College of the Siskiyous
800 College Avenue
Weed, CA 96094

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Steven Reynolds
3.	Phone number of person preparing report:	530-938-5554
4.	E-mail of person preparing report:	reynolds@siskiyous.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.siskiyous.edu/catalog/catalog1415.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.siskiyous.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2014: 2,267 Fall 2013: 2,611 Fall 2012: 2,374
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	1,807
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	515
9.	Number of courses offered via distance education:	Fall 2014: 95 Fall 2013: 106 Fall 2012: 100
10.	Number of programs which may be completed via distance education:	0

#		Question	Answer
11.		Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 940 Fall 2013: 1,123 Fall 2012: 1,162
12.		Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.		Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#		Question	Answer
14a.		What is your Institution-set standard for successful student course completion?	65 %
14b.		Successful student course completion rate for the fall 2014 semester:	71.73 %
15.		Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.*	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	260
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	160
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100
16a.		Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	230
16b.		Number of students who received a degree in the 2013-2014 academic year:	164

16c.	Number of students who received a certificate in the 2013-2014 academic year:	79
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	140
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	150
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	ART: Graphic Design Cert ENGL: Creative Writing Cert, and ESL Non-Credit Cert MCOM: Media Communications Cert PEMA: Personal Trainer Cert THEA: Technical Theatre Cert
19a.	Number of career-technical education (CTE) certificates and degrees:	42
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	42
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	4
20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Paramedic	51.09	state	80 %	100 %
Fire Science	43.02	state	85 %	n/a
Administration of Justice (POST level 2)	43.01	state	85 %	100 %
Administration of Justice (POST level	43.01	state	85 %	100 %

2)				
Administration of Justice (POST PC 832)	43.01	state	85 %	100 %
Nursing	51.38	state	90 %	93 %
Nursing	51.39	state	90 %	96 %
Nursing (practical)	51.39	state	90 %	94 %

21. 2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Paramedic	51.09	80 %	77 %
Fire Science	43.02	80 %	n/a
Administration of Justice (POST level 2)	43.01	80 %	80 %
Administration of Justice (POST level 2)	43.01	80 %	72 %
Administration of Justice (POST PC 832)	43.01	80 %	90 %
Nursing	51.38	90 %	93 %
Nursing	51.39	90 %	91 %
Nursing (practical)	51.39	90 %	93 %

22. Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Success rate for CREDIT	Grade of A, B, C, P, or CR in credit bearing courses	70%
Success rate for TRANSFER	Grade of A, B, C, P, or CR in courses that transfer to 4-year schools	85%
Success rate for BASIC SKILLS	Grade of A, B, C, P, or CR in courses 2 levels below transfer or lower	53%
Success rate for DISTANCE ED	Grade of A, B, C, P, or CR in online, 2-way interactive video, or hybrid	60%

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

No innovative practices to report. In response to analyzing college or program

		performance, the College is having more conversations about how to collect and analyze data.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	401
	b. Number of college courses with ongoing assessment of learning outcomes	168
	Auto-calculated field: percentage of total:	41.9
25.	Programs	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	23
	b. Number of college programs with ongoing assessment of learning outcomes	18
	Auto-calculated field: percentage of total:	78.3
26.	Student and Learning Support Activities	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	6
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	2
	Auto-calculated field: percentage of total:	33.3
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	n/a
28.	Number of courses identified as part of the general education (GE) program:	202
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	39 %

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	202
32.	Number of Institutional Student Learning Outcomes defined:	0
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	0 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	0 %
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).	

> The college has not established ILOs. The college, however, has established institutional goals in its Educational Master Plan (EMP). Instructional departments/disciplines and non-instructional areas create unit goals and measurable outcomes related to EMP goals, as well as self-identified goals and outcomes related to department or area need. Non-instructional areas assess performance outcomes and report accomplishments in Program Reviews. Program Reviews are published online, but currently only college personnel have access to those reports.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

> Program learning outcomes (PLOs) are embedded in required courses for degree and certificates. Currently, the College is in the process of data entry to ensure all PLOs have been uploaded to CurricUNET, the College's curriculum development and management system. Course SLOs are mapped to PLOs (or will soon be mapped to PLOs) in this curriculum management system. Department faculty review appropriateness of SLO inclusion in courses and mapping to PLOs. In some programs alignment/mapping efforts

	have resulted in the simplifying of PLOs to make assessment efforts more manageable and meaningful and to make course-mapping more relevant when course lists include optional courses that students can take for degree completion. The purpose is to ensure students achieve the same PLOs though they may complete different courses. For other programs, course SLO mapping to PLOs as resulted in more specificity of PLOs mapped to single required courses instead of broadened PLOs mapped to a number of courses. The system remains flexible to suit the needs of all instructional programs. Still, the PLO mapping project is still in progress.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).
	SLO and other outcomes assessment results are reported and analyzed in Program Reviews. All Program Reviews are published online for review by internal audiences only (at this time), including all faculty, staff, administrators, and trustees. All Program Reviews are peer reviewed, reviewed by division deans, and the Vice President of Academic Affairs. A summary report of resource requests is forwarded to Instruction Council for funding prioritization. The prioritized list of resource requests is forwarded to Budget Committee. All Program Reviews are submitted to the institutional Planning Committee to analyze the College's achievement of its institutional goals and to look for implications for the next plan revision or the next complete planning cycle. SLO assessment impacts student learning and behavior as faculty and other instructional staff use assessment results to make improvements to teaching methods, assessment methods, and to student support services. Regarding impact on student behavior, assessment results inspire faculty and others to encourage students to attend class and do all assigned work.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).
	SLO assessment results are discussed in department meetings, especially during report preparation for Program Review. SLO assessment results are reported in Program Reviews along with other student achievement data for courses and programs. Faculty and staff analyze assessment results to determine course and program improvements and resource needs, which are listed in the Program Reviews. Completed program reviews are read and discussed in participatory governance groups, such as Planning Committee, Budget Committee, Student Learning Council, and College Council. Participatory governance groups consider SLO assessment analysis and other data analysis when making decisions regarding resource allocations and institutional planning. The process of assessment, program review, resource allocation, and planning is mapped out in the college's "Planning by Design" document.

#	Question	Answer
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).	
	No success stories to report this year. However, analysis of low achievement rates and success rates in basic skills classes has led to discussions of implementing accelerated courses. These discussions are still in progress. No changes in curriculum yet.	

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Contractual relationship with a non-regionally accredited institution Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1) New program: Non-Credit ESL certificate (a basic skills program) 2 & 3) Contractual relationships and sites offering more than 50% of a program: for the non-credit ESL certificate and for the Police Academy, which are both contractual relationships with external agencies and which are both at off-campus locations. 4) Delivery mode: COS will submit and updated substantive change for all degree and certificate programs for which more than 50% can be completed online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	No changes
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Farmworkers Institute for Educational and Leadership Development (FIELD), Kern County (ESL non-credit certificate)
43.	List all of the institutions instructional sites out of state and outside the United States:	none

The Annual Report must be certified as complete and accurate by the CEO (Mr. Scott Thomason). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.