plan, and Technology Master Plan. Specific categories under each of these plans with high impact on long-term planning include capital planning, scheduled maintenance, and institutional technology refresh. Each plan is reviewed on a regular schedule in order to validate established goals, or, when data revealed changes in the environment, to realign planning goals to meet short-term and long-term fiscal priorities.

**III.D.12 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 District follows the employer rates for retirement that have been statutorily set for the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS). The District's proportionate share of net pension liability was \$7,752,720 for STRS and \$11,825,564 for PERS at the June 30, 2021, measurement date.

The District recognized many years ago that post-employment benefits, specifically retiree health benefits, would continue to increase future liabilities. Post-employment benefits were therefore discontinued for classified employees hired after December 1992. Faculty, administrators, and ASM employees hired after July 1992 were also not eligible for post-employment benefits.

In response to the Governmental Accounting Standards Board Statement 45 (GASB 45) a Retiree Health Benefits JPA Trust was created in 2005, and Siskiyou Joint Community College District was one of the founding members. This JPA allows districts to invest in both long-term and short-term investment portfolios aimed at reducing future liabilities.

Pursuant to GASB 45, the District is required to perform an actuarial study every two years to determine numerous components of the District's post-employment benefit costs for eligible current and retired employees. Modifications to the GASB standards through GASB Accounting Standards 74 and 75 require similar reporting but have changed valuation formulas as well as some terminology. Specific information from this report is required to be included in the District's annual financial statements and is audited annually during that process. The administration contracted with an independent company, Total Compensation, Inc. (TCI), to perform the actuarial study in order to be in compliance with the GASB regulations ([III.D.12.1](#)).

The starting point for the actuarial study (Measurement Date) is June 30, 2020. The District provides basic census information to TCI about our eligible retirees. As of the Measurement Date, the District had 78 eligible employees (69 retired and 9 active) who currently have or will have lifetime health benefits through College of the Siskiyou. TCI takes this information and applies assumptions related to health care cost trends, mortality table rates, investment return

estimates, and other trend information to determine the District’s Other Post-Employment Benefits (OPEB) liability.

Under the GASB Accounting Standards 74 and 75, the focus is more on the Total OPEB Liability, and the requirement to report the Annual Required Contribution (ARC) has been eliminated from the GASB language. Several key components from this year’s study and the last study under GASB 74/75 are shown below.

	<u>2020</u>	<u>2021</u>
Total OPEB Liability (Actuarial Accrued Liability)	\$7,259,631	\$7,161,571
Fiduciary Net Position (Actuarial Value of Plan Assets)	\$2,002,569	\$2,074,036
Net OPEB Liability (Unfunded Actuarial Accrued Liability)	\$5,257,062	\$5,087,535

The information in this most recent report reveals that our total OPEB liability has decreased and our assets in the OPEB Trust have increased by a larger amount to help cover that liability. The District’s decision to move from being self-insured to a premium-based health insurance program has stabilized the District’s liability and aided in the containment of insurance risk as the key factor to controlling the future liability.

The District currently operates on a “pay-as-you-go” methodology whereby the retiree health benefit costs are expensed at the time they are paid. For the 2019-2020 and 2020-2021 fiscal years, the District paid \$468,529 and \$507,106, respectively. On page 11 of the actuarial study, there is a schedule which projects our future “pay-as-you-go” amounts for the next ten years under the current assumptions ([III.D.12.2](#)). That information reflects that our “pay-as-you-go” retiree health costs could level off and start to decline as soon as 2023-2024. The District continues to budget for the “pay-as-you-go” amount for the estimated retiree health benefit cost in the general fund.

### **Analysis and Evaluation**

The District has planned and accounted for its long-term OPEB liability through the establishment of an irrevocable trust. When the annual adoption budget allows, the District will contribute to this trust on the average \$50,000 to \$75,000. Over the last couple of budget cycles, the District chose not to make any additional contributions. However, the investment portfolio has done extremely well which offsets any concerns regarding the past two years and a budgeted contribution in the 2021-2022 Final Budget. The District also accounts for the pay-as-you-go in the annual budgeting process as STRS/PERS rate obligations increase.

### **III.D.13 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 Standard**

The District has had multiple bond measures over the past twenty years. In July 2005, a Bond Resolution was adopted and signed by the Governing Board. The voters passed

“Measure A”, for \$31,400,000, in November 2005. With the assistance of a bond specialist, College staff prepared and issued the first Bond offering in February 2006, resulting in a net deposit of \$14,997,976.

In February 2008 a second Bond sale was planned for the remaining \$16,400,000. After negotiations with the county regarding property valuations to support the issuance, a second bond sale was completed and a net deposit of \$9,998,688 was received. In February 2010, the District again started conversations with the County to go out for a third bond issuance. After being unable to reach consensus with the County, the District obtained Bond Anticipation Notes (BAN) totaling \$998,775. As of June 30, 2019, the third bond issuance for the remaining amount of \$6,400,000 has yet to be issued ([III.D.13.1](#)).

It was determined in 2020 that the District was not required to continue with the Citizens Bond Oversight Committee since the proceeds from the Bond sales had been fully expended and it was concluded that for the foreseeable future property valuations would not allow for an additional bond issuance. All committee members were notified of the discontinuance of this annual meeting in 2020.

In May 2017, the District wanted to finance certain capital improvements to District sites and facilities. To finance such capital improvements, the District entered into an asset transfer lease financing, where it would lease the Science Complex located on the College’s Weed campus. Pursuant to the Site Lease, by and between the District and the California Community College Financing Authority (the "Lessor"), the District subleases the property back from the Lessor ([III.D.13.2](#)). Execution of the lease in a principal amount did not exceed \$4,000,000 and debt services payments are currently built into the General Fund budget annually and paid in two semi-annual payments, one in August and the other in February ([III.D.13.3](#)). The total budget amount for 2021-22 is \$357,112 with total repayment to be completed by February 2023.

### **Analysis and Evaluation**

Other than the Measure A Bond, which is repaid by taxpayers, the District has only one locally incurred debt obligation. The Lease/Purchase agreement, scheduled to be paid in full by February 2023, is currently a standing item budgeted in the General Fund with debt service payments made twice a year.

### **III.D.14 All financial resources, including short-term 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**

All requests by the College to apply for grants must be reviewed and approved by the superintendent/president and key stakeholders prior to submission to the funding agency. All grants pursued by the College directly support the mission of the College and are consistent with strategic and institutional plans ([III.D.14.1](#)). Foundation events and fund-raising efforts are all

presented to the Foundation Board for approval prior to the start of any initiative, to ensure that the funds are used in the manner intended. At the completion of each event, an official report is presented to the Board regarding the event and fiscal information. The District prepares annual reports which are subject to audit and all meeting minutes are posted to the District website along with final reports ([III.D.14.2](#)).

Funds from sales of bonds authorized by voters were monitored by a Citizens Bond Oversight Committee which made annual reports on the progress of bond expenditures ([III.D.14.3](#)). It was determined in 2020 that the District was not required to continue with the Citizens Bond Oversight Committee since the proceeds from the Bond sales had been fully expended, and as noted in Standard III.D.13, property valuations will not allow for an additional bond issuance in the foreseeable future.

All other debt, including the Retiree Health Benefits Liabilities via an actuarial report, and any TRAN loans or Lease/Purchase transactions, are subject to external audits on an annual basis and brought to the Board of Trustees either for review or action if required ([III.D.14.4](#), [III.D.14.5](#)).

### **Analysis and Evaluation**

All District financial resources are expended with integrity and are used in a manner consistent with the purpose of their funding source. District policies and procedures provide documentation of the process by which grants are applied for and accepted, and all grants are monitored to ensure compliance with their requirements. The District contracts out the actuarial study of the Retiree Health Benefits liability (one-year comprehensive, second year roll forward). TRAN's, Lease/Purchase transactions and all Foundation activities are approved by the Board and recorded following State requirements. Expenditure of these funds are shared and approved by the Foundation Board. All activities and transactions are subject to an external audit on an annual basis.

### **III.D.15 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**

The Financial Aid Director is responsible for assuring compliance with federal student loan requirements and processing of funds. All programs follow the policies and procedures of BP/AP 5130, *Financial Aid*, and abide by the regulations and guidelines set by the funding agency at the Federal, State, or other regulatory group level. Each program ensures compliance under Title IV ([III.D.15.1](#)).

The College default rate for 2017 was 15.6 percent. This was a drop of more than 5 percent over the previous year, and 4 percent below 2015 ([III.D.15.2](#)). While this is still above the national average of 9.7 percent, the College has made significant positive strides towards continuing to lower this number moving forward. The Financial Aid Department has partnered with ECMC Solutions, a third-party vendor servicer who works to assist in assessing and developing plans to

help reduce default rates and potential risk. Over the last 5 years, this partnership has provided positive results, as seen in the declining default rate.

The College's Financial Aid department regularly monitors student financial aid activity and offers loan and debt counseling and financial aid workshops ([III.D.15.3](#)). The Financial Aid department files a yearly Fiscal Operations and Application to Participate Report (FISAP) and prepares a yearly close-out of Common Origination and Disbursement (COD) loans from the U.S. Department of Education as well as Pell and Direct Loans, along with monthly reconciliations for these programs ([III.D.15.4](#)). The Financial Aid Department follows established policies and procedures that are updated and reviewed annually ([III.D.15.5](#)). The Department confirms its compliance by completing National Association of Student Financial Aid Administration (NASFAA) self-evaluation guides each year, utilizing recommended good practices and standards of participation in Title IV programs, and providing students the most recently updated consumer information from the Department of Education.

### **Analysis and Evaluation**

The College's Financial Aid default rate has been monitored and managed in a proactive manner that is periodically modified to ensure the College continues to lower the default rate with the goal of matching the national rate. The College's Financial Aid department has developed numerous internal checks and balances along with self-audits that help to demonstrate its compliance with Federal Title IV regulations and requirements.

### **III.D.16 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**

Prior to seeking or accepting a contract or grant, the superintendent/president, vice president of academic affairs, vice president of administrative services and vice president of student services may be part of the review process to determine if the proposal is consistent with the College's mission and goals. Policies for contracts and grants are governed by BP/AP 6340, *Bids and Contracts*, AP 6350, *Contracts-Construction*, and AP 6370, *Contracts and Personal Services* ([III.D.16.1](#), [III.D.16.2](#), [III.D.16.3](#)).

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the College. All contracts and agreements are monitored by the vice president of administrative services and the director of fiscal services. The District's legal counsel reviews specialized contracts as necessary to ensure legal compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures ([III.D.16.4](#)). These agreements cover, among other things, personal and professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements.



## **Analysis and Evaluation**

Contractual agreements established with external entities are consistent with the College's mission and goals. The superintendent/president and vice president of administrative services are responsible for ensuring that all recommended contractual agreements and grants comply with applicable Board Policies and Administrative Procedures.

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## **Conclusions on Standard III.D. Financial Resources**

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness at both the Weed and Yreka campuses. The College's mission and goals inform its financial planning and practices policies and procedures as outlined in BP 6200, *Budget Preparation*, BP 6250, *Budget Management*, and BP 6300, *Fiscal Management*. The College follows a budget development timeline which is aligned with the College's cycle of continuous quality improvement. All budget related items such as budget reports and narratives, CQIP rankings and audit reports are easily accessible on the College's website. All financial data is housed in the Banner ERP platform. The process helps in identifying variances or the possible need to re-adjust funding resources within departments or divisions. It also serves to monitor the effectiveness of the financial planning. On a daily, weekly, and monthly basis, financial information is prepared by Administrative Services and Fiscal Services staff to ensure that resource allocations are appropriate, accurate, and in support of student learning programs and services. Audits occur annually and all Audit Reports are accessible on the College website. Total reserves of the District are adequate to meet both short-term and long-term financial emergencies. The District has planned and accounted for its long-term OPEB liability through the establishment of an irrevocable trust. The College's Financial Aid department has developed numerous internal checks and balances, along with self-audits that help to demonstrate its compliance with Federal Title IV regulations and requirements. Contractual agreements established with external entities are consistent with the College's mission and goals.

## **Improvement Plan(s)**

With the assistance of ECMC, a third-party vendor, the College hopes to continue reducing its student loan default rate until it reaches the national average of 9.7 percent.

