FOLLOW-UP REPORT
SUBMITTED BY

COLLEGE OF THE SISKIYOUS

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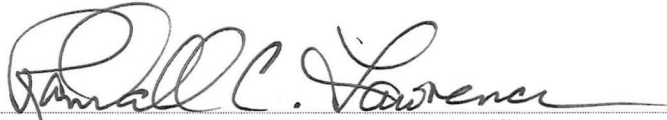
TO THE

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

ON MARCH 6, 2012

College of the Siskiyous
Follow-Up Report
Certification Page
Date: March 6, 2012

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.
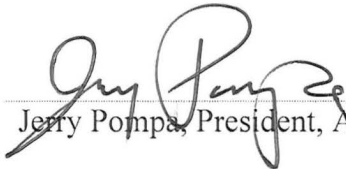
Signed:

Randall Lawrence, Chief Executive Officer

Barry Ohlund, Chair, Governing Board

Jerry Pompa, President, Academic Senate

Steven Reynolds, Accreditation Liaison Officer

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Statement on Report Preparation

In September of 2010, College of the Siskiyous President/Superintendent Randall Lawrence convened the Accreditation Steering Committee (2010-2011) to guide the College's response to the recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) conveyed in their letter dated June 30, 2010. The committee is a representative body, consisting of the Accreditation Liaison Officer (ALO), and representatives appointed by each employee group: the Academic Senate, the Classified staff, the Administrative Support/Management Group, and Senior Administration. Members of the Accreditation Steering Committee agreed to serve a two-year term. Faculty member and ALO Steve Reynolds served as chair of the committee.

Accreditation Steering Committee Membership

Kristy Anderson – Administration

Dave Clarke – Faculty

Dr. Rob Frost – Administration

Mike Graves – Faculty

Doug Haugen – Administrative Support/Management

Steve Reynolds, Chair – Accreditation Liaison Officer, Faculty

Dawnie Slabaugh – Classified

The President served as an ex-officio member, attending most of the meetings. The three main activities of the Steering Committee's charge include:

- Track and account for the College's progress on the three remaining recommendations identified by the ACCJC as needing immediate attention in order to have the sanction of Warning lifted.
- Prepare the College's report to the Commission.
- Monitor and communicate on-going progress on the recommendations during 2011-2012.

The Accreditation Steering Committee has met at least twice per month during the 2011-2012 academic year. In October 2011, members of the Committee reported to the Board of Trustees on the College's progress on the ACCJC recommendations. In November through February the Committee focused its discussions on details that should be included in this report and on the evidence documents that will need to be collected. Discussions included reviews of drafts of this report.

This Follow-Up Report is a product of the committee's review and analysis of the College's work on the recommendations. All members of the Steering Committee, representing the constituent groups on campus (except students) contributed to the creation of the report. A draft report was shared with all college personnel in late February to solicit feedback. The final report was shared with College Council, accepted by President Randall Lawrence, and reviewed and approved by the Board of Trustees on March 6, 2012, and submitted to the ACCJC on March 8, 2012. The final report was also published on the College's website.

Response to Commission Action Letter

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 informs the program review, institutional planning, and all College decision-making processes. (I.B.1-7; II.A.2; II.B.3; II.B.4; II.C.2)*

Description

The College operates two types of Program Review: Program Review for instructional programs and Program Review for non-instructional departments. Instructional programs include academic disciplines that offer courses leading to a degree or certificate in the discipline (such as Chemistry, History, and Nursing) and services that work directly with students to ensure their success in their courses (such as Tutoring and student success workshops sponsored by the Academic Success Center). Non-instructional departments include student support services that work directly with students (such as Counseling/Advising, Enrollment Services, and Learning Resources) and departments that support the work of the College but do not generally work directly with students (such as Human Resources, the Business Office, Information Technology, and Maintenance).

Instructional Program Review

Instructional programs have been conducting program reviews for over 15 years. Comprehensive reviews have been conducted once every six years, analyzing and evaluating six years of data in order to evaluate the trends, efficiency, and effectiveness of the program to produce student learning, and to identify needed improvements for the program. Beginning in 2007, the College implemented annual Program Reviews in addition to the comprehensive 6-year reviews. Beginning in 2008, instructional Program Reviews began including student learning assessment data in their evaluations of the programs. (Departments and units in student support service departments have also been conducting program reviews for over fifteen years as part of state mandated evaluation and reporting processes for matriculation and for categorical programs.)

In 2010-2011, President Lawrence suspended mandatory annual program review activity for one year so that all faculty and staff could participate in the development of the Educational Master Plan (EMP) and so that faculty could review and update their Program Review Process. Although formal Program Review was suspended for this one year, faculty continued to gather outcomes and assessment data in their courses and programs. In Fall 2011, instructional programs resumed the annual Program Review process, utilizing the new annual Program Review template created by the faculty. As did the previous template, the new template requires

faculty to report enrollment, retention, and success data for individual courses and for whole programs. Faculty also report assessment results for student learning outcomes (SLOs). Departmental faculty discuss these data and based on their analysis devise improvement plans for their courses and programs. The improvement plans may include changes to curriculum (such as content, SLOs, or prerequisites), teaching methods, or assessment methods, or any combination. The improvement plans may also include requests for allocation of resources: human resources, technology, equipment, supplies, or facilities. The improvement plans may include changes in support services such as library, learning labs, or academic advising.

To assist the program review process for instructional programs, the Academic Senate created the Program Review Committee. This committee originated in Spring 2011 as a Senate task force with the charge of revising the program review template to make it simpler, less wordy, more direct, and more meaningful for the faculty. The Program Review Committee completed the new template design quickly, and the Senate approved the template in May 2011 for use with the 2011 Program Reviews, which would be completed in Fall 2011. In August 2011, the taskforce, Vice President of Student Learning (VPSL), and Director of Planning, Assessment, and Research (DPAR) considered the College's options for data acquisition. Aware that the implementation schedule of BANNER and ARGOS Report Writer would not permit adequate in-house data collection, the college determined that CalPASS would be the most accurate and cost efficient source for Program Review data.

In August 2011, the Program Review Committee became a standing committee of the Academic Senate to oversee the instructional Program Review process and to ensure that results of program review are utilized in program and institutional improvements. The committee then informed the VPSL that the faculty would need enrollment, retention, and success data in September 2011; the VPSL committed staff to the task of working with CalPASS to retrieve the data. The committee made some final technical adjustments to the template to be used in the 2011 Program Reviews (Reference #1). The template consists of five sections, each of which presents data in tabular form. The first section addresses departmental data; the second enables that departmental data to be disaggregated into separate program data (for those departments which comprise multiple programs); the third presents course-level data; the fourth addresses specific SLOs and assessment results; and the fifth is a summary section that presents conclusions and improvement plans.

