Accreditation Midterm Report

Submitted by:
College of the Siskiyous
800 College Avenue
Weed, CA 96094

Submitted to:
Accrediting Commission for Community and Junior Colleges,
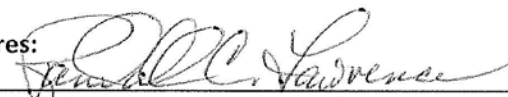Western Association of Schools and Colleges

March 2013

Certification of the Midterm Report

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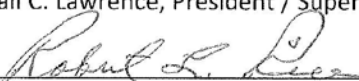Western Association of Schools and Colleges

From: Randall C. Lawrence
College of the Siskiyous
800 College Avenue, Weed, CA 96094

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.
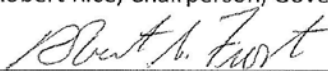
Signatures:

_____   2/26/13
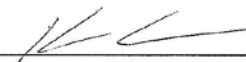Randall C. Lawrence, President / Superintendent   Date

_____   2/26/13
Robert Rice, Chairperson, Governing Board   Date
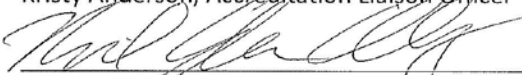
_____   2/26/13
Robert Frost, Vice President, Student Learning   Date

_____   2/26/13
Scotty Thomason, Vice President, Administration   Date
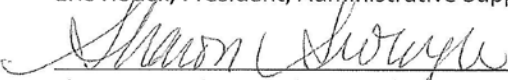
_____   2/26/13
Kristy Anderson, Accreditation Liaison Officer   Date

_____   2/26/13
Neil Carpenter-Alting, President, Academic Senate   Date

_____   2/28/13
Eric Houck, President, Administrative Support Management   Date

_____   2.26.13
Sharon Swingle, President, California Schools Employee Association   Date

_____   2-26-13
James Witherell Vargas, Student Trustee   Date

Table of Contents

RESPONSE TO TEAM RECOMMENDATIONS

RESPONSE TO SELF-IDENTIFIED ISSUES

APPENDICES

Glossary

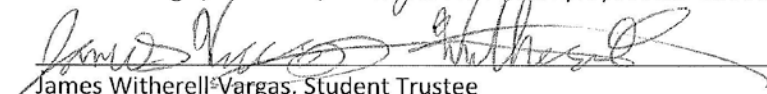|			
ACCJC	Accrediting Commission for Community and Junior Colleges	**IPR**	Institutional Program Review
ADLR	Assistant Dean of Learning Resources	**ISLO**	Institutional Student Learning Outcome
ALO	Accreditation Liaison Officer	**IT**	Information Technology
ASC	Academic Success Center	**MOT**	Maintenance, Operations and Transportation
ASM	Administrative Support Management Group	**OCLC**	Online Computer Library Center
BC	Budget Committee	**PACE**	Personal Assessment of the College Environment
CC	Curriculum Committee	**PAR**	Planning, Assessment & Research
CCSSE	Community College Survey of Student Engagement	**PbD**	Planning by Design
COR	Course Outlines of Record	**PRC**	Program Review Committee
COS	College of the Siskiyous	**SAC**	Student Achievement Committee
DE	Distance Education	**SENSE**	Survey of Entering Student Engagement
DPAR	Director of Planning, Assessment & Research	**SLO**	Student Learning Outcome
EMP	Educational Master Plan	**SSA**	Student Success Act
FIELD	Farmworker Institute for Education and Leadership Development	**VPA**	Vice President, Administrative Services
GE	General Education	**VPSL**	Vice President, Student Learning
HR	Human Resources	**WASC**	Western Association of Schools and Colleges
IP	Implementation Plans	**WMS**	WorldShare Management Services

Statement of Report Preparation

In June of 2012 The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), acted to remove the College of the Siskiyous (COS) from the sanction of "Warning" and reaffirm accreditation. At that time the College was directed to submit its regular Midterm Report by March 15, 2013.

Work on the Midterm Report began in July of 2012 with the formation of an Accreditation Writers Group. The Accreditation Writers Group consisted of lead writers (1-3) for each Recommendation and Self-Indentified Issue (Self-Study Plan). The lead writers' role consisted of investigating and reporting on progress made by the College for their assigned Recommendation or Self-Study Plan. Throughout the writing process, lead writers, led by the Accreditation Liaison Officer (ALO), worked closely with individuals and groups across the campus that had relevant content knowledge.

The Accreditation Steering Committee, a standing committee at COS, was called together early in fall term to begin their oversight role. The Accreditation Steering Committee, led by the Vice President of Student Learning (Dr.

Robert Frost), is a representative group consisting of two faculty, two administrators, two ASM (Administrative Support Management) employees, and one classified staff person, as well as the College President. This group assigned its members the task of reviewing and providing feedback to the writers on the draft report.

Midterm Report drafts were shared with the Steering Committee and all employees as they developed. Drafts were posted to the College intranet site where employees could access and review them, track and save changes, and return suggestions to either the lead writers or the ALO. Several e-mails were sent out to encourage employees to review the draft report as it developed. Specifically, as the draft neared completion at the end of January, the ALO and the Vice President of Student Learning sent out communications encouraging all employees to review the report and provide feedback in the form of "additions, corrections, and examples."

The Board of Trustees reviewed and approved the Midterm Report as an action item on Tuesday, February 26, 2013.

Accreditation Lead Writers Group:

- Sean Abel, Music Faculty/Academic Senate President
- Shawn Abbot, Business Faculty/Budget Committee Chair
- Kristy Anderson, ALO/ Director of Planning, Assessment and Research (Chair)
- Dr. Robert Frost, Vice President, Student Learning
- Kathy Gassaway, Executive Assistant, President and Board of Trustees
- Doug Haugen, Director, Student Life
- Eric Houck, Director, Instructional Services
- Randall Lawrence, Superintendent/President
- Nancy Miller, Director, Human Resources
- Nancy Shepard, Assistant Dean, Learning Resources
- Dr. Gregory South, Dean, Student Learning
- Scotty Thomason, Interim Vice President, Administrative Services
- Sonia Wright, Director, Institutional Advancement

Accreditation Steering Committee:

- Kristy Anderson, ALO/Director of Planning, Assessment & Research
- Dave Clarke, Biology Faculty
- Dr. Robert Frost, Vice President, Student Learning (Chair)
- Mike Graves, Business/Computer Science Faculty
- Eric Houck, Director of Instructional Services
- Randall Lawrence, Superintendent/President
- Dawnie Slabaugh, Administrative Specialist, Institutional Advancement
- Stephanie Wroten, Director, Upward Bound

Response to Team Recommendations

Recommendation #1 – Research Capacity

In order to fully comply with the standards, the team recommends the college increase the research capacity of the institution to conduct the college's research agenda, to assist college staff with the use of research-based information in decision-making, and to ensure that the college's planning and resource-allocation processes are infused with relevant and timely information on the effectiveness of the institutional practices and student learning (IB.2, IB.3, IB.6, IIA.1.C, IIB.4, IIIA, IIIB, IIIC, IIID.3, IVB.2.B).

ACTIONS AND ACHIEVEMENTS TO DATE

This recommendation was largely met in 2011, when the visiting team reviewed the progress made and concluded that the institution was in compliance with the Commission Standards. Based on the 2011 Follow-Up Report submitted by the College of the Siskiyous (COS) and the report of the evaluation team, the ACCJC proceeded to remove it as one of the recommendations still needing to be addressed as part of the institution's continued "warning" sanction.

In response to the initial 2010 recommendation from the comprehensive evaluation team, College of the Siskiyous has created and filled the position of Director of Planning, Assessment and Research (DPAR).

Since 2010, this position has led the institution towards increased effectiveness through the integration of planning and program review activities as well as direct involvement in assessment and promotion of data-driven research that today informs decision-making at the College. In addition to the creation of an Institutional Research and Data Request process, the DPAR has formed the Data Custodians group, and has established three key objectives to respond to this recommendation and to help meet the research and information needs of the College. The established objectives are to:

1. Facilitate campus access to and use of existing research and assessment-based information and data;

2. Increase the amount of relevant research and assessment-based information available to the college community; and

3. Integrate research and assessment practices into planning and budgeting.

These key objectives have informed and guided the College in its efforts to not only respond to the comprehensive evaluation team's initial recommendation on research capacity, but also make improvements in our activities that reflect the institution's commitment to greater use of research-based information in decision-making.

Objective 1 – Facilitate Campus Access & Use

Since its inception and roll out in February 2011, the Institutional Research and Data Request process has been used by departments and areas across the College in order to allow employees to request and obtain basic data, or receive assistance designing and implementing a research or assessment project. Use of the process thus far has resulted in 14 uniquely identified research and data projects (R1.1) of various complexity and scope that have been successfully completed. Additionally, in some cases, use of the process has provided opportunities for faculty and staff to be informed of and directed to pre-existing research and data resources both internal and external to College of the Siskiyous of which they were previously unaware. Links to such sources have been housed on the COS Institutional Research Website (R1.2) and serve as a resource to the entire campus.

Concurrently, the College made significant strides in 2011 when it launched its recently purchased data extraction and reporting tool, Argos. Argos vastly expanded faculty and staff access to usable data within the College's databases. Secondly, the College identified a Senior Programmer to support all research requests using the software. Starting with key data stakeholders, documentation and training instructions were provided (R1.3) in the use of Argos as individual reports were developed or converted from legacy data sources or transitional

reporting modes. There are presently over 50 staff that have access to reporting through the web-based interface provided by Argos (R1.4) in order to perform independent data generation and extraction. Given the high degree of frustration that existed with data use prior to its implementation, the Argos tool is becoming a "game-changer" for the College in data analysis and decision-making.

For example, in September 2011, the Assistant Dean, Learning Resources (ADLR) submitted a Research and Data Request to collect baseline data on Distance Education (DE) enrollments, courses, FTES, and location of students by type of DE (online, videoconferencing, hybrid), in order to look at trends in Distance Education over time. This request helped clarify the need for better identification of DE courses within the College's primary data system of Banner, both for reporting and for ease of student searching of the online schedule. Once some of these changes had been made, the DPAR was able to work with a Senior Programmer to build Argos reports that would pull this data for any semesters it was available in Banner. This data has already been useful for tracking DE trends at COS over the past several years. It is also providing out-of-state online student data to address the need for requesting State Authorization from the states in which we do business.

Objective 2 – Increase Relevant Research & Assessment-based Information

Having identified a clear need for increased access to institutional data, the College developed a catalog of reports available for end users to utilize without having to be trained report developers. Through the conversion of concepts used in reporting out of our legacy system, conversion of transitional reports developed by both COS programmers and external consultants, as well as new reporting requested through our Institutional Research and Data Request process, College of the Siskiyous currently has a library of over 100 reports developed using the Argos tool (R1.5). Reports have been developed for areas across the institution including Enrollment Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Counseling, Business Office, Financial Aid, Human Resources, Library, Housing, Payroll, Planning and Assessment, and Student Learning.

In addition to the work being accomplished through the Institutional Research and Data Request process and the development of internal Argos reports, the College increased the amount of available research and information to the college community through the use of institutional surveys. The President proposed and supported a 5-year Survey Plan through the DPAR Office to regularly survey both students and employees on various topics of institutional interest. In spring 2011, the Community College Survey of Student Engagement (CCSSE) was administered (R1.6) to collect information from students about their educational experiences and level of engagement in college. In spring 2012, the PACE (Personal Assessment of the College Environment) Campus Climate Survey was distributed to all employees (R1.7) in order to promote open and constructive communication and establish priorities for change by obtaining the satisfaction estimate of employees concerning the campus climate. Also in spring 2012, the ACT Student Opinion Survey was used for the first time to explore enrolled students' satisfaction with programs, services and other aspects of their college experience including 30 custom questions chosen specifically for localized research purposes (R1.8).

Supporting these new information sources, the Data Custodians group meets twice monthly and plays a key role in facilitating communication among key areas of the College. Given the "multiple hats" syndrome common among employees in rural colleges, this role now vastly increases discussion of research and data processes and procedures. Made up of individual experts in their area of data and information, the group has made several accomplishments since its formation. Having continued their focus on standardized data analysis methods and terminology, the Data Custodians have additionally led efforts to recommend a procedure on data confidentiality (R1.9), worked to establish increased data security levels (R1.10), and formed a calendar of external reporting (R1.11).

Objective 3 – Integrate Research & Assessment Practices with Planning & Budgeting

The implementation of the College of the Siskiyous 2010-2014 Educational Master Plan (R1.12), based on a revised Vision Statement (2009) and new planning process, termed "Planning by Design" (R1.13), has allowed the College to move from a traditional Strategic Plan to an integrated Educational Master Plan (EMP) that puts student learning at the center of decision-making. The intent of these two primary documents is to collectively integrate all aspects of planning and budgeting together while using research and assessment tools to support the decision-making processes. The development of these new models is discussed in greater detail in the College's Response to Recommendation #7 in this report. However, there are several examples of how research and assessment is currently being used across the institution in support of integration with planning and budgeting.

In spring 2012, at the request of the President, the DPAR led a series of focus groups designed to assess the reorganization efforts recently enacted at COS. The resulting report (R1.14) identified issues surrounding the desired outcomes of increased collaboration, improved student/customer service, and realized financial savings. Although the reorganization was not fully complete at the time, and the analysis of its success continues, the results were used to inform decision making groups such as the Board of Trustees (R1.15) and

applied to future assessment and planning activities.

Central to the integration efforts has been the adoption of the Educational Master Plan. Following the development of the EMP, the College created its first year's worth of Implementation Plans (IP) for 2011-2012 (R1.16; R1.17) in order to meet the stated goals, intended outcomes and measurable objectives the EMP defines for the current planning cycle. In fall 2012, point persons were asked to update their IP using a new form that included a progress report. The Planning Committee has been monitoring these updated plans as they come in, and they will be used by the Planning Committee, along with program review information, to offer input on the tentative budget. Along the way, the Planning Committee has identified several learning points from the process to be incorporated into future years' implementation plans and planning cycles (R1.18).

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

In pursuing the objectives identified by the DPAR, College of the Siskiyous has profoundly increased and improved its research capacity and use of research-based information in its planning and budgeting processes to improve the effectiveness of its institutional practices and student learning.

By facilitating campus access to existing research and assessment-based information and data through the use of a formalized research and data request process, a clear and standardized method of requesting data exists and is published on the Institutional Research and Data Request Website (R1.19). The successful launch of the new web-based reporting tool, Argos, has led to even greater access to the campus for regular and independent data querying for the purposes of research and assessment. Efforts to educate about the existence of these internal sources, as well as external data options, continues at College of the Siskiyous through the use of these methods and the communication channels that are opened because of them.

Most notable is the measurable increase in the amount of relevant research and assessment-based information that is presently available to the college community. The successful use of the research request process and the development of over 100 reports using the Argos reporting tool has bridged the transition for the College from its legacy data system to its implementation of its newly purchased commercial data system, Banner, and established a foundation for research and data reporting that continues to grow. Through the use of regularly conducted institutional surveys, informed decisions surrounding both students and employees on various topics of institutional interest are being made. For example, the Student Achievement Committee (SAC) reviewed the CCSSE survey and ACT survey (R1.20) to identify key areas it needs to address as part of its charge to develop strategies for targeting student success and establishing momentum points for student achievement. The Data Custodians group also continues to regulate the quality and consistency of data and research being distributed to the campus and regularly contributes to the integrity of the sources by focusing on institutional issues such as security as well as external reporting deadlines.

A second significant example is the response in 2011 to data challenges within Academic Program Review. By 2010, instructors had become increasingly frustrated with limited or no ability to access data, through Banner, in a timely fashion. The DPAR Office, working with the Program Review Committee, Data Custodians, Deans, and Instructional Services, assembled a process using Cal-PASS data that delivered program review datasets to faculty within three weeks of receipt in early 2012. This became an important short-term, but practical step, to support data needs while the new CurricUNET Program Review Module was being developed.

Much of the work to integrate research and assessment practices into planning and budgeting is being addressed through the refinement of the Planning by Design (PbD) document and the implementation of the EMP. The direct usage of research and assessment as exemplified above and through such examples as the Reorganization Focus Groups and the review of the EMP implementation plans, effectively demonstrates the means by which College of the Siskiyous is tying this relevant and timely information to the campus. These efforts as a whole have significantly improved the College's ability to make decisions within its research agenda as well as resource allocation and planning processes.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

Despite all the improvements made to increase the research capacity at College of the Siskiyous, there are still several areas that need continued focus.

First, there needs to be continued education and communication to the campus regarding the existence of research and data for use in assessment and decision making. Given the rapid increase of available reports, the Data Custodians group has taken on the task of making sure that existing reporting and data access through Argos is well organized and accessible to the campus. The initial step in this process has been developing documentation surrounding the purpose for each report available so that time and energy on campus is not spent "reinventing the wheel" and duplicating effort for areas that have

similar reporting needs. The next step has been the evaluation of what areas have access to such reports and determining who may benefit from such information in other areas. The DPAR continues to lead the communication campaign about the existing surveys and reports that have been made available as well as those external sources that exist for use in research-based information in decision-making and effectiveness of the institutional practices and student learning.

Second, the success of the Institutional Research and Data Request process notwithstanding, it needs to be used to the full capacity it was intended to address. The Data Custodians have identified a need to simplify the process in order to request data and research more effectively at the College. Efforts to do so are currently underway and will be communicated to the campus upon the completion of those changes in spring 2013.

Third, the overwhelming increase of available reporting through the Argos tool is only the beginning of the effort to convert existing reports into the framework it provides the College. There are many reports from the legacy system and the transitional reports created during the interim between primary data systems that have yet to be adapted for use by the campus. Staffing limitations have hampered this effort, but the College continues to push toward development in this area as it pursues its research agenda and desire to be more data-driven in its decision making.

In 2012, the College hired the Senior Programmer to be the new Director of Instructional Services and prioritized data access projects that were assigned to the programming staff. This hiring decision has improved both the capacity and the generation of data for all student learning while strengthening the Data Custodians' group. The Director and programming staff also better connect various data sets across multiple positions (such as IPEDS, Enrollment and Curriculum) and increase the technological capacity between the DPAR, Dean of Student Learning, and Enrollment Services areas.

Lastly, there are still opportunities to improve the integration of the College's planning and resource-allocation processes so that they are infused with relevant and timely information. Many of the connections between budgetary and planning efforts are new to many college employees and not yet fully established in all areas. Adoption of the revisions to the Budget Development Process along with the Academic Program Review Process being included in our Planning by Design, set a foundation for how College of the Siskiyous is integrating planning and resource-allocation. With the hiring of the new Director of Instructional Services, positive results are already evident in the College's generation of new Argos reports for faculty and staff, the added capacity within planning and other committees to connect data to earlier EMP objectives, as well as in increased staff access to data for decision-making. The College will be vigilant in using its research capacity to continue the progress made in decision-making and will search out additional opportunities to do so.

EVIDENCE

Reference #	Reference Title
R1.1	Research Request Logs
R1.2	COS Institutional Research Website
R1.3	SIG instructional e-mail sample (documentation and training instructions provided in the use of Argos)
R1.4	Argos user list
R1.5	Argos report list
R1.6	CCSSE – Community College Survey of Student Engagement Website
R1.7	2012 PACE Employee Climate Survey Report
R1.8	ACT Student Opinion Survey Website
R1.9	Procedure proposal on Data Confidentiality – Draft
R1.10	Banner Security templates developed for Banner Student
R1.11	External reporting calendar
R1.12	Educational Master Plan 2010-14
R1.13	Planning by Design Document
R1.14	COS Rolling Reorganization Report of Assessment Results
R1.15	Board Report 4501 Attachment
R1.16	EMP Year 1 Implementation Plans (folder)
R1.17	EMP Year 2 Implementation Plans (folder)
R1.18	Planning Committee Minutes 9-10-12
R1.19	Institutional Research and Data Request Website
R1.20	Student Achievement Committee Minutes 4-19-12

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 (IB.1 – 7, IIA.2, IIB.3, IIB.4, IIC.2).

ACTIONS AND ACHIEVEMENTS TO DATE

The College operates two types of program review: program review for academic programs and program review for non-instructional departments. Academic programs include academic disciplines that offer courses leading to a degree or certificate in the discipline (such as Chemistry, History, and Nursing). 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). College of the Siskiyous has taken steps over the last two and a half years to strengthen the value of program review and to more fully integrate it with the budget and planning processes. Program review is one of the three key institutional processes discussed in the College's Planning by Design document (R2.1).

Academic Program Review

Academic Program Review, conducted regularly for the past 15 years, has involved a continuous improvement process whereby faculty are continuously engaged in program review, discussion of how program review worked in the previous year, and what improvements are to be designed into the next year's efforts. Program review conducted in spring 2012, has included a combination of institutionally provided data such as student success and retention rates, and faculty collected student learning outcomes data. Outcomes assessment at COS is integrated into program review.

For some time, there has been dissatisfaction with program review processes, guidelines, deadlines, and expectations, particularly in association with the College's data challenges in light of the Banner implementation that went online in fall 2010; with the numerous changes and revisions that have been a part of each year's reconsideration of how best to accomplish the results; and with evolving definitions and identities associated with "what is a program." Above all, we consider these healthy debates that evidence the engagement and interest faculty and administrators have in the learning process for students and employees.

The Program Review Committee meets weekly for one hour, receives continuous input from faculty, and is currently engaged in revamping the program review model and processes as a result of a faculty-driven decision in favor of purchasing the CurricUNET modules for both program review and assessment. The Academic Senate, with involvement from Curriculum and Program Review Committees, and Cabinet, recommended in May 2012 the purchase of the CurricUNET Program Review and Assessment Modules. Within two weeks a purchase order for approximately $35,000 was signed; a faculty project lead was identified; and work with programmers began immediately. As a result of the above, there is great momentum in improving the connections between curriculum, data, and analysis all largely under the leadership of faculty and with support from the Student Learning administration. Highlights include:

1. Over 80% of the full-time instructors completed program reviews on time for spring 2012 (R2.2). A faculty member has led coordination and development of the modules since that time.

2. As of December 2012, the CurricUNET modules will be piloted in spring 2013 for full capability for the 2013-14 Program Reviews (Academic & Institutional).

3. Faculty completed a survey evaluation of the program review process for spring 2012 which yielded suggestions from full and part-time faculty for continued refinement of program review (R2.3).

4. Program Review Committee members held a Planning Day Session spring 2012 to engage faculty in a dialog around student learning outcomes assessment (R2.4 – R2.5).

5. Faculty have adapted the program review template with minor changes in each of the past three years through an active dialogue in departments and on College Planning Days. The 2012-13 instructions are fully updated to transition from the previous Cal-PASS driven process to the new CurricUNET process.

6. Program Review Committee is developing a Handbook that will coincide with implementation of the new CurricUNET-driven modules.

7. All but two of the full-time faculty and more than a dozen part-time faculty attended an Orientation Day Fall 2012 workshop on SLO (student learning outcome) Assessment with the goal of better integrating SLO reporting with program review. The faculty have actively participated in the "sign-off" process for SLO proficiency through fall 2012.

8. 2012-2013 Process:
   a. Decision to move forward with program review in the fall to allow for better alignment with the Budget Development Process.
   b. Request by the Administration for faculty to update 2011-12 Program Reviews with Cal-PASS data in spring 2013.

c. Agreement that this was the last year COS would rely on Cal-PASS data, assuming all CurricUNET modules were in place for 2013-14.