## **Evidence List**

<a href="#">III.D.1.1</a>	2021-22 Final Budget, Pg 2
<a href="#">III.D.1.2</a>	Budget Narrative 2021-22
<a href="#">III.D.1.3</a>	CQIP Tracking Sheet 2021-22
<a href="#">III.D.1.4</a>	Institutional Master Plan
<a href="#">III.D.1.5</a>	Local Decision-Making Handbook
<a href="#">III.D.1.6</a>	Fall 2021 Integrated Planning Guide
<a href="#">III.D.1.7</a>	Budget Assumptions & Board Report, March 2021
<a href="#">III.D.1.8</a>	Budget Development Timeline
<a href="#">III.D.2.1</a>	Board Goals 2020-21
<a href="#">III.D.2.2</a>	BP 6200 Budget Preparation

<a href="#"><u>III.D.2.3</u></a>	BP 6250 Budget Management
<a href="#"><u>III.D.2.4</u></a>	BP 6300 Fiscal Management
<a href="#"><u>III.D.2.5</u></a>	Fall 2021 Integrated Planning Guide
<a href="#"><u>III.D.2.6</u></a>	Strategic Enrollment Management Plan
<a href="#"><u>III.D.2.7</u></a>	Technology Master Plan
<a href="#"><u>III.D.2.8</u></a>	Facilities Master Plan
<a href="#"><u>III.D.2.9</u></a>	Budget Development Timeline
<a href="#"><u>III.D.2.10</u></a>	CQIP Ranking 2021-22
<a href="#"><u>III.D.2.11</u></a>	Budget Assumptions & Board Report, March 2021
<a href="#"><u>III.D.2.12</u></a>	Joint IPB College Council Final Budget Item
<a href="#"><u>III.D.2.13</u></a>	Integrated Planning and Budget Open Hearings 2021-22
<a href="#"><u>III.D.2.14</u></a>	CQIP Ranking & Funding Status
<a href="#"><u>III.D.2.15</u></a>	All College Meeting, February 5, 2021
<a href="#"><u>III.D.2.16</u></a>	Administrative Services Home Page
<a href="#"><u>III.D.3.1</u></a>	Fall 2021 Integrated Planning Guide
<a href="#"><u>III.D.3.2</u></a>	Budget Development Timeline 2021-22
<a href="#"><u>III.D.3.3</u></a>	Budget Assumptions 2021-22
<a href="#"><u>III.D.3.4</u></a>	College Council Minutes, 2021-03-10
<a href="#"><u>III.D.3.5</u></a>	Integrated Planning & Budget Minutes, 2021-03-05
<a href="#"><u>III.D.3.6</u></a>	Integrated Planning & Budget Minutes, 2020-05-13
<a href="#"><u>III.D.3.7</u></a>	College Council Minutes, 2020-05-13
<a href="#"><u>III.D.3.8</u></a>	21-22 Final Budget for Board Approval
<a href="#"><u>III.D.3.9</u></a>	Budget Information, College Website
<a href="#"><u>III.D.4.1</u></a>	IPB joint mtg with College Council, 2020-09-01
<a href="#"><u>III.D.4.2</u></a>	Budget Assumptions 2021-22
<a href="#"><u>III.D.4.3</u></a>	Integrated Planning and Budget May 2021
<a href="#"><u>III.D.4.4</u></a>	Actuarial Study Retiree Health Liabilities 2021
<a href="#"><u>III.D.4.5</u></a>	2019-20 Annual 311 Board Report
<a href="#"><u>III.D.4.6</u></a>	Foundation Legal Information Page
<a href="#"><u>III.D.4.7</u></a>	2021-22 Final Budget Board Agenda Item September 2021-22
<a href="#"><u>III.D.5.1</u></a>	BP 6200 Budget Preparation
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<a href="#"><u>III.D.5.4</u></a>	AP 6300 Fiscal Management
<a href="#"><u>III.D.5.5</u></a>	Budget Manager Training Email 03/02/21
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<a href="#"><u>III.D.5.7</u></a>	District Financial Report to the Board, October 31, 2021
<a href="#"><u>III.D.5.8</u></a>	Audit Report Links
<a href="#"><u>III.D.5.9</u></a>	SJCCD Audit 2019-20
<a href="#"><u>III.D.5.10</u></a>	20-21 Fiscal Services Program Review-Final
<a href="#"><u>III.D.5.11</u></a>	21-22 Fiscal Services Program Review-Page 1
<a href="#"><u>III.D.6.1</u></a>	Banner Budget Query
<a href="#"><u>III.D.6.2</u></a>	Budget Change Form
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<a href="#"><u>III.D.6.4</u></a>	Budget and Finance Training
<a href="#"><u>III.D.6.5</u></a>	District Financial Report to the Board, October 31, 2021

<a href="#"><u>III.D.6.6</u></a>	Audit Committee Email
<a href="#"><u>III.D.6.7</u></a>	Board Report Audit 2019-20
<a href="#"><u>III.D.6.8</u></a>	SJCCD Audit 2019-20
<a href="#"><u>III.D.7.1</u></a>	SJCCD Final Audit 2019-20, corrective action for 2018-19
<a href="#"><u>III.D.8.1</u></a>	Audit 2019-20 GLBA correction for 2018-19 Audit
<a href="#"><u>III.D.8.2</u></a>	GLBA corrective document
<a href="#"><u>III.D.8.3</u></a>	20-21 Fiscal Services Program Review-Final
<a href="#"><u>III.D.8.4</u></a>	NCCCSIA Board Packet
<a href="#"><u>III.D.9.1</u></a>	AP 6305 Reserves
<a href="#"><u>III.D.9.2</u></a>	Board Goals, 2021-2022
<a href="#"><u>III.D.9.3</u></a>	2019-20 Annual 311 Board Report
<a href="#"><u>III.D.9.4</u></a>	2021-22 Final Budget Reserves
<a href="#"><u>III.D.9.5</u></a>	2021-22 Budget Narrative
<a href="#"><u>III.D.9.6</u></a>	2020-21 TRAN Board Report
<a href="#"><u>III.D.9.7</u></a>	SWACC Training
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<a href="#"><u>III.D.9.9</u></a>	AP 6305 Reserves
<a href="#"><u>III.D.9.10</u></a>	SAFER - 21U10560 A-4 (Ascent)
<a href="#"><u>III.D.9.11</u></a>	SAFER - 21U10559 A-5 (Hamilton)
<a href="#"><u>III.D.10.1</u></a>	BP & AP 6300 Fiscal Management
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<a href="#"><u>III.D.10.4</u></a>	District Financial Report to the Board, October 31, 2021
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<a href="#"><u>III.D.10.8</u></a>	BP & AP 6400 Financial Audits
<a href="#"><u>III.D.10.9</u></a>	Annual Audit Webpage
<a href="#"><u>III.D.11.1</u></a>	2021-22 Budget Reserves
<a href="#"><u>III.D.11.2</u></a>	Actuarial Study Retiree Health Liabilities 2021
<a href="#"><u>III.D.11.3</u></a>	21-22 Proposed Final Budget Reserves
<a href="#"><u>III.D.11.4</u></a>	Board Report – Lease Revenue Bonds
<a href="#"><u>III.D.11.5</u></a>	TRAN Board Report November 2020
<a href="#"><u>III.D.12.1</u></a>	SJCCD GASB 74/75 Final Report 2021
<a href="#"><u>III.D.12.2</u></a>	Actuarial Study Retiree Health Liabilities 2021
<a href="#"><u>III.D.13.1</u></a>	Citizens Bond Oversight Committee 2018-19 Report
<a href="#"><u>III.D.13.2</u></a>	Lease/Purchase Agreement May 2017
<a href="#"><u>III.D.13.3</u></a>	2021-22 Final Budget, pg. 4, “Other Outgo”
<a href="#"><u>III.D.14.1</u></a>	BP & AP 3280 Grants
<a href="#"><u>III.D.14.2</u></a>	Foundation Fiscal Information Webpage
<a href="#"><u>III.D.14.3</u></a>	Citizens Bond Oversight Committee 2018-19 Report
<a href="#"><u>III.D.14.4</u></a>	Actuarial Study Retiree Health Liabilities 2021
<a href="#"><u>III.D.14.5</u></a>	Board Report - Lease Revenue Bonds
<a href="#"><u>III.D.15.1</u></a>	BP & AP 5130 Financial Aid
<a href="#"><u>III.D.15.2</u></a>	Financial Aid Default Rates

- [III.D.15.3](#) Financial Aid Webpage
  - [III.D.15.4](#) 2021 FISAP Report
  - [III.D.15.5](#) Siskiyou's Financial Aid Policies and Procedures
  - [III.D.16.1](#) BP & AP 6340 Bids & Contracts
  - [III.D.16.2](#) AP 6350 Contracts - Construction
  - [III.D.16.3](#) AP 6370 Contracts - Personal Services
  - [III.D.16.4](#) 7-20-21 Lumina Grant Board Report
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# STANDARD IV:

Leadership and Governance

## **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.

### **A. Decision-Making Roles and Processes**

**IV.A.1 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**

College of the Siskiyous faculty, staff, and administrators continue to advance efforts toward innovative learning and institutional excellence. Most recently, these efforts have been focused on innovation in distance and remote instruction, as well as advancements in diversity, inclusion, and equity. Examples include:

- OER Textbook List ([IV.A.1.1](#))
- Zero Textbook Cost List ([IV.A.1.2](#))
- Siskiyous Distance Learning Webpage ([IV.A.1.3](#))
- AP 4105 - Distance Education ([IV.A.1.4](#))
- Curriculum Committee DE Addendums 1 ([IV.A.1.5](#))
- Curriculum Committee DE Addendums 2 ([IV.A.1.6](#))
- CARES Act Distribution ([IV.A.1.7](#))
- Social Justice, Equity, Diversity, and Inclusion Committee Minutes ([IV.A.1.8](#))
- Academic Senate Resolution ([IV.A.1.9](#))
- Board of Trustees Resolution ([IV.A.1.10](#))

However, the efforts are ongoing in other areas as well. For instance, through their participation in conferences, workshops, institutes, and trainings, faculty, staff, and administrators bring back strategies, ideas, and techniques that can be shared and applied throughout the campus community ([IV.A.1.11](#), [IV.A.1.12](#), [IV.A.1.13](#)).

An example that illustrates the process by which a change in college policy and procedures was implemented is the development and implementation of the College's COVID Requirement. In fall 2021, the initial recommendation to implement a COVID requirement was documented in

the College's Virtual Suggestion Box. The Virtual Suggestion box is an anonymous online tool accessible to visitors, employees and students. From that comment, the College administration initiated steps to solicit additional feedback. The process is detailed below:

1. Comment in Virtual Suggestion Box ([IV.A.1.14](#))
2. Disbursement of campus-wide survey and collection/review of results ([IV.A.1.15](#))
3. Development of proposed COVID Requirement and applicable Administrative Procedures (AP) and Board Policies (BP)
4. Vetting of APs and BPs by constituent groups as well as Councils
5. Collection of recommended revisions and updating of APs and BPs ([IV.A.1.16](#))
6. Re-vetting of revised APs and BPs and final approvals by constituent groups and Councils ([IV.A.1.17](#))
7. Final approval by the Board of Trustees ([IV.A.1.18](#))
8. Implementation of new requirement as AP 3506, *COVID-19 Requirement for Employees and Students* ([IV.A.1.19](#), [IV.A.1.20](#), [IV.A.1.21](#))

The creation of a local decision-making handbook codifies the process through which all employees and students can participate in the governance process at the College. The Local Decision-Making Handbook details each participatory governance charge, membership, procedures, and evaluation processes. Through clear, well-defined processes, innovative ideas can move freely between committees, councils, and constituencies.

### **Analysis and Evaluation**

Through the processes detailed in the Local Decision Making Handbook, policies and procedures are in place to support innovation and improvement. Policies and procedures are evaluated and revised as they travel through committees and councils to ensure multiple voices and perspectives are considered ([IV.A.1.22](#), [IV.A.1.23](#)). Through this process of assessment, critique, and revision, the College's mission is supported ([IV.A.1.24](#)).

**IV.A.2 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**

BP and AP 2510, *Participation in Local Decision Making*, provide for participation by all constituent groups, including faculty, staff, students, and well as administrators in college decision-making as required by California law and regulation ([IV.A.2.1](#), [IV.A.2.2](#)).

BP 2510 states the participating entities legally required to participate in the local decision-making process. The corresponding AP expands upon and clarifies that policy by naming and identifying the constituency groups on campus, beyond those presented, whose voices are also

represented in the governance process. All these processes and procedures are fully articulated in the College's Local Decision Making Handbook. Students are given representation at all levels of the decision-making process ([IV.A.2.3](#)) Student representatives sit on all college wide decision-making councils and committees including but not limited to:

- College Council ([IV.A.2.4](#))
- Curriculum Committee ([IV.A.2.5](#))
- Integrated Planning and Budget ([IV.A.2.6](#))
- Safety Committee ([IV.A.2.7](#))
- Social Justice, Equity, Diversity, and Inclusion Committee ([IV.A.2.8](#))

Student participation in local decision-making is valued by the College. The Associated Student Body is recognized as a stakeholder committee per the Associated Student Board Constitution ([IV.A.2.9](#)). A student trustee sits on the District Board of Trustees and has recently been granted the privilege of making and seconding motions and casting advisory votes ([IV.A.2.10](#), [IV.A.2.11](#), [IV.A.2.12](#), [IV.A.2.13](#)). Student input was key in the re-evaluation and assessment of campus safety and security after dark, resulting in a campus lighting improvement project initiated by students in spring 2021 ([IV.A.2.14](#), [IV.A.2.15](#)). However, the College has found getting adequate student participation to be a challenge, and the onset of COVID only exacerbated this challenge. The Associated Student Board (ASB) has been making efforts to recruit new senators and increasing student engagement. As the number of face-to-face classes increase, the hope is that students will once again find interest in contributing to the campus community.

A regular assessment of the local decision-making procedures occurs as articulated in the Local Decision Making Handbook. Each council/committee is evaluated annually while senates comply with evaluation procedures as stated in their individual bylaws ([IV.A.2.16](#)).

### **Analysis and Evaluation**

The College meets this standard through applicable Board Policies and Administrative Procedures. The Local Decision Making Handbook confirms compliance with policies and procedures and details the manner in which individuals can bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. Student participation is a high priority and students have a seat on all councils and committees.

### **IV.A.3 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**

College of the Siskiyous articulates and defines its participatory governance processes and procedures in the College's Local Decision-Making Handbook and through the regular review and revision of BP/AP 2510, *Participation in Local Decision Making* ([IV.A.3.1](#), [IV.A.3.2](#), [IV.A.3.3](#)). All constituencies required to participate in the governance process are identified, and their roles are defined as per California law and regulation. .



The Local Decision Making Handbook defines the role of each committee and council. The roles of members are clearly spelled out to ensure all constituencies are represented in decision-making processes. The primary bodies in which representative decisions are made are the Integrated Planning and Budget Committee (IPB) and College Council. These two committees are comprised of representatives from each of the College's constituency groups. Individuals' contributions are based upon their areas of responsibility and expertise ([IV.A.3.4](#), [IV.A.3.5](#), [IV.A.3.6](#), [IV.A.3.7](#), [IV.A.3.8](#), [IV.A.3.9](#), [IV.A.3.10](#), [IV.A.3.11](#)).