In September 2011, the chair of the Senate Program Review Committee, who also serves as the Outcomes and Assessment Coordinator, met individually with all full-time faculty members and with some part-time faculty to train them on the use of the template. He made certain that department chairs and program coordinators understood the template well enough to train part-time faculty within their programs.

By October 2011, assessment data for student learning outcomes (from AY 2010-11) had been collected by department chairs or by point persons for all courses in all instructional programs. These data were compiled into the program review documents. Other data, such as enrollment and retention data for AY 2010-11, were not yet available.   The data from CalPASS had been originally scheduled for delivery to the College in October 2011, but as deadlines kept getting pushed back, it was clear that these data had been indefinitely delayed. Despite this challenge, when faculty gathered on Planning Day (October 11, 2011), they were able to use their SLO assessment data to conduct preliminary evaluations of program strengths and weaknesses, and to create objectives and plans for improvement for the coming year. Still, the

faculty delayed the completion of their Program Review reports until they received the enrollment and retention data.

In November 2011, CalPASS announced that the data would be further delayed. To mitigate the enrollment data shortfall, the College's Office of Planning, Assessment, and Research, in conjunction with the Office of Student Learning, quickly provided faculty with 2009-10 enrollment, retention, and success data disaggregated by program and by course. CalPASS promised to deliver data before the end of the year.

By January 2012, CalPASS had still not delivered, so the Senate Program Review Committee recommended that the 2010-11 instructional Program Reviews be completed using 2009-10 data (recall that no instructional Program Reviews were done during 2009-10, so these data had not yet been analyzed). Next year, the 2011-12 Program Reviews will be able to process two years' worth of data (2010-11 and 2011-12) and compare to 2009-10.

The Senate Program Review Committee has developed a survey instrument to determine faculty satisfaction with the program review process. Response data will be collected and analyzed in March 2012, the results disseminated to faculty in April 2012 and used for improving the template and the process.

Non-Instructional Program Review

Prior to 2011, program review activities in non-instructional departments were generally completed in response to a specific need or request from an outside entity (reporting agency, granting agencies, etc.). As a result, while most of these departments did engage in assessment, these efforts were not completed in a consistent way nor was there much support for those in need of assessment techniques or data analysis. In the summer of 2011, COS instituted a requirement that all non-instructional departments engage in Program Review annually. Under this requirement, each year departments complete a Focused Program Review which identifies two or three desired outcomes and measureable objectives that the department will target and assess throughout the year. The purpose of reviewing annually is to ensure that all non-instructional departments regularly assess for improvement, engage in data-driven decision-making, and use assessment results to inform operational and institutional planning (Reference #2).

Additionally, every three years non-instructional departments will also engage in a more global review of the overall health and future direction of the program by completing a Comprehensive Program Review which includes the Focused Program Review elements plus some additional data analysis and planning.

The formal Focused Program Review for non-instructional departments occurs each fall. During the preceding academic year, the department will have been assessing the previous year's outcomes. In fall, they will analyze those assessments and consider how they will use those results to inform their work in the future. Based on that analysis, each department will then develop its Focused Program Review Plan that details its desired outcomes, measurable objectives, assessment methods, and sources of data for the coming year. The tool used for Focused Program Review is a two-page 5-Column Form (Reference #3) that emphasizes assessment results and how those results were used for planning improvements.

This Program Review for non-instructional areas was initiated in August 2011, as each non-instructional department completed a Focused Program Review Plan (Reference #4). These plans were constructed by department supervisors or managers and their staff after they attended extensive training that included a 6-hour workshop for all non-instructional staff in July and a

1½-hour follow-up session during the college's fall Orientation Day (References #5 through #8). Both of these sessions were conducted by the Director of Planning, Assessment and Research (DPAR) who also facilitated small group and one-on-one follow-up sessions. The DPAR reviewed all plans to ensure they were of good quality and that all departments were complying. During Academic Year 2011-12, departments are implementing the activities identified in their initial Focused Program Review Plans. In Summer 2012, departments will assess how well the activities helped them to achieve their outcomes and objectives. The results of these assessments will be evaluated by the departments in August 2012 and incorporated into the department's budget, planning, and decision-making processes. At that point, the cycle will begin again with the writing of the next Focused Program Review.

Further, to ensure that Program Review is linked to institutional planning, the College's Planning Committee will review the Program Reviews to help inform the current and future Educational Master Plan. In addition, departments will have their 2011-12 Program Reviews available to support 2013 Budget Requests.

Analysis

While the college has yet to coordinate program review fully with institutional planning, in that not all programs have had time to complete the cycle of planning, implementing, assessing, planning and implementing changes, and then re-assessing, the College is eager to complete the cycle and is confident that explicit linkages between program review, planning, and resource allocation will be strengthened.

The Mission of the College has always been central to Program Review. The instructional Program Reviews from 2008 and 2009 begin with brief explanations of how each instructional program serves the mission of the College. This link to the Mission is no longer explicit in the annual Program Review templates. However, the centrality of the Mission is inherent in the discussion and planning sections of the instructional Program Reviews as faculty record their plans to improve student learning, thus inspiring "passion for learning" in students. The centrality of the Mission is also inherent in the outcomes, objectives, and activities identified in the non-instructional Program Reviews as each department works to enhance the learning environment. The comprehensive Program Reviews, which will be conducted in 2013-14 will provide departments with the opportunity to describe how their work through the 2011-2014 Program Review cycles has contributed to the College's pursuit of its mission.

Making student achievement data and student learning data central to the program review process has been challenging but has not been viewed as an obstacle to effective program review. The difficulty this year in obtaining the 2010-2011 enrollment, retention, and success data has frustrated faculty efforts to complete evaluations of their programs in a timely manner. Nevertheless, the faculty has moved forward with the data they have collected themselves in regards to student learning outcomes and assessment and with the available 2009-2010 enrollment and retention data; and is using that information to inform planning and program improvements. This is consistent with past practice in that Program Review in instructional departments has been linked to planning for several years.

The requirement that all non-instructional departments engage in Annual Program Review is contributing to a growing culture of assessment among staff and administrators at COS. Each non-instructional department developed outcomes last summer and is assessing them in an ongoing fashion. An informal review of the plans by the DPAR found that the majority of plans were well conceived, included realistic outcomes, identified specific activities to reach

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Figure 1: Results of Question 1, Evaluation of the July 2011 Program Review Workshop

Q1: To what extent was the Program Review Workshop helpful to you in the following areas:

	Very Helpful	Somewhat Helpful	Not Very Helpful	N/A	Response Count
Understanding the Purpose of Program Review	87.0%	13.0%	0.0%	0.0%	23
Writing an Outcomes Statement	91.3%	8.7%	0.0%	0.0%	23
Developing Measurable Objectives	82.6%	17.4%	0.0%	0.0%	23
Understanding how the Results of Program Review can be used in Planning	73.9%	21.7%	4.3%	0.0%	23
Understanding what you need to do for Program Review this year	82.6%	17.4%	0.0%	0.0%	23

those outcomes, and identified assessment methods or data sets to determine the effectiveness of the activities in achieving the desired outcomes.

