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EVALUATION REPORT APRIL 2012

College of the Siskiyous
800 College Avenue, Weed, CA 96094

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the Follow-Up team that
Visited College of the Siskiyous on April 18th 2012

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Date: May 4, 2012

To: Accrediting Commission for Community and Junior Colleges

From: William Duncan IV, Team Chair

Subject: Evaluation Report of Follow-Up Visit Team to College of the Siskiyous, April 18, 2012

Introduction

At its meeting on June 8 - 10, 2011, the Accrediting Commission for Community and Junior Colleges (ACCJC) acted to continue College of the Siskiyous on warning for three recommendations and to require a Follow-Up Report by March 15, 2012 and a visit. Two members of the visiting team that undertook the comprehensive review, Chair William Duncan and Dr. Eric Bérubé, conducted the follow-up visit on April 18th, 2012, to assess whether the College has resolved three of the nine recommendations made by the visiting team for the comprehensive review. The follow-up report and associated visit were expected to document resolution of the following three recommendations:

- Recommendation 2: Program Review;
- Recommendation 3: Evaluation; and
- Recommendation 7: Strategic Plan.

Prior to the visit, the two team members reviewed the March 2010 evaluation report, the College's March 2011 Follow-Up Report, the April 2011 evaluation team report, and the College's March 2012 Follow-Up Report. The team also examined evidence provided by the College for the March 2012 report. On April 18th, 2012, the team members met with the President, the Vice President of Student Learning, the Academic Senate President, the Director of Planning, Assessment and Research, and the Accreditation Liaison Officer to validate the assertions made in the March 2011-2012 Follow-Up Report. During and after the visit, the team examined several additional documents provided by the College.

The team found that College of the Siskiyous has done considerable work addressing the three recommendations since the 2011 follow-up visit. The team members believe that College of the Siskiyous has met the accreditation standards by addressing the three recommendations listed earlier.

Discussion of the College Responses to the Team Recommendations

Recommendation 2: Program Review

In order to fully comply with the standards, the team recommends that all college departments and programs complete the annual program review and strengthen its linkages to the college's planning and resource allocation processes. The team further recommends that the college make its mission statement and detailed student achievement and student learning data central in the dialogue and reflection that inform the program review, institutional planning, and all college decision-making processes (IB.1 – 7, IIA.2, IIB.3, IIB.4, IIC.2).

Findings and Evidence

1. all college departments and programs complete the annual program review . . .

College of the Siskiyous presented evidence in the form of numerous committee meeting minutes and other documents that all college departments and instructional and non-instructional programs have been defined, appropriate program review materials have been developed, and all programs have undergone at least one cycle of a new program review process. The Follow-Up Report indicated that, in 2010-2011, College of the Siskiyous suspended its program review processes so that faculty could review and update program review processes to link those processes with then-under-development Educational Master Plan. Templates were developed and processes were identified. Program review was then resumed beginning in fall 2011. The team was able to verify that almost all departments and programs participated in the new process by submitting a program review.

2. strengthen its linkages to the college's planning and resource allocation processes.

During the time that program reviews were suspended, the revised program review process was entirely reviewed and revised to be fully integrated into the College's planning and resource allocation processes. This was accomplished by having fund requests incorporated into the program review reports (via a Budget Request Form) and then having those program review reports and funding requests incorporated into the budget process. In this process, all information regarding the budget and funding requests are reviewed by and eventually prioritized by the Budget Committee, the

Planning Committee, and the College Council. Recommendations for funding are then submitted to the President and adopted by the Board of Trustees. Although College of the Siskiyous has not yet completed a full cycle of this new process, a comprehensive timeline has been developed, and College of the Siskiyous is at present working through the process. Documentation verifies that the process was developed in a collaborative and representative fashion.

3. the college make its mission statement and detailed student achievement and student learning data central in the dialogue and reflection that inform the program review, institutional planning, and all college decision-making processes.

All program plans are linked to the College's mission statement as expanded in the College's Educational Master Plan (which contains all college goals and measures of those goals) through the use of the program review template which contains a section specifically linking each program plan to an EMP goal. The team was able to verify that programs are using the revised template.