### **Analysis and Evaluation**

College of the Siskiyous clearly articulates the scope, membership, and charge of each participatory governance committee. Furthermore, board policies and administrative procedures provide emphasis on the role of constituency groups in governance, including planning, budget development, and development of institutional policies.

### **IV.A.4 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**

Both Title 5 and the State Education Code require the involvement of the faculty in “academic and professional matters”, and this is implemented at the College through BP/AP 2510, *Participation in Local Decision Making* ([IV.A.4.1](#)). AP 2510 clearly states the primary responsibility of faculty for curriculum, educational program development, degree and certificate requirements, and other related matters.

BP and AP 4020, *Program, Curriculum, and Course Development*, establish the responsibilities and authority of the faculty and academic administrators in determining curriculum and other student learning programs and services. The policy and procedure detail the process by which new programs and modifications to existing programs are approved. They ensure that the program is evaluated by academic administrators and is aligned with the College's mission ([IV.A.4.2](#), [IV.A.4.3](#)). A similar process is in place for course approvals and is detailed in AP 4022 ([IV.A.4.4](#)).

The Curriculum Committee serves as the decision-making body that provides recommendations regarding course and instructional programs through the Academic Senate to the Board of Trustees. Faculty and other members of the committee receive training annually to ensure that the process is well understood ([IV.A.4.5](#), [IV.A.4.6](#)).

### **Analysis and Evaluation**

College of the Siskiyous' Board Policies and Administrative Procedures provide clearly articulated responsibilities and roles for faculty and academic administrators in all matters related to Program and Curriculum Development, Program discontinuance, Course Approval, and Library and Learning Support Services ([IV.A.4.7](#), [IV.A.4.8](#), [IV.A.4.9](#), [IV.A.4.10](#)).

**IV.A.5 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**

Institutional plans and policies are developed and evaluated throughout the participatory governance process. The process is codified and documented in the Local Decision-Making Handbook ([IV.A.5.1](#)). The handbook defines committee roles and membership, ensuring that as planning and decisions are made, diverse voices and expertise are represented throughout the process. These collaborative, participatory, and representative processes can be found in the Board Policies and Administrative Procedures, as well as in meeting materials of College Council, Academic Senate, and the Social Justice, Equity, Diversity, and Inclusion Committee ([IV.A.5.2](#), [IV.A.5.3](#), [IV.A.5.4](#), [IV.A.5.5](#), [IV.A.5.6](#), [IV.A.5.7](#)).

The two primary recommending bodies on campus are College Council and Integrated Planning and Budget Committee. These bodies are comprised of individuals from all constituency groups on campus ([IV.A.5.8](#), [IV.A.5.9](#)). However, diverse voices are represented in many other committees, as shown by the memberships of the Enrollment Management Task Force, Curriculum Committee, and Instruction Council ([IV.A.5.10](#), [IV.A.5.11](#), [IV.A.5.12](#)).

The College has also developed a variety of other communication structures to promote diverse perspectives which inform institutional planning and result in timely action. As noted in the response to Standard IV.A.1, any member of the college community can submit suggestions through the use of the “Virtual Suggestion Box”, and when appropriate those are used as the starting point for policy development to address specific needs. This has been particularly useful in responding to concerns about the College’s COVID-19 policies.

**Analysis and Evaluation**

The college committee structure supports institutional planning processes and the development of policies and procedures by including a variety of perspectives and through collaborative work between students, staff, faculty, and administrators. Documents such as the Institutional Master Plan, Facilities Master Plan, and Operational Plan for Technology Services are examples of products of the institutional planning process, reflecting feedback and input from constituency groups and college committees ([IV.A.5.13](#), [IV.A.5.14](#), [IV.A.5.15](#)).

**IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**

The Local Decision-Making Handbook articulates processes for decision-making for the College. It specifies flow of information and proposals through college committees. BP/AP 2510, *Participation in Local Decision Making*, and BP/AP 3250, *Institutional Planning and Evaluation*, define terms and concepts, including but not limited to California’s 10+1, the

California Educational Code, and Title 5 ([IV.A.6.1](#), [IV.A.6.2](#), [IV.A.6.3](#), [IV.A.6.4](#)). College committees post agendas, minutes, and supporting documents on committee webpages. Additional communication comes via monthly campus publications, weekly all-campus email updates and in the District's meeting management software platform, BoardDocs®, which provides history and context for both current and future decision-making ([IV.A.6.5](#), [IV.A.6.6](#), [IV.A.6.7](#), [IV.A.6.8](#), [IV.A.6.9](#)).

### **Analysis and Evaluation**

The College and its committees have migrated to BoardDocs® to ensure that information is transparent and verifiable. Agendas and minutes of committee meetings are warehoused on the associated committee page in BoardDocs® and/or on the college website. Additionally, members of committees communicate decisions and proposals to their constituent groups.

**IV.A.7 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 the Standard**

The Local Decision-Making Handbook defines the roles of all governance committees on campus. The handbook itself is subject to a bi-annual review. Each year, the College undergoes a process of assessment and review in order to determine alignment between the Institutional Master Plan, institutional goals, the College's mission, and, most importantly, the needs of students ([IV.A.7.1](#), [IV.A.7.2](#)). Governance councils and committees perform end-of-the-year evaluations; the results of these evaluations are used to review and update goals for the upcoming year ([IV.A.7.3](#), [IV.A.7.4](#), [IV.A.7.5](#), [IV.A.7.6](#), [IV.A.7.7](#), [IV.A.7.8](#)). Annual reports are reviewed by the Board of Trustees each year, Administrators are evaluated using a process that incorporates a 360-degree peer evaluation as well as a self-evaluation ([IV.A.7.9](#), [IV.A.7.10](#)). The Board of Trustees also performs an annual self-evaluation as required by BP, *Board Self-Evaluation* ([IV.A.7.11](#)).

### **Analysis and Evaluation**

The College regularly assesses the effectiveness of its governance structure and decision-making process. This evaluative process continues to be modified as needs are identified. The reflective nature of this process has led to changes in committees' structures, composition, and scopes.

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## **Conclusions on Standard IV.A. Decision Making Roles and Processes**

Through practice of applicable board policies and administrative procedures, the College meets this standard. The College has a clearly defined participatory governance process in which membership includes representatives from each of its constituency groups. Specifically, student participation is of high priority. Council and committee agendas, minutes/notes and associated documents are readily available on the College's website as well as in BoardDocs®. Each governance group is evaluated annually as well as administrators, classified staff, administrative

support management and board members. Evaluation results are used to assess current goals and inform future goals.

### **Improvement Plan**

None.

### **Evidence List**

- [IV.A.1.1](#) OER Textbook List
- [IV.A.1.2](#) Zero Textbook Cost List
- [IV.A.1.3](#) Siskiyous Distance Learning Webpage
- [IV.A.1.4](#) AP 4105 - Distance Education
- [IV.A.1.5](#) Curriculum Committee DE Addendums 1
- [IV.A.1.6](#) Curriculum Committee DE Addendums 2
- [IV.A.1.7](#) CARES Act Distribution
- [IV.A.1.8](#) Social Justice, Equity, Diversity, and Inclusion Committee Minutes
- [IV.A.1.9](#) Academic Senate Resolution
- [IV.A.1.10](#) Board of Trustees Resolution
- [IV.A.1.11](#) 2021 ASCCC Plenary Agenda
- [IV.A.1.12](#) 2021 National Small College Enrollment Conference Agenda
- [IV.A.1.13](#) 2021 Convocation and Flex Agendas
- [IV.A.1.14](#) Virtual Suggestion Box
- [IV.A.1.15](#) Campus-wide Vaccine Survey Results
- [IV.A.1.16](#) Email: Revised COVID BPs/Aps, 10/27/2021
- [IV.A.1.17](#) College Council Minutes, 11/10/2021
- [IV.A.1.18](#) Board of Trustees Agenda, 12/14/2021
- [IV.A.1.19](#) Email: Notice of Approved COVID Requirement, 12/14/2021
- [IV.A.1.20](#) AP 3506, COVID-19 Requirement for Employees and Students
- [IV.A.1.21](#) Local Decision Making Handbook
- [IV.A.1.22](#) BP 2410 – Board Policies and Administrative Procedures
- [IV.A.1.23](#) AP 2410 – Board Policies and Administrative Procedures
- [IV.A.1.24](#) BP 1200 - The District
- [IV.A.2.1](#) BP 2510 Participation in Local Decision Making
- [IV.A.2.2](#) AP 2510 Participation in Local Decision Making
- [IV.A.2.3](#) Local Decision Making Handbook
- [IV.A.2.4](#) College Council Membership
- [IV.A.2.5](#) Curriculum Committee Membership
- [IV.A.2.6](#) Integrated Planning and Budget Membership
- [IV.A.2.7](#) Safety Committee Membership
- [IV.A.2.8](#) Social Justice, Equity, Diversity, and Inclusion Committee Membership
- [IV.A.2.9](#) Associated Student Board Constitution and By-Laws
- [IV.A.2.10](#) BP 2015 Student Member
- [IV.A.2.11](#) AP 2015 Student Member
- [IV.A.2.12](#) BP 2105 Election of a Student Member
- [IV.A.2.13](#) AP 2105 Election of a Student Member
- [IV.A.2.14](#) Lighting Map ASB
- [IV.A.2.15](#) ASB Safety - Outdoor lighting email

<a href="#">IV.A.2.16</a>	Local Decision Making Handbook
<a href="#">IV.A.3.1</a>	Local Decision Making Handbook
<a href="#">IV.A.3.2</a>	BP 2510 - Participation in Local Decision Making
<a href="#">IV.A.3.3</a>	AP 2510 - Participation in Local Decision Making
<a href="#">IV.A.3.4</a>	Integrated Planning and Budget Committee Agenda/Minutes 12/15/2020
<a href="#">IV.A.3.5</a>	Integrated Planning and Budget Committee Agenda/Minutes 2/5/21
<a href="#">IV.A.3.6</a>	Integrated Planning and Budget Committee Meeting Agenda/Minutes 4/2/21
<a href="#">IV.A.3.7</a>	Integrated Planning and Budget Committee Meeting Agenda/Minutes 5/21/21
<a href="#">IV.A.3.8</a>	College Council Agenda/Minutes 12/9/2020
<a href="#">IV.A.3.9</a>	College Council Agenda/Minutes 2/10/2021
<a href="#">IV.A.3.10</a>	College Council Agenda/Minutes 4/28/2021
<a href="#">IV.A.3.11</a>	College Council Agenda/Minutes 8/25/2021
<a href="#">IV.A.4.1</a>	BP 2510 Participation in Local Decision Making
<a href="#">IV.A.4.2</a>	BP 4020 Program, Curriculum, and Course Development
<a href="#">IV.A.4.3</a>	AP 4020 Program, Curriculum, and Course Development
<a href="#">IV.A.4.4</a>	AP 4022 Course Approval
<a href="#">IV.A.4.5</a>	Curriculum Committee Handbook
<a href="#">IV.A.4.6</a>	Curriculum Committee Annual Training
<a href="#">IV.A.4.7</a>	BP 4020 Program, Curriculum and Course Development
<a href="#">IV.A.4.8</a>	AP 4021 Program Discontinuance
<a href="#">IV.A.4.9</a>	AP 4022 Course Approval
<a href="#">IV.A.4.10</a>	BP 4040 Library and Learning Support Services
<a href="#">IV.A.5.1</a>	Local Decision Making Handbook
<a href="#">IV.A.5.2</a>	BP 2410 Board Policies and Administrative Procedures
<a href="#">IV.A.5.3</a>	AP 2410 Board Policies and Administrative Procedures
<a href="#">IV.A.5.4</a>	AP 2510 Participation in Local Decision Making
<a href="#">IV.A.5.5</a>	College Council Minutes showing BP/AP Approval, April 28,2021
<a href="#">IV.A.5.6</a>	Academic Senate AP review and approval, BP/AP Evaluation (DEI).
<a href="#">IV.A.5.7</a>	Social Justice, Equity, Diversity, and Inclusion Committee Agenda, Aug. 24, 2021
<a href="#">IV.A.5.8</a>	Integrated Planning and Budget Committee Minutes, May 21, 2021
<a href="#">IV.A.5.9</a>	College Council Website - membership
<a href="#">IV.A.5.10</a>	Enrollment Management Task Force Website - membership
<a href="#">IV.A.5.11</a>	Curriculum Committee Website - membership
<a href="#">IV.A.5.12</a>	Instruction Council Website - membership
<a href="#">IV.A.5.13</a>	Institutional Master Plan
<a href="#">IV.A.5.14</a>	Facilities Master Plan
<a href="#">IV.A.5.15</a>	Operational Plan Technology Services
<a href="#">IV.A.6.1</a>	BP 2510 Participation in Local Decision Making
<a href="#">IV.A.6.2</a>	AP 2510, Participation in Local Decision Making
<a href="#">IV.A.6.3</a>	BP 3250 Institutional Planning and Evaluation
<a href="#">IV.A.6.4</a>	AP 3250, Institutional Planning and Evaluation
<a href="#">IV.A.6.5</a>	Campus Connection August 2021
<a href="#">IV.A.6.6</a>	Campus Connection May 2021
<a href="#">IV.A.6.7</a>	Weekly Email
<a href="#">IV.A.6.8</a>	BoardDocs® Homepage,
<a href="#">IV.A.6.9</a>	BoardDocs® Homepage Meetings List

<a href="#">IV.A.7.1</a>	Local Decision Making Handbook
<a href="#">IV.A.7.2</a>	2019-2024 Institutional Master Plan
<a href="#">IV.A.7.3</a>	Administrative Service Council Annual Report
<a href="#">IV.A.7.4</a>	Integrated Planning and Budget Committee Annual Report
<a href="#">IV.A.7.5</a>	College Council Annual Report
<a href="#">IV.A.7.6</a>	Instruction Council Annual Report
<a href="#">IV.A.7.7</a>	President's Cabinet Annual Report
<a href="#">IV.A.7.8</a>	Student Services Council Annual Report
<a href="#">IV.A.7.9</a>	Board of Trustees Review Campus-Wide Standing Committees Annual Reports
<a href="#">IV.A.7.10</a>	Administrator 360 Survey Distribution List
<a href="#">IV.A.7.11</a>	BP 2745 Board Self-Evaluation

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## **B. Chief Executive Officer**

**IV.B.1 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**

As a result of the resignation of the prior Superintendent/President (President) at the start of the spring 2021 semester, Dr. Char Perlas (formerly the Vice President of Academic Affairs) assumed the position of Interim Superintendent/President of College of the Siskiyous ([IV.B.1.1](#)). With an emphasis on transparency, inclusivity, and equity, she provides leadership to maintain the College's directive in achieving its Institutional Master Plan goals ([IV.B.1.2](#)).