The training and support offered as part of the requirement that all departments participate in assessment has led to increased staff engagement and understanding of assessment. Standard templates for Program Review and a regular cycle for assessment have made training and support easier to manage and has helped to ensure that all departments are participating. In addition to the review of plans conducted by the DPAR and noted above, three surveys were conducted to determine how well the program review process was working for faculty, staff, and administrators. First, a short survey was conducted at the end of the July 2011 Workshop for non-instructional Program Review in which 23 of the 65 workshop participants responded for a response rate of 35% (Reference #9). The results indicated an increased understanding of the concepts and uses of assessment (see Figure 1).

Additionally, a survey of the same group was conducted after the Focused Program Review Plans were completed. The second survey, with a response of 15, showed that the vast majority of respondents thought that the Focused Program Review Process was helpful in motivating them to identify opportunities for improvement and that the tool was useful for reporting. Additionally, 92.9% indicated that they were satisfied that the Focused Program Review would help their department to make changes (Reference #10). The third survey was given to faculty in February 2012 as they were completing their Program Review reports (Reference #11). The results of this third survey have not yet been tallied or analyzed.

In establishing an on-going assessment process that requires all departments of the college, both instructional and non-instructional, to improve and assess their work based on quantitative and qualitative data, COS is building a culture of assessment that will improve processes and services, inform planning and budgeting, and foster data driven decision-making.

Conclusion

With regards to the specific standards cited in the recommendation, Standards I.B.1-7 are met in that the Educational Master Plan integrates program review processes into institutional planning. Regular, institution-wide program review provides documentation of student achievement of learning outcomes and documentation of institutional and program performance;

it is driving institutional planning in supporting student learning. Standards II.A.2.a-I are met in that program review is performed in all instructional departments, regardless of type of program or delivery. Standards II.B.3, II.B.4, and II.C.2 are met in that all learning support services have, as part of their program review processes, examined student needs, compared those needs to both the scope and scale of support services, and planned accordingly.

With regards to the ACCJC "Rubric for Evaluating Institutional Effectiveness–Program Review," the College is poised on the brink of "sustainable continuous quality improvement." All necessary mechanisms are in place; faculty and staff in all departments are participating; and the process has identified improvements that are needed and has led to improvements that have already been implemented and assessed. Whereas the faculty have been using Program Review for several years to identify their program needs and to make improvements, now every department at the College is primed to "close the loop."

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).

Description

Prior to the last follow-up team visit from the ACCJC (April 2011), the College had evaluated its governance, program review, and planning processes and had produced both new or strengthened processes and a regular timeline for their regular evaluation. The results of those initial evaluations and the resulting new processes had been communicated to the campus and to the Board of Trustees, as noted in the team's evaluation report. However, at that time, these new processes had not yet been implemented. During this past year, the College has implemented these processes and has evaluated portions of their effectiveness as the implementation takes place. Figure 2 provides a graphic representation of institutional evaluation cycles and shows how they are integrated.

Analysis

The College has evaluated its primary processes and organizational structures and is using the evaluation results to make improvements to those processes. The areas that have been evaluated include participatory governance structures and processes, program review, planning, and the College reorganization.

Participatory Governance

In 2010-11, the Governance Taskforce evaluated and changed the participatory governance system. They submitted the College of the Siskiyous Governance Model (Reference #12) to each of the employee groups for review. As the College considered this a "mutual agreement" document, the president of each employee group signed the approval page after review by the group's members. The Governance Model was then reviewed by the Board of Trustees, approved, and signed at their June 2011 meeting. The new governance system became effective as of August 15, 2011.

The first College Council meeting occurred on September 13, 2011. Other governance groups identified in the Model, such as the Academic Senate, the Administrative Cabinet, the Board of Trustees, and Associated Students, have continued to meet as they have in the past, but communicate their advice and recommendations along the revised governance lines. New governance groups, such as the Council of Presidents, have been formed to accommodate new lines of decision-making that are identified in the Governance Model. So far, this year many of the groups have produced several recommendations to College Council according to the lines of decision-making for Budgeting and Planning, Operations, and General Governance issues.

Figure 2: COS Schedule of Evaluation for Major Institutional Processes

	2010 11	2011 12	2012 13	2013 14	2014 15	2015 16	2016 17	2017 18	2018 19	2019 20	2020 21	2021 22
Accreditation	Follow-Up Report	Follow-Up Report	Mid-Term Report		Self-Study	Team Visit			Mid-Term Report		Self-Study	Team Visit
Mission/Vision and Inst. Goals	Develop Inst. Goals			Review & Update M/V	Review & Update Inst. Goals					Review & Update M/V	Review & Update Inst. Goals	
Governance	Process Evaluation & Revisions	Implement Revised Gov. Process; Preliminary Assessment of Process	Governance Process Evaluation		Governance Process Evaluation			Governance Process Evaluation			Governance Process Evaluation	
Educational Master Plan (EMP)	Process Evaluation & Revisions	Assess EMP Development Process; Implement EMP	Assess & Monitor Plan Progress	Assess Plan Progress	Evaluate Plan Results and Develop Next EMP	Assess EMP Development Process	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Evaluate Plan Results and Develop Next EMP	Assess EMP Development Process
Academic Program Review	Process Evaluation & Revisions	Implement Revised Academic PR; Assess Process Efficacy	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results
Non Academic Program Review	Process Evaluation & Revisions	Implement Non-Academic PR; Assess Implementation Process	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results
Budget Process	Process Evaluation & Revisions	Implement Process			Budget Process Evaluation			Budget Process Evaluation			Budget Process Evaluation	

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The Governance Taskforce reconvened on October 7, 2011 to identify more concretely the expectations they had of the new Governance Model. In redesigning the governance system, the Taskforce had expected outcomes for the new system and processes. From these expectations, they formulated a series of criteria (see below) to be used for a preliminary evaluation of the Governance Model. The College Council tasked itself with this preliminary evaluation since it was the only intentionally institutionally representative group and had members that were involved in the four areas of the Governance Model: Professional and Academic Matters, Budgeting and Planning, Operations, and General Governance.

On January 24, 2012, the College Council assessed the new governance system according to the criteria established by the Governance Taskforce:

     a. Decisions are made in a timely manner.
     b. Employees understanding the decision-making process contained in the new governance system.
     c. Items for decision follow appropriate paths.
     d. Decision-making includes appropriate groups.

They concluded as follows:

     a. Since the process has been active only since the start of Fall 2011, it was difficult to judge the process on the criteria cited above: nonetheless,
     b. the appropriate groups have been more involved, especially students who were not represented before and had a difficult time bringing their issues forward;
     c. the path, particularly around Academic and Professional Matters, had been streamlined and was predicted to speed up the process of decision-making given more familiarity with the system;
     d. and while the path of decision-making in each of the four areas was clearer, feedback mechanisms for what happens to a decision are still lacking.