Several of the Academic Program Reviews submitted in spring 2012 identified areas where programs planned to make improvements based on programmatic and/or student learning outcomes data. Examples include:

- **Biology** – Data showed that an integrated lecture/lab format for BIO 1000 contributes to high student success in that course. As a result, the new Environmental Science Course will use this same format.

- **Nursing** – With increasing numbers of LVN students indicating an interest in the RN Program, faculty will review and possibly revise the curriculum to ensure a smooth transition between programs.

- **Emergency Medical System** – Student success in EMS 0954 and EMS 1001 does not meet the program's desired goal, so they will add hours to both courses in an effort to improve student success.

- **Physics** – In order to help students in weak areas (numerical problem solving and challenging homework questions) and to increase the rigor of the PHYS 2 (1100 series) to allow for PHYS to be offered simultaneously, the department will add a problem session to the joint PHYS 1100/2100 class when it is offered (adding 2 hours per week). Assessment of student success of this format will be conducted.

Institutional Program Review

The Institutional (non-Instructional) Program Reviews were completed in the 2011-12 school year with over 80% completion (R2.6). This was the first year the College had instituted required program review for all service units, so the achievement was considered a milestone. For 2012-13, Institutional Program Reviews (IPRs) will be completed in a similar manner with very little changes. This prioritizes learning the basic principles of assessment with groups that previously had little ability to acquire such knowledge or skills within their regular assignments. The emphasis for all IPRs is continuous improvement; i.e., units focus on 1-3 discrete areas for improvement; identify an area to work on; propose an objective and measurement to test improvement; and work toward that end for the academic year. A six hour (two-day) training was provided for staff and administration in the summer of 2011 on the basic concepts and use of assessment (R2.7 –R2.8) and a follow-up session was conducted during Orientation Day Fall 2011 for departments to develop meaningful program review plans (R2.9). One-on-one and small group assistance continues to be available to departments via the Office of Planning, Assessment and Research. During fall semester 2012, a group of approximately 15 administrators and staff came together to evaluate the 2011-12 Institutional Program Reviews and the Institutional Program Review Process (R2.10 – R2.11).

Despite their beginner status with program review, several departments were able to collect the data and use the results of their program review to make improvements in their efficiency and/or effectiveness. For example, in the Academic Success Center (ASC), data was collected via survey to measure students' opinions on their ability to get the information they needed about the ASC and their experiences with the ASC. Results will be used to help the College make further budget reductions with the least impact to students. In another example, Institutional Advancement, using strategies such as increasing incentives and recognition for employees who participate in payroll deduction, led to a 40% increase in employee donations. The program review process further helped the Office of Institutional Advancement to refine their incentives and recognition program based on information obtained about which things most motivated employees to give.

Integration of Program Review into Planning and Budgeting

The College has developed an integrated planning and budgeting process defined and described in the Planning by Design document (R2.12), which was updated in 2013 through the addition of the finalized Budget Planning Process section. This essentially is the final piece for integrated planning, and all based on the ACCJC's recommendations in the 2010 Report. As a result, in fall 2013, all of the pieces that integrate Program Review, Assessment, Planning and

Budgeting are in place and operational. Currently, academic program budget request information from program reviews is being forwarded to the Dean of Student Learning for inclusion in the 2013-14 Budget Development Process.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

The COS Program Review, from year to year, has been hampered by many of the same challenges other colleges face. The lack of a researcher between 2008-10 left a vacuum that took time to fill, resulted in some loss of institutional memory for tasks associated with program review, and unmotivated faculty. The direct links between program review, improvement, and planning and budgetary decisions were severed. Furthermore, lack of consistent connections between evaluation, planning and budgeting required an extensive dialogue and training emphasis, especially for non-instructional staff involved with program review.

Since that time, the administration has worked to deliver data and support; develop a robust Institutional Program Review system; and support faculty leadership in Academic Program Review. Our continuous dialogue, ongoing assessments, and even disagreements, are proof of our determination to improve in this area. Nevertheless, our results have been impressive, especially given the problems associated with the Banner data-system "upgrade" that has been in progress since 2009.

Despite the loss of two deans and two key directors, (Information Technology [which included Banner implementation lead role] and Instructional Services), the College has made major strides in both improving our reporting, and most especially, in designing a system that would support timely college-wide completion of annual and comprehensive program reviews.

For 2011-2012, data was delivered within three weeks of arrival from Cal-PASS and reviews were completed in time for an evaluation survey of completion and results by mid-March of 2012. For 2012-13, faculty are completing an Annual Program Review Update (R2.13 – R2.14) of 2011-12 data. Similarly, the College will complete the same data turnaround with the same parties involved.

The Program Review Committee Chair gave a Board Report in November 2012 (R2.15) which:

1. outlined the annual and comprehensive processes for program review;
2. described the continuous improvement approach to program review;
3. focused on trends, evaluation of new initiatives, response to external forces, connections to planning and budgeting, student SLOs reports in a manageable format;
4. recognized the inability to complete program reviews on time if data is not provided by the August deadline; and

5. updated Board on faculty improvements in SLO proficiency.

While faculty and administration have disagreed on various deadlines associated with program review, the administration has respected faculty interests and preferences in regard to program review. It was impossible to supply Cal-PASS data until Cal-PASS issued the data. As a result of this simple, black-and-white problem, rather than insist on changing the date for program review to a reasonable time after Cal-PASS data is provided, the administration and faculty agreed to purchase and fully implement the new CurricUNET modules by fall 2013. From every indicator, this goal is on target with the full expectation of meeting this launch date for 2013-14 Program Review.

Both Academic and Institutional Program Review Processes are now subject to regular review and revision (see Recommendation 3 – Evaluation for specific details); COS has committed to ongoing training and dialog on the use of program review and assessment; and, there is evidence that program reviews are used by programs and departments to improve teaching, learning, and institutional effectiveness. While not all areas are equally adept at closing the loop, there is evidence that faculty and staff alike understand the purpose of program review. The integration of program review with planning and budget development provides incentive for programs and departments to produce meaningful program reviews in the future.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

There are specific indicators and decisions which provide ample evidence of how the College's efforts in program review will result in significant improvements and greater collaboration.

The continuing efforts the College is making in program review include these key indicators:

1. The Program Review Committee Chair invited both the Vice President of Student Learning and the Director of Planning, Assessment & Research to join in all committee meetings;

2. Recognition by all constituents that the previous data system and reporting was inadequate and subsequent decision to purchase and quickly implement the new CurricUNET system within one academic year;

3. CurricUNET Project Leader has already presented the modules to the Curriculum Committee and Academic Senate. In December and February further demonstrations have been given to the College Council and Trustees. By all accounts, this system will be piloted, rolled-out and in place by summer 2013;

4. Program Review Committee specifically requested more direct leadership involvement in setting program review process and product deadlines. This request included the issue of sanctions should an instructor either not complete, or complete with significant delay the program review. This request is evidence that employees (in this case faculty) recognize the challenges beyond matters of data collection and processing; and

5. Program Review Committee recognizes the need for an updated Handbook and has committed to integrating both Committee, CurricUNET, and revised administrative expectations by August 2013.

COS will, for the first time, have documents that all were created to work in context with one another in program review. This includes a current Educational Master Plan, an integrated planning model (Planning by Design), and a robust program review system that allows immediate access to in-house data.

EVIDENCE

Reference #	Reference Title
R2.1	Planning by Design Document
R2.2	Academic Program Reviews for AY 2010-11 (folder)
R2.3	Evaluation of 2011 Program Review Process 03-08-2012
R2.4	Planning Day Faculty Workshop 04-24-2012 SLO Activity
R2.5	Planning Day Clicker Activity 04-24-2012 Summary Report
R2.6	Institutional Program Review Completed Reports 2011-12 (folder)
R2.7	Institutional Program Review Summer Workshop PowerPoint 07-2011
R2.8	Institutional Program Review Instructions for Program Review
R2.9	Institutional Program Review Orientation Day Training PowerPoint 2008-2011
R2.10	Institutional Program Review Evaluation Workshop PowerPoint December 2012
R2.11	Institutional Program Review Evaluation Workshop Report December 2012
R2.12	Planning by Design: An Integrated Planning Model – Updated January 2013
R2.13	Academic Program Review 2012 Instructions (Memo dated 11/20/2012)
R2.14	Academic Program Review 2012 Template
R2.15	Academic Program Review Report to the Board 10-19-2012

Recommendation #3 – Evaluation

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

ACTIONS AND ACHIEVEMENTS TO DATE

In its evaluation March 1- 4, 2010, the visiting team found that COS was lacking in its responsibility to evaluate its major processes including "participatory governance, program review and planning processes." At the time, the College either lacked some of these processes (i.e. Institutional/non-Instructional Program Review) or its processes were weak and/or contradictory. Following this recommendation, the College strengthened these processes as well as provided for methods of ongoing evaluation, communication of results and enacted subsequent changes to its major processes.

Participatory Governance

In 2010, the Board requested an evaluation of the governance model in place at the time because of concerns regarding conflicts with Title 5 and a lack of clear definitions around academic and professional matters, management decision-making and equity between employee groups in decision-making (R3.1). The Governance Taskforce was convened by the President during the academic year 2010-11. The Taskforce spent a year evaluating the old model and recommending a new model to the

campus in the spring of 2011 (R3.2). All the employee groups approved the new model (R3.3), and the Board adopted it in August of 2011 (R3.4).

The new model was implemented in fall 2011 and the Governance Taskforce set out the expectations by which the process should be evaluated. The College Council was made responsible for the evaluation process and conducted their first assessment in January of 2012 (R3.5). They made two recommendations based on the results of the assessment. The first was that the new model needed more regular explanation to the campus community and this be conducted at the Fall Orientation or Planning Day each year. The second recommendation was that the College does a campus-wide evaluation in 2012-13 and again in 2014-15, and every three years after that.

Program Review

Academic Programs and Learning Support Services

Academic Program Review has involved a continuous improvement process whereby faculty are continuously engaged in program review, discussion of how program review worked in the previous year, and what improvements are to be designed into next year's efforts. The Program Review Committee meets weekly for one hour,

receives continuous input from faculty, and is currently engaged in revamping the program review model and processes as a result of a faculty-driven decision in favor of purchasing the CurricUNET modules for both program review and assessment. COS made the decision to purchase CurricUNET modules in May 2012 through involvement with Curriculum and Program Review Committees, Academic Senate and Cabinet. A faculty member has led coordination and development of the modules since that time.

During spring 2012 an electronic tool (SurveyMonkey) was used to collect information on the extent to which students were achieving SLOs, and the results were compiled for use in program review (R3.6).

CurricUNET Assessment and Program Review Modules will be piloted in spring 2013 for full capability for the 2013-14 Program Reviews (Academic & Institutional). This will replace the need for the SurveyMonkey tool.

Three evaluations of the Academic Program Review system were done in spring of 2012. First the percent of completion of program reviews was measured and came out at over 80% (R3.7). Second, the faculty completed a survey evaluation of the process using clickers (R3.8 – R3.9). The results are shown below:

Figure A: Faculty Assessment of SLO Assessment Proficiency: Clicker Exercise Results – Spring 2012

Statement	Excellent	Good	Average	Developing	Failing
1. Student learning outcomes as authentic assessments are in place for course, programs, support services, certificates and degrees.	11%	29%	36%	22%	4%
2. There is widespread institutional dialogue about the results of assessment and identification of gaps.	0%	8%	19%	49%	26%
3. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.	0%	0%	4%	34%	63%
4. Appropriate resources continue to be allocated and fine-tuned.	0%	9%	18%	18%	57%
5. Comprehensive assessment reports exist and are completed and updated on a regular basis.	8%	44%	32%	4%	12%
6. Course student learning outcomes are aligned with degree student learning outcomes.	39%	43%	4%	16%	0%
7. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	31%	31%	24%	8%	8%

Third, a survey was conducted of 34 full and part-time faculty which mixed both yes/no questions and written comments to evaluate the usefulness of the process (R3.10). The survey also compared the experience of part-timers as opposed to full-time faculty.

Institutional (non-Instructional) Program Review

The new program review for non-instructional areas of the College began in summer 2011. Three evaluations of the process were conducted in the first year of the new system. First, a short survey was conducted at the end of a July 2011 training in which 23 of the 65 workshop participants responded for a rate of 35%. The results indicated an increased understanding of the concepts and uses of assessments (R3.11). 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 was helpful in motivating them to identify opportunities for improvement and that the tool was useful for reporting. Additionally, 92% indicated that they were satisfied that the Focused Program Review would help their departments to make changes (3.12). Third, the Planning Committee did an evaluation of all the completed program reviews in fall 2012. These included both Academic and Institutional Program Reviews. Each was evaluated according to some evaluation template questions (R3.13).

Planning Processes

In June of 2011 the COS Board of Trustees approved the current Educational Master Plan (EMP) (R3.14). This plan had been the result of an evaluation of the old strategic planning methods which led to the document, Planning by Design (R3.15), which summarizes the planning processes and calls for an Educational Master Plan Steering Committee (now known simply as the Planning Committee). This committee led the campus-wide process of putting together the Educational Master Plan approved by the Board.

In fall 2011 implementation teams put together implementation plans for each measurable objective and work began on the EMP. In addition, the Planning Committee evaluated the process using a survey (R3.16) to see if the process that produced the plan supported student learning and success. In November of 2011, the Planning Committee evaluated the implementation plans for quality of objectives, measurement of success and for clear responsibility of persons charged with their success according to a template. This feedback was complete by February when the Planning Committee met with the implementation point persons to offer their feedback and suggestions for improvement which were documented in a memo to each implementation team (R3.17). Changes were made in the implementation plans in response to this meeting and subsequent contacts between team leaders and committee members.

Starting in April 2012 the Planning Committee and the Budget Committee started meeting together to link the budget process and the planning process together. The two groups produced the Budget Development Timeline which was adopted by the College Council on November 22, 2012 (R3.18). This document describing the timeline and responsible parties for each step of the process was evaluated by the two committees in summer 2012 and was seen as needing improvement in several areas:

- The process of program review needed to start nearer to the beginning of the academic year.

- While the process was seen to work well when the campus was growing, it was wholly inadequate for cuts like the campus has been experiencing.

- There needed to be more points of outward communication and clear responsibility as to who was responsible for the communication.

On December 11, 2012 the College Council approved the revised Budget Development and Revisions document which the campus is currently following (R3.19).

In fall 2012 the form for recording progress by EMP implementation teams was changed after an evaluation of last year's completed forms (R3.20). The advantage of the revised form was that it kept all the implementation plans together in one document. After the information from last year was transferred to the new forms, members of the Planning Committee met with

team leaders of each team to evaluate progress and offer feedback on their progress towards completion in 2014.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

Participatory Governance

The new governance model has been in use for almost a year and a half. Because of a mistake in the academic calendar, Fall Planning Day 2012 had to be cancelled. The first campus-wide evaluation will be Spring Planning Day, April 16, 2013. At that time the campus community will spend additional time in professional development in order to better understand the process. Surveys and focus groups will be conducted to determine improvements.

Program Review

Academic Program Review
The move to the CurricUNET module for program review has had two immediate results:

1. The faculty will no longer have to wait on the lack of timeliness that has been consistent with CalPASS data, and;

2. Since we are already using CurricUNET for our curriculum process, this information is easily transferred to the program review module.

Having the results stored in CurricUNET will also allow for longitudinal evaluation where, in the past, program review gave us a "picture in time" that made use of results more difficult.

Institutional (non-Instructional) Program Review

Institutional Program Review got a very good start in summer 2011. Employees were enthusiastic about improving their programs and thought the system was both clear and would bring about results they could use. Participation was good. 82% of programs turned in their completed outcomes and assessment measures to start the academic year. On December 18, 2012 a group of administrators and staff did a review of the quality of the last year's program reviews (R3.21; R3.22). Each program review was evaluated by one of three teams and given a numerical score. We then drew conclusions from the results.

Strengths and Weaknesses of the Focused Program Reviews

Strengths	*Weaknesses*
1. Some plans were very clear and specific. 2. Most areas appear to understand the difference between "outcomes" and "activities." 3. In many cases there was a correlation between the data they collected and what they were trying to measure.	1. Use of results: programs weren't specific about what they learned or how it would help them. 2. More follow-through and accuracy on data collection is needed. 3. Programs need to list raw data as well as percentages, to let the reader know if the numbers are meaningful. 4. More connectivity is needed between columns. Write outcomes and measurable objectives with the other columns in mind; how will you use the information you are seeking?

Overall Issues to Consider

- People don't know what assessment tools/data is available.

- More follow-through is needed to make sure the assessment gets done.

- Columns relate to one another. How do we get people to read across (forward and backward) to ensure consistency?

Planning Processes

The processes for planning, both EMP and budget, have entailed significant revision as the campus learned through assessments and experience. Primarily, planning is no longer done by a small administrative team, but the work of all employees. The EMP had more outcomes than the campus community had either budget or personnel to accomplish. For that reason, we have

been "tabling" some of our outcomes that we can't afford or are of less importance for future EMPs. Like program review, it is apparent that regular reminders need to be given to people responsible for the work of collecting data so that the yearly evaluations can adequately reflect where we are. Tying program review, planning and budgeting together has been the biggest challenge. While what has been approved and on paper appear to work, there is recognition that there are many timelines and deadlines. It requires constant vigilance to meet the schedule. Finally, these processes have been difficult to accomplish in conjunction with budget and employee reductions. Therefore, the College will be most vigilant in continuing the planned evaluations and allow employees to adapt to this new reality.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

Participatory Governance

The all-campus evaluations and professional development of the governance system will be moved to the Spring Planning Day, April 16, 2013. At that time the administration will conduct a presentation on how the model should be working and then convene focus groups to look at the results of a survey. From the results of that assessment, changes to the system will be made as necessary. This will be repeated every three years in the fall semester.

Program Review

Academic Program Review
At this time, the form of program review and the challenge of getting the supportive technology in place has prevented the Academic Program Review Committee from being able to construct an evaluation to measure its effectiveness when it is fully implemented.

Institutional (non-Instructional) Program Review

The December 2012 evaluation suggested next steps for Institutional Program Review:

- Get more people involved in these types of cross-department discussions of program review. By reviewing other plans, people will gain a greater understanding of what is needed.

- Have another Planning Day session focused on this.

- Send out reminders to people to collect their data.

- Make supervisors accountable to follow-through.

- Supervisors can assign out the strategies and then discuss them at staff meetings.

- Get more pan-institutional committees involved in program review. Look at things such as student retention, goal completion and efficiency.

In the College's schedule of evaluation for major institutional processes, the year 2013-14 is the year scheduled for comprehensive program reviews (R3.23). This review looks at the entire program being evaluated and its progress in meeting institutional goals over the past two (three in succeeding cycles) years. In order to prepare for this, employees will be trained in a more macro and cumulative evaluation process to assure that the institutional data required for this kind of review is available and easy to use. Expected outcomes from the comprehensive program review will be defined, as will assessment to determine effectiveness at the end of 2013-14.

Planning Processes

The College will continue to do yearly evaluations of progress toward the goals and outcomes with the results published. In 2014/15, we will be evaluating all our planning and budgeting processes in preparation for our new EMP.

EVIDENCE

Reference #	Reference Title
R3.1	Board Minutes 1-11-11, Item 21
R3.2	Participatory Governance Model Document
R3.3	Participatory Governance Model Document, page 1
R3.4	Board Minutes 6-7-11, Item 23
R3.5	College Council Minutes 1-24-12, Item 3, page 2-3
R3.6	SLO Electronic Survey Results Spring 2012
R3.7	Academic Program Reviews for AY 2010-11 (folder)
R3.8	Planning Day Faculty Workshop 04-24-2012 SLO Activity
R3.9	Planning Day Clicker Activity 04-24-2012 Summary Report
R3.10	Evaluation of 2011 Program Review Process 03-08-2012
R3.11	Institutional Program Review Summer Workshop Evaluation Results – July 2011
R3.12	Institutional Program Review Follow Up Survey Results Fall 2011
R3.13	Program Review Implications for Planning Dec 2012 – A Planning Committee Review of 2011 Program Reviews
R3.14	Educational Master Plan 2010-14
R3.15	Planning by Design Document
R3.16	EMP Development Process Assessment Results 2010-11
R3.17	Memos to implementation teams
R3.18	College Council Minutes 11-22-11, Item 3
R3.19	College Council Minutes 12-11-12, Item 3
R3.20	EMP 2010-2014 Revised Implementation Plan Form
R3.21	Institutional Program Review Evaluation Workshop PowerPoint Dec 2012
R3.22	Institutional Program Review Evaluation Workshop Report Dec 2012
R3.23	Schedule of Evaluations for Major Institutional Processes

Recommendation #4 – Assessment of Student Needs

In order to fully comply with the standards, the team recommends the college conduct regular, systematic evaluations of its students' learning and support needs and of the campus environment in regards to diversity and ensure that instruction and support services meet those identified needs, regardless of location (IIA.1.b, IIA.2.d, IIA.3.C, IIB.3.a, IIB.3.D, IIB.4).

ACTIONS AND ACHIEVEMENTS TO DATE

The College has responded specifically to this area of conducting regular evaluations of needs associated with diversity through adding annual student surveys since 2010. The results of these evaluations have been used to inform discussions and make improvements to staffing, recruitment, and our own sense of who we are to the external world around us. The specific evaluations the College has conducted since the spring 2010 Accreditation Team visit to campus include (R4.1 – R4.3):

Figure B: COS Survey Research 2010-11 – 2012-13

Timeframe	Survey	Status
Spring 2011	**CCSSE Survey (Community College Survey of Student Engagement)** This survey looks at the amount of time and effort students spend on their education, their experiences on campus, and their use and satisfaction with key services.	**Complete.** View COS Results (Previous Administration's 2006 and 2008)
Winter 2012	**PACE (Personal Assessment of the College Environment) Climate Survey – Survey of College Employees** Topics in the survey include Supervisory Relationship, Institutional Structure, Teamwork, Student Focus, and Local College Specific Questions.	**Complete.** View COS Results
Spring 2012	**ACT Student Opinion Survey** Survey focuses on students' opinions about services such as financial aid, registration, etc.	**Complete.** View COS Results
Fall 2012	**SENSE Survey – (Survey of Entering Student Engagement)** This survey is similar to the CCSSE but focuses on new students' experiences. The focus of this survey is student retention and success.	**Survey Administered. Results Expected March 1, 2013** (Previous Administration's 2009)

Previously, the College had offered the CCSSE on a bi-annual basis. Since 2010 the College now offers CCSSE and SENSE in rotating years as well as the addition of the ACT Student Opinion Survey and PACE, an employee climate survey. This provides a much more rich and reliable data pool to consider results and follow-up actions. For example, from question 9C of the 2011 CCSSE, we learned that 82% of students thought the College emphasized their contact among students from different economic, social, and racial or ethnic backgrounds.

This was surprising, considering the College is challenged to recruit (by California law) outside of our district boundaries, and our rural district is less ethnically diverse than the urban centers of California. While examples of the evaluations and responses students gave can be found under the Evidence area of this section, below are a few specific examples of how the College has been actively addressing diversity issues since 2010.