The President works closely with the Board of Trustees as outlined in BP 2430, *Delegation of Authority to the Superintendent/President* ([IV.B.1.3](#)). Agreed upon goals between the President and the Board of Trustees mirror effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IV.B.1.4](#)). The Local Decision-Making Handbook confirms the participatory governance process which defines the President's role in decision making ([IV.B.1.5](#)).

In ensuring and improving the quality of the institution, the President provides weekly email updates to the college community. The email updates highlight recommendations submitted via the anonymous virtual suggestion box which was implemented in spring 2021 to allow for inclusion and acknowledgment of all campus personnel ([IV.B.1.6](#), [IV.B.1.7](#), [IV.B.1.8](#)). In addition to the updates, a monthly newsletter, Campus Connection, showcases information from each area of the college ([IV.B.1.9](#)). A number of established communication venues allow for transparency, sharing of ideas and strengthening partnerships: All-College meetings, Executive Cabinet, President's Cabinet, and the President's Think Tank ([IV.B.1.10](#), [IV.B.1.11](#), [IV.B.1.12](#), [IV.B.1.13](#)).

### **Analysis and Evaluation**

The President, as the designee of the Board of Trustees, assumes primary responsibility for the quality of the institution. Through the participatory governance process, the President provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

### **IV.B.2 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**

BP 2430, *Delegation of Authority to the Superintendent/President*, establishes the authority and responsibility of the President, including the authority to delegate that authority to others to ensure appropriate administration of the College ([IV.B.2.1](#)). This includes the responsibility of ensuring that the institution's purpose, size and complexity are aligned with its overall administrative structure.

The administrative organization of the College is shown in the Organization Charts listed in section F of this report. At the writing of this ISER, the College of the Siskiyou's executive team consisted of the Interim President ([IV.B.2.2](#)), the Interim Vice President of Academic Affairs ([IV.B.2.3](#)), the Vice President of Student Services ([IV.B.2.4](#)), and the Vice President of Administrative Services/Human Resources ([IV.B.2.5](#)). The Interim Superintendent/President is the District's Chief Executive Officer (CEO) who delegates authority to each of the vice presidents according to the responsibilities outlined in their job description.

BP 2432, *CEO Succession*, authorizes the President to appoint an acting President to serve in his or her absence, and specifies both the positions and order in which those appointments may be made ([IV.B.2.6](#)).

### **Analysis and Evaluation**

The President, as the CEO of the College, is responsible for the planning, overseeing, and evaluating the organization and staffing of the College in collaboration with the executive team and ASM. The President ensures that the administrative organizational structure reflects the institution's purposes, size, and complexity. Appropriate Board Policies authorize the President to delegate authority as needed to allow other executive staff to carry out their responsibilities and duties, while still holding the President responsible for the execution of delegated actions.

The College is looking to stabilize its administrative team. At the time of writing, the executive team consists of the Interim Superintendent/President, as well as an Interim Vice President of Academic Affairs, the Vice President of Student Success, and the Vice President of Administrative Services (who also serves as the Vice President of Human Resources). By fall 2022, the College anticipates hiring a permanent President and Vice President of Academic Affairs, as well as confirming appointments for several other positions.

**IV.B.3 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**

As noted in the previous section, BP 2430, *Delegation of Authority to the Superintendent/President*, establishes the authority and responsibility of the President including the authority to delegate that authority to others to ensure appropriate administration of the College ([IV.B.3.1](#)). The College’s Integrated Planning Guide establishes procedures that the President uses to guide institutional improvement of the teaching and learning environment ([IV.B.3.2](#)). The Integrated Planning Guide details how the College incorporates its mission, vision, Institutional Master Plan (IMP), program review, outcomes assessment, and budgeting processes into one cohesive cycle for continuous improvement.

Governance of the College involves participation of constituents from all groups, through a variety of bodies who make recommendations to the President. AP 2510, *Participation in Local Decision Making*, delegates to the President “responsibility and authority for developing policy recommendations for Board consideration and for implementation of Board decisions” ([IV.B.3.3](#)). The Local Decision Making Handbook specifies the participatory governance process used to set values, goals and priorities ([IV.B.3.4](#)). It provides an overview of each participatory governance committee, mission, and membership. Additionally, it provides the governance structure of the decision making process which ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning.

Institution-set standards have been established and are documented in the College’s Mid-term Report and Annual Reports to the Commission ([IV.B.3.5](#)). They are also referenced in the Strategic Enrollment Management plan and are aligned with the College’s Institutional Master Plan goals ([IV.B.3.6](#), [IV.B.3.7](#)).

BP 6200, *Budget Preparation*, requires the President to submit an annual budget to the Board of Trustees that supports the College’s Educational and Master Plans and that addresses long term goals and commitments ([IV.B.3.8](#)). The President ensures that resource planning and allocation are integrated with educational planning through the College’s resource allocation process. This begins with data and research driven comprehensive program reviews which initiate Continuous



Quality Improvement Proposals (CQIPs) ([IV.B.3.9](#), [IV.B.3.10](#)). In requesting resources, faculty, staff, and administrators complete CQIP forms which ensure that requests are aligned with the College's vision and mission, as well as the Institutional Master Plan, and refer back to the area's Program Review. CQIPs are reviewed and approved/denied by the Integrated Planning and Budget (IPB) committee ([IV.B.3.11](#)).

The President's Office oversees the evaluations of all participatory governance committees and distributes evaluations annually each spring ([IV.B.3.12](#)). Evaluation results are then reviewed by each participatory governance group. Results are used to assess the College's overall planning and implementation efforts to achieve the mission of the institution as well as to inform goal development for the next academic year ([IV.B.3.13](#)).

### **Analysis and Evaluation**

The College has clearly defined policies and procedures that lay out the responsibility of the CEO to guide institutional improvement through a variety of means. Through an established collegial process, the President uses research and data to guide institutional improvement of the teaching and learning environment. Processes and procedures have assisted in ensuring the development of institutional set standards, reliance of high-quality research and analysis for evaluation and planning, and integration of resource allocation to support student achievement and learning. The annual evaluation process, led by the President's office, allows the College to measure effectiveness towards achieving its mission and identifies deficiencies which are used to set goals for the upcoming year.

**IV.B.4 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**

BP 3200, *Accreditation*, assigns to the Superintendent/President the responsibility for ensuring that the College complies with the accreditation process and with ACCJC standards ([IV.B.4.1](#)).

The President has assumed the primary leadership role for accreditation, and is a member of the Accreditation Steering Committee as well as a Standard II and IV Team contributor ([IV.B.4.2](#)). During development of the Institutional Self Evaluation Report (ISER), the President received weekly updates from the Accreditation Liaison Officer (ALO) who also provided updates to the campus at large ([IV.B.4.3](#)). The President also worked closely with the ALO in coordinating trainings conducted by ACCJC ([IV.B.4.4](#), [IV.B.4.5](#)).

In an ongoing effort to ensure that the College meets or exceeds Eligibility Requirements and Accreditation Standards, Board Meeting agenda items are aligned with applicable Accreditation Standards/Eligibility Requirements ([IV.B.4.6](#)). The President ensured that the College made a concerted effort to solicit third-party comments by establishing a deadline for the draft ISER to be available to the public via the College website ([IV.B.4.7](#)). The draft ISER was made available

to the College community on October 20, 2021 and to the public for third party comment on April 11, 2022, several months in advance of the ISER due date. The remaining Commission policies are regularly revisited for compliance in the College's Board Policy and Administrative review process which consists of faculty, staff and administrative participation. Use of Microsoft Teams allowed for streamlined organization of ISER Development while BoardDocs assists in keeping Accreditation Standards at the forefront of Board Meeting discussions ([IV.B.4.8](#)).

### **Analysis and Evaluation**

The Superintendent/President takes leadership of the accreditation process, while also recognizing that accreditation is a college-wide responsibility. The leadership of the President ensures not only accreditation compliance but also institution-wide participation in maintaining compliance. Both the Accreditation Steering Committee and the Standard Teams were comprised of members from faculty, staff, and administration.

### **IV.B. 5 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**

Through BP 2430, *Delegation of Authority to the Superintendent/President*, the President is assigned responsibility for the implementation of statutes, regulations, and governing board policies ([IV.B.5.1](#)). The President also has responsibility for ensuring that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures ([IV.B.5.2](#)).

The Executive Team, which consists of the President, Vice President of Academic Affairs, Vice President of Student Services, and Vice President of Administrative Services/Human Resources, meets weekly. Any new information regarding statutes, regulations and governing board policies are discussed during Executive Cabinet meetings. Additionally, any proposed changes to institutional practices are also initially vetted in Executive Cabinet prior to being discussed in President's Cabinet ([IV.B.5.3](#)). Weekly one-on-one meetings with her direct reports allow the President to stay up to date on any issues affecting compliance with regulations and statutes.

The President is an ex-officio member of the Integrated Planning and Budget (IPB) Committee ([IV.B.5.4](#)). IPB is primarily responsible for the budget and resource allocation process. The Co-Chair of the IPB Committee, the Vice President of Administrative Services, provides both the Committee and the President with budget updates in a consistent and timely manner ([IV.B.5.5](#)). Budget updates are frequent agenda items on Board of Trustees board agendas ([IV.B.5.6](#)).

Board Policies and Administrative Procedures are updated and revised on a regular schedule, as called for in AP 2410, which defines the role of the President in the review process. This is further addressed in the College's Local Decision Making Handbook as a part of the participatory governance process of the College, and the President is jointly responsible with College Council for maintaining the review schedule. Once policies or procedures have gone

through the process of review and approval, the President takes them to the Board of Trustees ([IV.B.5.7](#), [IV.B.5.8](#), [IV.B.5.9](#), [IV.B.5.10](#)).

### **Analysis and Evaluation**

The President, as CEO of the College, assures the implementation of statutes, regulations, and board policies. The College has established practices and procedures to ensure currency 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. The President provides leadership and, in collaboration with the Executive Team, ensures that decisions regarding budget and resource allocation are in alignment with the College's mission.

### **IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

#### **Evidence of Meeting the Standard**

Working and communicating with the communities served by the institution is of high priority to the President. Active participation in the following organizations allows the President to ensure community voices are heard as well as to confirm that the College is meeting community demand:

- American Association of University Women ([IV.B.6.1](#))
- Complete College America
- Cradle to Career 4 Siskiyous ([IV.B.6.2](#))
- Foundation Board ([IV.B.6.3](#))
- LOLA (League of Local Agencies)
- North State Together
- Rotary Clubs of Siskiyou County (Weed, Mount Shasta)
- Siskiyou Health Collaborative ([IV.B.6.4](#))
- Siskiyou County Chambers of Commerce (Dunsmuir, Mount Shasta, Weed, Yreka)

The President communicates regularly to the campus through weekly email updates ([IV.B.6.5](#)). The email updates are also posted on the President's webpage and available to the public ([IV.B.6.6](#)). Additionally, the College's monthly Campus Connection publication includes a section from the President which frequently recognizes and highlights heritage months, employee contributions, changes in executive leadership, and upcoming diversity, equity and inclusion events ([IV.B.6.7](#)).

### **Analysis and Evaluation**

The President is actively engaged in the community and participates in a number of community facilitated organizations. Presentations, reports and keynotes are gladly provided when requested ([IV.B.6.8](#)). The President interacts with the press and is consistent in providing communications to the College and the communities it serves ([IV.B.6.9](#), [IV.B.6.10](#)).

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### **Conclusions on Standard IV.B CEO**

The College has policies and procedures in place that define the authority of the President and allow that authority to be delegated appropriately to other administrative staff to carry out their duties. Established practices and procedures govern the implementation and currency of statutes, regulations, and governing board policies, and ensure that institutional practices are consistent with the institutional mission and policies, including effective control of budget and expenditures.

The College's participatory governance process relies on the leadership of the President or designee to ensure that planning and resource allocation are carried out in a way that uses data to drive decision making and which supports the mission and institutional goals of the College. The President has the primary leadership role in accreditation and plays an active part in ensuring that the College meets all requirements, standards, and policies, while working closely with faculty, staff, and other administrators to assure compliance with accreditation requirements. During the current accreditation cycle, the President participated in the Accreditation Steering Committee and played an active role in developing responses to Standards II and IV.

As the designee of the governing board, the President is responsible for ensuring that the College implements all of the Board's policies and complies with applicable statutes and regulations. The President is also responsible for the effective control of the District budget and ensures that the Board is kept apprised of fiscal, legal, and regulatory matters on a regular basis.