The College Council made two decisions to improve the system after this assessment. (1) Though the functioning of the governance model was explained to all groups in Spring 2011, College Council determined that continued training is needed on a regular basis, individually to constituent groups at selected meetings, and also once each year to the whole college community at an Orientation or Planning Day convocation. (2) They determined that the College should conduct an all-campus evaluation of the Governance Model (to include both survey and focus groups) in Fall 2012 after the process will have been in use for at least a year. After the initial survey and focus groups, the same or similar instruments will be used to evaluate the Governance Model again in 2014/15 and every three years thereafter. The College expects that such campus-wide evaluations will lead to recommendations for improvement, which will be submitted to College Council and the Board and communicated across campus.

Program Review

Program Review exists in two forms at the College: one for academic programs and learning support services and the other for student support services and college operations.

Academic Programs and Learning Support Services

The Academic Program Review template and process is regularly evaluated by faculty; however, these evaluations have been largely informal in nature, taking the form of open discussions during Senate meetings. In spring 2011, a task force of faculty evaluated strengths and weaknesses of the Program Review template and process. As in the past, the task force solicited input from faculty during Senate meetings regarding the Program Review template and the Program Review timeline and cycle. The template was changed to accommodate faculty recommendations. The revised template was adopted and implemented by the Senate in Fall 2011.

In January 2012, the Program Review Committee, now a standing committee of the Academic Senate, created a survey to evaluate the Program Review process and template (Reference #11). They implemented the survey in February 2012 and analyzed the results in March 2012. The results will be presented to the Senate, and discussion of the evaluation results will be used to make improvements to the template and to the process.

The survey evaluates the Program Review process and template according to these criteria: Ease of use, accessibility of data, time on task, participation, dialog, and value to teaching and learning. The Program Review Committee intends that the same survey will be used annually to track changes in the faculty's perspectives of the above criteria and to reveal further improvements that can be made to the process.

Student Support Services and College Operations

The Director of Planning, Assessment and Research (DPAR) has facilitated two evaluations of the Program Review process and its effectiveness in non-instructional programs and departments. First, in July 2011, classified staff and department supervisors were trained in the new non-instructional Program Review system. Immediately after the training, the DPAR distributed a survey (Reference #9) on the quality and effectiveness of the training. The results were captured in a "Frequently Asked Questions" sheet (Reference #13) used with the staff, and the results will be included in a year-end report to the Board of Trustees on Program Review. The results indicated that the training was quite effective and that staff understood the process well.

The DPAR led a second evaluation of the process in October 2011 after each department had submitted its Program Review outcomes, objectives, assessment methods, and implementation strategies. This second survey was given to classified staff and supervisors to determine the effectiveness of the Program Review process. The survey asked people to evaluate not only the training, but also the template (Reference #3), their ability to understand how to formulate outcomes and assessments, the effectiveness of the process in identifying needed improvement, and their level of involvement in developing these as well. Participants were also asked to provide suggestions and criticisms. The results will be used to inform the next Program Review Cycle and will be contained in the year-end report to the Board.

The DPAR also conducted a review of the non-instructional Program Review plans (outcomes, strategies, and assessments). She found that the reports showed a high level of quality, a notable fact since this was the non-instructional departments' first attempt at Program Review involving outcomes and assessments, except for departments within Student Services, which had been conducting Program Reviews for many years.

It is also important to note that time was devoted on both Orientation Day, August 2011, and Planning Day, October 2011, to provide professional development to all groups (both faculty and staff), to provide help and to give informed feedback on the Program Review processes.

Planning

The work on COS's planning processes is described in greater detail in this report in the College's response to Recommendation #7. However, the components of the planning process have been evaluated and the results used as described below. Regular evaluation of the planning process is set on a six-year cycle following the development phase of the EMP.

The College set about evaluating the 2005-2010 Strategic Master Plan in Fall 2010. The President formed a task force known informally as the "Friday Group," a committee comprising individuals from the constituent groups on campus. This group analyzed the College's previous planning processes for campus participation, measurable outcomes, strategies and people responsible for the outcomes, and timelines for evaluation. There were three significant outcomes of the work of this task force: (1) the creation of the document "Planning by Design," which describes the new planning system and its foundational principles and which addresses the perceived deficiencies of the last five years of planning activities; (2) the formation of the Educational Master Plan Steering Committee; and (3) the creation of a blueprint, which laid out the nuts and bolts for organizing and drafting the EMP.

In writing the document "Planning by Design" (Reference #14), the College evaluated past strategic plans, articulating that the emphasis of institutional planning needs to be student success. For this reason, the Strategic Master Plan was re-titled the Educational Master Plan (EMP), and great attention was paid to ensure that the Facilities, Human Resources, Business, Technology, and Advancement plans within the EMP supported the Student Learning plan. Secondly, the "Planning by Design" document ensures that each of the desired outcomes in the EMP contains measurable objectives that set the criteria for success and serve as the foundation of the plan's implementation. It was important to the EMP Steering Committee that assessment (via the measurable objectives) be a foundational piece of the plan.

By Spring 2011, the Educational Master Plan (EMP) had been completed. In Fall 2011, the process used to create the EMP was evaluated. Conducting a survey of its members, the EMP Steering Committee evaluated the process that produced the plan, from the development of the Goals, Outcomes, and Measurable Objectives to the extent to which they believed the EMP supported student learning and success. The results of this survey (Reference #15) were analyzed by the Institutional Planning Committee, known simply as the Planning Committee, which was formed in Fall 2011 as a standing committee of the College to oversee the institution's implementation and evaluation of the EMP.

In Fall 2011, implementation teams wrote implementation plans for each measurable objective in the EMP using a template (Reference #16) created by the DPAR. In November 2011, the Planning Committee developed an evaluation worksheet for assessing the quality of these implementation plans (Reference #17), and throughout December 2011 and January 2012 they assessed the implementation plans for quality of objectives, measurement of success, and groups/individuals responsible. After assessing the implementation plans, the Planning Committee communicated their feedback to the point persons for each plan, who then made adjustments to their department's activities based on the feedback received. This assessment process also resulted in an overall recommendation to the President and to the EMP Steering Committee that the EMP contained too many objectives to be successful. On February 7, 2012, the Planning Committee met with implementation teams to discuss deferring some outcomes to a future year or EMP. As a result of the discussions between the Planning Committee, executive administrators, and implementation teams, the College has learned the value of these evaluation practices. Therefore, assessment of departmental implementation plans will be a regular and

ongoing activity of the Planning Committee to ensure the College is working toward achieving the outcomes identified in the EMP.