1. The EEO training has been revised since 2010 on search committees. Each EEO representative receives training or an update from the HR (Human Resources) Director before serving on a search committee. The HR Director also meets with each committee in the first meeting to detail how the EEO representative role functions and the benefits of attracting diverse populations to the college community. EEO representatives no longer vote on committees (this had been a past practice) but strictly serve to represent EEO matters.

2. Currently the College is hiring three new advisers to re-staff a student success area that had lost over five staff or counselors in the past four years. This committee will entertain a diversity discussion in the first or second meeting so it can consider not only the needs, but the values associated with hiring a diverse staff, particularly for this area of student services.

3. Over the past three years, the College has hired or promoted eight women administrators and three male administrators, thus achieving a much more equitable-by-gender administration. The President's Cabinet today includes three men and three women.

4. The Upward Bound Program offers information about the benefits of college learning with particular emphasis on the diversity of views, identities, and perspectives on a college campus. Because the College has very limited recruiting potential, given its remote location and California laws that restrict community college recruitment, this is a key area that represents the College's commitment to outreach and efforts to attract a diverse population of Upward Bound students, who are likely future COS students.

5. Perhaps the most striking distinction was made through moving the Athletics learning support class, EDUC 0598 (which had been called "study hall") into the Academic Success Center. This move was a deliberate effort to locate all students in the same learning

support environment (as opposed to separating out athletes, which are a disproportionate representation of diverse ethnicities at the College). Now all students receive the same learning support services in the same area of the College.

6. The Faculty Hiring Process was revised and improved by the Academic Senate and administration through a collaborative process. The goal was specifically to create a fair and transparent process that would offer greater opportunity to hire from a diverse pool of 3-5 finalists with each search. The HR role was clarified and expanded, as was the EEO role, in order to assure attention to legal, diversity, and standardization across multiple searches (R4.4).

7. The Administrative Hiring Process was revised similar to the above, collaboratively with the faculty and approved through the College Council (R4.5). These efforts were deliberate, as this recommendation partially grew out of undefined practices that did not show methodical attention to addressing diversity matters widely on campus. Through a focus on fairness, equity, and collaboration in hiring, we believe this is a significant improvement in college practice associated with being a more diverse, welcoming community. The following text is quoted from the Administrative Hiring Process document:

It is the responsibility of the Chair to insure that each Committee member receives the required training that includes:
- *Review of District Diversity Vision Statement*
- *Discussion of District commitment to equal opportunity, diversity and student success*
- *The search and selection process*
- *Role of the Search Committee*
- *Role of the Selection Committee*
- *Development of screening criteria*
- *Writing effective interview questions*
- *Cultural diversity in the interview process*
- *Role of the Equal Opportunity Representative*
- *Reference checking*
- *Confidentiality*

8. The College actively promotes student representations and interpretations of the wider society through art, theater and other forms of expression. In the past, there had been resistance to offering Arabic Studies, for example. Over the past two years, the College has offered student theater productions, written, produced and acted by students, with themes and humor that likely would not have been accepted even five years ago. For example, the titles of the two most recent student productions are *Straight Camp* and *Middle East-Side Story*.

9. The Student Achievement Committee (SAC), described below, has reviewed and discussed the results of the CCSSE, SENSE and other student surveys issued over the past three years (R4.6). The SAC is preparing an end-of-year report for 2013 on their analysis and recommendations for next steps, based on their work.

10. In reviewing the results from the College's custom questions in the CCSSE Survey of 2011, we noted that over 80% of students agreed or strongly agreed that "This College believes in the unique value of each individual." While it can be very difficult to correlate such a percentage to some or all of the specific actions cited above, Student Learning staff and faculty at the College are actively engaged in this area of education at the College.

The wider assessment of student needs is an ongoing process taking place in several different areas. Assessments at the department level, the course level and the institutional level are all performed through the integrated planning system, which includes a six-year assessment and evaluation cycle, described widely in this report. Following a recommendation in the College's Educational Master Plan, a committee was formed to focus on student achievement. The committee adopted the name Student Achievement Committee and has been meeting regularly since it was formed in September 2011 (R4.7). Goals established included fostering a culture of data-based decision making and campus-wide dissemination of student

learning data. The SAC began by reviewing the Educational Master Plan to see how they could support the implementation. These organizational activities provided the committee members with a strong grasp of the types of assessments the College conducts (R4.8). With the background information established in spring 2012, the SAC members moved forward with how to distribute survey information in a way that groups on campus could best use the information. A newsletter and "data parties" were identified as two methods to effectively get student survey information out to the campus. The first issue of the newsletter, planned for distribution in February 2013, will share SAC's goals with the campus. A data party is scheduled in March 2013 to report the results of the ACT Survey of Student Engagement to the campus.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

The positive influence of diversity initiatives, like the diversity area courses in the General Education Program requirements, are documented using survey data like the ACT Student Opinion Survey (page 6 of the Graphic Report) which indicates that students have higher levels of satisfaction with the cultural programs and activities at College of the Siskiyous than at other colleges in the study. Student surveys were not conducted prior to 2004, and then were conducted every other year until 2010. Since 2010, the College has been on a cycle with CCSSE, ACT, SENSE, respectively each year with results distributed by the Planning, Assessment

and Research Office. Because of the annual schedule of surveys, the SAC has annual data to analyze in order to make recommendations for planning and assessment.

The College was able to actively track and respond to the final State Student Success Initiative Report and resulting legislation because of the SAC's focus. The Student Success Act (SSA) of 2012 raises the bar in expectations of colleges to provide quality learning and support services for community college students, and identifies a "scorecard" system for tracking student success. The College's SSA implementation efforts are led by the Directors of Student Success, Enrollment Services, and Student Life. These directors have accepted responsibility to track and implement changes to enrollment procedures (i.e., repeatability) and technology improvements (i.e., Degreeworks, used to build student education plans). As a result, the College is ahead or on schedule with the milestones defined in the Student Success Act. Additionally, the Enrollment Management Taskforce includes the same key staff involved with the SSA implementation, and requirements of the Student Success Act will be incorporated into future revisions of the Educational Master Plan.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

The campus commitment to following the Planning by Design document is key for decision making in regard to student needs (R4.9). Individual programs using data collected in the program review cycle, coupled with institution-wide

survey data, create the pipeline for informing the planning process in each budget cycle. There has been extensive work to institutionalize student success through wide distribution of data information, discussion around the data, and strategies and activities based on the data. These annual surveys will serve the campus well in developing the next Educational Master Plan in 2014.

The actions and results thus far meet the terms of this recommendation, particularly given the elusiveness of "diversity." The additional collaboration across academic and service units is a work in progress and has progressed better than anticipated. Most importantly, the actions identified above speak for the College's commitment to addressing this recommendation over the past two years. The next EMP will build on what the SAC has learned and achieved to improve how their efforts can be better integrated into both SSA implementation and the College's overall efforts to continuously address and improve student learning and support needs.

EVIDENCE

Reference #	Reference Title
R4.1	CCSSE – Community College Survey of Student Engagement Website
R4.2	2012 PACE Employee Climate Survey Report
R4.3	ACT Student Opinion Survey Website
R4.4	Faculty Hiring Procedure
R4.5	Administration Hiring Guidelines
R4.6	Student Achievement Committee Minutes 5-3-12, Item 2 & 3
R4.7	Student Achievement Committee Formation Document
R4.8	Student Achievement Committee Minutes 4-5-12, Item 4
R4.9	Planning by Design Document

Recommendation #5 – Student Learning Outcomes

Student Learning Outcomes - The team recommends the college build on its recent efforts to reach a proficiency level in the development and assessment of student learning outcomes by 2012 and establish a timeline to do so. Specifically, the team recommends that the college:

- *Complete the development of student learning outcomes for all courses and programs, including basic skills and distance education, and all learning support and student services programs*
- *Develop and implement timelines for the continuous and regular assessment of all course, program and institutional student learning outcomes*
- *Use those assessments as occasions for regular dialogue about improving learning at the college*
- *Link evidence of SLO assessment to planning and resource allocation. (IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.f, IIA.2.i, IIA.3, IIB)*

ACTIONS AND ACHIEVEMENTS TO DATE

College of the Siskiyous has learning outcomes for all of its active courses, program, certificates and degrees. It is required as part of the Curriculum Process, that all courses, programs, degrees, and certificates not only identify learning outcomes, but also the assessment methods that will be used to measure them. Faculty use the Curriculum Module of CurricUNET to submit course and program outlines, which are only approved when they contain appropriate learning outcomes and assessment method.

Both new and updated Course Outlines of Record (COR) are reviewed by discipline faculty, appropriate Dean(s), by one member of the Curriculum Committee (in detail), by the Curriculum Committee as a body, and other appropriate personnel for coding, General Education, Distance Education, and articulation. Program/Degree/ Certificate outcomes and General

Education outcomes are reviewed by appropriate faculty and changes are submitted as needed. A curriculum-wide review of the General Education learning outcomes is planned to occur in the next 12-18 months.

In the last three years, COS has made significant progress in; (1) assessing learning outcomes on a systematic and scheduled basis; (2) integration of review, improvement, and monitoring functions by the Curriculum and Program Review Committees; (3) applying student success data to the program review process (despite ongoing Banner implementation challenges); (4) launching a robust and auditable timeline for assessment and program reviews; and (5) fully integrating all of these improvements into CurricUNET (by adding Program Review and Assessment Modules) to be piloted starting in January 2013 and fully operable by fall 2013.

Perhaps most importantly, the College, through the Program Review Committee (PRC), led faculty assessments of the program review process (R5.1) and of faculty's engagement with student learning outcomes (R5.2 – R5.3). These continuous improvement activities helped both faculty and administration monitor faculty learning and attitudes toward the minor changes that have been made from year to year. These assessments provided an unvarnished, sometimes critical, faculty view of assessment and program review. As a result, the most current innovations and changes are being applied to the CurricUNET integrated system and will support both improvements and closer monitoring of each year's assessments and program reviews. (As noted in Recommendation 2, the College is currently implementing the Program Review and Assessment Modules of CurricUNET.)

Course Level

Course Level Learning Outcomes are assessed on a program review cycle, so that all the outcomes of a course are assessed within a six year time frame. Each faculty assesses at least one outcome per course each term the course is offered. Implementation of the CurricUNET SLO Assessment Module and Program Review Module will support application of an "audit report" that will: (1) further automate data collection and organization; (2) support improved analysis at course, program, and degree levels; (3) allow for improved comparison across programs; and (4) allow diminished staff more ability to track deadlines, especially

across part-time instructors, one-time offerings, and timelines set within the planning cycle.

The Program Review Committee (PRC) generates an annual list of the programs that have completed program review and assessments (R5.4). The Chair and committee has asked the Vice President of Student Learning (VPSL) for additional involvement and even to apply "consequences" as a means to ensure timelines and expectations are met. In the fall of 2012, after offering an Orientation Day workshop on the topic, the Vice President of Student Learning Office collected SLO proficiency forms (R5.5 - R5.6) from instructors as a mechanism to report out on the assessment activities that were reported in the previous year's program review efforts. The faculty completed forms for 180 courses to document examples and details. This was completed even as the CurricUNET Program Review and Assessment Modules were in an advanced stage of development. The continuous review and analysis of these efforts by both committee and VPSL Office will support an improved timeline and tracking process, with CurricUNET support, in 2013. Above all, Academic Program Review is driven by faculty input, with increasing auditing functions and counsel to the PRC by the VPSL Office.

The College recognized the need to apply additional auditing and monitoring at the course level to the assessment and program review process. This is a very important outgrowth of our collaborative work since the 2010 ACCJC Accreditation

Report. Through close collaboration between Curriculum and Program Review Committee Chairs, the results of these collaborations as evidenced in CurricUNET are summarized under the heading "Review and Analysis of Actions and Achievements to Date" on page 38.

All courses, including Basic Skills, General Education and Distance Education courses follow this same timeline and protocol. Faculty conduct SLO assessment activities during summer, fall and spring semesters. Collection of assessment data has varied over the past two years as faculty have sought the best method for capturing, analyzing, and sharing their assessment findings. In fall 2011, SLO assessment data for 2010-2011 was submitted, as it had been in 2008 and 2009, as a part of the program review process (R5.7). A special table was developed as part of the program review process revisions, to make the input of information easier and more useful for faculty (R5.8 – R5.9). The Assessment Coordinator (who also was chair of the Senate Program Review Committee) met individually with all full-time faculty to explain the format. Full-time faculty were asked to share this information with adjuncts in their area(s). Unfortunately, the new table for collecting and analyzing assessment data was as cumbersome as previous methods due to the manual nature of the collection and reporting template.

In the spring of 2012, faculty submitted SLO Assessment Data for 2011-12 in an electronic survey device developed by the Faculty Program Review Committee (R5.10 – R5.11). The idea behind this was to help faculty capture spring assessment data in a spreadsheet which faculty could use for better statistical analysis, and so that they would have these data available for use in their next program review. This fall, as discussed above, the Vice President of Student Learning along with faculty leaders asked faculty to complete an additional SLO proficiency form for each SLO they assessed in the prior year. This was an additional effort to identify and capture faculty's work on assessment and, in particular, their use of results to improve student learning. Such plans for changes and improvements are noted on faculty created SLO Proficiency Reports, which were submitted to the Vice President of Student Learning throughout the fall 2012 semester (R5.12).

As part of the process of assessing student learning outcomes, faculty identify implications from their assessment findings. Below is a small sampling of the changes identified by instructors based on their spring 2012 Assessment Results:

- Change instructional methods by including a visit to Learning Resources for instruction about how to access research materials.
- Change assessment methods by incorporating a student-centered peer critique module.

- Change instructional method to improve student-centered critique methodology.
- Change instructional methods by engaging students in the publicity surrounding the final public exhibition.
- Provide more student support for online students, such as calls from support staff when a student neglects to submit an assignment.
- Revise curriculum and time allowed for the three components of Electronic Office.
- Many students did not write all four essays; perhaps we need to have an in-class workshop to alleviate their fears about writing – it may also help to beef up the guidelines and rubric.
- Increase number of times students must meet with instructor for skill demonstration.
- Increase video based exposure for students to watch actual deliveries
- Possibly more time spent on lecture. More physical hands-on time for students to practice objective.
- Change instructional methods: Improve and update PowerPoints / textbooks as needed to keep up with current standards.
- Revise structure of the course. Transition into census course with set schedule rather than TBA.
- Be more detailed in lectures regarding research techniques and how to write papers with research. Reinforce contrasts between MLA and APA. Spend more time showing students how to use Library databases.
- Increase interaction between students and library staff/increase virtual methods for students to interact with library staff. Increase rigor of assessment: currently, the assessment allows for two attempts. This coming semester, it's a one-shot deal. It is suspected that results will be more reflective of actual student learning with new assessment in place.
- Alter instructional methods: add more multi-media components to increase engagement. Also, improve communications with Counseling Services about the rigor of this course to avoid students looking for an easy route to meet their General Education (GE) requirements.
- Engage willing community partners previous to class beginning.
- Maintain assessment methods but spend more time explaining basic theories and concepts and also improve rate of student completing the online quizzes as preparation for exam performance.

Program Level

Program Level SLOs are embedded in the courses required for a degree or certificate. When the faculty first embarked on the creation of Program SLOs in 2005, they determined that course-embedded program SLOs would be more feasible for assessment purposes than program-level assessments that students would have to engage in outside of their courses. Course Level Outcomes map to one or more Program Level Outcomes. As the SLO Assessment Module of CurricUNET becomes active and robust with data, links within the system will show aggregated data reflecting Program/Certificate/Degree outcome achievement, GE course outcome achievement and other similarly aggregated data. These kinds of data would create opportunities for dialogue at macro levels and foster changes and improvements to those programs.

Through the ongoing use of Program Review and Outcomes Assessment, Programs, changes are being made to improve student learning and student success. Below are a few examples of the impact of Program-Level Assessment.

(a) Math Department Redesign of Basis Skills Level Math Curriculum

The COS Mathematics Department has recently redesigned the entire Basic Skills Level Math curriculum based on program review and assessment findings that the department has been actively tracking since fall 2010. A compilation of the courses covering fall 2010 to summer 2012 showed SLO assessment success rates of: 97% for the Math 0810 series of courses; 83% for Math 0830; 35% for Math 0850; 81% for Math 0851; and 81% for Math 0852. These numbers, as well as the assessment results, initiated discussions regarding current offerings, the structure of courses and whether the department could do better for our students. As a result, the department has developed a new Arithmetic course; moved content from one course to another; created clearly delineated transition points from course to course; modified current course SLOs to represent the proposed content for each course; decreased the number of units from 5 units per course for Math 0830, 0850, 0851; and 0852 to 4 units for each of the courses, and we removed the Math 0810 sequence of courses from future course offerings.

(b) LVN Program Revisions to Improve Student Competency in a Clinical Setting

The LVN Program has traditionally offered 6 weeks of instruction of basic and intermediate skills with corresponding competency "check offs" in the skills lab. It was determined that this "front loading" of skills often resulted in inconsistent ability to demonstrate competency in the clinical setting. As a result, the program decided to modify the skills schedules. The new schedule consists of 3 weeks in the lab, 3 weeks in the hospital to practice learned skills, 2 weeks in the lab for instruction, 2 weeks in the clinical setting, etc. This new format allows students to gradually develop a sound foundation of clinical skills.

(c) Early Childhood Education Changes in Staffing & Course Rotation, Delivery and Pedagogy, and Curriculum Content

Based on SLO assessment data documented in Academic Program Reviews and Updates beginning in fall 2010, and on anecdotal records as far back as the 2001-2006 Program Review, the Early Education Program at College of the Siskiyous has continuously acted to improve student enrollment, retention and success. Specific changes have been made, or are in process of revision, in staffing and course rotation, delivery and pedagogy, and curriculum content.   For example, based on SLO assessment data, courses have been realigned in a structure which specifically reiterates concepts and performance within the course rotation leading to success in achieving both course and program SLOs.

Additional information about the process and findings of each of the examples above, as well as other examples, can be found in the Evidence for this report *(R5.13).*

Degree, Certificate and Institutional Level

For academic programs, Degree and Certificate learning outcomes are the same as Program Level SLOs which are assessed using course-embedded outcomes. The SLO Assessment Module within CurricUNET has capacity to sort and store aggregated data that will reflect Program/Certificate/Degree outcome achievement, GE course outcome achievement and other similarly aggregated data. The objective

to this added capacity is to improve data access to faculty.

With the 2012 Catalog, the Faculty Senate decided to discontinue use of the Institutional Student Learning Outcomes (ISLOs) in favor of the General Education Outcomes which had been in place since 2005. This was done after an effort to produce meaningful assessment measures was determined unsuccessful because the ISLOs were too broad. Instead, faculty determined that General Education Outcomes would be more meaningful.

Training/Skill Building Opportunities/Efforts to Improve

As stated above, there have been ongoing training efforts to ensure faculty have the skills and knowledge to apply the new CurricUNET modules. Furthermore, the table below shows the FLEX activities over the past year associated with training in this area. As both the Curriculum and Program Review Chairs have trained other instructors, faculty are able to both train one another, and collaborate more effectively across programs and analysis.

Figure C: Curriculum, Program Review & Assessment FLEX Activities 2011-12 to 2012-13

Flex Activity No. 101-11 CurricUNET Training Date: 8/9/11 Time: 1:00 p.m. – 3:30 p.m. Presenters: Steven Thyberg, Governet Location: LRC 2 Lab	**Flex Activity No. 102-11** CurricUNET Training Date: 8/9/11 Time: 3:30 p.m. – 6:00 p.m. Presenters: Steven Thyberg, Governet Location: LRC 2 Lab
Flex Activity No. 103-11 CurricUNET Training Date: 8/10/11 Time: 9:00 a.m. – 11:30 a.m. Presenters: Steven Thyberg, Governet Location: LRC 2 Lab	**Flex Activity No. 109-11** General Ed Assessment Plan Date: 8/10/11 Time: 9:00 a.m. – 11:30 a.m. Presenter: Steve Reynolds, ALO Location: ESTC 8-113
Flex Activity No. 200-12 CurricUNET for Beginners Date: 1/12/12 Time: 9:00 a.m. – 12:00 p.m. Presenter: Sean Abel Location: LRC 2 Lab	**Flex Activity No. 202-12** CurricUNET for the Somewhat Experienced Date: 1/12/12 Time: 1:00 p.m. – 4:00 p.m. Presenter: Sean Abel Location: LRC 2 Lab
Flex Activity No. 100-12 What's New with Program Review? **Date: 8/15/12** **Time: 9:00 a.m. – 12:00 p.m.** **Presenter: Steve Reynolds** **Location: McCloud 4-10**	**Flex Activity No. 103-12** CurricUNET Training Date: 8/17/12 Time: 9:00 a.m. – 12:00 p.m. Presenters: Jayne Turk/Sean Abel Location: McCloud 4-102 (Mac Lab)
Flex Activity No. 200-13 SLO Assessment in CurricUNET Date: 1/21/13 Time: 1:00 p.m. – 4:00 p.m. Presenter: Sean Abel Location: LRC 2 Lab	

In the fall of 2011, a team of four, including three faculty and the DPAR, attended the WASC sponsored Retreat on Assessment in Practice. The retreat not only provided the team with instruction in areas such as Institutionalizing Assessment, Connecting Assessment and Program Review, and Closing the Loop, but it also gave them time to work as a team on a project around assessment. The conference had mentors for each team, practitioners with experience to help guide the team in developing a plan. The COS Team, building on their August 2011 flex activity, worked on improving General Education Assessment. Faculty from the team followed up on this project after returning to the campus by sharing what they learned with the

faculty in a training activity. The goal of the training was to gather faculty together into groups by General Education area. They discussed how they apply the GE SLOs to their individual disciplines and how they incorporate the GE SLOs into the courses that are mapped to the GE areas. The outcome of the day was the creation of common assessment strategies that could be used in multiple disciplines to assess student learning of the GE learning outcomes—these common assessment strategies were called "signature assignments," an idea learned at the WASC Institute. In addition to developing the signature assignments, the faculty also devised rubrics to be used across disciplines for assessing student work.

In summer 2012, two faculty and two administrators, including the VPSL, attended the State Academic Senate Conference. In October 2012, the DPAR, VPSL, Dean of Student Learning, and PRC Chair all attended an ACCJC Workshop on Assessment in Santa Rosa. The information from these training events was shared out in the Fall 2012 Orientation Day workshop described above, in FLEX workshops, and through PRC, Senate, and other forums. Both the President and VPSL prioritize funds from their travel budgets to faculty, particularly to faculty who have not previously attended similar trainings, and are willing to attend assessment and program review specific events.

Student Learning Support and Services Programs

Support Program and Services at COS engage in annual Focused Program

Review which asks them to select 1-3 outcomes to assess and indicate how they will use the results to improve student learning, support, and/or institutional effectiveness. Please see Recommendation 2 for a full discussion of Institutional (non-Instructional) Program Review. In order to assure a focus on student learning, the President asked support areas with direct student contact to ensure that at least one of their outcomes each year is directly tied to improving student learning. This has been practiced since the first year of Focused Program Review in 2011-12. For example, in the area of Student Activities, one outcome called for students to be active participants in college governance. The results of this outcome were used to help the Associated Student Body to improve students' understanding of college governance. In another example, Student Life sought with their outcomes to have students identify ways to find out about campus information. As a result, the Student Life Office is exploring more social media tools, because, in helping students learn, they also learned that students were more likely to ask a classmate for information than they were to go online or seek information at the Student Center.