In addition, the President maintains regular communication with both the internal college community and the wider external community through a variety of means, including weekly all-college emails, the Campus Connection newsletter, participation in community organizations, press releases, and other activities.

### **Improvement Plan(s)**

None.

### **Evidence List**

- [IV.B.1.1](#) Superintendent/President Job Description
- [IV.B.1.2](#) Institutional Master Plan
- [IV.B.1.3](#) BP, 2430 Delegation of Authority to the Superintendent/President
- [IV.B.1.4](#) 2021-2022 Superintendent/President Goals
- [IV.B.1.5](#) Local Decision Making Handbook
- [IV.B.1.6](#) All College Email Webpage
- [IV.B.1.7](#) All College Email With Suggestion Box Response
- [IV.B.1.8](#) Virtual Suggestion Box link in mySiskiyou
- [IV.B.1.9](#) April 2021 Campus Connection
- [IV.B.1.10](#) All-College PPT
- [IV.B.1.11](#) Executive Cabinet Agenda
- [IV.B.1.12](#) President's Cabinet Agenda

<a href="#">IV.B.1.13</a>	President’s Think Tank Agenda
<a href="#">IV.B.2.1</a>	BP 2430, Delegation of Authority to the Superintendent/President
<a href="#">IV.B.2.2</a>	Superintendent/President Job Description
<a href="#">IV.B.2.3</a>	Interim Vice President of Academic Affairs Job Description
<a href="#">IV.B.2.4</a>	Vice President of Student Services Job Description
<a href="#">IV.B.2.5</a>	Vice President Administrative Services Job Description
<a href="#">IV.B.2.6</a>	BP 2432 CEO Succession
<a href="#">IV.B.3.1</a>	BP 2430 Delegation of Authority to the Superintendent/President
<a href="#">IV.B.3.2</a>	Fall 2021 Integrated Planning Guide
<a href="#">IV.B.3.3</a>	AP 2510 Participation in Local Decision Making
<a href="#">IV.B.3.4</a>	Local Decision Making Handbook
<a href="#">IV.B.3.5</a>	2020 Midterm Report
<a href="#">IV.B.3.6</a>	2019-2023 Strategic Enrollment Management Plan
<a href="#">IV.B.3.7</a>	Institutional Master Plan
<a href="#">IV.B.3.8</a>	BP 6200, Budget Preparation
<a href="#">IV.B.3.9</a>	Sample Comprehensive Program Review, Child Development and Early Education
<a href="#">IV.B.3.10</a>	Sample Continuous Quality Improvement Proposal (CQIP), Library
<a href="#">IV.B.3.11</a>	Integrated Planning and Budget Committee Minutes – CQIP approval
<a href="#">IV.B.3.12</a>	College Council Annual Evaluation Survey
<a href="#">IV.B.3.13</a>	2020-21 Instruction Council Annual Report
<a href="#">IV.B.4.1</a>	BP 3200 Accreditation
<a href="#">IV.B.4.2</a>	Accreditation Steering Committee Membership
<a href="#">IV.B.4.3</a>	All-College PPT with Accreditation Update
<a href="#">IV.B.4.4</a>	ACCJC Training for Employees Flyer
<a href="#">IV.B.4.5</a>	ACCJC Presentation to the Board
<a href="#">IV.B.4.6</a>	Board Agenda Item with Applicable Accreditation Standards
<a href="#">IV.B.4.7</a>	Campus Connection Accreditation Timeline
<a href="#">IV.B.4.8</a>	ISER Microsoft Teams Site
<a href="#">IV.B.5.1</a>	BP 2430, Delegation of Authority to the Superintendent/President
<a href="#">IV.B.5.2</a>	Superintendent/President Job Description
<a href="#">IV.B.5.3</a>	March 29, 2021, Executive Cabinet Agenda
<a href="#">IV.B.5.4</a>	Integrated Planning and Budget Membership
<a href="#">IV.5.5.5</a>	May 26, 2021, Integrated Planning and Budget Committee
<a href="#">IV.B.5.6</a>	May 16, 2021, Board of Trustees Agenda Item – Financial Reports Approval
<a href="#">IV.B.5.7</a>	Local Decision Making Handbook
<a href="#">IV.B.5.8</a>	March 31, 2021, College Council Minutes – BP/AP Approval
<a href="#">IV.B.5.9</a>	April 20, 2021, Board of Trustees Agenda – AP Review
<a href="#">IV.B.5.10</a>	April 20, 2021, Board of Trustees Agenda – BP Approval
<a href="#">IV.B.6.1</a>	Sept 2019 AAUW Newsletter
<a href="#">IV.B.6.2</a>	March 25, 2021, Cradle to Career Agenda
<a href="#">IV.B.6.3</a>	May 12, 2021, Foundation Board Agenda
<a href="#">IV.B.6.4</a>	May 10, 2021, Siskiyou Health Collaborative Minutes
<a href="#">IV.B.6.5</a>	All Campus Email Sample
<a href="#">IV.B.6.6</a>	All Campus Email Webpage
<a href="#">IV.B.6.7</a>	March 2021 Campus Connection
<a href="#">IV.B.6.8</a>	FIELD Graduation Program

## C. Governing Board

**IV.C.1 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. (ER 7)**

### Evidence of Meeting the Standard

The Siskiyou Joint Community College District's Governing Board of Trustees is comprised of seven locally elected officials representing areas defined in BP 2010, *Board Membership* ([IV.C.1.1](#)). A student trustee also sits on the Board in an advisory capacity, duly elected by the student constituency group each May ([IV.C.1.2](#)).

The Board of Trustees governs in accordance with the authority granted and duties defined in California Education Code 70902, as prescribed in BP 2200, *Board Duties and Responsibilities* ([IV.C.1.3](#)). The Board maintains policies and procedures which assure the academic quality, integrity, and effectiveness of the students' learning programs and services and the financial stability of the institution, and reflect the District's policy of governance, current legal requirements, and sound practice. These policies and procedures are regularly reviewed and revised ([IV.C.1.4](#), [IV.C.1.5](#)). All board policies are posted online on the District's webpage and are accessible by the Trustees, employees, and the public ([IV.C.1.6](#)).

Monthly study sessions and presentations keep the Board apprised of student learning and service area outcomes as well as student successes resulting from both instructional and student support efforts ([IV.C.1.7](#), [IV.C.1.8](#)). The Board regularly reviews new and revised curriculum ([IV.C.1.9](#)). Regular budget presentations ensure the Board meets its fiduciary responsibility to assure the financial stability of the District ([IV.C.1.10](#)). The Board receives and reviews monthly financial reports as part of their oversight of the District's budget and fiscal health ([IV.C.1.11](#)).

### Analysis and Evaluation

The seven-member governing board of the Siskiyou Joint Community College District is responsible for establishing and maintaining policies to assure the academic quality, integrity, and effectiveness of the College's learning programs and services as well as the financial stability of the District. Board policies and administrative procedures go through the participatory governance process before coming before the Board, which allows for suggestions and recommendations from the constituency groups and contributes to a well-rounded, more informed decision-making process. The Trustees are diligent in preparing for their meetings and bring pertinent questions and comments to board policy approval agenda items.

### **IV.C.2 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**

The Siskiyou Joint Community College Board has established policies which define the Board's duties and responsibilities, code of ethics/standards of practice, and communications among board members. BP 2715, *Code of Ethics/Standards of Practice*, outlines the high standards of ethical conduct expected of board members and explicitly states that members are to "Exercise authority only as a Board" ([IV.C.2.1](#)). BP 2720, *Communication Among Board Members*, prohibits members of the Board from communicating amongst themselves "in order to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board" ([IV.C.2.2](#)). The Board of Trustees follows the Brown Act (California Government Code Sections 54950-54963) and are careful to avoid conducting district business outside of scheduled board meetings. AP 2510, *Participation in Local Decision Making*, outlines the role of participatory governance in the Board's decision-making processes as well as specifies that the Board reaches decisions as a unit ([IV.C.2.3](#)).

#### **Analysis of Evidence**

The members of the Board act as a collective entity, both by policy and in practice. Members may present differing opinions on matters brought before them during discussions, but most decisions result in a unanimous vote. On the rare occasion when a dissenting vote is cast, the Board presents a united front once a decision has been made.

### **IV.C.3 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**

##### ***Selection***

BP and AP 2341, *Superintendent/President Selection*, define the responsibility of the Board of Trustees in the selection of the CEO of the District, and clearly outline the process by which the selection will take place ([IV.C.3.1](#), [IV.C.3.2](#)).

##### ***Evaluation***

The Superintendent/President is evaluated annually through a process detailed in AP 2435, *Evaluation of the Superintendent/President* ([IV.C.3.3](#)). The evaluation is based on the annual goals set by the Superintendent/President and the Board ([IV.C.3.4](#), [IV.C.3.5](#)). The annual evaluations, which are conducted each summer, are developed and jointly agreed to by the Board and the Superintendent/President. The criteria for evaluation are based on Board Policy and the Superintendent/President's job description. Members of the different constituent groups are included in the evaluation. An evaluation survey is distributed using a 360-degree peer survey model with input from selected members of the campus community ([IV.C.3.6](#)); the results are tabulated and shared with the Board, who then compose the evaluation summary and review it with the Superintendent/President ([IV.C.3.7](#)).

In addition to the annual evaluation, the Board has maintained a standing closed session agenda item for “Superintendent/President Performance Evaluation – Ongoing Review of Goals and Objectives.” This item allows the Board to review the Superintendent/President’s progress on established goals as well as provide feedback on performance ([IV.C.3.8](#)).

### **Analysis of Evidence**

The Board follows clearly stated policies for selecting and evaluating the CEO.

As stated in AP 2435, the primary goal of the evaluation is to build trust between the Board and the Superintendent/President. The monthly closed session evaluations of the President’s progress toward goals serve to strengthen communications between the Board and the President. They allow the Board to stay apprised of college developments and informed of interactions between the President and the college community. This regular review of goals and objectives not only provides the President with timely input and direction but gives the Board more of a real-time perspective on their employee’s performance and the opportunity to provide constructive and honest feedback.

### **IV.C.4 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. (ER 7)**

#### **Evidence of Meeting the Standard**

The governing board of the Siskiyou Joint Community College District (SJCCD) is comprised of seven members elected by voters of the District. The requirements for eligibility to run for a seat on the Board are designed to help ensure the Board is independent and reflects the interests of the public in the Institution they represent ([IV.C.4.1](#))

In 2019, the Board of Trustees established elections by trustee areas, and board members are elected by the registered voters in the same trustee area. As outlined in Board Policy 2100, *Board Elections*, each Trustee represents one of the seven Siskiyou County areas:

- Area I: Dunsmuir, McCloud, and Castella Area
- Area II: Mount Shasta Area
- Area III: Big Springs, Butteville Union, Gazelle, and Weed Area
- IV: Yreka Area
- V: Butte Valley Unified, Delphic, Grenada, Little Shasta, Montague Tulelake, and Willow Creek Area
- VI: Scott Valley Unified, Forks of Salmon, and Sawyers Bar Area
- VII: Bogus, Fall Creek, Happy Camp Union, Hornbrook, Junction, Klamath River, and Seiad Areas

Each trustee serving on the Board is elected by their area as a representative of their area’s interest. Trustee elections are held every two years in even numbered years to stagger the terms



of the trustees ([IV.C.4.2](#), [IV.C.4.3](#)).

APs 2710, *Conflict of Interest* ([IV.C.4.4](#)), and 2712, *Conflict of Interest Codes* ([IV.C.4.5](#)), ensure that each trustee advocates for the institution's educational quality without regard for a personal agenda or interest. Trustees cannot simultaneously hold two public offices that are incompatible. Furthermore, Board Policy 2200, *Board Duties and Responsibilities* ([IV.C.4.6](#)) outlines the Board's responsibility to:

- 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 governance and ensure the opportunity for participation of all campus levels in the participatory governance process

In accordance with BP 2105, *Election of Student Members*, a Student Trustee is elected by the student body each spring for a one-year term commencing on June 1 and ending on May 31. The Student Trustee participates in discussion of agenda items and receives all materials the Board of Trustees receives, except for closed session materials. BP/AP 2015, *Student Members*, outlines the terms of office, responsibilities, and privileges extended to the Student Trustee. Each spring, the Board of Trustees considers whether to afford the Student Trustee certain privileges; in April 2021, the Board agreed to extend the privileges to make and second motions and cast an advisory vote to the 2021/2022 student member ([IV.C.4.7](#), [IV.C.4.8](#)).

The Board provides opportunities for members of the public to address and participate in the business of the Board. BP 2345, *Public Participation at Board Meetings*, provides the guidelines for public participation as called for by California Government Code Sections 54954.3 and 54957.5 (Brown Act) ([IV.C.4.9](#)). To ensure that the Board is adequately representing its public areas, all Board of Trustees meetings are open to the public and all meetings allow for comments from the public ([IV.C.4.10](#)). Agendas, minutes and closed session actions are made available to the public and as prescribed by California's Brown Act ([IV.C.4.11](#)).

### **Analysis and Evaluation**

The SJCCD Board reflects the public interest in the College's educational quality and maintains its status as an independent policy-making body through policies and procedures designed to ensure that members are representative of their constituents. Eligibility requirements for Board membership are set in accordance with California State statutes and help ensure that the members are independent and free of conflicts of interest that might arise from holding certain concurrent offices.

**IV.C.5 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**

The Board regularly approves and adopts policies relating to the quality, integrity, and improvement of student learning programs and services. BP 2200, *Board Duties and Responsibilities*, assigns to the Board the ultimate responsibility for maintaining the educational quality, legal matters and financial integrity and stability of the institution ([IV.C.5.1](#)). The Board is responsible for establishing policies “that define the institutional mission and set prudent, ethical, and legal standards for college operations” as well as for monitoring institutional performance and educational quality.