In April 2012, the Planning and Budgeting Committees will meet to link planning and budgeting processes together for the proposed 2012-13 budget. The two groups will meet twice during the budget formation process to ensure our planning drives the budget. After these two meetings, the two committees will meet again to evaluate how well this part of the process worked, how well it accomplished the linking of planning and budgeting, and whether they would recommend any improvements.

In 2014/15 progress on the implementation plans will be analyzed by the Planning Committee in order to assess successful completion of the measureable objectives and achievement of the EMP outcomes. Analysis of the results will be reported campus-wide in August 2014 and will lay the groundwork for development of the next comprehensive EMP. The following year the entire 2011-2015 EMP creation, implementation, evaluation, and next-plan generation process will be evaluated based on the criteria stated earlier: scope of participation, quality and success of outcomes and assessments, and adherence to stated timelines. The College will repeat these two evaluation processes every 6 years: (1) analysis of the College's achievements of the EMP goals, outcomes, and measurable objectives; and (2) evaluation of the College's total 6-year planning, evaluation, and closing-the-loop cycle.

Reorganization

While the reorganization of the institution carried out over the last two years was not called out in the recommendation, it was an important process of the College. For that reason, the Office of Planning, Assessment, and Research conducted a series of focus groups of those affected most by the reorganization. Participants were asked to evaluate the reorganization according to the criteria established by the Administration before the process began (Reference #18). This included the breakdown of silos between Instruction and Student Services; transfer programs, basic skills education, and career and technical programs; and various types of student support services. These focus groups were conducted during late January and the first week of February 2012.

One last evaluation effort spans many of the areas covered above and so will be dealt with separately. In February, the Office of Planning, Assessment, and Research conducted a Personal Assessment of the College Environment (PACE) Employee Climate Survey that asked questions generally about institutional structure, supervisory relationships, teamwork, and student focus. In addition, the survey included three questions targeting the College's newly adopted Core Values and seven questions that will help to determine the success of some of the EMP objectives. All in all, eighteen of the questions will help the College evaluate areas of governance, planning, core values, program review, and staff collaboration/communication.

Conclusion

While many of the processes planned in response to the 2010 accreditation recommendations have not yet finished complete cycles, the College continues to build assessment methods into its processes and has done interim evaluations on the efforts that created these new processes. All of these evaluations have either been used to improve the processes or the results have been saved to be used when the scheduled time for review of each process occurs (see schedule of evaluations). This past year has seen a lot of process evaluation and we are definitely on track to do a thorough evaluation when each process completes its

cycle. Beginning Fall 2012 all evaluation results will be shared with the campus and the Board and will include recommendations for improvements.

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)*

Background

For several years, the College has had a strategic plan in place, has been performing regular program reviews in the academic areas, and has had an Action Plan process in place which was designed to tie resource allocation to the Strategic Master Plan, to institutional priorities, and to program reviews. However, while these processes had the potential to become integrated, in practice the linkages were not always utilized effectively.

The expiration of the 2005-2010 Strategic Master Plan combined with the adoption of a Vision in 2009 created an opportunity to update the College's approach to planning and address the factors that limited the integration of staff and resources. With this new approach, the college set out to create:

- An Educational Master Plan that puts student learning at the center of decision-making
- An integrated and proactive approach to institutional planning
- A clear and visible connection between planning, long-range goals, and day-to-day operations
- A designated "location" for planning
- A planning system that allows for on-going, inclusive, and systematic planning

During the 2010-2011 Academic Year, College of the Siskiyous engaged in a participatory planning process to develop a new Educational Master Plan (EMP) (Reference #19). The campus-wide effort to create the EMP is detailed in the College's March 1, 2011, Accreditation Follow-Up Report. Highlights of the EMP Development Process include:

- July 2010
  - A planning task force, informally known as the "Dialog Group" or the "Friday Group," outlined characteristics desired in a planning model.

- August through September 2010
  - Vice President of Student Learning (VPSL) developed a blueprint for creating an Educational Master Plan based on the Dialog Group's discussions and shared it with the college community at the August Orientation Day.
  - President's Advisory Council (PAC) recommended the blueprint to the President after revisions were made based on campus feedback.
  - President tasked COS's two Vice Presidents to chair the EMP Steering Committee.
  - The VPs formed the EMP Steering Committee and six EMP Task Forces (one for each functional area) to write the plan (each task force included faculty, classified

staff, supervisors/managers, and administrators). More than 1/3 of the College's full-time employees participated on a planning committee or task force.

- October 2010
    - The EMP Steering Committee and task forces met as a group to determine their approach for writing an integrated Educational Master Plan.
        - Goals, outcomes, and measurable objectives would form the foundation for the plan.
    - College employees were asked to contribute to the development of the EMP at the College's October Planning Day.

- October through December 2010
    - EMP Steering Committee developed institutional goals and shared them with EMP Task Force members for feedback.
    - EMP Task Forces and Steering Committee developed first draft of EMP.

- January 2011
    - Draft EMP chapters were shared with college employees.
    - College employees were invited to provide feedback on draft institutional goals and EMP area chapters.
        - Four focus groups were held to solicit feedback.
        - E-mail feedback was encouraged
    - Early draft of the Planning by Design System was shared.

- January through March 2011
    - EMP Task Force Lead Authors revised chapters based on feedback.
    - EMP Task Force Chairs and Lead Authors began the process of integration between chapters where area goals overlapped.

- March 2011
    - EMP Task Force Lead Authors submitted final EMP chapter drafts for editing.

- March through April 2011
    - DPAR worked with Lead Authors to edit EMP.
    - EMP Task Force Chairs and Lead Authors finalize integration between chapters.

- May 2011
    - President Lawrence shared the draft 2010-2014 Educational Master Plan with college employees for final review.
    - President's Advisory Council voted to recommend 2010-2014 Educational Master Plan to the Board of Trustees (May 17, 2011).

- June 2011
    - COS Board of Trustees unanimously adopted the 2010-2014 Educational Master Plan including institutional and area goals to support the College's mission and vision (June 7, 2011)

Along with the creation of the EMP, the college used the opportunity for change to establish an on-going planning system, aptly named Planning by Design (Reference #14) that focuses on institutional effectiveness by integrating planning and assessment at all levels and establishing practical linkages that make it a key driver of the Budget Development Process. Many elements of the Planning by Design system are already in use and the formal document will be presented to the College Council early Spring 2012.

Description

Since the Accreditation Follow-Up Report, March 2011, COS has moved swiftly to finalize its Educational Master Plan, begin implementation of the plan, and establish the support mechanisms for planning that are detailed in the Planning by Design document. The Educational Master Plan serves as a roadmap for implementing the college's Mission, Vision, and Institutional Goals. The College's Budget Development Process is designed to fuel and propel college plans for improvement.