Linking SLO Assessment Results to Planning and Resource Allocation

Throughout 2012 the College developed, debated, and advanced a Budget Development Process, which was approved by the College Council in December 2012. This process integrates with the broader college-wide planning system and improves upon previous

efforts to connect assessment, through program review, to any and all budget requests. Certainly there are still cases where there is an obvious need to expend funds, such as when equipment breaks or a critical staff person, such as the Director of Instructional Services or IT (Information Technology) positions in 2012, resigns their position. But even in those cases, for example, the need for these directors to support data development, analysis, and delivery for program review, the question of need in association with the learning mission of the College is paramount.

Last year the College funded the entire instructional equipment budget based on the recommendations, unaltered, of the Instructional Council. Because rationale included program review connections, there was an immediate "weeding" of requests that had no rationale beyond passionate narrative. Supervising deans were able to support proposals that matched their experience and review of the program reviews, in association with the College's Educational Master Plan.

Recently, the Academic Program Review Committee Chair delivered to the Dean of Student Learning a memo summarizing the Resource Request resulted from the fall 2012 Program Review Process (R5.14). A total of eight programs requested funds for human resources, facilities, equipment and/or supplies. It is expected that these requests will be prioritized within Student Learning and brought forward through the College-wide budget process.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

In the spring of 2012, faculty from the Program Review Committee conducted an assessment of the Student Learning Outcomes Assessment work at COS at the Spring Planning Day. Faculty in attendance received the ACCJC Rubric for Evaluating Student Learning Outcome Proficiency. They used clickers to indicate how the College rates as compared to the seven Proficiency Statements. After this exercise, faculty got into groups to identify where on the COS campus there is evidence that the College is doing these activities (5.2 -5.3). There does remain a small percentage of faculty at COS that are resistant, not to assessment itself, but to the reporting of assessment results. Additionally, the Faculty Union President and other union spokespersons have made public statements that: (1) assessment is not part of the current duties outlined in the contract; and (2) they are concerned that assessment results will be included later in instructor evaluations. Despite administration's assertions that only by *not* doing assessment could that one fact be included in their evaluations, this issue has limited some faculty buy-in and support toward assessment and program review.

Despite this challenge, there has been ongoing collaboration between the faculty-driven Curriculum and Program Review Committees and the VPSL Office and associated administrators. Overall, faculty support both continuous assessment and program review. And, as a result of this collaboration, the

CurricUNET Assessment and Program Review Modules are moving forward on schedule and the following improvements have been integrated into the launch:

1. An automated report that identifies course assessments to be reviewed (for example, for the following academic year);

2. An automated report that identifies course assessments that have not been completed by the deadline;

3. An automated report that identifies program reviews that require additional attention due to new/increased funding requests;

4. Required signatures that move completed assessments and program reviews through a formal review and evaluation process;

5. Ability to aggregate and disaggregate assessment data by course section, instructional delivery mode, program SLO, GE SLO;

6. Creation of reports for the Planning Committee and Budget Committee based on linking program review data to the current EMP; and

7. In cases where program reviews indicate needs to be met (planning and budgeting) not linkable to the current EMP, providing for campus input through the program review process to improve the EMP.

As a result of the above developments over 2012-13, the College has generated a highly robust model that meets the commission's call to *Develop and implement timelines for continuous and*

regular assessment. Furthermore, the process by which the College has followed to achieve this end has helped to support the model of a continuous learning environment within our faculty. A revised timeline will be completed in the spring of 2013 that integrates the macro-timeline in the Planning by Design document with the new CurricUNET system.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

As described above, 2012-13 is a watershed year for applying learning and improvements into a new integrated model for College of the Siskiyous. There have been ongoing challenges in achieving proficiency in SLO assessments and timely program reviews, but these challenges are met today through a new and collaboratively developed review and monitoring process within CurricUNET. Most importantly, COS recognizes that the system in place for 2013 requires our own vigilance and high expectations in order to continue to meet accreditation expectations. Plans will follow the following basic outline:

a. Continuously review all of the expectations of each new process within the system;

b. Monitor implementation of new Program Review Module; and

c. Review and improve new timelines to ensure both practicality and meeting standards.

2013-14 will be the first year (after piloting most, if not all, of the new features described here) when all of the

elements of the integrated planning system will be in place. This requires the College to continuously review the steps and commitments made in Planning by Design, Program Review, Budget Development and Revisions, and Curriculum Processes (for example, General Education SLO review).

Through the implementation and use of the Program Review Module of CurricUNET, we will improve on each of the seven points listed on page 39 in the following ways:

- After course level SLO assessment data is present in CurricUNET, work with the vendor to create a new level of reporting that connects existing course level data with the linked Degree/Certificate/Program and General Education learning outcomes.

- Reports as described in #1 above should foster more robust discussions regarding Degree/Certificate/ Program and General Education learning outcomes because data will be aggregated and available for review.

- Such dialogue, coupled with planning reports and budget request reports created from the Program Review Module of CurricUNET will engage faculty in the institution-wide practices and provided data-driven decision making materials for campus-wide committees.

- One such report indicated in #3 will collate resource requests based on Course and Program Assessments.

- CurricUNET Program Review and Assessment Modules provide workflow tracking and data entry management so that reports are completed in a timely fashion each year.

- With more meaningful reviews of Degree/Certificate/Program and General Education learning outcome data, faculty will continue to improve such alignment. Above all, the program review process in CurricUNET provides opportunities for suggestions to improve/update the Educational Master Plan.

EVIDENCE

Reference #	Reference Title
R5.1	Evaluation of 2011 Program Review Process – Results March 8, 2012
R5.2	Planning Day Faculty Workshop 04-24-2012 SLO Activity
R5.3	Planning Day Clicker Activity 04/24/2012 Summary Report
R5.4	Academic Program Review Report to the Board of Trustees – October 19, 2012
R5.5	Orientation Day Presentation on SLO Proficiency – Fall 2012
R5.6	SLO Proficiency Report Form (Blank Template)
R 5.7	Academic Program Reviews for AY 2010-11
R 5.8	Academic Program Review - Table 4 Template
R 5.9	Academic Program Review - Table 4 Instructions
R5.10	SLO Electronic Survey – Template for 2011-12
R 5.11	SLO Electronic Survey – Results for 2011-12
R5.12	Completed SLO Proficiency Reports Fall 2012 (folder)
R5.13	Examples – Impact of Program Review and Assessment Results on Program Decision-Making
R5.14	Resource Request Summary from Program Review (memo 1-29-2013)

Recommendation #6 – Library and Learning Support Services

In order to fully comply with the standards, the team recommends the college evaluate library and learning support services staffing to provide adequate student access and support at all locations and for all delivery methods and maintain sufficient physical and electronic materials to enhance student learning (IIC.1.a, IIC.1.b, IIC.1.c)

ACTIONS AND ACHIEVEMENTS TO DATE

When the Library Director retired in July 2011, the College created a new Assistant Dean of Learning Resources (ADLR) position that brought the Library and Distance Learning together as the core of a Learning Resources unit. This alignment also supported the maintenance and organization of much of the College website content. In January, 2013, responsibility for student labs and tutoring (Academic Success Center) were moved to this unit. The new Assistant Dean is a Master of Library Science-degreed librarian who had much of the responsibility for Distance Learning as the College's Telecommunications Specialist in the Information Technology Department. The new Learning Resources area reports to the Vice President, Student Learning.

To address the loss of direct library support previously provided by the Library Director, as well as the loss of the Reference Librarian in 2008, the new ADLR requested a full-time faculty Librarian through the regular faculty hiring process in fall 2011. Because of state budget shortfalls, the College did not fill any of the full-time faculty positions, including the Librarian. The Library hired a part-time Librarian in March 2012 to provide 10-12 hours of reference service per week, coordinate with the staff with collection development, and provide student instruction in information literacy and research skills. Because there are no additional college or area supervisory responsibilities, this position supports the same level of direct library service to students.

In the fall of 2011, the Community College League of California coordinated a consortial purchase of a basic group of databases that has been made available to all of the California Community Colleges. This has given all the California Community Colleges a basic collection of electronic resources, which the COS Library has supplemented with subscriptions to online media collections, reference materials, and eBooks.

In spring 2012, the Library contracted with Online Computer Library Center (OCLC) to purchase their new WorldShare Management Services (WMS) online library system and integrated WorldCat Local Catalog. To be able to present these new functions more effectively online, the Library website (R6.1) was restructured to add a one-stop catalog search box, an updated request form for applying for a library card (R6.2), an online reference request intake form (R6.3), and a direct link to the Library from a new Library icon on the main campus web page.

Online documents outlining library support and services have also been updated. The Library web page and links are up-to-date.

The Academic Success Center (ASC) consists of a Computer Lab, Math Lab, Reading Lab, Writing Lab, and Tutoring Services. Today it provides expanded services in spite of budget cuts and resignations, through a combination of space reconfiguration and service relocation and restructuring. Primarily, the College has prioritized direct student support through use of Basic Skills funds for specialized instructional assistants. The Reading and Writing Labs were combined; Math Lab hours were increased; and Tutoring now resides in a more prominent location. The ASC web pages were updated to reflect the availability of these services on both the Weed and Yreka Campuses as well as to online students by making contact information more consistent and more prominent. More of the Tutoring Services forms were made available online through the website.

Student Learning restructured the Critical Skills Lab class, EDUC 0670, to allow it to provide access for any enrolled student to all ASC services. The Supervised Tutoring class, EDUC 0596, was moved to the ASC from a classroom location to provide students complete and immediate access to all the services of the ASC. Additionally, the ASC Director started offering Student Success Seminars in the fall 2010 semester to provide brief presentations designed to improve student success on topics such as life skills, study skills, research skills, and effective use of

technology resources. These seminars have been very successful, and other instructors and staff have teamed to offer diverse topics as identified by students and faculty.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

The construction of a Learning Resources unit comprising the Library, Distance Learning, and the Academic Success Center under one administrative unit provides more interaction among these areas, a more cohesive approach to services, and the opportunity to support an increased level of service with a reduced core of staff. Changes undertaken in the past year and a half have focused on retaining services in spite of losing staff positions and moving services online to make them available to all students while increasing usability of those services. The number of students who have little or no physical access to the campus is increasing dramatically, while the students who live in closer proximity to the services increasingly prefer to receive at least some of their services online. The most recent Chancellor's Office Distance Education Survey asking about student support services online indicated that the vast majority of services offered by COS are available to students anywhere (R6.4). Students still rely on in-person access for many of these services, however, so far for these students, ease of access and availability remain top priorities.

For the Library, these changes have taken the form of changes in collection development strategies, re-balancing

staff expertise, and representing library resources online in ways that allow students to more frequently assist themselves (and learn "how to learn"). The collection development process is moving away from selecting print resources manually and individually and toward choosing collections of eBooks, reference materials, and full-text journal articles that have been pre-selected by an external service. This saves money and librarian/staff time while getting more titles for the same cost, available to all students. The Library will continue to collect physical resources as needed to maintain a usable on-site collection and fill gaps where material is not available or harder to use online. The ACT Student Opinion Survey conducted in spring 2012 had two questions regarding student satisfaction of library services. As shown below in Figure D, more than 50% of the students report that they agreed or strongly agreed that the library services were sufficient and helpful.

Figure D: ACT Student Opinion Survey Spring 2012 Section V Results – Library Questions
The extent to which students agree or disagree with each of the following statements:

Question	SA	A	N	D	SD	DNA/Blank
Library services are sufficient in quantity, currency, depth and variety to support student research needs.	20.7%	33.0%	22.7%	4.7%	1.6%	17.3%
The Library provides information and instruction for students to help them develop good research skills.	20.3%	30.7%	24.5%	3.8%	2.0%	18.7%

SA = Strongly Agree; A = Agree; N = Neutral; D= Disagree; SD = Strongly Disagree; DNA = Does Not Apply
N = 449 Students

The new library system, WMS from the OCLC, including an integrated catalog, allows one-stop searching of online resources in tandem with the physical collection. Students search much of the Library's collection from one Google-type search box, a format they are already familiar with, allowing them to access more of the collection while knowing less about the format of the individual resources or specific search strategies. In-depth searching of full-text databases is still available as an adjunct to this one-search functionality, allowing users both "quick search" and "in depth" searching capabilities. The Library has implemented a proxy service that allows students access to the whole range of purchased online resources from off campus with a single barcode-based login. These changes place a student with very little familiarity with library resources or database searching in a position to use the skills they already have to find carefully-selected, quality citations. WMS also allows students 24/7 remote access to their library account so that they can renew library materials, place items on hold, etc.

Changes to the Library's website make applying for a library card, finding library material, and asking reference questions easier for students not physically in the Library. The Library icon on the main campus web page gives direct access to the Library page and services with one click. The Librarian has rewritten documents outlining library services to students into one single document that no longer distinguishes Yreka students and distant students as separate populations; the same services, for the most part, are available to all students. Throughout the 2012-13 academic year she is working on a set of documents that will cover much of the same ground as the on-campus library instruction sessions (on research skills, database searching, and other information literacy topics) to allow off-campus students access to this material in a self-help mode.

The Academic Success Center made configuration changes that merged some areas that had previously functioned more separately and created additional visibility of the staff in those areas so service levels could be retained with fewer staff. Enrollment data from EDUC 0670 and EDUC 0596, as well as the lab's timekeeper, shows the Writing Lab and Reading Lab as highly utilized instructional support areas (R6.5). There was a significant increase in student hours in fall 2012 in the Math Lab as a result of added Instructional Aide hours. As a result of the changes brought throughout 2010-2012, and improved staffing and tracking this year, the College believes that student success data will show positive results for the students who utilize those services by

fall 2013. The combined Reading and Writing Labs, with requisite staff cross-training, provide more instructional support hours than would have been offered otherwise. Online Writing Lab is offered to all students who are taking a class completely online, supplementing the in-person Writing Lab services for those students unable to travel to the Weed or Yreka Campuses.

Informal student feedback mirrored our own recognition that less than 15 hours of staffing per week in the Math Lab was inadequate. During the fall 2012 semester, the ASC increased instructional support hours for students taking courses with a math focus from 15 to 38 hours per week. Math hours added for the Yreka Campus and the ASC web pages for lab services were better coordinated to cross-reference services at the two campuses. Phone and e-mail contact information on the website were also coordinated to make it easier for off-campus students to connect with the services they, or their instructor, identify.

EDUC 0670, Critical Skills Lab, is a course that was developed to give any enrolled student access to any of the free instructional support services offered in the ASC. EDUC 0596, Supervised Tutoring, now also meets in the ASC (rather than in a lecture hall), allowing students to have immediate access to computers, drop-in tutoring, and instructional support for Math, Reading, and Writing. Student Success Seminars, designed to positively impact student success, are offered every week on such topics as life skills, study skills, research skills, and effectively using technology

resources. The attendance in these seminars has increased by over 300% since fall 2010, the first semester they were offered (R6.6).

Tutoring Services was relocated from a removed workroom to the open lab floor within the ASC for easier access by interested students. Several small meeting areas were added around the ASC to provide additional spaces for one-on-one tutoring to occur. Drop-in tutoring for Basic Skills Level Math, English/Reading, and Computer skills was also added, and funded with Basic Skills Initiative money.   Tutoring was expanded off site to include more group and subject tutoring on the Yreka Campus, as well as through the use of our videoconference technology to support students in remote areas in Siskiyou County while limiting the need for the tutor to travel. Technology-based support for DSPS students, the "High Tech Center," was moved to a quieter and more private area within the ASC, allowing for the most effective use of the accommodations, specialized software, and other support provided through this service.

Student assistants staff a "check in" desk at the entrance of the ASC to assure students log in, are registered to use the services, and have their questions answered. EDUC 0670 and EDUC 0596 instructors and instructional aides are available every hour the ASC is open to provide instruction, direction, and support to students. Students

staffing the Computer Lab assist with the Student Help Desk function, answer phone and e-mail questions from students who are having trouble with access to the campus portal, online registration, student e-mail, and online classes. Their assistance is part of a multi-pronged approach that also includes phone and e-mail support from Distance Learning, Enrollment Services, the Library, Information Technology, and Counseling Services.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

As the College emerges from one of the worst California budget crises, the Learning Resources unit will be looking strategically at areas where it can add staff to provide better support for students and build our vision of a more integrated approach to learning support services. The Library will continue to pursue adding librarian hours to better cover needs for reference service, collection development, database integration, and information literacy instruction. Furthermore, the Vice President of Student Learning has stated publicly his own strong support for a full-time librarian position. To coordinate and troubleshoot a Student Help Desk, the ADLR is developing a Learning Technologies specialist position that can also assist in the development of a Technology Learning Center function that will help coordinate the technology needs of faculty with those of students using learning support services.

The other priority for addressing access by all students is the ongoing process of making services and resources available online. To support the increasing number of library resources available online, the Librarian will be adding documentation for students so they can learn to use these resources in a self-help mode. Because many learning support services also will be offered on campus (in many cases primarily so), Learning Resources will include the Yreka Campus as it takes a comprehensive look at services, identifies any gaps, and shifts services as needed. Specific projects Learning Resources will study for feasibility include offering Reading Lab and/or Success Seminars at the Yreka Campus and offering Online Writing Lab to all Etudes LMS (Learning Management System) users rather than just those taking an entirely online class. With the merging of the Library and ASC areas under Learning Resources, additional coordination for a Student Help Desk function is possible. A coordinator for this function will be able to hire and train student workers in the Computer Lab, conduct meetings and training, write and update support documentation, and troubleshoot cross-area student online problems (for example, between Distance Learning and Enrollment Services if a registration process affects access for online students). If this coordination on a Student Help Desk function is successful, it can serve as a model for increased interactivity in other areas.

EVIDENCE

Reference #	Reference Title
R6.1	Library Website
R6.2	Library Card Request/Renewal Form
R6.3	Library Reference Request Web Form
R6.4	CCCCO Distance Education Survey
R6.5	Student Use data on Reading/Writing Lab (from sign-in data)
R6.6	Success Data for ASC

Recommendation #7 – Strategic Planning

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)

ACTIONS AND ACHIEVEMENTS TO DATE

The implementation of the College of the Siskiyous Educational Master Plan (EMP) 2010-2014 (R7.1), based on a revised Vision Statement (2009) and new planning process, termed "Planning by Design." It has allowed the College to move from a traditional Strategic Plan to an integrated Educational Master Plan that puts student learning at the center of decision-making. The college community adopted the term "Educational Master Plan" to replace the Strategic Plan, to illustrate a commitment to the core mission of the College. The campus-wide effort to create the EMP is detailed in the College's March 1, 2011 Accreditation Follow-Up Report (R7.2).

While College of the Siskiyous has been engaged in strategic planning for several years, prior to 2010 the plan was not fully integrated with other institutional processes, and efforts to assess progress were disparate among the various units at the College. Since the adoption of the Educational Master Plan 2010-2014 in June 2011, the College has reached several significant milestones that illustrate the improvements made to planning at COS. Achievements include:

- Institutional commitment to an EMP that is inclusive of all areas of the College; has established outcomes and measurable objectives; and includes both short and long range plans for achieving the College's institutional goals (R7.1);
- Completion of the first year of implementation and evaluation of the EMP and creation of plans for year two (R7.3- R7.4);
- Realization of a collaborative, inclusive, and ongoing process for EMP development and implementation that is driven by a Planning Committee that is part of the College's governance structure and supported by the Planning, Assessment and Research Office;
- Adoption of the Planning by Design system and creation of a handbook for planning that integrates planning, budgeting, and program review into one cohesive system (R7.5);
- Commitment to ongoing assessment and improvement of the planning system and its results (R7.6); and
- A successful track record of delivering on the EMP objectives. EMP Implementation Plans are reviewed, tracked, and updated through point persons and the Planning Committee in a back-and-forth process that keeps planning and results-orientation on everyone's radar.

Creation and Implementation of an 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 has six chapters, a lead chapter focusing on Student Learning, and five supporting chapters representative of each of the other key units of the College (Business Services, Facilities, Human Resources, Information Technology, and Institutional Advancement). A taskforce to develop each chapter was formed and included faculty, staff and administrators. An EMP Steering Committee was charged with integrating the chapters into one cohesive plan. The result is a college-wide plan that identifies specific goals, desired outcomes and measurable objectives that the College is working toward and uses to prioritize decision-making.

Outcomes are a key element of the EMP. The EMP Steering Committee insisted that assessment (via measurable objectives) be a foundational piece of the plan as the College moves toward increased data-driven decision-making. Each outcome is assessed annually with a final evaluation at the end of the plan. This is accomplished through Implementation Plans, which also contain strategies and activities in support of each outcome. While most of the identified measures of the EMP 2010-14 are quantitative in nature, the planning process can accommodate qualitative evaluation

tools as well. It is an ambitious plan, but one that COS developed internally and owns. No outside consultants were used to develop this plan.

Implementation Plans contain short range a*ctivities* and longer-range s*trategies* for implementing the desired outcomes identified in the EMP. For example, to support the Student Learning Outcome 4.1: "Basic Skills students succeed in meeting their educational goals in a shorter than state average timeline and at a higher than state average rate," the Implementation Plan has a strategy to "Improve/increase instructional support to Basic Skills level students." The IP also has several activities supporting this strategy including "Offer Student Success workshops with focus topics of assistance to Basic Skills level students."

Immediately following the adoption of the Educational Master Plan, the College Council recommended and the President created a college-wide Planning Committee to serve as the representative governance committee on planning at COS. 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 (ASM) employees, two classified staff, and one program review/assessment specialist. In establishing a standing Planning Committee, planning now has a permanent institutional "location," with the Office of Planning, Assessment, and Research. The charge of the Planning Committee includes: serving as a

primary advisor to the campus governance body on planning related issues, monitoring the implementation of the EMP, and ensuring meaningful connections between the program review and budgeting processes and the planning process (R7.7). In addition to being the Planning Committee Chair, the DPAR is a member of both the Program Review and Budget Committees and serves as a link to ensure ongoing communication and collaboration among these three groups.

Implementation of the EMP is widely dispersed and 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 Plan of their assigned EMP outcome(s) including annual updates and assessments. The point people for the EMP come from across the administrative and academic units of the College. During the 2011-12 year, the Planning Committee hosted three workshops (fall, winter, and spring) to provide training and support as point persons learned their roles and to seek feedback on the implementation process.   The development of the implementation structure for the EMP including the roles of the point persons and the Planning Committee are more fully detailed in the College's March 6, 2012 Follow-Up Report (R7.8).

As of fall 2012, the College has completed its first full year of implementation. In fall 2012, members of the Planning Committee met in small groups with the point persons from each chapter of the EMP to review and analyze the progress toward outcome in year one and the updates to the Implementation Plans for year two based on the plans submitted in September of 2012. Collaboration on the outcomes within each chapter and across chapters was stressed in these meetings, particularly given the increasingly limited resources (money and staffing) available. Several strong examples of collaboration across EMP chapters and outcomes were noted from these meetings. For example, staffing models have been revised in the Academic Success Center in order to provide additional student support in Basic Skills and Math. Additionally, with the vast updates needed for the Library and Learning Resources, the College, after significantly expanding students' online research capabilities, will invest new monies in 2013 in both computer hardware and learning support between the Library and the Academic Success Center. Most significantly, the College's recruitment and enrollment management activities are advanced through a college-wide dialogue that included all-college forums, program-based marketing, and increasing faculty leadership in new recruitment initiatives.