To carry out those duties and ensure the quality of educational programs and services, the Board regularly reviews and approves curriculum as well as the District’s strategic plans, such as the Institutional Master Plan, Strategic Enrollment Management Plan, Facilities Master Plan, and progress in the implementation of Guided Pathways. Reports from groups such as Administrative Support Management (ASM) Senate, Academic Senate, and Classified Senate representatives, as well as leaders in other departments and areas, keep the Board apprised of efforts in these areas.

Fiscal oversight by the Board includes annual review, approval, and adoption of the District’s budget. Monthly financial/budget reports inform the Board of available resources; the Board has also requested a monthly report of year-to-date legal expenses ([IV.C.5.2](#)). The Board receives regular presentations from the Institutional Researcher reviewing key indicators of student learning and achievement and linking the data with existing institutional plans ([IV.C.5.3](#))

AP 2410, *Board Policies and Administrative Procedures*, outlines the timeline for reviewing each chapter of the District Board Policy Manual ([IV.C.5.4](#)). Policies are regularly reviewed and updated through a participatory governance process to maintain alignment with the College’s mission. A regular rotation schedule has been established to review the seven chapters of the board policy manual ([IV.C.5.5](#)).

**Analysis and Evaluation**

The agendas and minutes of the Board’s regular meetings serve as evidence of the Board’s commitment to the quality of the institution. These monthly meetings provide the Board the opportunity to approve policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services, as well as the opportunity to exercise their fiduciary responsibility to ensure the College has adequate resources to support student learning and services. Board meetings regularly include study sessions on topics relevant to the Board’s scope of responsibility, presentations from various departments and areas of the College, as well as outside entities that fall within the Board’s jurisdiction and relate to the business of the District ([IV.C.5.6](#)).

**IV.C.6 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**

All board policies and administrative procedures are posted on the College of the Siskiyou Board of Trustees’ webpage and are accessible by the public ([IV.C.6.1](#)). The Board’s size, duties, responsibilities, structure, and operating procedures are clearly outlined in BP 2010, *Board Membership* ([IV.C.6.2](#)), BP 2100, *Board Elections* ([IV.C.6.3](#)), BP 2200, *Board Duties and Responsibilities* ([IV.C.6.4](#)), and BP/AP 2410, *Board Policies and Administrative Procedures* ([IV.C.6.5](#)). Additional policies cover matters such as the conduct and scheduling of meetings, voting procedures, decorum, etc.

**Analysis and Evaluation**

The board policies relating to the Board’s size, duties, responsibilities, structure, and operating procedures can be publicly accessed on the College’s website. They are reviewed and/or revised regularly. The District is currently in the process of transferring the housing of its policies and procedures to an online platform where they will be indexed and searchable.

**IV.C. 7 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**

The Board of Trustees has implemented and follows a regular review cycle of all seven chapters of the policies and procedures as outlined in AP 2410, *Board Policies and Administrative Procedures* ([IV.C.7.1](#), [IV.C.7.2](#)). In addition to the College’s own internal rotation for review, bi-annual updates provided by the Community College League of California’s Policy and Procedure alert the District to changes in state or federal statutes or regulations relative to the mission and operations of the District ([IV.C.7.3](#)). The Board routinely reviews and/or approves all revisions of policies and procedures by majority vote at its regular meetings ([IV.C.7.4](#)). Actions taken by the Board are consistent with its policies, such as the recent resolution in support of diversity, equity and inclusion which committed the District to provision of training opportunities for staff and faculty in support of the mission of the College ([IV.C.7.5](#)).

**Analysis and Evaluation**

The Board of Trustees acts in a manner consistent with its policies and procedures, as evidenced in the agendas, minutes, and resolutions of their meetings. It regularly assesses and revises its policies as needed. The review and revision process is constantly being evaluated for effectiveness and efficiency. Through that assessment, the Board ensures that the policies and procedures align with the College’s mission and are updated when necessary due to changes in state or federal statutes or regulations.

**IV.C.8 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 receives regular presentations from the Institutional Researcher reviewing key indicators of student learning and achievement and linking the data with existing institutional plans ([IV.C.8.1](#)). The goals in the College's Institutional Master Plan ([IV.C.8.2](#)) help inform the annual development of Board goals ([IV.C.8.3](#)), which are aligned with the Chancellor's Office Vision for Success goals ([IV.C.8.4](#)). In addition, the Board receives reports on and approves drafts of plans that are either in development or are in the updating process, such as the Technology Master Plan, Facilities Master Plan and Strategic Enrollment Management Plan ([IV.C.8.5](#)).

Furthermore, board members serve on Guided Pathways Pillar Teams ([IV.C.8.6](#)). Discussion and action items regarding student learning and achievement occur at the monthly Pillar Team meetings. Pillar teams are also engaged in contributing to the development of institutional plans such as the Strategic Enrollment Management Plan. Board members, who are members of a Pillar Team, are encouraged to report back to the governing board at their regular meetings.

**Analysis and Evaluation**

The Board of Trustees are not only informed of key indicators of student learning and achievement, but they contribute to these conversations. The Superintendent/ President keeps the Board updated on the development of institutional plans relating to student learning and achievement and provides updates on efforts occurring in each of the College's service areas.

**IV.C.9 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**

Per BP/AP 2740, *Board Education* ([IV.C.9.1](#)), the Board is committed to its ongoing development as a governing body and to a trustee education program, which includes new trustee orientation. Newly elected trustees are encouraged to participate in the Community College League of California's Effective Trusteeship Workshop. The District's own onboarding process for trustees, defined in AP 2740, incorporates presentations and resources from each area of the College, as well as one-on-one opportunities with key district personnel.

Each year, several board members attend the Community College League of California's Annual Trustee Conference; in November 2020, three Board members attended the first CCLC Annual Trustee Virtual Conference ([IV.C.9.2](#)). The Student Trustee is encouraged to attend the CCLC Student Trustee Annual Conference. The Board has participated in Brown Act ([IV.C.9.3](#)), Equal Employment Opportunity/Title IX ([IV.C.9.4](#)), and ACCJC trainings ([IV.C.9.5](#)).

On a routine basis, as part of their regular meeting, the Board is presented with a one-hour study session on issues and departments under the Board's jurisdiction and relative to the operations of the District, which contributes to their ongoing board education and development. There is often additional time offered for presentations during the Board's meetings for items that members of the campus community wish to share with the Board, such as updates on particular programs or opportunities for students ([IV.C.9.6](#)).

BP/AP 2110, *Board Vacancies*, outline the process for filling board vacancies to provide for continuity of board membership, while BP 2100, *Board Elections*, specifies a mechanism for staggered terms of office ([IV.C.9.7](#), [IV.C.9.8](#)). In the instance of board vacancies, the Board follows the guidelines established in BP/AP 2110, which includes processes from California Education Code 5090 and California Government Code 1770 and 6061.

### **Analysis and Evaluation**

Ongoing professional development is encouraged for all board members to support them in exercising their responsibilities at the highest ethical standards and expressing their personal convictions in order to make informed decisions as a collective entity.

Board members serve a term of four years, as outlined in Board Policy 2100. Elections are held every two years and there are two cycles of area elections. Trustees from Areas 1, 2, and 3 are elected in one cycle, and Trustees from Areas 4, 5, 6, and 7 are elected in the other. This ensures continuity.

**IV.C.10 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**

The Board is committed to assessing its own performance as a Board to identify its strengths and areas in which it may improve its functioning. Board Policy 2745 outlines the evaluation process ([IV.C.10.1](#)). In March of each year, an ad-hoc committee is appointed by the Board ([IV.C.10.2](#)) to develop the process which will be used for the Board's self-evaluation as well as evaluation by representatives from the campus community and constituencies ([IV.C.10.3](#)).

The results from the Board's self-evaluation and evaluation by the campus community and constituencies are used to improve board performance, academic quality, and institutional effectiveness. The summary of the evaluation is presented in a special meeting of the Board of Trustees each July ([IV.C.10.4](#)). Results are used to reflect on the past year's accomplishments and inform the development of Board goals for the upcoming academic year ([IV.C.10.5](#)).

### **Analysis and Evaluation**

The Board has policies establishing a clear process for evaluating itself and assessing its effectiveness in promoting and sustaining both academic quality and institutional effectiveness. This evaluation takes place annually, and the results ensure that Board performance as well as the quality and effectiveness of the College continue to improve.

**IV.C.11 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. (ER 7)**

### **Evidence of Meeting the Standard**

The Board of Trustees upholds codes of ethics/standards of practice and conflict of interest as defined by Government Code and State and Federal Regulations and outlined in the following:

- BP/AP 2710, *Conflict of Interest* ([IV.C.11.1](#))
- BP/AP 2712, *Conflict of Interest Codes* ([IV.C.11.2](#))
- BP/AP 2715, *Code of Ethics/Standards of Practice* ([IV.C.11.3](#))

BP 2715 includes the policy for responding to behavior that violates the code of ethics; the Board implements this policy when they become aware of actual or perceived violations of the Board's standards for ethical conduct.

Governing Board members, the superintendent/president, vice-presidents, deans, and other designated personnel complete Form 700, *Statement of Interest*, as required by the Fair Political Practices Commission ([IV.C.11.4](#)). Other designated employees include:

- Director of Fiscal Services
- Director of Maintenance and Operations
- Director of Athletics
- Director of Information Technology
- Bookstore Supervisor
- Food Services Supervisor

All signed copies are stored in permanent files in the Superintendent/President's Office.

### **Analysis and Evaluation**

All Trustees annually complete and sign form 700, *Statement of Interest*, which confirms their compliance with BP 2715, *Code of Ethics/Standards of Practice*. Board members' 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.

The Board is familiar with the standards for ethical conduct and with the process for handling any violations, perceived or actual. The Board has not had to utilize this process for many years, most likely due to its strong emphasis on a collegial atmosphere with mutual respect, appropriate communication, and the importance of reinforcing the role of the Board in the District's operations.

**IV.C.12 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**

The Board is very clear in stating its expectations of the CEO, both as to the authority and also the responsibility of the position.

BP 2430, *Delegation of Authority to the Superintendent/President*, spells out the expectation that the President will administer board policies and will take full responsibility for implementation as the designee of the Board ([IV.C.12.1](#)). In the case where there is no applicable board policy to provide direction to the Superintendent/President, per BP 2430, the Superintendent/President has the power to act but is required to bring the decisions to review by the Board, informing the Board of the action and recommending the Board develop policy if one is required. The expectations of the President are clearly defined as well in the job description and contract ([IV.C.12.2](#), [IV.C.12.3](#)).

BP/AP 2435, *Evaluation of the Superintendent/President*, clearly outlines the process and criteria for the annual evaluation and those evaluations are carried out at regularly scheduled meetings of the Board ([IV.C.12.4](#), [IV.C.12.5](#)). The Board of Trustees collaborates with the President when setting goals and objectives for performance at their annual goal-setting session for the next academic year ([IV.C.12.6](#)).

**Analysis and Evaluation**

The Board delegates to the Superintendent/President full responsibility for implementing and administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board regularly conducts regular evaluations of the Superintendent/President at meetings, which provide members the opportunity to ensure the President is following all relevant laws and regulations in the operation of the College.

**IV.C.13 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**

The Board of Trustees receive regular updates and presentations regarding the accreditation process and the Board's responsibilities as outlined in accreditation standards. The Trustees received training from ACCJC Vice President Gohar Momjian on the Board's Responsibilities in the Accreditation Process ([IV.C.13.1](#)). Additional presentations have included the ACCJC Midterm Report and a one-hour accreditation update study session ([IV.C.13.2](#), [IV.C.13.3](#)). Also, each year, the Board incorporates "support of actions that demonstrate the College meets Accreditation Standards" into its annual goals ([IV.C.13.4](#)).

The Interim Superintendent/President, who, at the time of the development of the Institutional Self Evaluation Report (ISER), was also serving as the Accreditation Liaison Officer, provided the Board with regular Accreditation and ISER updates ([IV.C.13.5](#)).

### **Analysis and Evaluation**

The Board of Trustees has taken an active role in the accreditation process. Members of the Board assisted in reviewing Standard IV.C. and providing feedback.

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### **Conclusions on Standard IV.C. Governing Board**

The governing board of the District regularly reviews and approves policies and procedures to assure the academic quality, integrity, and effectiveness of the College's learning programs and services. These policies support the financial stability of the institution, and reflect the District's policy of governance, current legal requirements, and sound practice. The Board assumes identified responsibilities such as approving policies and procedures and ensuring that the College has the necessary resources to support student learning and services.

The Board maintains high ethical standards and acts as a whole, reaching consensus on most issues and presenting a unified front once a decision has been reached. Board policies on ethics and conflicts of interest are clearly spelled out, and members commit to uphold those policies.

The Board has well-defined procedures for the selection and evaluation of the Superintendent/President, and it follows those procedures. It 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 size, duties, responsibilities, structure and operating principles of the Board are clearly stated and available to the public on the College's website. Board members regularly participate in training and professional development opportunities and receive regular presentations reviewing key indicators of student learning and achievement. The Board of Trustees receives regular updates and presentations regarding the accreditation process and the Board's responsibilities as outlined in accreditation standards.

Finally, the Board is evaluated regularly, and uses the results of that evaluation to inform its future goals.



## Improvement Plan

None.