The Educational Master Plan

The June 2011 adoption of the Educational Master Plan (EMP) provided COS an agreed upon college-wide framework for working toward its Mission, Vision, and Institutional Goals. The EMP is the result of a year-long effort in which all areas of the college (Student Learning, Business Services, Facilities, Human Resources, Information Technology, and Institutional Advancement) came together to consider how they could best support student learning. With a task force for each area made up of faculty, staff, and administrators, the chapters emphasize those things that the college needs to prioritize in order to support students and ensure learning occurs. The EMP Steering Committee, comprising the chairs and authors of each chapter, was charged with integrating the overlapping areas of the plan. The result is a college-wide plan that identifies specific Goals, Desired Outcomes and Measurable Objectives that the college will work on and prioritize in its decision-making over the next several years. The key element of the plan is its 28 outcomes. It is an ambitious plan, but one that the College developed internally and owns. No outside consultants were used to develop this plan.

The EMP contains a summary chapter, which serves as a quick reference guide for the campus to help focus employees on the Goals, Desired Outcomes, and Measurable Objectives, and is organized by Institutional Goal (Reference #20). The EMP is posted on the COS web site, and employees were given a copy of the entire plan on Planning Day, October 2011, as part of their participation in the implementation process. Each of the Desired Outcomes of the 2010-2014 EMP identifies Measurable Objectives that set the criteria for success and serve as the foundation of the plan's implementation. It was important to the EMP Steering Committee that assessment (via Measurable Objectives) be a foundational piece of the plan, as the college moves toward increased data-driven decision-making. While most of the identified measures of the 2010-14 EMP are quantitative in nature, the planning process can accommodate qualitative evaluation tools as well.

The *EMP Implementation Plan and Progress Report* serves as the annual tracking tool for the multi-year EMP. Completed each fall by the Point Person, the Implementation Plan and Progress Report form helps those responsible for the outcomes, as well as the Planning Committee, to keep track of the strategies, activities, and progress of an Outcome throughout the process. If progress is not being made or if something is not working correctly, implementation plans can be updated without waiting for the end of a planning cycle. This on-going evaluation

and responsiveness makes assessment more immediate and therefore more meaningful. Changes to those things that fundamentally change the plan (i.e. Outcomes and Measurable Objectives) require Planning Committee approval. Changes to strategies and activities within an implementation plan are made at the discretion of the Point Person. This holistic approach allows for flexibility but also ensures oversight of the EMP's core.

Implementation of the Educational Master Plan

Immediately following the Board's adoption of the EMP, college leaders went to work to roll out the specific components necessary for implementing the plan. Based on a request from the President, the President's Advisory Council (now College Council) recommended a standing Planning Committee as part of the governance process at their meeting on June 29, 2011. The President's Advisory Council unanimously passed the new Planning Committee's charge and President Lawrence quickly went to work to establish the new representative committee (Reference #21).

In establishing an on-going Planning Committee, planning now has the permanent institutional "location" that it lacked in the past. The Director of Planning, Assessment, and Research (DPAR) was asked to chair the Committee, which consists of two additional administrators, two faculty, two administrative support/management employees, two classified staff, and one program review/assessment specialist (in this case, a faculty member). The charge of the Planning Committee outlines their role in executing and evaluating the results of the EMP as well as their responsibilities to ensure that Program Review and Budgeting are connected to planning. The following are the key areas of the Planning Committee's charge. Specific outcomes for the following areas of the charge can be found in the COS Planning Committee Document:

- The Planning Committee serves as the primary advisor to the campus governance body on the Institutional Goals, Educational Master Plan, and associated planning and assessment efforts leading toward the College's Vision.
- The Planning Committee monitors the Institutional Goals and related Area Goals, Outcomes, and Measurable Objectives.
- The Planning Committee reviews Program Review documents from an institutional perspective to improve the implementation of the college Vision Statement.
- The Planning Committee works closely with the Budget Committee, ensures a link between planning and budgeting, and advocates for the priorities of the Vision, Institutional Goals, and Educational Master Plan within the Budget Development Process.

Shortly after their formation, the Planning Committee adopted a *Detailed Timeline of Actions* for implementing the 2010-2014 EMP (Reference #22) to assist the Committee in communicating its expectations for the implementation process. The Detailed Timeline of Actions is based on the approach outlined in the Planning by Design system. It outlines the yearly schedule for implementation and assessment in the context of the longer cyclical planning process. In the first implementation of the EMP, the cycle is four years (one year development

Figure 3: COS Timeline of Major Institutional Processes

Process	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accreditation Cycle			Mid-term Report		Self-Study	Visit			Mid-term Report		Self-Study	Visit
Mission/ Vision and Institutional Goals	Dev of Inst. Goals			Review & Update M/V	Review & Update Inst. Goals					Review & Update M/V	Review & Update Inst. Goals	
Educational Master Plan (EMP)	Year 1[1] - Develop Plan	Year 2	Year 3	Year 4	Year 1 – Develop Plan	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1 – Develop Plan	Year 2
Program Review	Select Programs	Focused	Focused	Comp.	Focused	Focused	Comp.	Focused	Focused	Comp.	Focused	Focused
Budget Development	One-Time All Admin. Approach	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process	Yearly – See Budget Dev. Process

and three years implementation) in all subsequent years; the cycle will be six years. The first cycle was shortened to align planning with other institutional processes (see Figure 3). In addition to establishing the timeline, the Planning Committee also quickly began to assist in preparing for the 2011 Planning Day kick-off of the EMP Implementation.

Implementation of the EMP relies heavily on an identified Point Person for each outcome in the plan. In July and August 2011, working with members of the President's Executive Cabinet, the DPAR established a Point Person for each of the EMP's Desired Outcomes. Each Point Person is responsible for the implementation and assessment of their assigned EMP Outcome(s). On September 23rd, the DPAR provided the group of Point Persons a two-hour workshop that covered background information on the EMP, their role as leader in the implementation of the EMP, their responsibilities for assessment and reporting, how to fill out the *EMP Implementation Plan and Progress Report* form*,* and how to get the information needed at the upcoming Planning Day Session (Reference #23).

The Fall Planning Day on October 11, 2011, was the official beginning of the EMP implementation process. Led by the Point Person, implementation plan meetings were held for each of the EMP's 28 Outcomes. Members of the Planning Committee were on hand to provide support and encouragement. On Planning Day, college employees attended up to three Planning Sessions to discuss the implementation of the Desired Outcomes for which they had particular expertise or interest. Point Persons gathered input from all participants to use as the foundation for completing the EMP Implementation Plan for their Desired Outcome(s). Once completed

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[1] The first EMP Cycle depicted is a shortened cycle which is only 4 years in length. This shortened cycle applies only to the 2010-2014 Educational Master Plan. All subsequent Master Planning cycles will be six years in length. The shorted cycle allows the college to learn from its initial plan more quickly and to align its major institutional planning and assessment efforts.

EMP Implementation Plans were sent by the Point Person to the Planning Committee for review and feedback (Reference #24).

