



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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August 17, 2015

CORRECTED LETTER

Mr. Scott Thomason
Superintendent/President
College of the Siskiyous
800 College Ave.
Weed, CA 96094

RE: 2015 Annual Report Responses
Notice of Enhanced Monitoring and Possible Special Report

Dear President Thomason:

College of the Siskiyous is being given notice of enhanced monitoring and the possibility of a needed special report. We ask that you provide this letter to others on campus as appropriate and to the governing board.

The college has been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual Report concerning student learning outcomes practice. The college may be required to submit a special report providing additional information to the Commission following a review of the March 2016 Annual Report.

Recommended Evaluation Related to SLO Assessment

In its 2015 Annual Report, College of the Siskiyous reported ongoing assessment in only 42% of its courses (and in 78% of programs). As to the courses reported in the 2015 Annual Report without ongoing assessment, we recommend you consider and evaluate:

- The list of the courses, sorted by discipline or program.
 - o Identify whether the courses are prerequisite courses, program entry courses, end-of-program courses, and/or general education courses, as appropriate.
- A list of programs for which 40% or more of the included courses are without ongoing assessment.
 - o 2013-2014 student enrollments in each of these programs.
- Information about whether the disciplines/programs that have classes without ongoing assessment participate in program review, how the college evaluated the discipline's/program's participation in ongoing assessment, and what impact the level of ongoing assessment had on resource allocation.

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- Any other information the institution has found pertinent concerning its own evaluation of the courses and programs for which there is no ongoing assessment of student learning outcomes.

Ongoing Assessment of SLOs

In accordance with the Accreditation Standards, member institutions are expected to have ongoing assessment of student learning outcomes in all of their courses and programs. When institutions have low levels of ongoing assessment in courses and programs, including the general education program, institutional compliance with standards is called into question. If an institution's courses and programs are not being assessed on an ongoing basis, then institutions may not be able to demonstrate that, across the institution:

- Student learning results are used to determine how well the college is meeting its mission;
- Data and analysis of student learning outcomes assessment are discussed and used in evaluation, planning, and decision-making;
- Instructional programs are being improved with the use of student learning outcomes assessment results;
- Student support and library and learning support programs demonstrate support of student learning;
- Institutional resources are sufficient, are distributed, and are used to enhance student learning;
- Resource allocation decisions and planned improvements are based upon the analysis of student learning results; and
- The governance bodies, CEO, and board of trustees are focused on student learning at the institution, and are taking policy and leadership steps to improve student learning.

Low levels of participation in the ongoing assessment of student learning outcomes also raise questions whether:

- Course outlines of record are current, and whether they include student learning outcomes;
- Course syllabi contain SLOs consistent with those in the course outlines of record;
- Course sequencing and scheduling decisions are made to enhance student learning;
- College catalogs and information posted on the college website provide accurate information about programs;
- Students and prospective students have appropriate information about courses and programs of study at the college;
- Student learning assessment and improvement activities are used effectively in the evaluations of those responsible for student learning;
- Resource allocations are primarily "roll-over" activities and may not result in the reallocation of ongoing funds to improve student learning results; and

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- Representations by the institution about academic quality are supported by data from every program at the college.

Since 2014, institutions have been expected to demonstrate they meet the Accreditation Standards pertaining to student learning outcomes (SLOs), in the same manner as with other areas of institutional practice.¹ Moreover, the ACCJC recently announced changes to institutional midterm reports prepared under the Accreditation Standards adopted in 2014. Midterm reports will have two areas of focus, both related to enhancement of student learning and student achievement. These include:

- An update on the quality improvement projects identified by colleges in their comprehensive self evaluation Quality Focus Essays, including results from those projects; and
- A multi-year analysis of the kinds of data reported to ACCJC in the annual reports, including student learning outcomes data.

Institutional data and its analysis for use at all levels of the institution, in planning, resource allocation and quality improvement, are increasingly important aspects of demonstrating that colleges meet the standards.

Ongoing Assessment Across the Region

According to the 2015 Annual Report data, nearly 87% of the 104,990 courses offered across the region have ongoing assessment of student learning outcomes. Approximately 2/3 of member institutions report ongoing assessment in greater than 90% of classes (most are at the 100% level). Approximately 15 institutions have ongoing assessment in less than 67% of courses.

Of the 12,854 programs offered by member institutions, 91% have ongoing assessment of student learning outcomes. More than 70% of member institutions report ongoing assessment in greater than 90% of programs (with more than half of member institutions at the 100% level). Approximately 15 institutions have ongoing program assessment at a rate of 67% or below.

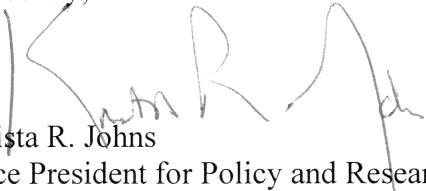
Please refer to the College's 2015 Annual Report for additional detail concerning the College submission. The report form instructions can be found at www.accjc.org/annualreport/index.php by clicking on *Getting Started Instructions* in the dialog box. No log-in or password is required for the instructions. We also recommend that you review the Eligibility Requirements and Accreditation Standards adopted in 2014. These can be found at: <http://www.accjc.org/eligibility-requirements-standards>.

¹ The period for developing institutional practice across the region using sample behaviors compiled in the Rubric for Institutional Effectiveness ended with the College Status Report on Student Learning Outcomes Implementation submitted in 2012-2013.

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If you have any questions concerning this request for additional information, do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Krista R. Johns". The signature is written in a cursive style with a large initial "K" and a prominent "R".

Krista R. Johns
Vice President for Policy and Research

cc: Dr. Steven Reynolds, Accreditation Liaison Officer