Student Learning Data is fully embedded into the program review process, which in turn serves as a foundation for institutional planning and resource allocation. The program review templates that were developed for the annual program review process as well as the longer, three-year program review process have a section where program point persons enter relevant student learning data. The section immediately following the student learning section allows programs to summarize program review results and present improvement programs. Resources are requested using the same template. Once a program review is submitted, it is reviewed by various committees that, among other things, verify that requests for resources are based on the data within the program review. Requests are prioritized and tied to budgeting and resource allocation processes, thus linking the college decision making processes to student learning outcomes.

Conclusion

The team believes the College has addressed this recommendation and now meets Standards. The program review process was carefully developed and implemented in a collaborative and thoughtful way. Although one full budget cycle has not yet been completed, all of the components are in place and the College is in the process of completing the final steps of the newly developed program review and resource allocation process at the time of the follow-up visit in April, 2012.

Recommendation 3: Evaluation

In order to fully comply with the standards, the team recommends the college conduct regular, rigorous and inclusive evaluation(s) of its participatory governance, program review, and planning processes. The results of the evaluation(s) should be broadly communicated to the campus community and the Board of Trustees, and the evaluation results should be central to process improvement (IB.1, IB.3, IB.6, IIC.2, IVA.5).

Findings and Evidence

1. the college conduct regular, rigorous and inclusive evaluation(s) of its participatory governance, program review, and planning processes.

College of the Siskiyous developed extensive evaluation procedures and have used those procedures to evaluate its participatory governance, program review, and planning processes. The results of the evaluations were used to improve all three processes. College of the Siskiyous has established timelines to regularly conduct future evaluations of those processes.

Participatory Governance processes were evaluated using surveys and focus groups. Program review was evaluated through the use of surveys of everyone involved in the program review processes in both instructional and non-instructional areas. And, planning processes were evaluated by means of a survey. In all cases, results from the evaluations were reviewed by the appropriate committees, and adjustments were made as required to improve the processes being evaluated.

2. The results of the evaluation(s) should be broadly communicated to the campus community and the Board of Trustees, and

The results of all evaluations were broadly communicated to the campus community and the Board of Trustees via distribution to several committees and by posting on the College's website.

3. the evaluation results should be central to process improvement.

The team found copious evidence that the results of the evaluations were used to improve processes. This was true for program review, planning, and participatory governance. Ample time was spent by numerous committees and task forces poring over the results of the evaluations and tweaking processes based on those results. The revised processes were reviewed by

appropriate persons prior to implementation, and plans are in place to evaluate those revised processes.

Conclusion

The institution has addressed ~~meets~~ this recommendation and now meets Standards. The evaluations are rigorous, regularly scheduled, and evidence indicates that results were used for process improvement. College of the Siskiyous has identified timelines for future evaluations that are described in the "Planning by Design" document as well as in other reports.

Recommendation 7: Strategic Plan

In order to fully comply with the standards, the team recommends the college's new strategic plan fully integrate human resources, facilities, technology, and financial resources to support the college's short- and long-range needs (IIIA.6, IIIB.2, IIIC.1.c, IIID.1.a).

Findings and Evidence

1. the college's new strategic plan fully integrate human resources, facilities, technology, and financial resources to support the college's short- and long-range needs.

College of the Siskiyous' 2010-2014 Educational Master Plan contains all of the information normally included in a traditional strategic plan, including plans for human resources, facilities, and information technology, among others. Short-term and long-term goals are fully described along with corresponding activities to achieve those goals and measures to define them. Each of the component plans was developed using processes that were developed in accordance with newly revised program review and budgeting processes. The EMP is comprehensive, and the team verified via numerous committee meeting minutes, other documents, and interviews that it was developed in a collaborative and inclusive fashion.

Conclusion

The institution has addressed this recommendation and now meets these Standards. The various plans contained within College of the Siskiyous' Educational Master Plan are fully integrated with each other and with the College's newly implemented program review, planning, evaluation, and budget develop processes.