The continuous review process is robust and ongoing. In addition to annual assessment of outcomes via measurable objectives, there is also an opportunity in the yearly report (a part of the new Implementation Plan Form) to reflect on what was learned, progress made

during the prior year, and next steps. Learning can include anything from the need for new strategies to a need to use different assessment measures. Since the EMP was developed, four outcomes have been tabled by the Planning Committee, based on information that was learned during the first year of implementation. For example, the EMP called for "A fiscally solvent Self-Support Program." After conducting a cost benefit analysis and reviewing statewide priorities, it was determined that this outcome was not as much a priority for the College as had originally been thought. Changes to the outcomes and measurable objectives of the EMP (including tabling of an outcome) must be recommended by the point person and considered by the Planning Committee. This is to ensure the integrity of the plan and the need to support institutional goals. Changes to the strategies and activities of the plan are at the discretion of each point person.

Development, Adoption & Adaptation of an Integrated Planning System

Along with the creation of the EMP in 2010, College of the Siskiyous also set out to "regularize" (a local term we use to help us avoid *ad hoc* decisions that require recreating and revising the process each year) its new planning process so that all areas of the College would recognize the need for ongoing collaboration. 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 identified other key institutional

processes, particularly budget development and program review, which would need to be updated or changed if the EMP was to be truly effective as a key decision-making apparatus.

Budget Development

To support these efforts as well as the new governance structure, the President established a new Budget Committee in spring 2011 and included in their charge, 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." (R7.9) The Budget Committee put together a Budget Development Process that identifies opportunities for program reviews and the EMP to influence the process. This was recommended by the College Council and accepted by the President in October of 2011 and shared with the Board of Trustees at their monthly meeting in January of 2012 (R7.10). The budget development and revisions process has subsequently been updated based on what was learned during the 2011-12 budget cycle (see Recommendation 3), and specific language was added to strengthen the connections between budget, planning, and program review. In particular, the revised process goes into greater detail about who is responsible for each step in the process and how planning and program review figure into the budget development. Program reviews are one of the foundational parts of the budget request process, and the Planning and Budget Committees are partners with the College Cabinet in determining

budget priorities. In December 2012 the College recommended, and the College President adopted, the revised budget development and revisions process (R7.11).

Program Review

In fall 2011 the Academic Senate created a standing committee on program review, whose job was, among other things, to establish connections between Academic Program Review and other institutional processes. The Program Review Committee has been included in the development and review of both the budget development and planning processes, to ensure that these processes will work in concert with program review. In an attempt to provide better information to the planning and program review processes, the Program Review Committee modified the 2011-2012 Program Review process to include more targeted questions about program goals and resource needs (R7.12 – 7.13). In fall 2012, the Planning Committee began a practice of reviewing both Academic and Institutional Program Reviews for planning implications (R7.14). The purpose of the review is to identify relevant information for current and future EMPs and to help prepare the Planning Committee for their role in budget development.

Planning

Also in fall 2011, the Planning Committee, working with the Budget, and Program Review Committees,

recommended a planning handbook titled "Planning by Design: An Integrated Planning Model" to the College Council. The Planning by Design (PbD) Handbook was adopted, through mutual agreement in the governance process and was a milestone for the College because it codified in one place a system for institutional decision-making. The system was recommended by the College Council and accepted by the College President in April 2012. The process was reviewed by the Board of Trustees at their meeting in July 2012 (R7.15). The Planning by Design document was updated in January of 2013 to reflect the revised Budget Process and a new diagram that further clarifies Program Review (R7.5)

College of the Siskiyous Planning by Design emphasizes integration of all planning efforts into one model, a focus on program review in a simple understandable model, and continuous dialog that occurs in an ongoing and systematic cycle of evaluation, integration, planning, resource allocation, implementation, and re-evaluation. The EMP process is characterized by achievement of desired outcomes and assessment measures. The planning process is informed by program review and, in turn, informs the budget process. Program review focuses on assessment for the purpose of improving student learning and support practices. Budget development is participatory and guided by Institutional Priorities.

Several achievements have already been made in realizing the goal of integration called for in Planning by Design:

1. In preparation for developing the 2012-13 Budget, in which many cuts were required to balance the College budget, the Planning Committee reviewed all of the outcomes of the EMP and made recommendations to the Budget Committee and Cabinet as to those things they thought were most important to protect from a cut. The Planning Committee's memo contained its recommendations and the rationale for them (R7.18). The Planning Committee's priorities were for outcomes that: increase revenue or decrease expenses/resources; increase FTES; are essential to student learning; and/or are cost/resource neutral. The Planning Committee's recommendations were reviewed by both the Budget Committee and Cabinet and were used as a part of the decisions on where to achieve the 5 percent budget reductions mandated by the Board and carried out by the College President.

2. In fall 2012, the Planning Committee reviewed all of the Academic and Institutional Program Reviews. They compiled a list of information that included the implications from Program Review for the current EMP, the next EMP (R7.14). Additionally they identified items for follow up with individual programs.

3. The Academic Program Review Committee, in preparing to send out instructions for the 2012-13 Program Review process sought feedback from the Budget and Planning Committee about usefulness of program reviews for these processes and what additional information could be included to increase the value of program review. One of the key findings that the Program Review Committee has agreed to implement is to include a summary page at the beginning of the program review, instead of the end, that includes the questions with institutional implications such as program goals and resource needs. This will promote a sense of transparency, and even promotion of, key data points and analysis (R7.13-R7.14).

4. The Cabinet and Budget Committee have launched the Budget Development Process for the 2013-14 budget. Currently, the Board of Trustees is in the process of providing high level strategic goals, the Program Review Committee has set a deadline that will allow program review information to feed into the budget process, and the Budget Committee is preparing the preliminary guidelines. The President, as acting Vice President of Administration, began the process on January 22, 2013 with an all campus e-mail that included an explanation of the process and a Budget Request Form (R7.11, R7.17 – R7.18). The DPAR followed this e-mail with an e-mail with supporting information about the Educational Master Plan (R7.19).

5. As per the revised Budget Development Process timeline, the Academic Program Review Committee Chair delivered to the Dean of Student Learning a summary of the Resource Requests from the fall 2012 Academic Program Review Updates on January 29, 2013 (R7.20).

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

COS has made a concerted and focused effort to implement and manage the new processes in the Planning by Design system. Despite losses of staff and funding, each of the committees involved demonstrates maintaining: (1) a regular and frequent meeting schedule; (2) detailed minutes and actions in concert with the EMP and associated processes; and (3) connectivity with partner committees (R7.21- R7.24). For example, the Planning and Budget Committees have held three joint meetings in addition to their regularly scheduled meetings over the past year. Additionally the Director of Planning, Assessment and Research facilitates ongoing communication across committees, actively serving on the Planning, Budget, and Program Review Committees and regularly attending College Council.

The results of this integrated systems approach is already evident in many institutional decisions and accomplishments realized through collaboration across the College. Two examples are shown below.

Adoption of CurricUNET for Program Review

On the recommendation of the Program Review Committee, the Academic Senate recommended in spring 2012 the purchase of the CurricUNET Program Review and Assessment Modules. The tool was selected to reduce duplication of effort among faculty on program review, to provide a manageable way to store and share

Program and Student Learning Outcomes Assessment and to help the College better integrate program review with the Educational Master Plan and the Budget Development Process. Administrators were supportive of this recommendation and within two weeks a purchase order for approximately $35,000 was signed, a faculty project lead was identified, and work with programmers began immediately. As a result of the above, there is great momentum in improving the connections between curriculum, data, and analysis all largely under the leadership of faculty and with support from the Student Learning administration. The College President and the DPAR have committed to having non-academic departments use CurricUNET for program review in the future so that all college programs and departments will be producing program reviews in the same system. This will make it easier for the Planning and Budget Committees to retrieve necessary information.

Enrollment Management

When the College's enrollment declined precipitously in 2010-11, as the EMP was being developed, an implementation plan was developed to begin the process of rebuilding the enrollment base. Even as college constituencies disagreed about *how and why* the decline happened, the College nevertheless got to work on both strategies and activities that would reverse the decline. In direct relation to the EMP implementation plan, the College: (1) began to systematically offer enrollment management updates,

including two Orientation Days; (2) distributed e-mail reports to the campus each semester; (3) offered Board Reports in 2011-2012; (4) formed an Enrollment Management Taskforce which meets both formally and informally; (5) committed to new recruitment efforts distributed across multiple people and units of the College; and (6) began a vast expansion of the Online Learning Program (R7.25). While the College has significant improvements to make in marketing and "branding," the results from the past year's efforts are very impressive as evidenced by:

- Enrollment increases and new service agreements that will add approximately 320 FTES to the 2012-13 total (R7.26; R7.27);

- The first-ever annual Enrollment Management Report from 2011-12 (R7.28); and

- A 25% increase in online offerings. (The College rapidly increased online course sections in 2011-12 through strong faculty support, increased Etudes (Learning Management

System) support, and guerrilla marketing by Counselors and enrollment staff).

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

The College's greatest challenge today is both maintaining the newly established patterns and processes that support the planning systems, while also maintaining the ability to innovate and improve the College. Already members of the Planning and Budget Committees frequently reference what we need to write into "the next plan," so forward momentum is evident. The above examples further illustrate how the new planning systems are both supporting innovation and building stable student learning centers at the College. The Planning Committee, through their meetings and minutes, are already collecting information they have termed "Learning Points." The committee believes these items will allow them to avoid some of the missteps of the current EMP and produce an even more focused and meaningful plan for 2014-2020.

EVIDENCE

Reference #	Reference Title
R7.1	Educational Master Plan 2010-14
R7.2	College of the Siskiyous March 14, 2011, Accreditation Follow-Up Report
R7.3	EMP Year 1 Implementation Plans (folder)
R7.4	EMP Year 2 Implementation Plans (folder)
R7.5	Schedule of Evaluation of Major Institutional Processes
R7.6	Planning by Design: An Integrated Planning Model – Updated January 2013
R7.7	COS Planning Committee Charge
R7.8	College of the Siskiyous 3-6-12 Accreditation Follow-Up Report
R7.9	Budget Committee Charge
R7.10	Board Minutes 01-03-12
R7.11	Budget Development Process Revised College Council Meeting 12-11-12
R7.12	Academic Program Review 2012 Instructions (Memo dated 11/20/2012)
R7.13	Academic Program Review 2012 Template
R7.14	Program Review Implications for Planning_Dec 2012
R7.15	Board Minutes 7-10-12, Item 10
R7.16	Planning Committee Budget Memo 4-4-12
R7.17	Budget memo 1-22-13
R7.18	Planning Information to Support 2013-14 Budget Process
R7.19	Budget Request Form 2013-14
R7.20	Resource Request Summary From Program Review (Memo 1-29-2013)
R7.21	Planning Committee Meeting Agendas (folder)
R7.22	Planning Committee Meeting Minutes (folder)
R7.23	Budget Committee Meeting Agendas (folder)
R7.24	Budget Committee Meeting Minutes (folder)

R7.25	EMP Year 2 Implementation Plan for SL 2.1 Enrollment Management
R7.26	Instructional Service Agreement SF Police Academy
R7.27	Instructional Service Agreement FIELD (Farmworker Institute for Education and Leadership Development)
R7.28	Enrollment Management Report from 2011-12

Recommendation #8 – Ethics Policies

In order to full comply with the standards, the team recommends the college develop ethics policies for all staff. (IIIA.1.d)

ACTIONS AND ACHIEVEMENTS TO DATE

Ethics are important to the College because they are the clear standard of behavior upon which the institution agrees. However, at the time of our last full review, the College had only three groups that had ethic statements and no pan-institutional ethics document. The Board of Trustees, the faculty and students have had codes of ethics, or conduct statements, since the early 1990s, and 2000, respectively, which have been updated and revised since then (R8.1 – R8.3). The Educational Master Plan of 2010-2014 called for "80% of employees will indicate knowledge of the COS Code of Ethics…" (measurable objective 2.1b).

Board Policy 3050, Institutional Code of Ethics, was reviewed during the normal review cycle of Chapter III – General Institution in June of 2012. Previously, the accompanying Administrative Procedure did not contain an institutional code of ethics; it only recommended each group have an Ethics Statement. College Council recommended a revision to the policy on September 11, 2012, and it was approved by the Board of Trustees in November 2012 (R8.4). The revision added "that other groups on campus may have their own code of ethics, so long as such codes do not conflict with the institutional code."

In preparation for developing a new Institutional Code of Ethics Administrative Procedure 3050 for all employees, the HR Director and Vice President, Student Learning (VPSL) researched ethics statements from other colleges and statewide organizations for review by Executive Cabinet and the College Council. College Council viewed all of the statements collected to allow for the widest range of consideration. Executive Cabinet recommended two Institutional Codes of Ethics for final consideration by College Council. The Ethics Statements were reviewed by College Council on September 11, 2012 (R8.5-R8.7). College Council completed their review and approved the procedure on Institutional Code of Ethics on November 27, 2012. It was reviewed by the Board of Trustees on December 11, 2012 (R8.8).

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

Throughout the College-wide discussion and review of Ethics Statements, each constituency discussed the potential to develop Ethics and Conduct Statements for their specific group. The President and VPSL, through the College Council, encouraged this consideration and dialogue, with only the underlying principle that they not conflict with the College-wide Code of Ethics Administrative Procedure. As a result, each formal constituent group (faculty, classified staff, and administrative

support/management) will be responsible for the development of any ethics codes specific to their group, which must comply with the Institutional Code of Ethics. Samples were provided to the classified group for their review.

It is uncertain at the time of this writing whether individual constituent groups will develop a Code of Ethics specific to their group. As the procedure was finalized and approved, there was indication within College Council that the groups would monitor satisfaction with the new college-wide procedure. The Faculty Handbook contains an updated Professional Ethics Statement for Faculty.

Additionally, to ensure Board Compliance with their ethics policy, in December 2011, the Board approved a revision to Board Policy 2715 (Code of Ethics/Standards of Practice) that included language to address when Board member behavior violates the standards for Board members.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

Further steps are being taken to operationalize the Code of Ethics into the organizational culture. These include:

1. By March 2013, current Codes of Ethics will be provided to all permanent employees via the District's online training software. This type of training can be customized and allows for employee documentation of a training being assigned and the current status (i.e., incomplete or completed). The employee would be required to review the Institutional policy and procedures as well as any specific procedure that pertains to their employee group. Upon completion of the employee's review, the employee verifies they have read and understand their responsibilities for adhering to the ethical standards. When ethics policies or procedures are updated, a new training session will be assigned to the appropriate groups.

2. By fall 2013, a process for informing part-time faculty and temporary employees will be established.

3. Institutional and Board Code of Ethics Policies and Procedures are posted on the web. Links to group specific Code of Ethics are linked to the procedure.

4. Institutional and appropriate constituent group Codes of Ethics are included in the orientation for new employees.

EVIDENCE

Reference #	Reference Title
R8.1	[Board Policy 2715 Code of Ethics/Standards of Practice](#)
R8.2	[Faculty Handbook 2012, Page 27](#)
R8.3	[Administrative Procedure 5500 Standards of Conduct](#)
R8.4	[Board Policy 3050 Institutional Code of Ethics](#)
R8.5	[College Council Minutes 09-11-12, Item 4](#)
R8.6	[College Council Minutes 10-23-12, Item 5](#)
R8.7	[College Council Minutes 11-27-12, Item 2](#)
R8.8	[Administrative Procedure 3050 Institutional Code of Ethics](#)

Recommendation #9 – Updated Board Policies and Procedures

In order to fully comply with the standards, the team recommends the college establish a timeline and specific responsibilities for completing the remaining Administrative Procedures that support the recently revised Board Policies (IVB.1.e).

ACTIONS AND ACHIEVEMENTS TO DATE

The College has developed and rigorously followed a timeline for regular updates to Board Policies and Administrative Procedures. While policies provide broad overarching institutional guidance, the procedures provide implementation specifics for day-to-day use. The College uses the California Community College League updates as the standard to trigger any immediate changes that occur outside of the annual specific chapter review/updates. In 2010, the President assigned each Cabinet member a role and responsibility within one or more Board Policy chapters.

The Board of Trustees approved a timeline for review of policies and procedures at the September 2010 meeting (which was listed as one of their goals for 2010-11) (R9.1):

- Year One (10-11)   President's Office and HR (Chapters I, II, III and VII)
- Year Two (11-12)   Academic Affairs (Chapter IV)
- Year Three (12-13)   Student Services (Chapter V)
- Year Four (13-14)   Business & Fiscal Affairs (Chapter VI)

In 2012, the President assigned the Vice President, Student Learning a lead role, in conjunction with the Executive Assistant, to address updates by chapter in order to keep the process up-to-date or preferably ahead of schedule.

Policies in Chapters I, II and VII were reviewed and/or revised in 2010-11; however, it was determined that because of the diversity of topics in Chapter III, the timeline was revised to devote 2011-12 to that chapter.

College Council approved the revision to Administrative Procedure 2410 at the November 8, 2011 meeting (R9.2), which revised the timeline to what is reflected in Figure E.

Figure E: Policy Updates Timeline

	Chapter Name	Responsible Office
Year One: 2010-11		
Chapter I	The District	President's Office
Chapter II	Board of Trustees	President's Office
Chapter VII	Human Resources	Human Resources
Year Two: 2011-12		
Chapter III	General Institution	All Administrators
Year Three: 2012-13		
Chapter IV	Academic Affairs	VP, Student Learning
Year Four: 2013-14		
Chapter V	Student Services	VP, Student Learning
Year Five: 2014-15		
Chapter VI	Business & Fiscal Affairs	VP, Admin Information Services

All policies and procedures are on schedule, with only the Chapter VII administrative procedures revised to be updated by July 2013 (R9.3; R9.4). The VPSL revised the schedule due to (1) the extensive updates needed in that area; (2) the continuous negotiations environment the District faced throughout 2012 (and resultant staff limitations); and (3) the need to post all updates to a public web page, and thus assure quality and accuracy regarding Human Resources practice to the external community.

REVIEW AND ANALYSIS OF ACTIONS AND ACHIEVEMENTS TO DATE

The results of the reassigned roles and focus the President brought to policy and procedure is impressive. At the time of the 2010 Accreditation Team's visit the official policies and procedures were kept in three-ring binders; today, all of the chapters are up-to-date and all will be online before the start of the 2013-14 academic year. Currently, 100% of policies and 64% of procedures are online.

Furthermore, the College has conducted the updates through an educational process that has involved the Executive Cabinet, the College Council, the Academic Senate, and both the staff and management groups. Numerous procedures have been debated and even amended right up through the College Council approval process. As a result, the college community is much more aware and "vested" in the procedures we work within on a daily basis.

All policies and procedures in Chapters I and II have been reviewed or revised.

As of September 2012, all policies in Chapter III are up-to-date; several Chapter III and all Chapter VII procedures will be addressed over the remainder of this year. Chapter IV policies and procedures will be completed before the end of the 2012-13 academic year. Thus, even as we play "catch up" to stay on schedule in some areas, we are working ahead in others, and overall are fully in compliance. For the first time, the College is positioned to focus on improving our procedures in key areas of academic and student support.

Throughout 2012-13, the VPSL, Human Resources Director and Executive Assistant have addressed a small set of procedures on a monthly basis, where 4-6 procedures are prepared for review at each College Council meeting. Each constituent group can review and propose revisions through their representatives, which can be made before (through addition to the agenda) or during the actual College Council as floor amendments. This is very similar to the updates completed in 2010 and therefore very realistic for the College to complete in a timely fashion.

PLANS FOR CONTINUED RESPONSE TO RECOMMENDATION

The College will continue to follow the timeline established for review of Board policies and administrative procedures as noted in AP 2410, as well as make revisions according to the semiannual updates received from the California Community College League Policy and Procedures Service.

EVIDENCE

Reference #	Reference Title
R9.1	Board Goals for 2010-11
R9.2	College Council Minutes 11-08-11
R9.3	Policies Table
R9.4	Procedures Table

Response to Self-Identified Issues

Self Study Plan #1 – Student Learning

The College will enhance current processes and systems and create new processes and systems that will identify expected learning outcomes, track student achievement of those outcomes, and use outcomes data to make improvements to learning programs and services. These systems and processes will identify timelines, deadlines, and persons responsible, and they will be published in handbooks and procedure manuals.

DESCRIPTION OF PROGRESS MADE

College of the Siskiyous has made extensive progress in identifying, improving and tracking learning outcomes. At the same time, the College has re-evaluated this Self Study Plan and determined that it is overly ambitious as written. What follows are details both of the accomplishments to date which meet the terms of the plan, but also a brief description below of how the above goal has been interpreted by the current ALO, administration, and faculty leaders. Above all, the College has met the terms of this plan through creation and "rooting" of processes and systems that will be replicated from year to year.

Self-Study Plan #1 calls for "*new processes and systems*" which immediately raised the question in light of the new planning system, 'how many systems do we need?' Specifically, the terms of this plan are met by the purchase, adoption, implementation, and now adding on to (through the Program Review and Assessment Modules), the CurricUNET system. In brief, this one "system," and our success in on-time implementation, meets the basic terms of the Plan.

In addition, many of the "systems and processes" that have been improved or continue as standard practice represent a continuous effort to improve and integrate college learning and services. All of these contribute to achieving our student learning outcomes. Some of the processes, handbooks and procedure manuals which address this plan include the following:

1. Updated Faculty Handbook completed August 2012 and posted online (SSP1.1). This document is used by all instructors, shared in orientation and new hire training, and ensures even treatment for all students across instructors, classrooms and programs.

2. Program Review Committee began a process in 2012-13 to set new timelines and clearer expectations, in partnership with the VPSL that will integrate with the CurricUNET Program Review "system" by summer 2013. The new Program Review Module is in a very successful pilot stage. This new module will integrate processes and procedures already familiar to the campus community, paralleling the current course update processes/procedures.

3. *Planning by Design* Handbook, created in 2011 and approved by all groups, established review processes for Planning and Budget Committees for EMP Implementation Plans, new proposals, and new funding requests (SSP1.2). The

PbD connects planning across committees and CurricUNET, and serves as the campus-wide document that can be updated and reviewed campus-wide through the established governance system.

4. Updated Curriculum Handbook to be completed by May 2013. The new handbook will include changes in regulations from the Chancellor's Office as well as improved guidelines and instructions to more effectively update courses and programs within the CurricUNET system. This will ensure effective implementation of program review and assessment by new hires.

There are various systems employed to address this plan, and each requires the attention and responsibility of individuals or areas/units. Like any open system, these require the collaboration and support across units to ensure the system is maintained. Deploying the Banner data system in 2010 was a major lesson for the College in terms of how collaboration is required by "back office" support units for students to succeed in their primary learning outcomes. This three year struggle resulted in a better understanding of the collaboration necessary across academic and support (IT) and student services units. Currently the College lacks a Vice President of Administration and an IT Director, yet due to the integration of data and service units, through bringing Banner and CurricUNET online, as well as the cross-training we completed, the system is fully-functioning. As a result, the College now enrolls over 80% of its students through online channels, and additional technology innovations, like DegreeWorks, continue ahead of the schedule defined in the Student Success Initiative Legislation of 2012.