The Planning Committee began a review of the Implementation Plans in November, after developing an evaluation tool (Reference #17). They identified teams of two people from the PC to do an initial review of each Implementation Plan and the entire committee then discussed each plan. Plan-specific feedback was distributed to each Point Person in the form of a memo in early January (Reference #25). The Committee identified several common errors and decided to have an additional training session to help Point Persons refine their plans and improve their assessment skills. In the meantime, Point Persons and those identified as being responsible for one or more plan activities, have been encouraged to move forward with implementation. While preliminary assessment of the results of the Year 1 Implementation Plans won't officially occur until next fall, as noted above, several positive changes have already been observed.

Because integration in planning was a key aspect of the EMP, it is important to note that the Planning Committee, as part of their review of the Implementation Plans, identified a couple of areas within the plan where integration across the chapters could be improved. In their feedback, the Planning Committee suggested to the Point Persons that they take steps to communicate with the other related areas. For example, in the case of Distance Learning, where the need for integration was particularly obvious, the Planning Committee asked the Vice President of Student Learning to bring together the EMP Leads from Student Learning, Advancement, and Technology to address this topic in a more comprehensive manner. They met and discussed ways to pull together activities and resources, and a team representing all three areas will be working on the outcomes related to Distance Education. Additionally, in reviewing Implementation Plans, the Planning Committee recognized that the EMP was more expansive than the college's human and financial resources given the shortened planning cycle. The Planning Committee is currently working with the Point People to defer a limited number of Outcomes to a future year or EMP.

Ties between the Educational Master Plan and other Institutional Processes

From the outset, the Administration, Academic Senate, and staff understood that creating a new Planning System would require more than a new planning process. Staff quickly connected other key institutional processes, particularly Budget Development and Program Review that would need to be updated or changed if the EMP was to be truly effective as a key decision-making apparatus.

Last spring, as part of establishing a new participatory Budget Process, President Lawrence included as part of the Budget Committee's charge, a responsibility to "assist in the development of a budget which supports the College's plans and vision and is consistent with the established Budget Development Guidelines. The Budget Committee has taken actions to support this part of their charge.

The Budget Committee created a Budget Development Process that integrates planning into all three phases of the process (input, prioritization, and adoption) and provides several opportunities for the Planning Committee to offer input into the funding priorities (Reference #26). A review of the process shows that in the Input Phase of budget development, the EMP Implementation Plans are made available to employees early in the process so that they can use the plans as support for their requests. In the Prioritization Phase of budget development, the Budget and Planning Committees meet jointly to put together guidelines for administrative prioritization of budget requests. And in the Adoption Phase, the Planning Committee has an

opportunity to review and comment on the List of Funding Priorities put forth by the President. The College Council adopted the Budget Development Process on October 22, 2011, and it was shared with the Board of Trustees at their January 2012 Meeting.

As part of their guidelines to the college for the Budget Request Process, the Budget Committee has identified the need to balance and fund both strategic (planning) priorities and on-going operations and maintenance activities. The Budget Request Process will include a tracking mechanism that will allow the College to see how each request has been prioritized to achieve this balance. This reporting mechanism will be an on-going feature of the Budget Development Process.

In Summer 2011, the President also established a requirement that all non-instructional areas engage in on-going Program Review. Additionally, faculty revised the Academic Program Review Process to provide a more consistent approach across all disciplines. This was significant to planning for a number of reasons. First, Program Review provides a mechanism for individual areas to assess their core activities and inform their own decision-making and planning. This departmental planning helps to inform institutional planning at higher levels of the organization. Second, because Program Review uses the same basic assessment language as the EMP, having employees participate in Program Review reinforces the skills needed for assessment of the EMP and helps to encourage a culture of assessment. Finally, with all areas engaging in Program Review, assessment results can inform budget requests and thereby support both Institutional Planning and Budgeting.

Analysis

Seizing the opportunity afforded by a concluding Strategic Plan, COS has used the last 1½ years to establish a comprehensive, collaborative, and on-going planning system. The College has developed an Educational Master Plan that promotes its Mission, Vision, and Institutional Goals by supporting improved decision-making around student learning and institutional effectiveness. While the College is still early in the implementation phase of the EMP, three fundamental changes in the planning process exemplify the college's commitment to on-going improvement: (1) collaborative planning across all areas of the College, (2) assessment of progress toward outcomes and institutional goals, and (3) resource allocation based on institutional planning and assessment. Putting these changes into effect has already influenced decisions at COS.

Collaboration

The Educational Master Plan (EMP) focuses the College on the COS Mission and Vision by providing specific Institutional Goals, Area Goals, Desired Outcomes, and Measurable Objectives for each area. The participatory process used to create the EMP speaks to the College's commitment to provide integration of ideas throughout the plan. A review of Chapter 8 of the EMP shows the efforts of each chapter to support the Institutional Goals of the College as each goal is supported by multiple areas of the college. By connecting the long range Institutional Goals that will lead COS to its Mission and Vision with the Goals and Outcomes that each area will achieve in this planning cycle, the plan promotes steady progress over time.

An analysis of the EMP shows that in all of the functional chapters of the plan, student learning and institutional effectiveness are the primary drivers behind the outcomes and objectives. For example, some of the priorities that are identified in the Facilities Chapter of the EMP include ensuring that the Capital Outlay Plan reflects the future student learning and

support needs of the college and that instructional space is used efficiently to support student learning. The same type of commitment to students can be found in the EMP Chapters for other support areas such as Technology, where one of the Desired Outcomes states that "decisions around technology are collectively made between Technology and Student Learning and are aligned on all campuses." The Student Learning Chapter in particular focuses the college on critical aspects of its mission, including student achievement and student goal completion.

A collaborative planning process has already led to changes in the way the areas of the college work together. While one person, the Point Person, is ultimately responsible for implementing each EMP Outcome, in reality, each Point Person is relying on multiple individuals and/or groups in order to accomplish the outcome.   For example, in the case of Distance Learning, where there were initial concerns among the Planning Committee that the Distance Education outcomes of the various chapters (areas) were not interrelated, the leads of these outcomes have come together to integrate their work. With the support from members of the original Student Learning Taskforce, EMP Implementation Plans are being modified to reflect a shared approach. The Technology Distance Outcome (Tech 1.4), led by the Assistant Dean of Learning Resources and her team, will include several faculty who will work with the Faculty Senate to determine on-line educational pathways. The Director of Information Technology will work with this group to support the technology needs of Distance Education. The area of Institutional Advancement will hold off on plans to increase marketing until distance learning educational pathways have been identified. Members of these groups have agreed to continue to meet and work on their shared approach.