### Evidence List

- [IV.C.1.1](#) BP 2010, Board Membership
- [IV.C.1.2](#) BP 2015, Student Members
- [IV.C.1.3](#) BP 2200, Board Duties and Responsibilities
- [IV.C.1.4](#) Five-year policies & procedures review cycle
- [IV.C.1.5](#) Board of Trustees 4-07-20 - Approval of policies and procedures
- [IV.C.1.6](#) Policies and Procedures page on the College of the Siskiyous website
- [IV.C.1.7](#) Study session related to service area (student services)
- [IV.C.1.8](#) Study Session related to student learning (instruction)
- [IV.C.1.9](#) Board of Trustees 4-20-21 Item 11.6 & Minutes - Approval of new curriculum
- [IV.C.1.10](#) Board of Trustees Agenda and Minutes with 2021/2022 Budget Presentation
- [IV.C.1.11](#) Board meeting minutes – May 18, 2021 – Monthly staff and fiscal reports
- [IV.C.2.1](#) BP 2715, Code of Ethics/Standards of Practice
- [IV.C.2.2](#) BP 2720, Communication Among Board Members
- [IV.C.2.3](#) AP 2510, Participation in Local Decision Making
- [IV.C.3.1](#) BP 2431, Superintendent/President Selection
- [IV.C.3.2](#) AP 2431, Superintendent/President Selection
- [IV.C.3.3](#) AP 2435, Evaluation of the Superintendent/President
- [IV.C.3.4](#) Superintendent/President Goals 2019/2020
- [IV.C.3.5](#) Board of Trustees Goals
- [IV.C.3.6](#) Board of Trustees Agenda with Closed Session Agenda Items
- [IV.C.3.7](#) 360-Degree Peer Survey, 2019/2020
- [IV.C.3.8](#) Board of Trustees Agenda and Minutes including Superintendent/President Evaluation
- [IV.C.4.1](#) BP 2010, Board Membership
- [IV.C.4.2](#) BP 2100, Board Elections
- [IV.C.4.3](#) Siskiyou Joint Community College District Trustee Area map
- [IV.C.4.4](#) AP 2710, Conflict of Interest
- [IV.C.4.5](#) AP 2712, Conflict of Interest Codes
- [IV.C.4.6](#) BP 2200, Board Duties and Responsibilities
- [IV.C.4.7](#) BP 2015, Student Members
- [IV.C.4.8](#) April 2021 Board meeting materials – Student trustee privileges
- [IV.C.4.9](#) BP/AP 2345, Public Participation at Board Meetings

<a href="#"><u>IV.C.4.10</u></a>	Board meeting materials – Public Comment
<a href="#"><u>IV.C.4.11</u></a>	BoardDocs meeting management platform
<a href="#"><u>IV.C.5.1</u></a>	BP 2200, Board Duties and Responsibilities
<a href="#"><u>IV.C.5.2</u></a>	Board meeting minutes May 18, 2021 – Monthly staff and fiscal reports
<a href="#"><u>IV.C.5.3</u></a>	Institutional Research Presentation to the Board - Data and Demographics
<a href="#"><u>IV.C.5.4</u></a>	BP/AP 2410, Board Policies and Administrative Procedures
<a href="#"><u>IV.C.5.5</u></a>	Policy and procedures review rotation cycle
<a href="#"><u>IV.C.5.6</u></a>	Study Session agendas
<a href="#"><u>IV.C.6.1</u></a>	College of the Siskiyous website – Policies and Procedures
<a href="#"><u>IV.C.6.2</u></a>	BP 2010, Board Membership
<a href="#"><u>IV.C.6.3</u></a>	BP 2100, Board Elections
<a href="#"><u>IV.C.6.4</u></a>	BP 2200, Board Duties and Responsibilities
<a href="#"><u>IV.C.6.5</u></a>	BP/AP 2410, Board Policies and Administrative Procedures
<a href="#"><u>IV.C.7.1</u></a>	Five-year policies & procedures review cycle
<a href="#"><u>IV.C.7.2</u></a>	AP 2410, Board Policies and Administrative Procedures
<a href="#"><u>IV.C.7.3</u></a>	League Subscriber Services Update Overview
<a href="#"><u>IV.C.7.4</u></a>	Board Meeting materials – Review of Board Policies and Administrative Procedures
<a href="#"><u>IV.C.7.5</u></a>	Board Resolution – Commitment to Diversity, Equity and Inclusion
<a href="#"><u>IV.C.8.1</u></a>	Institutional Research Presentation to the Board - Data and Demographics
<a href="#"><u>IV.C.8.2</u></a>	Institutional Master Plan 2019-2024
<a href="#"><u>IV.C.8.3</u></a>	Board Goals
<a href="#"><u>IV.C.8.4</u></a>	Vision for Success Goals
<a href="#"><u>IV.C.8.5</u></a>	Jan. 19, 2021, Board Strategic Enrollment Management Study Session
<a href="#"><u>IV.C.8.6</u></a>	Pillar Team Membership
<a href="#"><u>IV.C.9.1</u></a>	BP/AP 2740, Board Education
<a href="#"><u>IV.C.9.2</u></a>	Board of Trustees Minutes – Nov. 17, 2020, Agenda Item 9.3
<a href="#"><u>IV.C.9.3</u></a>	Board of Trustees Minutes – Brown Act training
<a href="#"><u>IV.C.9.4</u></a>	Board of Trustees Minutes – EEO/Title IX training
<a href="#"><u>IV.C.9.5</u></a>	Board of Trustees Minutes – ACCJC training
<a href="#"><u>IV.C.9.6</u></a>	Board Campus Safety Procedure Presentation, Feb. 15, 2022
<a href="#"><u>IV.C.9.7</u></a>	BP/AP 2110, Board Vacancies
<a href="#"><u>IV.C.9.8</u></a>	BP 2100, Board Elections
<a href="#"><u>IV.C.10.1</u></a>	BP 2745, Board Self-Evaluation
<a href="#"><u>IV.C.10.2</u></a>	Board meeting materials, 3-16-21 – Selection of committee for self-evaluation process
<a href="#"><u>IV.C.10.3</u></a>	2021 Self-Evaluation Instruments
<a href="#"><u>IV.C.10.4</u></a>	Board minutes which include evaluation results
<a href="#"><u>IV.C.10.5</u></a>	Board minutes (draft), July 17, 2021 - Goal-setting discussion
<a href="#"><u>IV.C.11.1</u></a>	BP/AP 2710, Code of Ethics/Standards of Practice,
<a href="#"><u>IV.C.11.2</u></a>	BP/AP 2712, Conflict of Interest Codes
<a href="#"><u>IV.C.11.3</u></a>	BP 2715, Code of Ethics/Standards of Practice

- [IV.C.11.4](#) Form 700 – list of required submitters
  - [IV.C.12.1](#) BP 2430, Delegation of Authority to the Superintendent/President
  - [IV.C.12.2](#) Superintendent/President job description
  - [IV.C.12.3](#) Superintendent/President contract
  - [IV.C.12.4](#) BP/AP 2345, Evaluation of the Superintendent/President
  - [IV.C.12.5](#) Board meeting materials, Aug. 6, 2020, Superintendent/President evaluation
  - [IV.C.12.6](#) Board minutes which include evaluation outcomes
  - [IV.C.13.1](#) ACCJC Board Training, March 16, 2021
  - [IV.C.13.2](#) Board of Trustees presentation – Feb. 4, 2020 - ACCJC Midterm Report
  - [IV.C.13.3](#) Board of Trustees presentation – Dec. 15, 2020 - Accreditation Study Session
  - [IV.C.13.4](#) Board of Trustees Goals – 2020/2021
  - [IV.C.13.5](#) Email update to the Board, March 2, 2021
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## **D. Multi-College Districts or Systems**

**IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

This standard does not apply.



# QUALITY FOCUS ESSAY

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SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT



# Quality Focus Essay

## Integrating Academic Support to Advance Student Success and Achievement

### Introduction of Project

College of the Siskiyous (Siskiyous) has been making excellent strides towards implementing the Guided Pathways initiative. An advantage the College has is that each employee, including Board Members, participates on a Pillar Team. Pillar Team membership is accessible on the College's Guided Pathways webpage. Pillar Teams meet monthly to prioritize activities related to creating clear curricular paths, helping students choose and enter their path, helping students stay on their path and ensuring learning is happening with intentional outcomes.

Activities achieved related to Pillar Team Foci include:

- Finalization of Guided Pathways Design Principles and vision
- Identification of 'meta-major' name
- Expanded embedded tutoring and 'study halls'
- Implementation of Multiple Measures Placement
- Decreased number of courses in the Math and English Sequence
- Development of instructional pathway maps with suggested student supports
- Implementation of MyPath
- Early Alert Pilot
- Development of 3-year SLO calendars

Although the College has made notable accomplishments towards increasing student success and decreasing equity gaps, the College recognizes that there is still much work that can and should be done. Data which demonstrates this need is on Tables 1, 2, 3 and 4, located on the following pages.

As a result of the data, the College has identified three projects associated with our Quality Focus Essay (QFE). The projects not only serve to breakdown silos between student services and instruction but also focus on optimizing the student experience.

### Overview

This project is composed of three strategies which will work together to accomplish the overall goal of the project by integrating student support more closely with instruction:

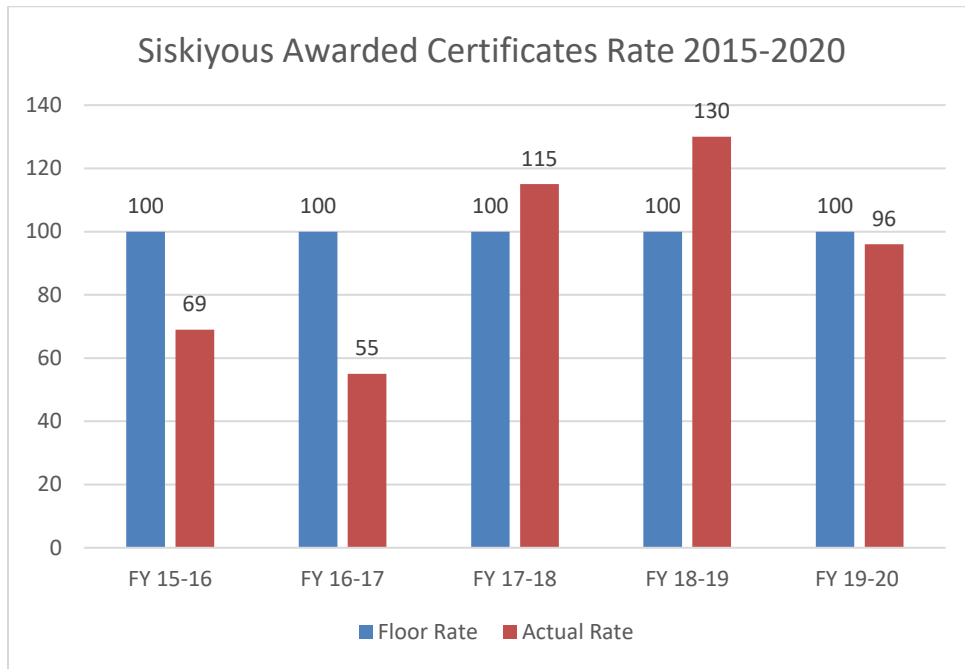
- **Strategy #1 – Student Success Teams:** Using the Bakersfield College Student Success Teams as a model, this project aims to perform intentional in-reach to struggling students. This process starts with identification of students who are not satisfactorily attending courses, submitting assignments, and/or performing on exams. A Student Success Team member would reach out to identified students to provide them with 'wrap-around' resources, including a peer mentor, which would assist the student in succeeding in their class(es).

- **Strategy #2 – Early Alert:** In alignment with Project #1, an Early Alert system will allow the College to more easily identify struggling students so that the Success Team can start providing the needed resources. As mentioned in the section above, the College did perform an Early Alert pilot but, unfortunately, it was unsuccessful. We are now researching alternate early alert strategies.
- **Strategy #3 – Summer Bridge:** The intent of Summer Bridge is to prevent students from becoming an identified ‘struggling student’ as mentioned in Projects #1 and #2. The Summer Bridge program will consist of two 1-week cohorts offered the first two weeks of August 2022. The program will be open to all, first time students. Students will enroll in a noncredit Critical Thinking in College course which focuses on utilizing college resources and thinking and reading like a college student. In addition to the course, students would engage in out-of-class activities such as cultural and outdoor events.