For the above cited reasons, recognizing the minor modifications we have made to this plan, we believe we have fully met, if not exceeded, the terms of the plan we had developed in the Accreditation Report of 2010.

Figure F: Key persons responsible for each of the areas identified under the Plan include:

Position Responsible	Area	Where Reported/Handbook
Director of IT	Data Delivery through Banner	Completion/Persistence in Learning
Director of Planning, Assessment & Research	Data Facilitation and Support for Data Analysis; Leadership for Integrated Planning/Budget/Program Review Process	Administrative Reports Planning by Design Handbook
Director of Instructional Services	Data Support and Analysis to VPSL & Curriculum Committee	Course/Program level to VP Curriculum Chair Faculty in Program Development
Curriculum Committee Chair with full review of Committee	Curriculum Deadlines	Shown in CurricUNET timelines and approval processes in both the updated Curriculum Handbook, as well as the revised Faculty Handbook.
Program Review Chair & Committee with collaboration and concurrence of VPSL	Program Review Content, Timelines and Use	Program Review Handbook (under development 2013)
Vice President, Student Learning	Student Learning Council	Instructional Equipment & other requests that require historical data and other inputs for consideration

Curriculum Improvements

The Curriculum Committee (CC), working in partnership with administration, has given its highest priority to both improving measurable SLOs, defining assessment measures in program review, and gaining proficiency in SLO assessment. The CC has a regular update schedule long-established, which it follows to assure courses are up-to-date, accurate, and represent the best efforts to achieve the desired learning outcomes. The weekly meeting minutes reflect this discipline, focus, and methodical nature of the committee (SSP1.3). Finally, the 2012-13 CurricUNET additions already improve the use of outcomes data in identifying course-level and program improvements.

Processes for curriculum improvement are highly developed through regular Curriculum Committee procedures. That these are institutionalized is evident in the seamless transitions that have taken

place across the past four years with three Chairs going through training, mentoring, and then chairing, with support of their peers. Tracking SLOs toward learning improvement happens at the individual and discipline level and is reviewed at the program level on Planning Days and similar forums. Nevertheless, faculty noted in their own assessment of the program review process in spring 2012 that the College needs to improve in the following areas:

1. Over 80% of FT instructors submitted assessment results in 2011.

2. Instructors have described current processes as "confusing."

3. While only 36% saw the process as useful, it did spark dialogue with peers for 63%.

As a result, the VPSL, Curriculum, and Program Review Chairs gave an Orientation Day workshop that: (1) reviewed the results of the survey; (2) presented a transition process to both apply what we knew from the old system and prepare for new CurricUNET system; and (3) heard from outgoing and incoming Curriculum Chairs how the new CurricUNET system would offer improvements to support their work. The above shows both a responsiveness to improvement as well as a culture of assessment taking root at the College that will help instructors continuously improve in program review under the new system.

While tracking and updating course curriculum has improved, the development of a data system that will integrate SLO assessment and link

results to improvement at the program-level is in progress. Most importantly, because of the general lag in Cal-Pass data arriving to the College in time for program review to be completed each fall semester, faculty are continuously frustrated by analyzing either incomplete or dated information.

The Program Review Committee asked faculty to emphasize SLO assessment in their 2012-13 Focused Program Review Process, data which is readily available to them. For the Comprehensive Program Review in the fall of 2013, faculty will use the SLO assessment data they collected this year to help inform the program and institutional-level data that will be available locally (from Banner) as part of the implementation of the CurricUNET Assessment and Program Review Modules. The Program Review Committee anticipated that this will be the beginning of more refined and specialized assessments in future years.

The scheduled 2013 Curriculum Handbook update will include the updated procedures for the above. Faculty Training on the use of the CurricUNET Assessment and Program Review Modules will begin in spring semester 2013, so that faculty can integrate the SLO assessment results for spring into the new modules prior to the Comprehensive Program Review in the fall of 2013.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

The above illustrates efforts across the Student Learning Division, particularly on the part of instructors in Curriculum areas and Planning staff in the areas of converting *ad hoc* practices into regular and standardized processes and procedures. The results are dramatic in terms of staff gaining the ability to follow the revised processes, even under reduced staffing. Faculty can now quickly locate and review any area of the College's curriculum, study another program's curriculum or SLOs, or even immediately find the updated procedure to answer a student's registration question. The impacts on institutional effectiveness are great, considering that three years ago (when the College was on "warning") such curriculum was not easily accessible; procedures were not widely available online; and, most importantly, nonteaching staff were not widely aware of how to connect their daily work with established and agreed-upon goals and objectives of the Educational Master Plan.

Examples of immediate impact include the following:

- Curriculum Committee has revised and now enforced the practice of review/approval of courses for Distance Education. The new timeline requires a semester "break" between approval and offering. In the past, this practice was ad hoc, encouraged last minute requests, which called into question the quality of instruction offered, and was often determined more by instructor interest and advocacy, than by a robust review with consideration to district needs.

- Academic Procedures are all updated and on schedule. Additionally, concerted improvements have been made in updating all college procedures immediately as League updates arrive or legislation requires and immediate posting on the website. Three years ago, procedures were kept in a notebook; today they can be viewed online and the College is ahead of the schedule established in 2010 to have all updates posted by 2014.

- The Curriculum Committee established in 2011 a flowchart, published in CurricUNET, for formal review and recommendation of all curriculum (SSP1.4). CurricUNET offers faculty and all employees the opportunity to see the same rules, and play by the same rules. This had been a recurring theme in past reports; where employees had identified opaque rules and processes that allowed some an advantage over others. While cultural change is very slow in higher education, these efforts published visibly are taking root across all constituency groups.

- In spring 2012 the College produced a new catalog the year after converting to a new course numbering system. As a result of completing this extensive and overlapping review of existing courses, the College archived or removed the

attached list of courses that had not been offered in three or more years (SSP1.5).

- In November and December 2012, the CurricUNET Project Lead (former Curriculum Committee Chair, Sean Abel), gave presentations on the new features to first the faculty, and then to all campus. In the second event, the largest lecture hall at the College was nearly full with attendees. The event went over the scheduled time as a result of the questions and dialogue that occurred. In short, already the anticipation of these improvements is drawing the campus community to participate in the results.

- The Budget Development Process and timetable was approved by the Board in January 2013, thus completing all of the elements of an integrated planning, program review, and budgeting process in the approved *Planning by Design* handbook. This provides faculty and all employees a more structured and transparent model to measure, learn, propose, and then fund improvement at the College.

TIMELINES TO COMPLETION

As shown above, in trying to condense the many "systems and processes" described in the Self-Study Plan's recommendation, the College has achieved remarkable progress in meeting or exceeding deadlines according to the following measures:

Figure G: Key Activities and Documents Timeline

Date for Completion	Activity or "Product"
July 2012 – Completed	Faculty Handbook updated and online
Spring 2012 – Completed	Planning by Design Handbook approved
January 2013 – Completed	Budget Development Process approved and added to *Planning by Design* Handbook
May 2013 – In progress	Updated Curriculum Committee Handbook
Fall 2013 – In progress (pilot Spring 2013)	CurricUNET Program Review and Assessment Modules fully operational (with direct data access)
Fall 2013 – To be done	Program Review Handbook

EVIDENCE

The documents shown below are evidence of the College's commitment to development and transparent publication of improved and regularized systems and processes that support improvement in student learning. Those documents scheduled to be completed in 2013 are not indicative of a failure to meet this recommendation; rather, they are additional examples of where the College is identifying and improving processes and systems as we integrate and connect these many processes into a unified system.

Reference #	Reference Title
SSP1.1	Faculty Handbook (Updated July 2012)
SSP1.2	Planning by Design: An Integrated Planning Model – Updated January 2013
SSP1.3	2012-13 Curriculum Committee Meeting Minutes
SSP1.4	Curriculum Approval Process Flow Chart
SSP1.5	List of Archived Courses

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
II.A.1.a. The College will update its Curriculum Development Handbook to reflect recent changes in State regulations and recent changes in the course development system. Once updated, the Curriculum Development Handbook should be made available online to various stakeholders, particularly to faculty.	The Curriculum Committee's timeline for the Updated Curriculum Committee Handbook is the end of this academic year. For accountability purposes, an advanced draft will be complete and posted to the Academic Senate web page by the end of March 2013. At present, the VPSL has reviewed the Curriculum Committee's updates for the Curriculum Committee Handbook. Faculty leaders have placed the highest priority on bringing the CurricUNET project online, and a decision was made to include all CurricUNET instructions and features within the newly updated handbook.	Draft March 2013; Final June 2013	Jayne Turk, Curriculum Committee Chair; Mike Graves, CC Member; Dr. Robert Frost, VPSL
II.A.1.c. Program-level student learning outcomes need to be mapped to specific course-level student learning outcomes in order to fully implement course-embedded program SLOs.	This area has seen continuous attention and improvement on the part of the Committee over the past three years. As each new Course Outline of Record (COR) is updated, committee members review SLOs across courses and program. Connectivity between the course-level and program-level outcomes will be mapped within the CurricUNET system. Over the past year, the Curriculum Committee has worked extensively with individual faculty to	Spring 2014	Jayne Turk, Curriculum Committee Chair; Curriculum Committee

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
	determine the appropriate/necessary SLOs for each course. Consistent with this effort are attempts to link SLOs across courses, programs, and General Education SLOs. As a result, instructors have seen that courses simply will not be approved or offered without the vote of support from the committee. This year there has been only one course that required extensive discussion of appropriate and linked SLOs.		
II.A.1.c. The Curriculum Committee, in conjunction with the department chairs, the deans, and the Vice President of Instruction, needs to determine what action is to be taken if the curriculum review process is not followed. They need to determine what incentives can be provided for those who complete the process and what penalties can be paid for those who do not complete the process.	This plan has been discussed widely, and acted upon, since 2010. Simply put: 1. New courses are not advanced to the VPSL without a vote of approval from the Curriculum Committee; 2. Updated courses are not offered until the update is approved by all levels in CurricUNET; and 3. Every course must complete the regular COR update cycle in time or it is referred to the VPSL. The curriculum review process is now followed nearly to the letter. When exceptions are made, it is usually when a client or external partner requests a course offering on short notice; the platform is either online or	Completed	Jayne Turk, Curriculum Committee Chair; Dr. Robert Frost, VPSL

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
	videoconferencing; and the course has not yet been approved for Distance Education offerings. These courses have been approved for an expedited review by the Curriculum Chair and VPSL, as ordinarily we require a semester in between approval and offering.		
II.A.1.c. The Academic Senate needs to examine the relationship between program-level student learning outcomes and certificate/degree-level student learning outcomes. If these SLOs are distinct, student learning outcomes need to be identified and assessed for all certificate and degree programs at the College.	For "programs" with degrees and certificates, what the College has been calling "program learning outcomes" are actually "degree and certificate outcomes." Faculty are in the process of linking these outcomes in the CurricUNET Course Outline system. Therefore, when course SLOs are evaluated, the aggregation of those course SLO results will garner evaluation results for the Program-Level Outcomes. This method of single-point evaluation will reduce work duplication and give direct results from the classroom. Course Outlines of Record in CurricUNET Curriculum Module will be linked to the Program Review Module wherein out-of-date CORs will be indicated in the Program Review report and demand a plan for making those CORs up-to-date.	Spring 2014	Academic Senate President and CurricUNET Lead

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
II.A.2.a. Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and persons responsible, and the College must hold faculty accountable.	The College has made enormous progress in this area over the past two years. Course Outlines of Record are on a three-year update cycle where they automatically come before the Curriculum Committee for review (as described above). The committee gives specific attention to appropriateness of SLOs, connections between course-level and program-level, curriculum description, recency of text(s), among other standard items of review. A new catalog in spring 2012 published the results of an extensive and overlapping review of existing courses. As a result, the College archived or removed a large number of courses (SSP1.5) that had not been offered in three or more years. The College does have challenges when curriculum falls into an area where there is no full-time faculty member willing or able to produce an update. When this happens, the College has worked with part-time instructors or administrators have collaborated with full-time faculty to complete the update.	The Curriculum Committee will codify this matter as part of the Handbook update in spring 2013.	Curriculum Committee Chair & Committee

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
II.A.2.i. Course Outlines of Record should be updated/revised to include course-level SLOs that are mapped to program-level SLOs, but only after the faculty has determined whether program-level SLOs are acceptable or whether they should be revised and updated as degree and certificate SLOs.	Curriculum Committee has established a rigorous COR update timeline. Out-of-date courses are not scheduled until updates are completed. Data collected and managed in the CurricUNET system – both COR and PR areas.	Degree/certificate "Program" Learning Outcomes should be linked by spring 2014. Viewing GE as a "program" should be attainable (at least for the first time) as soon as fall 2013 for the review of 2012-13 academic year.	Faculty; Curriculum Committee

Self-Study Plan #2 – Planning and Evaluation

The College will develop a "culture of assessment and evaluation" to strengthen its planning processes and accountability. This culture will be institutionalized at every organizational level and in every department. It will include but not be limited to the following components: (1) Every new initiative, proposal, activity, or action plan will include a detailed description of how and when it will be evaluated. (2) Every department will develop effectiveness measures and then regularly assess its performance against those measures. (3) Every department will regularly assess unmet needs in its area. The College will use available resources to support this culture of assessment and evaluation.

DESCRIPTION OF PROGRESS MADE

The College has achieved numerous improvements in its assessment and planning reporting procedures through implementation of the new integrated planning system called Planning by Design (SSP2.1). These improvements include specific changes to both academic and institutional program review design, processes, and steps to completion. Improvements are also evident in the Educational Master Plan (EMP) with its focus on student learning. The EMP has measurable objectives identified for each goal. These objectives are achieved through strategies and activities that are: identified in the EMP, tracked through Implementation Plans (IP), and actively reviewed and monitored by the Planning Committee.

The hiring of a Director of Planning Assessment and Research (DPAR) proved to be of great benefit to the College in supporting and growing a culture of assessment. The Director brought skills and experience in integrated planning and budgeting, outcomes assessment, and research versus a traditional Institutional Researcher. The DPAR has worked extensively with the college community since 2010 to develop templates, forms, timelines and processes to unify program review, planning, and budgeting across the College. This position chairs the Planning Committee and sits on the Budget, Program Review and Accreditation Steering Committee (serving as the Accreditation Liaison Officer). The DPAR is responsible for working with the President and Vice Presidents to ensure timelines are followed for planning, program review, and budgeting. Integration of all the activities working together was piloted in 2011-12. In 2012-13, the College will develop revised timelines and expectations for the Academic Program Review Process, based on the transition to new recently purchased CurricUNET Program Review and Assessment Modules. Along with these tools, the DPAR has invested significant time training staff and faculty in order to create a growing understanding of the purpose and value of institutionalized planning, budgeting, and program review, as well as nurture the skills needed by employees to regularly assess the work of each of these processes. The results, especially given

the lack of funding, are dramatic across both academic and administrative functions of the College. Specific timelines, persons responsible and assessments are covered in Recommendations #4 and #7.

College of the Siskiyous recognized the need for a new Facilities Master Plan coordinated with the instructional needs of the campus. However, completion of the EMP, then completing one successful cycle of the Focused Program Review with Implementation Plans, and a year of the planning and budgeting process were necessary. Recognizing COS would be in a "defunded environment" over the next 3-5 years, the College has held discussions on campus through

planning, budget, and other committee forums regarding the need to develop a refined, internal facilities document that will allow COS to be responsive when building or renovation opportunities align with funding; and avoid the cost of a consultant-developed plan when there are no funds to achieve the results. After the completion of the Physical Science Building in fall 2012, discussions began for a Facilities Master Plan. Input from the campus will be gathered, with the document to be finished June 2013. As was noted in the Facilities chapter of the EMP, the College needs to reduce the capacity load ratio to within acceptable level. The plan will include demolition of two old buildings on the Weed Campus to achieve that goal.

(1) Every new initiative, proposal, activity, or action plan will include a detailed description of how and when it will be evaluated.

Today evaluation is a key part of all major institutional processes at COS. Since development of the new Educational Master Plan, the DPAR has supported employees as they develop assessment and evaluation into their EMP Implementation Plans (SSP2.2; SSP2.3). Assessment is now a part of Institutional and Academic Program Review (SSP2.4; SSP2.5). Additionally, the College has been much more rigorous in enforcing evaluation of new

positions through reminders and follow up with supervisors. Perhaps because of the lack of funding over the past two years, there have been few proposals for new funding, so it is difficult to point to very many proposals for new projects outside of the EMP that would require an evaluation instrument. However, while there have been few new projects, there are examples of projects where evaluation was built into the design and planning:

- The College's Implementation Plans are the most visible example to achieving this goal. Through the new EMP, evaluation was built into the process through these questions in the EMP Implementation Form (numbered 3, 4, 5 in the original IP form) (SSP2.6):
  - Given the *Measurable Objective(s)* identified for this outcome, what do you consider an acceptable level of achievement for this outcome this year?

- o (Questions to consider: Do you expect to impact your *Measurable Objectives* this year? If yes, by how much? If no, how will you know you are making progress?)

- o Where will you obtain the evidence needed to assess the *Measurable Objectives* of this Outcome?

- o What (if any) concerns do you have about implementation of this *Desired Outcome* that you think the Planning Committee should be aware of?

The Planning Committee is training staff to see the high value of continuous evaluation through the use of these questions, through reminders from the committee to provide equal attention to them, and then follow up with the point-person regarding the updated form (SSP2.7). During the 2011-12 academic year, the Planning Committee met three times with point people to offer training, provide opportunities for discussion, and seek input on the implementation and evaluation of EMP outcomes (SSP2.8).

Other examples that demonstrate how and when evaluation takes place include:

- ▪ Every administrative office has established evaluation projects for improvement and reported results since approval of the Institutional (non-Instructional) Program Review Process was revised in 2011.

- ▪ Instructional equipment requests in 2011-12 included detail on how success of the funding could be measured (SSP2.9).

- ▪ CurricUNET – Both the system and new features of CurricUNET have been the subject of presentations each semester, to offer faculty both the opportunity to learn, but also to evaluate and provide input to achieve on-time full functionality of this tool. After a very disappointing experience with limited adoption of the previous (TracDat) system, both faculty leaders and administration placed a much higher value in continuously assessing progress. The decision to purchase the CurricUNET Program Review and Assessment Modules was coupled with an understanding that progress and opportunities for public comment and input needed to parallel the development phase. Since August 2012 three high profile presentations offered opportunities for group input and early review:

  - o The Fall Orientation Day workshop included a detailed CurricUNET update with anticipated results for the year.

  - o The College Council meeting in December 2012 included a presentation for the entire campus to learn about the progress and benefits of the additions in CurricUNET.

  - o The January 2013 Board meeting featured the CurricUNET Project Lead in a presentation of the achievements and milestones yet to come in order for CurricUNET to be fully operational in program review by the fall of 2013.

All major college processes are also on a regular evaluation cycle (SSP2.10).

(2) Every department will develop effectiveness measures and then regularly assess its performance against those measures.

This area is largely met through measures established with the EMP and within Academic Program Review and Institutional Program Review. Since the 2010 ACCJC Report, the College has prioritized improvements in these areas and documentation of results.

Because "department" means several things at community colleges, this section will be described both from academic and institutional frameworks. The Academic Departments at COS were eliminated at the end of spring 2012, through a decision by the Board to streamline academic communications between instructors and administration. This distinguished the work of administrators and management, and the academic work of teaching faculty. Through the Academic Senate Program Review Committee (PRC), faculty lead in establishing program review priorities and assessments, and work closely with the administration in establishing timelines and expectations for program review. In 2012-13, the PRC invited the Vice President of Student Learning to sit with the committee, particularly on an initiative to assert more leadership and consequence in meeting deadlines and expectations with the program review process. This work will continue through spring semester 2013.

The 2011-12 Academic Program Review included a SurveyMonkey assessment led by the Program Review Committee Chair. The results were shared out with the faculty at Fall 2012 Orientation Day. However, results were known to faculty

leaders and administration the prior spring semester, and were applied to the same discussions that led to purchase of the CurricUNET modules to replace TracDat, which was determined to be less effective. High profile assessments like these support development of an ongoing culture of assessment at the College.

The institutional service units each established 2-3 objectives to assess and work toward over the course of each year. This continuous improvement process has brought new focus on quality and priorities at the College, even as staff learns how to build in the evaluation conversations, agenda topics, and follow up which "regularize" these activities. This unit assessment and evaluation system is in place for every unit, under the direction and supervision of the Vice Presidents and President. Training on basic assessment principles was provided to all staff and administrators in summer 2011 and fall 2011 as the Institutional (non-academic) Program Review Process was established in its current form. An evaluation of Institutional Program Review was conducted in fall 2012 to assess the effectiveness of the process. Next steps were developed for further improving the process and the assessment skills of employees after the evaluation workshop (SSP2.11).

Additionally, the College created implementation plans (IP) as the mechanism to assure that Educational Master Plan goals were met.

Recognizing the tendency, in the past, to try numerous methods and move on before learning how to improve, the IP process now documents how objectives are met, strategies are established, and activities are defined, revised, and assessed over the life of the EMP. This process has completed one very successful year. Toward the end of 2012, the Planning Committee moved to revise the IP format in order to accommodate the additional areas of reporting that were observed coming in on employee updates and assessments.

(3) Every department will regularly assess unmet needs in its area. The College will use available resources to support this culture of assessment and evaluation.

For the academic areas, this is completed through the annual program review process and the annual instructional equipment request process through the Student Learning Council. When other funds are requested, administrators review with faculty results from any previous reports (enrollment, program review, student input) as inputs to include in funding deliberations. In 2011-12, all of the instructional equipment requests were funded partially or completely through an interactive and data-driven approach within the Instructional Council. As a result of input considered through that process, the VPSL committed to providing additional funding for instructional equipment and supplies through excess revenues generated through new Instructional Service Agreements (SSP2.12; SSP2.13) established in 2012. In brief, this commitment was a deliberate effort to demonstrate the administration's support for additional instructional monies where need can be demonstrated in the assessment and evaluation process.

The faculty-driven Academic Program Review Procedures have been refined and improved steadily over the past ten years, with momentum building toward the ACCJC 2012 SLO Proficiency requirement, as well as an expectation that program review results would be analyzed and applied directly into the revised annual Budget Development Process. The improvements and establishment of "regularized" assessment procedures are detailed in Recommendations 2 and 5 of this report.

Institutional Program Reviews (non-academic) are now completed by each area through a newly designed template and reporting process first launched in 2011. Through a continuous improvement model, each area identifies 2-3 areas for improvement; identifies a realistic objective to achieve the desired end; defines activities to meet that end; and then as progress is made over the year, analyzes the actions taken and results achieved. Because of the significant loss of positions at the College over the past three years, the DPAR and VPSL offer quarterly meetings to support staff needs, answer questions, and refine actions toward realistic outcomes. Progress talks occur in weekly meetings between the VPSL and the Directors and Deans. An initial assessment of this new

process was completed in December 2012. The College will continue to use and perfect this evaluation process annually.