Accountability

Assessment is evident throughout the Educational Master Plan. The Planning Committee is taking the lead on assessing the planning process, and the Point Persons for each EMP outcome is the lead on assessing their designated Desired Outcome(s) within the EMP. The Planning Committee provides a support role in assessing EMP Outcomes by ensuring that assessment occurs and that those doing the assessment are focused on results and how they can use the results to inform on-going strategies, activities, and improvements. Identifying a specific individual to be responsible for each assessment allows the Planning Committee to follow up easily on the progress of each Desired Outcome. And, while a full year has not yet been completed, the foundational elements of assessment described above (specific Desired Outcomes and Measurable Objectives for each goal) will allow for enforcement of the assessment process, something the Planning Committee is committed to following through on next fall and in future years as part of their monitoring role. Additional training and work with Point Persons and others will continue around assessment to help build experience with this important aspect of the plan.

The establishment of a representative Planning Committee that is part of the formal governance process, gives planning not only a "location" but also makes it a shared responsibility of all employee groups. It allows for oversight of plan implementation and also reflection and assessment of the planning process. It is this second element, assessment of the planning process that is particularly valuable to the college to make sure that continuous improvement occurs. For example, this fall, the Planning Committee in addition to looking forward, also took time to reflect on the Process used to create the Educational Master Plan. They reviewed the results of a survey of the EMP Taskforce Members (those who helped to create the EMP) and discussed the lessons learned from the process (Reference #27).

The presence of an EMP that requires accountability to a set of measurable objectives has influenced shifts in the organizational structure at the College. For example, in order to "Evaluate and improve student learning and achievement through a data-informed decision-making process" as called for in EMP Student Learning Goal #1, the Vice President of Student Learning formed a new Student Achievement Committee in the fall of 2011. This committee reports directly to him and includes faculty; Student Success and Student Life administrators; the Director of Planning, Assessment and Research; and other key Student Learning staff (Reference #28). The committee, initially organized to support Student Learning Outcome 1.1, has now been designated to support Student Learning Outcomes 1.1, 3.1, 4.1, and 5.1 and to provide guidance to the Vice President of Student Learning on matters of student success and retention. The expansion of committee duties was based on the recognition that as this group develops the expertise in student data called for in Outcome 1.1, they will be in the strongest position to guide many decisions around student learning and support. The Student Achievement Committee is currently prioritizing tasks across the Student Learning Outcomes to establish common data needs and ensure that the work of the outcomes complement one another. The Vice President and others expect this new committee to play a key role in updating the College's approach to student success.

Funding Institutional Priorities

The connections established by the COS Budget Committee in the Budget Request Process and the Budget Request Form show a concerted effort to strengthen the ties between planning, program review, and resource allocation. The Budget Request Process includes multiple opportunities for the EMP to factor into the budget. First, as part of a department's request, they can use the EMP Implementation Plans to discuss how their item will support some aspect of the EMP. Second, the Planning Committee will have the opportunity to advocate for the needs of the EMP as part of the prioritization process where they will meet jointly with the Budget Committee and offer advice to the administrators prioritizing the Budget. Finally, the Planning Committee has an opportunity to voice any concerns about the List of Budget Priorities in the adoption phase of the process. Additionally with the Budget Committee and the College Council also playing formal roles in the Budget Development Process; all three representative groups will have the opportunity to keep the funding decision on track and accountable to the Mission and Vision in ways that were not available in the past. A review of the Prioritized List of Funding Priorities and the underlying documentation will need to be analyzed at the end of this year to determine the effectiveness of these connections in practice. The realization of an integrated Budget Request Process will help to ensure on-going connectivity between major institutional processes.

The integrated nature of the Planning System is already influencing decision-making in fundamental areas of college planning. For example improved integration between Planning and Budgeting has led to increased communication around enrollment. In January 2012, the Vice President of Student Learning and his team, working on EMP Student Learning Goal #2 (Enrollment Management) noticed a significant dip in FTE. Recognizing the potential financial impact of this, he sent a memo to the Budget Committee to inform them of the downward trend of FTES (Reference #29). This allowed the Budget Committee to immediately adjust its budget assumptions to account for the impact of lower FTE on funding. This kind of direct communication between the Vice President and the Budget Committee is critical to ensuring that college wide committees such as the Planning and Budget Committees are successful.

Conclusion

College of the Siskiyous' Educational Master Plan is a comprehensive strategic plan that serves as a roadmap for the college to meet its Mission, Vision, and Institutional Goals by improving student learning and institutional effectiveness. In its first year of implementation, the Educational Master Plan has already impacted COS. An emphasis on collaboration, accountability, and integration of institutional processes has refocused the college on the fundamentals of student success and enrollment management. With built-in accountability mechanisms throughout the planning process, the Educational Master Plan will allow the College to continue to focus its priorities in the future.

Table of Evidence

Evidence for the College of the Siskiyous 2012 Follow-Up Report is listed in the following table. In the electronic version of this report, which is located on the College's website, the document descriptions in the right-hand column are live links to the specific documents that are described.

- The reference numbers in the left column match the citations in the body of the 2012 Follow-Up Report, the middle column lists pages where the citations appear, and the right column is a short description of the evidence document.
- Several evidence documents are cited multiple times in this report. The middle column lists the several pages where the documents are referenced.
- Some of the evidence lead to a directory of a number of related documents, such as program reviews.

Reference #	Page #	Document Description
1	5	Academic Program Review Update Template
2	6	2011-12 COS Program Review for Non-Academic Areas – List of Programs
3	6, 13	Focused Program Review Template (for Non-Academic Areas)
4	6	Non-Academic Program Review Plans
5	7	Non-Academic Program Review Workshop Agenda – July 2011
6	7	Non-Academic Program Review Workshop Presentation - July 2011
7	7	Instructions for Focused Program Review Template (for Non-Academic Areas)
8	7	Potential Sources of Data/Evidence for Assessment (Workshop Handout)
9	8, 13	Program Review Workshop Survey Results
10	8	Non-Academic Program Review Survey Results
11	8, 13	Academic Program Review Evaluation Survey Instrument
12	10	College of the Siskiyous Governance Model
13	13	Focused Program Review Frequently Asked Questions Sheet
14	14, 19	Planning By Design: An Integrated Planning Model (Draft)
15	14	EMP Planning Process Survey Results
16	14	EMP Implementation Plan and Progress Report Template
17	14, 22	EMP Implementation Plan Review Worksheet

Reference #	Page #	Document
18	15	COS Rolling Reorganization – Report of Assessment Results as of February 2012
19	17	2010-2014 Educational Master Plan
20	19	Educational Master Plan Chapter 8 – Summary of Goals Outcomes and Objectives
21	20	COS Planning Committee Charge
22	20	2010-14 Educational Master Plan Detailed Timeline of Actions
23	21	EMP Point Person Training Presentation from Sept. 23, 2011
24	22	Educational Master Plan 2011-12 Implementation Plans
25	22	EMP Implementation Plan Feedback Memos
26	22	Budget Development Process
27	24	Planning Committee Minutes December 9. 2011
28	25	Student Achievement Committee Formation Document
29	25	Enrollment and FTES Update Memo from Dr. Frost on January 13, 2012