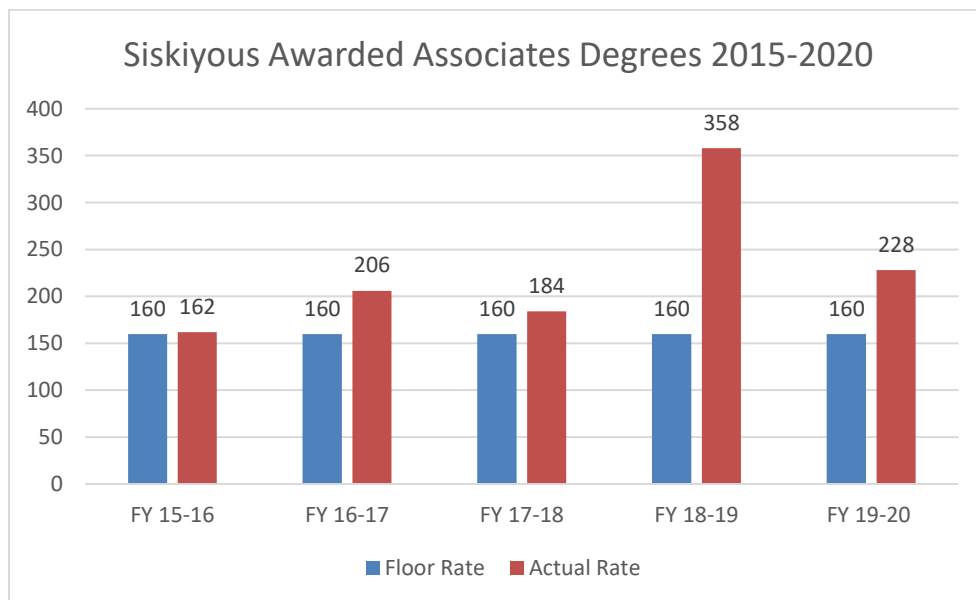
**Table 1: Disaggregated Retention and Success Rates by Ethnicity and Course Modality**

	Fall 2017	Fall 2017	Fall 2018	Fall 2018	Fall 2019	Fall 2019	Fall 2020	Fall 2020
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Siskiyou CCD Total	90.99 %	75.47 %	89.48 %	74.65 %	89.69 %	73.81 %	89.98 %	74.61 %
Delayed Interaction (Internet Based) Total	87.58 %	67.97 %	86.92 %	65.83 %	86.41 %	65.86 %	89.90 %	71.92 %
African-American	84.48 %	60.34 %	89.36 %	63.83 %	93.65 %	63.49 %	91.60 %	60.50 %
American Indian/Alaskan Native	83.33 %	53.70 %	90.00 %	65.00 %	88.64 %	63.64 %	82.19 %	61.64 %
Asian	92.00 %	76.00 %	97.22 %	88.89 %	87.18 %	69.23 %	95.00 %	75.00 %
Hispanic	87.88 %	69.26 %	89.86 %	65.94 %	88.99 %	66.37 %	89.86 %	70.11 %
Multi-Ethnicity	87.41 %	63.64 %	81.68 %	54.96 %	85.03 %	60.54 %	88.73 %	69.01 %
Pacific Islander	77.78 %	44.44 %	66.67 %	55.56 %	85.71 %	42.86 %	100.00 %	100.00 %
Unknown	92.59 %	77.78 %	92.31 %	84.62 %	80.90 %	66.29 %	92.05 %	77.27 %
White Non-Hispanic	87.83 %	69.52 %	86.09 %	66.51 %	85.41 %	66.98 %	89.98 %	74.10 %
Non Distance Education Methods Total	92.58 %	79.67 %	90.31 %	79.45 %	90.56 %	78.21 %	90.24 %	81.95 %
African-American	91.12 %	75.23 %	91.25 %	77.50 %	86.86 %	72.57 %	90.00 %	82.00 %
American Indian/Alaskan Native	89.77 %	60.23 %	91.04 %	77.61 %	92.77 %	73.49 %	84.21 %	84.21 %
Asian	93.29 %	89.26 %	92.94 %	83.53 %	93.33 %	84.00 %	75.00 %	66.67 %
Hispanic	93.02 %	79.23 %	86.42 %	73.76 %	90.77 %	73.25 %	90.74 %	84.57 %
Multi-Ethnicity	90.83 %	70.74 %	86.73 %	74.34 %	88.78 %	76.02 %	90.63 %	76.56 %
Pacific Islander	81.82 %	51.52 %	78.26 %	65.22 %	100.00 %	65.52 %	100.00 %	100.00 %
Unknown	95.80 %	88.24 %	93.90 %	84.15 %	90.75 %	77.46 %	85.19 %	85.19 %
White Non-Hispanic	92.89 %	81.59 %	91.93 %	82.24 %	90.69 %	81.32 %	90.91 %	81.82 %
Two-way interactive video and audio Total	90.26 %	69.66 %	91.97 %	73.23 %	94.00 %	73.19 %	88.89 %	88.89 %
African-American	89.29 %	53.57 %	97.22 %	55.56 %	88.73 %	54.93 %	0.00 %	0.00 %
American Indian/Alaskan Native	76.92 %	65.38 %	88.89 %	66.67 %	100.00 %	70.83 %		
Asian	81.25 %	68.75 %	100.00 %	76.92 %	100.00 %	84.21 %		
Hispanic	90.48 %	72.62 %	90.65 %	75.70 %	97.39 %	68.70 %	100.00 %	100.00 %
Multi-Ethnicity	98.18 %	65.45 %	94.00 %	68.00 %	90.91 %	75.00 %	83.33 %	83.33 %
Pacific Islander	100.00 %	50.00 %	87.50 %	25.00 %	100.00 %	28.57 %		
Unknown	94.12 %	70.59 %	100.00 %	85.71 %	92.86 %	67.86 %		
White Non-Hispanic	90.07 %	71.85 %	91.04 %	76.87 %	93.44 %	81.08 %	94.12 %	94.12 %

**Table 2: Awarded Certificates Rate**

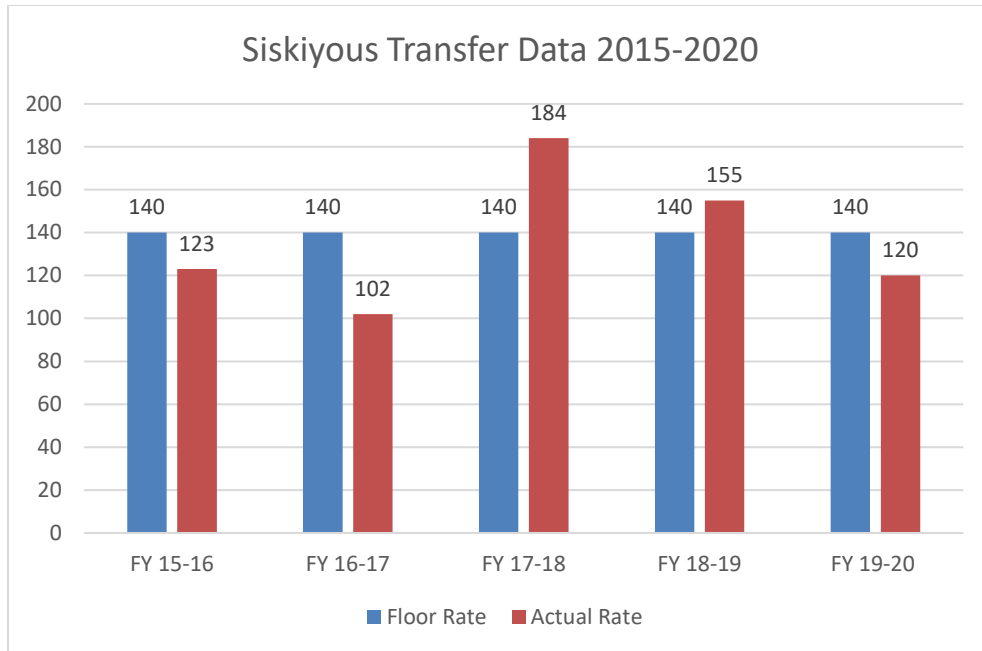


**Table 3: Awarded Associates Degrees**



**Table 4: Transfer Data**





## SISKIYOU'S MISSION/VISION STATEMENTS AND GOAL ALIGNMENT

This QFE project is grounded in the College's mission and vision, and strategies are aligned with the goals identified by the District, Institutional Master Plan (IMP) and the California Community College Chancellor's Office Vision for Success. The essay as a whole was developed through a Guided Pathways lens, which optimistically will yield in large gains in student enrollment, retention, and success.

### Mission Statement:

*We are a comprehensive community college serving the economic, educational, lifelong learning, and workforce needs of Siskiyou County and the other communities our programs reach. College of the Siskiyou provides students a strong education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.*

### Vision Statement:



	18-19	19-20	25-26	Y/N
Increase in Retention Target = 95%	90.7%	91.2%	TBD	
Student Course Completion Target = 80.4%	76.1%	77.4%	TBD	
Degree Completion – 20% or 322	358	268	TBD	
Certificate Completion – 20% or 138	130	115	TBD	
Transfer – 20% or 168	155	111	TBD	

### Action Plans

On the following pages, we have included each project’s action plan. The action plans detail activities, outcomes, timelines, and responsible parties. The plans were developed with input from Guided Pathways Pillar Teams.

The activities listed are standing agenda items at both Guided Pathways Steering Committee and Pillar Team meetings. During the meetings, progress on activities, as well as associated challenges, will be discussed.

In the College’s mid-term report, QFE goal achievement will be documented, and outcomes will be analyzed for each of the associated objectives.

<b>Strategy #1 – Student Success Teams</b>			
<b>Primary Objective: To achieve target goals related to course completion, degree/certificate completion and transfer (see table 2)</b>			
<b>Activity</b>	<b>Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>
1. Post and hire Academic Success Coach Position	This position would help lead efforts in developing Student Success Teams and coordinate duties	Position to commence fall 2022	Pillar 3 leads Human resources
2. Identify members to serve on the Student Success Teams	Academic Success Coach would assist in identifying and training members of the Student Success Team in order to perform intentional in-reach to struggling students	Student Success Teams to be identified fall 2022	ASC Coordinator Academic Success Coach Pillar 3 Leads Pillar 3 Taskforce Leads
3. Perform in-reach to ‘struggling’ students and provide them with strategies for success	Generate list of students who have been identified as not satisfactorily meeting class requirements including attendance, assignments/presentations and quizzes/exams. Offer strategies, workshops, courses to address ‘struggling’ areas. Provide information and suggestions regarding any needed ‘wrap around’ services including food/housing insecurities, childcare, transportation, mental health, etc.	Spring 2023	ASC Coordinator Academic Success Coach Student Success Teams
4. Provide reports on the outcomes of Success Team efforts and present to the College community.	Report of outcomes to determine effectiveness of Student Success Teams and to make any needed modifications for improvement or enhance strategies which are meeting outcomes.	Spring 2024	ASC Coordinator Academic Success Coach Student Success Teams

<b>Strategy #2 – Early Alert</b>			
<b>Primary Objective: <i>To achieve target goal related to retention</i></b>			
<b><i>Activity</i></b>	<b><i>Outcomes</i></b>	<b><i>Timeline</i></b>	<b><i>Responsible Party</i></b>
1. Research Early Alert programs	Identify viable Early Alert program Secure funds to support program Obtain Early Alert Program approval through the participatory governance process Implement Early Alert program Identification of Early Alert Staff (point-people)	Fall 2022  Spring 2023 Spring 2023  Spring 2023  Spring 2023	Pillar 3 Taskforce Leads Director of IT
2. Provide training on Early Alert Program	Staff and Faculty will be trained on usage of Early Alert Program Development of Early Alert Timeline/Deadlines by Semester	Fall 2023  Fall 2023	Early Alert Vendor Early Alert Staff
3. Develop and implement retention strategies	Schedule retention strategies for Early Alert Students	Fall 2023	Early Alert Staff
4. Assess Early Alert Program	Gather retention and success data using pre-post Early Alert program implementation sections Make/recommend improvements to the Early Alert program to increase success/retention rates as needed	Spring 2024  Spring 2024	Early Alert Staff Director of IR

<b>Strategy #3 – Summer Bridge</b>			
<b>Primary Objective: To increase the success and retention rates of new, incoming students by 20%</b>			
<b>Activity</b>	<b>Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>
1. Schedule planning meeting to confirm logistics	Confirm program dates, reserve classrooms, secure lodging, arrange food services Create program agenda including specific off-campus activities, associated courses and events	Spring 2022 Spring 2022	VPSS Summer Bridge Planning Team
2. Market Program and Recruit Students	Recruit, at minimum, 200 students to participate in Summer Bridge (to be scheduled in 2 one-week cohorts). All Summer Bridge Students will enroll in COL 601, Critical Thinking in College. COL is a noncredit course which can lead to completion of a CDCP.	Spring 2022 Spring 2022	VPSS Summer Bridge Planning Team
3. Conduct Summer Bridge Focus Groups	Collect data regarding Summer Bridge effectiveness and recommendations for improvement.	Summer 2022	VPSS Summer Bridge Planning Team
4. Identify needs for improvement or enhancement	Improve and/or make adjustments to the Summer Bridge program in preparation for 2023 Summer Bridge.	Fall 2022	VPSS Summer Bridge Planning Team
5. Track Summer Bridge Students	Track Summer Bridge student completion and retention during the fall 2022 and spring 2023 semesters and report.	Fall 2022 and Spring 2023	Director of Institutional Research Summer Bridge Planning Team

## ASSESSMENT

The results of strategies #1 & 2 will be assessed with use of the Benchmark Data (AY 18-19) listed below.

### Strategy #1 – Student Success Teams

**Primary Objective:** *To achieve target goals related to course completion, degree/certificate completion and transfer*

Target Goal	Benchmark Data AY 18-19
Student Course Completion Target = 80.4%	76.1%
Degree Completion – 20% or 322	358
Certificate Completion – 20% or 138	130
Transfer – 20% or 168	155

### Strategy #2 – Early Alert

**Primary Objective:** *To achieve target goal related to retention*

Target Goal	Benchmark Data 18-19
Increase in Retention Target = 95%	90.7%

Project #3, Summer Bridge, will be assessed with use of pre-post retention data of new incoming students. In offering the Summer Bridge program, our main goal is to better prepare new, incoming students so they can not only successfully navigate their college career but also seek the resources needed to stay on track and complete their academic objective.

### Strategy #3 – Summer Bridge

**Primary Objective:** *To increase the success and retention rates of new, incoming students by 20%*

Target Goal	Benchmark Data For first time students 18-19
Increase in Retention Target = 81.6%	68%

The post-retention data will be limited to the number of first-time students who completed the Summer Bridge program.

### **IN SUMMARY**

The College is eager to embark on the development and implementation of all three QFE strategies. The ongoing work of our Pillar Teams has allowed us to identify and prioritize strategies that are student and equity centered. Through use of our Guided Pathways Design Principles, we anticipate that this project will allow the College to successfully meet its target goals which will simultaneously decrease equity gaps.

Assessment data will be recorded and reported in the College's ACCJC Mid-Term report. An analysis of the data will determine any needs for project revision and/or enhancement and required resources will be requested through the College's Continuous Quality Improvement Proposal (CQIP) process.