Even as faculty and staff have improved their analysis and assessment reporting, the College has been in a decreased funding environment for over three years. As a result, there has been limited incentive to apply program review data and results to funding requests. Nevertheless, program review is the source for information when funds are solicited, whether through the annual budget process, instructional equipment requests, or through staffing, facilities, or other funding needs. Based on what the College learned during the 2011-12 cycle, the budget development timeline, which drives much of the integrated planning process, has been updated to include more detailed information about the connections between program review, planning, and budgeting (SSP2.14). Faculty requests submitted, as part of the 2012-13 Program Review Process, have been forwarded to the Dean of Student Learning in accordance with the Budget Guidelines (SSP2.14) and will continue to follow the Budget Development Process of prioritization and decision-making.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

While much of the administrative focus on assessment has necessarily been on embedding assessment within institutional processes and expanding data/research capacity, there is already evidence that a "culture of assessment"

is emerging in day-to-day decision-making.

As a result of assessments embedded in the EMP Implementation Plans many activities and assessments have been modified in the Year 2 Implementation Plans, so that the teams can better meet their outcomes. For example, the Web Team (Advancement 2.1) has decided to collect more specific information from end users, in order to better prioritize needed changes to the College's Web Interface (SSP2.15). In another example, the Basic Skills Committee, as a result of their Year One Implementation EMP Plan (Student Learning 4.1), has decided on the following next steps: "1) Plans to increase the support in the classroom for Basic Writing Skills, Fundamentals of Reading, and Pre-algebra modular are underway. The Basic Skills Committee feels this will help with success and retention of students in the most basic level courses offered at COS. 2) A plan for offering ESL courses, namely the recruitment of ESL faculty, must become a priority. 3) Multiple measures must be used for placement in Math, English, and Reading classes – particularly Math." (SSP 2.16)

Examples of assessment driven decisions are also evident in program review. In Enrollment Services, an attempt was made to increase the percentage of students who receive aid before the first day of classes. One of the strategies was to e-mail students monthly with requests for missing information, so that more disbursements could be made during the first check run. In implementing this

strategy and measuring success of their outcome, the Enrollment Services Department learned that students receiving financial aid were not accustomed to being responsible for checking their e-mail or looking for information online. More upfront training of students will be incorporated into their activities as they continue this outcome next year.

Several areas in the Academic Program Review identified future opportunities and/or changes they will make based on SLO Assessment and Institutional Data (specific examples are noted in Recommendation #2).

TIMELINES TO COMPLETION

Growing a culture of assessment is an ongoing activity. This will remain a priority for the College for several years and will continue to be spearheaded by the DPAR. Specifically, next year's focus will be the upgraded Program Review Process via CurricUNET, which will improve the ease with which all employees can complete Program Review and Assessment. The College will continue to grow its data capacity to make more customized data readily available for student achievement. Additionally, now that the assessment process is more familiar to all, in 2013-14, the College will develop mechanisms to recognize and encourage assessment-driven decision-making.

EVIDENCE

Reference #	Reference Title
SSP2.1	Planning by Design
SSP2.2	EMP Year 1 Implementation Plans (folder)
SSP2.3	EMP Year 2 Implementation Plans (folder)
SSP2.4	Institutional Program Review Completed Reports 2011-112 (folder)
SSP2.5	Academic Program Reviews for AY 2010-11 (folder)
SSP2.6	2011-12 EMP Implementation Plan Form (Original)
SSP2.7	EMP 2010-2014 Revised Implementation Plan Form
SSP2.8	EMP Point Person Training Materials
SSP2.9	Instructional Equipment Fund Request Form
SSP2.10	Schedule of Evaluation for Major Institutional Processes
SSP2.11	Institutional Program Review Evaluation Workshop Report Dec 2012
SSP2.12	Instructional Service Agreement – SF Police Academy
SSP2.13	Instructional Service Agreement – FIELD
SSP2.14	Budget Development Process Revised College Council Meeting 12-11-12
SSP2.15	EMP Implementation Plan – Year 2 Advancement 2.1
SSP2.16	EMP Implementation Plan – Year 2 Student Learning 4.1
SSP2.17	Faculty Survey Summary 4-16-12

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The College will develop clear assessment and planning reporting procedures for all departments and programs, including timelines and persons responsible.	All departments engage in Focused Program Review annually and in Comprehensive Program Review every six years. The VPSL Office collects and reviews Academic Program Reviews with the Faculty Program Review Committee. The Director of PAR (Planning, Assessment & Research) collects and reviews Institutional Program Reviews along with a small team of people from service and support areas.	Complete	VPSL, DPAR
In order to assist COS in gathering institutional data for planning, assessment and evaluation processes, a full-time institutional researcher should be added to the staff at COS.	Director of Planning, Assessment & Research hired in 2010.	Complete	President
The President's Advisory Council will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process.	College Council replaced the President's Advisory Council since 2010, with a more specific and clarified mission within the College's new Governance Model. Budget, Planning and Program Review are all incorporated in the new model.	Completed	DPAR
COS needs to develop specific instruments to assess its evaluation mechanisms to be used in systematic, ongoing evaluations. The addition of a full time researcher	Ongoing program evaluation occurs through program review (see Recommendation 4). Ongoing assessment of student needs occurs through student survey and other student achievement efforts (see Recommendation 5). Ongoing assessment of planning occurs as a part of the	Complete	DPAR

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
and SLO coordination officer would provide the institutional support necessary to assure implementation of such evaluation procedures.	EMP (see Recommendation 7).		
The College will hire an Institutional Researcher by March 2010.	Addressed above and in Self Study Plan #3.	Complete	President
The College must determine whether TracDat is a viable resource for collecting course, program, and institutional assessment data, and for reporting on whether programs are "closing the feedback loop" in order to improve student learning.	COS determined that: (1) TracDat did not have the data capacity and user-friendliness that faculty needed in a curriculum data system; and (2) TracDat was perceived as unreliable by many faculty. The College decided to purchase CurricUNET with add-on Program Review and Assessment Modules to ensure the College could "close the feedback loop" on assessment data.	Decision Complete; Solution in Progress for launch fall 2013.	Academic Senate Chair
The College should ensure that the non-traditional courses it offers students lead to student success and satisfaction, and that these courses, while state-of-the-art, are the equivalent in quality to traditional face-to-face courses taught at the College. Enrollment, retention, and success data should be examined for non-traditional courses and such courses should be compared, if possible, with their	Non-traditional (Distance Education) courses go through the same development and approval process as all other courses. CurricUNET includes a Distance Education specific approval step. A Faculty Committee and the Assistant Dean of Learning Resources are working to develop a process to ensure online courses meet the "regular and effective contract" requirement. The ADLR is working to evaluate all online courses, but this is a faculty negotiated item that has to be worked through. The ACT Student Survey did ask two questions: interest in taking more courses online and completing a degree online. The information will be used to refine online course offerings.	Completed	Assistant Dean of Learning Resources

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
traditional face-to-face counterparts. Student surveys assessing satisfaction could be another method of assessing that such non-traditional courses are compatible and appropriate to students' current and future needs.			
The Academic Senate and College administration need to examine whether the current annual program review process is efficient and sustainable. This would include examining the policy of requiring various full-time faculty to complete program reviews outside their disciplines. It also would include examining whether or not assessing one ISLO every two years is efficient.	The faculty-driven Academic Program Review Procedures have been refined and improved steadily over the past ten years, with momentum building toward the 2012 SLO Proficiency requirement, as well as an expectation that program review results would be analyzed and applied increasingly to the annual Budget Development Process. Faculty complete a Focused Program Review annually and a Comprehensive Program every six years to coincide with the EMP planning process. The Academic Senate examined the usefulness of and agreed to eliminate Institutional SLOs in early spring 2010. Gen Ed SLOs are sufficient to replace ISLOs since achievement of Gen Ed SLOs is required of all degree completers. And Gen Ed SLOs are already embedded in courses, so assessment is manageable and does not require an extra layer.		Academic Senate
The College will create an assessment plan that will coordinate GE assessment efforts	The Academic Senate Curriculum Committee is currently working on the GE assessment tool which will be included in the CurricUNET module.	Fall 2014	Academic Senate Curriculum

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
across the disciplines, determine reporting processes for assessment results, and use GE assessment results to inform planning and improvements in the GE areas. This assessment plan will identify responsible persons and timelines for putting these processes in place.			Committee
The College will follow up regarding the recommendation from the categorical site visit with validity testing for the Math sequence.	The Math Department assessed the modular class sequence, and determined it was not effective. A new Arithmetic course has been created for students with low Arithmetic skills. The Math Department has redesigned the curriculum for two Pre-Algebra, Beginning Algebra, and Intermediate Algebra sequence. Changes in those course outlines have been submitted to the CC for review.	Completed	Math Dept.
Since it has been some time since the last validity studies on the COMPASS assessment instrument were conducted, the College should conduct an assessment instrument review. However, this endeavor should not be attempted until the position of Institutional Researcher is filled.	Representatives of Hawkes Mathematics Software have visited the COS campus to demonstrate the feasibility of using Hawkes Software as a mathematics placement test. The Math Department is in the process of further investigation for possible implementation.	In Progress	Director of Counseling; ASC

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The Mathematics Department will develop a process to gather data regarding student satisfaction of the Math Lab and student access to the Math Lab each semester.	Abandoned in favor of ASC-wide Student Satisfaction Survey.	Tabled	Math Dept.
The Director of Library Services will review and evaluate the impact of proposed TTIP budget cuts and will communicate the findings to faculty and to Instruction Council.	The last year TTIP provided funding for library databases was 2008-09. After two years of extremely limited access to databases paid for by the College's District budget, the Community College League of California negotiated with EBSCO to provide a package of databases for all California Community Colleges, which became effective fall 2011. This restores access to journal databases at the COS Library to similar levels as previously, rendering the concern moot.	Complete	Assistant Dean of Learning Resources
The Director of Library Services will assess the impact of the loss of Interlibrary Loan Services during the annual Library Student Survey.	The Library focuses on making greater quantities of electronic resources available to COS students anywhere rather than bringing in small numbers of specific physical materials to the library via Interlibrary Loan. Expanded resources are sufficient for most student needs; however, not having Interlibrary Loans remains a hardship for faculty doing research. The WorldCat Catalog can locate holding libraries worldwide for those who can travel to another location and most items are available online for a cost.	Complete	Assistant Dean of Learning Resources
The Instructional Division Deans and Directors will more closely monitor the progress of adjunct	The VPSL, through the work of two administrative assistants, monitors the progress of adjunct faculty evaluations throughout the semester. The College	Complete	VPSL

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
faculty evaluations throughout the semester to make sure that they are completed in a timely fashion.	identified this specific problem when there were Deans of Career & Technical Education and Liberal Arts & Sciences. Since then, those two positions were consolidated into the Dean of Student Learning. During the interim phase (with no deans at all) COS completed the following in order to ensure a system was in place for the new Dean: 1. Adjunct orientations included clear specific deadlines for self evaluations, syllabi, and other requirements of employment; 2. Part-time instructors were made aware that failure to comply could result in nonrenewal through a timed memorandum that cc'd the VPSL; 3. Full-time instructors were given additional reminders on evaluation completion and specific standards were applied; and, 4. The same two assistants are continuing this approach with the new Dean of Student Learning. Despite reduced staffing in these report areas, (1) assistants report improvement and a more reliable response from instructors regarding this matter; and (2) the VPSL noted a nearly 50% reduction in the reminder memoranda referenced above.		
A written procedure for evaluating the Third Level Management and Administrative Support Management employees will be developed prior to the 2010	The College has made significant progress through contracting with the RP Group for administrative evaluations in 2010-11. In 2010, the President was not satisfied with any of the internal administrative evaluation tools at his disposal. Rather than defer or delay, he	Pilot "homegrown" survey spring 2013. All administrators	President/HR DPAR

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
evaluation process.	discussed the College's needs with a variety of higher education consulting firms. The intention of this RP Group contract was to both evaluate senior level administrators and to learn from seasoned evaluators so that the College could then develop one model that would apply to all administrators. In 2011-12, the College employed a pilot evaluation tool that involved a more narrative approach by both the supervisor and the manager/administrator. This was beneficial, but did not allow the "quick check" features common in continuous improvement processes. In 2012-13, the College is reviewing multiple models from other small colleges so that a model will be in place for use spring semester 2013. The key issue identified is the lack of time and resources, given the few administrators and midlevel managers currently. As a result, the College has refined this original plan to include implementation of a refined, or condensed tool that be completed in a matter of weeks.	and Administrative Support/ Management (ASM) will use this tool and do a self-evaluation and supervisor evaluation in spring 2013.	
Supervisors and classified instructional aides & tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.	The Academic Success Center has conducted: ■ ASC Student Survey ■ Basic Skills Project assessing effectiveness of Case Management and Tutoring	Completed	ASC
A District-wide Professional Development Plan will be developed	Human Resources have been conducting professional development activities that are paid for by membership in	Completed	HR

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
to guide professional development activities coordination, fund allocation, and the measuring of the effectiveness of the professional development activities.	a consortium of community colleges. Each of these are evaluated for their effectiveness.		
The College will develop a more formal and structured connection between instructional planning and facilities planning, on both short and long-range needs.	This is outlined in the EMP. Recognizing COS would be in a "defunded environment" over the next 3-5 years, the College has held discussions on campus through planning, budget, and other committee forums regarding the need to develop a refined, internal facilities document that will allow: 1. COS to be responsive when building or renovation opportunities align with funding; and 2. Avoid the cost of a consultant-developed plan when there are no funds to achieve the results.	A Facilities Master Plan has been started. Input from campus will be gathered, with the document to be finished June 2013.	Director of MOT (Maintenance, Operations & Transportation)
The College will reduce the capacity-load ratio to within acceptable levels. The College will develop and implement an action plan to define what "acceptable" means in this context and to link measurable goals to an established timeline for improvement.	This will be completed as part of the Facilities Master Plan. The plan will include the demolition of two old buildings on the Weed Campus, which will reduce the capacity-load ratio.	Unknown	Director of MOT
The MOT Department will upgrade or replace MOT Service Request system with a more robust and	Addressed in Self Study Plan #6.	Not completed, determined	

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
capable system, including data monitoring, report generation, trend analysis, and customer notifications.		to be a low priority	
The College will develop a formal Facilities Master Plan for the District that is derived from inputs from the formal planning process involving all long-range projections and incorporates the vision that the organization holds for the future of the College and the District.	Starting the process of the Facilities Master Plan spring 2013.	June 2013	Director of MOT
The College will develop formal assessment strategies for all renovations, capital projects, and physical resources that include all District stake holders, and not just students.	This will be included in the new Facilities Master Plan.	June 2013	Director of MOT
The College will develop a formal connection between long-range instructional planning and long-range facilities planning, with the MOT Department mandatorily involved in all planned instructional changes that involve any facility-related issues from the beginning of the planning process.	See above.	June 2013	Director of MOT

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
Technology Services and Human Resources, in collaboration with the Flex and Staff Development committees, will create a plan to address technology training needs for College employees.	In spring 2012, Technology Services and Learning Resources conducted a faculty survey (SSP2.17), which indicated 10-23% needed some training in all categories. Comments indicated desire for training in Microsoft Office applications and online teaching, and more training available on the Yreka Campus. Training was provided on Planning Day Fall 2012. Learning Resources is working on plans to offer more faculty training on campus and to better promote what is available online.	Completed	Tech Services Learning Resources
The 2008-2013 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignment of computers, and the inclusion of associated technology within the computer/technology replacement cycle.	A computer replacement plan was created, but implementation has been hampered by budget reductions.	Completed	Information Technology
The mission of the Budget Committee will be changed to include analysis of past spending patterns and evaluating the pitfalls of proposed budget reductions. The committee will be charged with creating a three-year rolling budget to be used as a planning tool as well	The Budget Committee was overhauled in 2012 under a new chair and membership, and through the results of the new EMP. Currently, the Budget Committee specifically leads in the analysis of past spending and evaluation of any proposed reductions. The committee also analyzes funding trends and projected funding to guide the College's budgeting across fiscal years. Furthermore, the committee's work is being fully integrated with the	Completed	Budget Committee

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
as a way to measure our progress.	Planning Committee to develop long-term planning and budgeting cycles.		
Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.	As stated in nearly the same plan above, the College has continuously improved its administrator evaluation process in recent years through study and use of new instruments. For 2012-13, the College will use a more refined and budget-conscious evaluation template. All administrator evaluations are communicated appropriately to the Board in closed session and to the campus as completed activities. The results of individual evaluations for all College employees are considered confidential matters between the employee, the supervisor, and HR.	Pilot "homegrown" survey spring 2013. All administrators & ASM will use this tool and do a self-evaluation and supervisor evaluation in spring 2013.	President/HR DPAR
The College will address its research needs with a research plan that will adequately serve those needs.	The Planning, Assessment, and Research Office has an ongoing research agenda that includes development of a Research Request Process, implementation of an ongoing survey schedule, and training for employees on how to use research.	Completed	DPAR

Self-Study Plan #3 – Data Management

The College will develop (or purchase) and maintain data management systems that will reliably support all planning and evaluation activities. The College will also maintain adequate human resources to oversee these data systems and to train others to use these data systems.

DESCRIPTION OF PROGRESS MADE

College of the Siskiyous' primary data management system is Banner. The system was first launched in 2010 and staff spent much of the last two years learning to use and customize Banner so that it would function at a level to meet the College's needs. Staff were trained, by area, to use Banner to replace the old data management system. Use of Banner for most purposes began in the summer of 2010, with some smaller modules following later in the year. Training on Banner was conducted both on site and remotely by consultants helping with the preparation for the go-live launch of the various modules. Ongoing training and support has continued from that time forward on an "as needed" basis by use of both internal technology staff and external consulting. Additionally, the Student Services areas were fortunate to have a one-year temporary (2011-12) Enrollment Services Director/Registrar with extensive Banner experience who trained staff extensively on data elements, attributes, and cohorts leading to improved efficiency and knowledge in the new system.

By the spring of 2012 several key implementation and usage milestones were reached. Budget Managers were trained and routinely access budget information including spending and balance information (SSP3.1). Front line staff in areas such as Enrollment, Financial Aid, and Counseling are proficient in data input and in accessing records for daily tasks. Data Custodians and others responsible for state reporting are trained to identify and correct errors and prepare data submissions in concert with the MIS Coordinator. Additionally, as of this fall, all full-time employees have been trained and are using the Banner Leave System (SSP3.2), and a pilot version of Degree Works was launched for student use.

In the spring of 2012, the Information Technology (IT) Department identified and designated one of its two Senior Programmers, to serve as the primary report writer for data and research requests. Prior to this time, support for research and data requests had been limited and many were completed by an external consultant. The report writing tool Argos allows the programmer to develop reports and put them into area folders for use by College staff. This increased support around report writing has significantly increased the data available for decision-making. Over 100 data and research reports have been created. Employees now have access to many of the critical data/research elements they need for daily decision making. For example, the Distance Learning Program, through the

availability of Argos reporting, is now able to readily access data which allows them to determine where online students originate and what other modes of instruction to which they may or may not take advantage. This data access allows for better scheduling decisions. Another demonstration of this integration of report with decision making is that the Vice President of Student Learning can now easily extract on-demand a report that allows him to accurately calculate enrollment and Full-Time Equivalency (FTE) throughout the semester. Data Custodians and others are prioritizing and submitting data requests to get the College the fundamental information needed for things such as program review, distance learning, and student achievement. In a survey of Data Custodians, conducted in spring 2012 as a part of their program review, 4 out of 5 areas represented by Data Custodians had accessed data from Banner via Argos, and 4 out of 5 were using the data they accessed for decision-making (SSP3.3). While Banner and, in particular Argos reporting, supports data for evaluating day-to-day business decisions, such as scheduling, and provides evidence of student success and retention, COS is also implementing a data management system specifically to support its newly revised program review, planning and budgeting process (SSP3.4). In summer 2012, a decision was made to purchase and implement the Program Review and Assessment Modules for the College's existing CurricUNET Curriculum Management System. The Academic Senate Chair is leading the implementation team with data input expected in the spring of 2012, and full implementation and use

for program review planned for August 2013. The College President has committed the Information Technology Department resources necessary to ensure that this data management system will include local college data from the Banner System.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

While initially a drain on resources (both human and financial), Banner is now reaching the point in its implementation at College of the Siskiyous where staff are seeing its benefits. For example, Banner has automated and improved the accuracy of the College's 320 (State Apportionment) Reporting. The extraction of FTE data for this report is much more transparent than it was before Banner, and it is now easily replicated so that it can be evaluated for accuracy by outside entities such as auditors. In fact, the implementation of Banner has improved data quality across the board, as it is no longer just one person, a programmer in IT, who reviews the College's state data submissions.

The College relied heavily on consulting in the early days of Banner. Information Technology staff and end-users such as the Director of Enrollment Services, Payroll and Human Resources have become proficient in the Banner System. At this point the College no longer has any ongoing data management consultant services and is able to contract only when critical changes or new projects are needed, not for day-to-day tasks. Employees have stepped up and learned to use the

Banner support center for many of their simpler questions and routine issues. Staff now know what questions to ask and are using the appropriate tool to ask them.

Banner has allowed staff to find several efficiencies not available in the previous data management system. For example, as a part of Banner implementation, students on financial aid now have the ability to check their status and award for financial aid electronically through their Navigator account. This empowers students to find out if they are missing any information and to submit what is needed, so that they can receive financial aid in a timely manner. The implementation of Banner also allowed the College to issue every student a reliable e-mail account. This allows departments such as Enrollment Services to communicate with students vie e-mail, which is a time savings for both students and staff. Additionally, were it not for Banner, some areas such as Human Resources, would be having a more difficult time with things like leave reporting and data extraction for IPEDS.

The CurricUNET Program Review and Assessment Modules will make the information from program review much more easily accessible for the planning and budgeting processes. These two data modules will allow faculty and staff to complete and submit program reviews electronically. The tool allows

for questions regarding: resource requests; links between program outcomes and institutional outcomes; links between program review finding and resource requests; and links between the Educational Master Plan and each program's own plans for the future. The adoption of these modules will also allow staff to extract reports for use in the budget process to inform planning.

TIMELINES TO COMPLETION

While Banner implementation is ongoing, many major milestones have already been accomplished. The next step will be to identify and train a programmer to replace the Senior Programmer responsible for Banner maintenance who took a position in Student Learning in November of 2012.

The CurricUNET Program Review and Assessment Modules are under design by the Academic Senate President and have completed the demonstration stage. Groups such as the Planning Committee and the Faculty Program Review Committee have provided input to ensure that the new system will meet their needs. The implementation of CurricUNET Program Review and Assessment modules will be completed in time for staff and faculty to use for program review, planning and budgeting during the 2012-13 academic year

EVIDENCE

Reference #	Reference Title
SSP3.1	Banner Budget Manager Training
SSP3.2	Banner Leave System Training
SSP3.3	Data Custodians-PAR Program Review 2011-2012 (for Results from Data Custodians Survey)
SSP3.4	Planning by Design Document

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The College will hire an Institutional Researcher by March 2010.	Director of Planning, Assessment and Research was hired in August 2010. The DPAR came to COS with 13 years of experience in Institutional Research at the community college level.	Completed	President
The College must determine whether TracDat is a viable resource for collecting course, program, and institutional assessment data, and for reporting on whether programs are "closing the feedback loop" in order to improve student learning.	It was determined that TracDat was not a suitable option for COS in spring 2010 by the (then) Vice President of Instruction and faculty leaders based on a lack of functionality and system complexity.	Completed	
The College should either use TracDat, or purchase an alternative data management system, that will track learning outcomes (course-level, program- level, institution-level, General Education, certificate and degree-level) across disciplines. This data management system must be user-friendly to faculty in order to assist them in analyzing assessment data for the purpose of program improvement.	Purchasing of new more workable software for Program Review and Outcomes Assessment was put on hold so that the Program Review Process could be revised and specific needs identified prior to purchase of a new tool. Program review was revised during AY 2010-11 and implemented in 2011-12. Faculty began searching for software to meet the needs of both program review and SLO assessment. The College opted to add the Program Review and Assessment Modules to its current CurricUNET	Software purchase complete. Implementation and use of CurricUNET Program Review and Assessment Modules in Progress. Expect full functionality for Program Review/SLO	Academic Senate Chair/VPSL

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
	system, based on the ability to customize the tool for functionality and the fact that the College was already using the CurricUNET Curriculum Module.	Assessment by Fall 2013	
The Mathematics Department will develop a process to gather data regarding student satisfaction of the Math Lab and student access to the Math Lab each semester.	Addressed in Self-Study Plan #2.		
The MOT Department will upgrade or replace MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.	Addressed in Self Study Plan #6.	Review completed, no action taken.	Cabinet

Self-Study Plan #4 – Policies and Procedures

The College will create and publish policies and procedures that are currently needed to help guide the College in the particulars of implementing its mission. These policies and procedures will be published in the Board Policy Manual, the Procedure Manual, or in handbooks and other procedures manuals as appropriate.

DESCRIPTION OF PROGRESS MADE

Background

In 2009, the College recognized that a significant and methodical system needed to be followed to provide timely policy and procedure updates, as well as align with state-level changes in education law. Through the tragic and untimely loss of the President's Executive Assistant in 2010, the College needed to quickly assess progress on updating and moving all policies and procedures into an electronic format available to anyone on the College's website.

As a result, the College developed and has rigorously followed a timeline for regular updates to policy and procedures. The College uses the California Community College League updates as the standard to trigger any immediate changes that occur outside of the annual specific chapter review/updates. The President assigned each Cabinet member a role and responsibility within one or more Board policy chapters. In 2012, the President assigned the Vice President, Student Learning (VPSL) a lead role with the President's Executive Assistant to address updates by chapter in order to keep the process up-to-date or preferably ahead of schedule. Policies and procedures are taken to College Council, where all constituent groups are represented. The constituent groups review them, and they are returned to College Council. Thus far, all updates have been passed within two months of the first reading at College Council. The college community has shown admirable support and interest in this progress.

Results

Since the implementation of the above, the College has (SSP4.1; SSP4.2):

1. Updated all policies and procedures in Chapters I and II;
2. Updated all policies in Chapter VII;
3. Updated all policies in Chapter III, and completed two-thirds of Chapter III procedures;
4. Of twenty-one Chapter IV policies, have updated all but five (as of November 2012);
5. Since September 2010, have reviewed 87 policies, revised 32 policies and adopted 8 policies;

6. Since September 2010, have reviewed 14 procedures, revised 26 procedures and adopted 18 procedures;
7. Have established a process for sending policies and procedures to College Council, to the Board for first and second readings, then posting to the website.

In addition to Board policies and procedures, the College has also developed a more methodical approach to developing and updating "operational manuals." For example, the College has:

1. Produced a new Educational Master Plan through use of an agreed upon "blueprint" (SSP4.3);
2. Published an updated Faculty Handbook as of July 2012 to the College website (SSP4.4);
3. Begun the process to update the Curriculum Committee Handbook;
4. Developed and approved a new integrated planning handbook entitled Planning by Design (SSP4.5);
5. Developed and approved by mutual consent a new college governance model (SSP4.6);
6. Developed and implemented a new Academic Management process to support schedule development and conversion to a compressed calendar in 2014 (SSP4.7);
7. Streamlined HR processes and initiated an internal appointment process to more rapidly solicit full-time employee interest in vital but vacated college positions.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

The College has struggled in recent years to maintain updated and timely processes that all constituents understand. Because of the lapse in timely updating of policies, procedures and general operating procedures, the College had a tendency to "reinvent the wheel" on an annual or regular basis. It should be noted that this tendency to recreate processes has happened at all levels and by all groups: we all bear some responsibility for this identified approach. However, recognition is also the first step toward change.

The College has methodically worked to institutionalize work activities, processes, and operating procedures since the 2009-2010 Accreditation Self-Study was completed. The ability to follow a timeline on Board Policies and Procedures at the same time that we developed "operational manuals" as noted above, is a testament to the growth and change that has taken place as a result of the recognition in the 2010 Report.

This methodical approach is impacting both the quality of our communications as well as our financial bottom line as evidenced below:

1. The College Council had an immediate role and ability to apply the new governance model effectively in reviewing and recommending the many revised policies and procedures.

2. Executive Cabinet reviewed progress on policy revisions and as a result developed a better understanding for each.

3. Faculty completed a revised Faculty Hiring Process document in spring 2012 (SSP4.8). This was a year-long review process by the Academic Senate before a final collaborative editing process was completed with the VPSL Office. The new document was accepted without changes by Administration.

4. Administration completed revisions to the Administrative Hiring Process document in fall 2012 (SSP4.9).

5. The VPSL initiated two new Instructional Services Agreements (ADJ & ESL) which will produce over 300 FTES in the current (2012/13) academic year (SSP4.10; SSP 4.11)

TIMELINES TO COMPLETION

In November 2011 College Council approved the following timeline for the review of policies and procedures:

Figure H: Policy Updates Timeline

	Chapter Name	Responsible Office
Year One: 2010-11		
Chapter I	The District	President's Office
Chapter II	Board of Trustees	President's Office
Chapter VII	Human Resources	Human Resources
Year Two: 2011-12		
Chapter III	General Institution	All Administrators
Year Three: 2012-13		
Chapter IV	Academic Affairs	VP, Student Learning
Year Four: 2013-14		
Chapter V	Student Services	VP, Student Learning
Year Five: 2014-15		
Chapter VI	Business & Fiscal Affairs	VP, Admin Information Services

As of September 2012 all policies except one in Chapter III are up-to-date. That one policy and several procedures in Chapter III and all the procedures in Chapter VII will be addressed over the remainder of the year.

EVIDENCE

Reference #	Reference Title
SSP4.1	Policies Table
SSP4.2	Procedures Table
SSP4.3	Educational Master Plan 2010-14
SSP4.4	Faculty Handbook 2012
SSP4.5	Planning by Design Document
SSP4.6	Participatory Governance Model Document
SSP4.7	Academic Management Process Basics 2012-13
SSP4.8	Faculty Hiring Procedure
SSP4.9	Administration Hiring Guidelines
SSP4.10	Instructional Services Agreement – SF Policy Academy
SSP4.11	Instructional Services Agreement – FIELD

SPECIFIC PLANS

The College will complete the current visioning processes, leading to a possible revision of the College's Mission Statement.	Addressed in Self Study Plan #6	Vision completed 2009. To be reviewed 2012-13	President/College Council
The College will develop clear assessment and planning reporting procedures for all departments and programs, including timelines and persons responsible.	Addressed in Self Study Plan #2.		
The President's Advisory Council will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process.	Addressed in Self Study Plan #2.		
The College will update its Curriculum Development Handbook to reflect recent changes in State regulations and recent changes in the course development system. Once updated, the Curriculum Development Handbook should be made available online to various stakeholders, particularly the faculty.	Addressed in Self Study Plan #1.		
Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and	Addressed in Self Study Plans #1 and #5.		

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
persons responsible, and the College must hold faculty accountable.			
The Faculty Handbook must be updated to include procedures and timelines for updating curriculum.	The Faculty Handbook was updated in July 2012.	Complete	Vice President, Student Learning Office
To ensure consistency, the process used for checking accreditation status for U.S. and foreign degree institutions will be conducted and be formalized in a desk audit document.	Addressed in Self Study Plans # 5.	Complete	
All classified employee job descriptions will be finalized and posted on the HR Website.	Addressed in Self Study Plans # 6.	Before the next full accreditation visit.	HR-Nancy Miller
A written procedure for evaluating the Third Level Management and Administrative Support Management employees will be developed prior to the 2010 evaluation process.	Addressed in Self Study Plan #2.		
The College will establish a formal requirement for the frequency of meetings held by the 508/Accessibility Task Force to ensure the prioritization of completion of the remaining accessibility items to ensure accessibility for all students.	Addressed in Self Study Plan #8.		
Working with the constituent groups, the College will develop procedures which will	A timeline has been established for the review, revision and/or adoption of	In progress	VP, Student Learning &

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
ensure that stakeholders who want information about the ongoing governance and planning processes have obvious and easy access to them.	administrative procedures. Once they have been vetted through the governance process, they are immediately posted to the website.		Executive Assistant
Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.	Addressed in Self Study Plans #2 and #6.		
The District will amend its Board Policy to include dealing with behavior that violates its code.	Addressed in Self Study Plan #2.		

Self-Study Plan #5 – Accountability, Ethics, and Institutional Commitments

The College will increase accountability measures, promote ethical standards, and strengthen its relationships with outside agencies.

DESCRIPTION OF PROGRESS MADE

This plan was created: through recognition that the College lacked an institutional ethics policy and procedure; through the *ad hoc* nature of many of the processes and rationales for *why the College did what it did*; and through a recognition of the need to professionalize and account for what the College did from one year to the next.

Since the creation of the plan, the College has advanced the accountability agenda through five key activities:

1. Approved a formal ethics procedure while encouraging each constituency group across the College to develop, debate, and approve their own professional ethics statement;

2. Developed the Planning, Assessment & Research Office to connect the appropriate data for each recommendations committee or management unit of the College;

3. Established timelines that update courses, programs, and degrees, as well as regulate approval processes for various Curriculum Committee outputs (e.g., Distance Education approval, SLO updates, course modifications, etc.) all as part of a Curriculum Handbook update due spring 2013;

4. Updated hiring practices that included review of equivalency procedure and establishment of an Equivalency Handbook by summer 2013; updated EEO guidelines; and updated "desk audit" process for degree or credentials validation; and

5. Strengthened accountability to outside agencies and partners through both revisions to agreements (SSP5.1; SSP5.2) and through authorizing more direct communications channels with outside agencies at the director level.

The above summarizes the primary areas of improvement. Details offered below illustrate how the College has successfully addressed this plan across each of the areas originally identified as well as areas of focus in the new administration since 2010.

The establishment of the Planning, Assessment and Research (PAR) Office in 2010 was a specific action to improve the College's accountability to outside agencies. As has been detailed throughout this report, the PAR Office now oversees accreditation, assessment, and evaluation. In the Planning and Budget Committees, the Director of the PAR Office actively trains and reviews with members areas where the College has committed to attention, or actions that have impending

deadlines. Furthermore, as evidenced by the Educational Master Plan, the very accountability measures identified in Self-Study Plan 1 figure prominently in the activities, strategies and objectives to be reached under the current plan. One specific example is the improvements the College has made in connecting curriculum assessment to funding improvement in the classrooms. CurricUNET timelines, deadlines, process reviews, and recommendations were clearly established by 2011 and are fully operational. While many of the improvements are evident within CurricUNET, they also will be described in the updated 2013 Curriculum Manual.

During the annual review of Board policies, the Board of Trustees revised the Code of Ethics/Standard of Practice Board Policy 2715 to include actions to be taken upon a violation of the policy. This was reviewed by College Council fall semester 2011 (SSP5.3) and approved by the Board of Trustees in December 2011 (SSP5.4). The 2010 Accreditation Report also recommended students and employees be covered by a code of ethics. After review of several sample ethics codes, the College Council recommended for approval an Institutional Code of Ethics to cover all employees and students (SSP5.5). This Administrative Procedure, Institutional Code of Ethics 3050, was reviewed by the Board of Trustees at the December 2012 Board meeting (SSP5.6) and is now listed on the Administrative Procedures web page. Additionally, the faculty has a longstanding Ethics Statement specific

to their area (SSP5.7) and the students have a Code of Conduct (SSP5.8).

The Human Resources Office has been monitoring the ongoing statewide process for updating the equal employment regulations in Title 5 as well as the discussions regarding the use of availability data in analysis of applicant pools. In April 2007, it was determined that availability data used in conjunction with development of an EEO Plan was aged and in some cases unavailable. The Chancellor's Office determined that such old data is problematic and decided to wait until more current and updated availability data is available. A lengthy process of trying to obtain more up-to-date and accurate statewide availability data was ultimately unsuccessful. In December 2012, advice was provided by the California Community College Chancellor's Office regarding completion of EEO plans. Important details were highlighted to following when Districts are completing their plans, which are required to be submitted to the California Community Chancellor's Office by June 28, 2013. During spring 2013, the College will begin a district-wide process of using the Model EEO Plan provided by the Chancellor's Office to update the College's EEO Plan to comply with the new regulations. All of the HR procedures are under scheduled review during the 2012-13 academic year and will be posted by summer 2013. Finally, the HR Office instituted with the Vice President of Student Learning, a "desk audit" process when any academic credentials are received from an unknown institution, as follows:

1. HR conducts a "desk audit" to identify the institution and accreditation;

2. When questions arise (if there is any uncertainty or question of validity) the degree and institution name is forwarded to the VPSL for review; and unless the VPSL can establish with certainty the validity of the credentials, the materials are referred to the Equivalency Committee for review and recommendation in consultation with the VPSL.

Accreditation status for U.S. and foreign degree institutions are reviewed by several credentialing services under the auspices of the National Association of Credential Evaluation Services (SSP5.9).

Regarding improvements to Maintenance, Operations, and Transportation (MOT), the Self-Study Plan recommended the College implement Custodial Staffing and Standards to provide adequate custodial services to protect the physical structures of the District into the future. A comprehensive custodial services assessment was conducted in 2000 (SSP5.10). The MOT Department is aware that the custodial staffing is below the accepted standards in relation to the campus allocated space. The College is currently using 2.5 times the lecture space that should be required to efficiently support classes (SSP5.11) and will remain that way until some of the older buildings are removed or remodeled into administrative offices. Rooms and offices not needed have been closed off and require approval of the VPSL before being used. Custodial

priority has been directed to assigned student instructional areas (classrooms and labs), student commons areas (lobbies), and then administrative offices. Waste/recycling bins in staff offices are emptied every other day and cleaning of those areas has been delegated to the office staff. However, custodial staff responds promptly to special requests, especially when requesters complete the Maintenance, Operations and Transportation Service Center request (SSP5.12).

Like any institution with many employees, assuring appropriate building and room access is a challenge. The MOT Department investigated a campus-wide electronic locking solution versus the manual issuance of traditional door keys. Because of the prohibitive costs to implement the system campus-wide, the MOT Department adopted an affordable strategy to implement the programmable electronic locking systems on new buildings as they came on line or as buildings are renovated. To date, the Emergency Services Training Center, Tactical Training Center and Yreka Campus outside doors have electronic locking systems. The Student Lodges and new Science building inside and outside doors have electronic locking systems. This provides added safety to those building areas should there be a need for a campus lockdown. These buildings may be programmed to open and close at specific times; the nonprogrammable doors on campus must be opened by maintenance personnel in the morning and locked by custodians at the end of the day. Students are able to keep their

electronic key fob as a souvenir and lost key fobs may be easily disabled; risk assessment on a case-by-case situation is evaluated when traditional keys are lost. The College President, VPs, or Director of MOT approve key requests. The MOT Department maintains good paperwork to issue keys; however, when a person leaves employment, the key is oftentimes returned to the supervisor, administrative assistant, Human Resources, or to the next person doing the job rather than the MOT Department for reissuance of a key to a new individual. The MOT Department keeps a binder of returned keys and reconciles it to the checked out keys, but they don't know when someone has left the College employment. The key players are aware of this issue and plan to develop a coordinated return of keys system between Human Resources, Vice President of Student Learning and the VP of Administration, once the new VP

of Administration is hired. This will reduce the cost of key blanks by using the keys already in the system.

Although the College didn't have a formal assessment strategy plan for campus renovations and new construction, they collaborated with all the stakeholders (faculty, students, and staff) in the construction of the new buildings. The stakeholders were involved in the decision making process through numerous regular meetings before, during, and after the buildings were completed.

The College has increased accountability of shared information through posting committee meetings and agendas on the College web pages. Campus committees and the accompanying agendas and minutes are available on the campus website (SSP5.13-SSP5.28).

Ones specific to governance include:
- Academic Senate agendas and minutes available 2006-2012
- Budget Committee agendas and minutes 2011-2012
- The Board of Trustee agendas are posted the Thursday before a Tuesday meeting, and the minutes from the previous meeting approved by the Board are posted the day after a meeting. Prior meeting minutes are available as well.
- College Council agendas and minutes 2011-2012
- Curriculum Committee agendas and minutes 2001-2012
- Instruction Council agendas and minutes 2002-2012
- Planning Committee agendas and minutes 2011-2012

Other campus committees include:
- Career & Technical Education Advisory Committees: current agenda and minutes
- Change Through Learning info about process, no agendas or minutes
- Equivalency Committee agendas and minutes 2009-2011
- Flex Committee agendas and minutes 2009-2011
- Foundation agendas and minutes 2010-2012
- Safety Committee agendas and minutes 2001-2011
- Student Achievement Committee agendas and minutes 2012
- Technology Council agendas and minutes 1998-2010

IMPACT ON INSTITUTIONAL EFFECTIVENESS

The College has advanced curriculum change approvals significantly through implementation of the CurricUNET approval process. Today, courses are only offered once all approvals have been made, the new course or substantive change proposal is approved through the Chancellor's Office, or after a Distance Education designation is approved by the committee and either a semester transpires or the VPSL has granted an expedited approval (in the case where a local client or educational partner requests the offering, for example). Course Outlines of Record are updated by a timetable to ensure attention to relevance of student learning outcomes and timely review of curriculum. These changes have vastly improved the transparency of curriculum approval processes and helped train all instruction related staff in common practices to support accountability alongside responsiveness to campus and community.

As a result of the establishment of more rigorous credential review and equivalency discussions that have taken place, the College has made several visible improvements. First, several applicants with bogus credentials have been eliminated from pools. Second, through completion of a more extended review of credentials, everyone involved (Human Resources staff, Vice President Student Learning, faculty) have gained experience and know-how in what to look for in suspect transcripts (particularly, in the accrediting agency). Third, the ability to reach a decision through consensus has increased staff confidence in this vital piece of the hiring process. This focus on professionalism and maintaining the same process in each hire, over time, will also improve the College's reputation both in the community and the region as applicants witness the College's attention to fairness and accountability to the citizens.

Action taken to update the Board Code of Ethics and adopting an Institutional Code of Ethics both promote the College's ethical standards.

TIMELINES TO COMPLETION

- Curriculum Handbook update due spring 2013.

- Equivalency Handbook complete by summer 2013.

- All of the Human Resources procedures are under scheduled review during the 2012-13 academic year and will be posted by summer 2013.

- Once the new VP of Administration is hired, a coordinated return of employee keys between Human Resources, Vice President of Student Learning and the VP of Administration can be developed.

EVIDENCE

Reference #	Reference Title
SSP5.1	Instructional Services Agreement – SF Policy Academy
SSP5.2	Instructional Services Agreement – FIELD
SSP5.3	College Council Minutes 11-08-11, Item 2, BP 2715
SSP5.4	Board Policy 2715 – Code of Ethics/Standards of Practice
SSP5.5	Administrative Procedure 3050 – Institutional Code of Ethics
SSP5.6	Board Minutes 12-11-12, Item 10, AP 3050
SSP5.7	Faculty Professional Ethics Statement
SSP5.8	Board Policy 5500 – Standards of Conduct/Code of Conduct
SSP5. 9	Foreign Degree Evaluation
SSP5.10	Custodial Staffing Study 2002
SSP5.11	Educational Master Plan, Facilities Goal 2, page 27
SSP5.12	Maintenance Operations and Transportation Service Request Form
SSP5.13	Academic Senate (folder)
SSP5.14	Budget Committee (folder)
SSP5.15	Career & Technical Advisory Committee (folder)
SSP5.16	Change Through Learning
SSP5.17	College Council (folder)
SSP5.18	Curriculum Committee (folder)
SSP5.19	Equivalency Committee (folder)
SSP5.20	Flex Committee (folder)
SSP5.21	Instruction Council (folder)
SSP5.22	Planning Committee (folder)
SSP5.23	Safety Committee (folder)
SSP5.24	Student Achievement Committee (folder)
SSP5.25	Board of Trustees minutes and agendas (folder)
SSP5.26	Foundation Board minutes and agendas (folder)
SSP5.27	Foundation Executive Committee minutes and agendas (folder)
SSP5.28	Technology Council (folder)

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The Curriculum Committee in conjunction with the department chairs, the deans, and the Vice President of Instruction, needs to determine what action is to be taken if the curriculum review process is not followed. They need to determine what incentives can be provided for those who complete the process and what penalties can be paid for those who do not complete the process.	CurricUNET curriculum timelines, deadlines, process reviews, and recommendations were established by 2011 and are fully operational. Addressed in Self Study Plan #1.	In progress	VPSL
Faculty must update course outlines of record for exiting courses in a timely manner. The College must create and publish procedures with timelines and persons responsible and the College must hold faculty accountable.	This is now automated through the CurricUNET system.	Completed	VPSL
To ensure consistency, the process used for checking accreditation status for US and foreign degree institutions will be conducted and be formalized in a desk audit document.		Completed	VPSL
A joint committee of the Administration, Administrative Support/Management Group, and the Classified Bargaining Unit will develop Professional Code of Ethics for staff to ensure that the whole staff is covered by a code of ethics to be adopted by the College.	Addressed in Self Study Plan #6 and Recommendation #8.	Completed	President

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The Human Resources Office will update the District's Equal Employment Opportunity Plan to incorporate the requirements of the new State model plan.		Completed	
The College will implement the Custodial Staffing and Standards recommendations to enable the provision of adequate custodial services to the District and to protect the public's investments.	Old facilities need to be taken off-line, which will allow the College to meet the standards.	Unknown	MOT Dept.
The MOT Department will establish a more effective key control system with more accountability for improved tracking of issuance of keys, unauthorized use of keys by unaccountable individuals (students, etc.), loss control and accountability, and effective key retention (upon termination of employment of individuals).	Implementing electronic locking systems as feasible, otherwise using traditional key system.	Ongoing	MOT Director
The MOT Department will develop formal safety standards for leased facilities.	The campus currently has no leased facilities. This is deemed a low priority.	Low Priority	VP, Admin.& MOT Director
The College will develop formal assessment strategies for all renovations, capital projects, and physical resources that include all District stake holders, and not just students.	Addressed in Self Study Plan #2.	Unknown	VP Administration
College staff will formalize the timely posting of agenda and minutes on the COS website so that they're easily accessible to all members of the campus community.	Addressed in Self Study Plan #6.	Ongoing/in progress	Committee Chairs K. Gassaway D. Slabaugh
The District will amend its ethics Board Policy to include dealing with behavior that violates its code.	BP 2715 Code of Ethics – Standard of Practice was revised 12/06/11 to include dealing with violations of the code.	Completed	President

Self Study Plan #6 – Communication

The College will strengthen its efforts to promote open and transparent communication, to provide accurate and updated information, and to encourage respectful dialog.

DESCRIPTION OF PROGRESS MADE

The campus has made great headway toward open and transparent communication. The efforts begin with posting many more documents onto the College's website since 2010. The COS Home Page has many points of entry to keep the campus and public informed. Weekly e-mails from the Institutional Advancement Office alert all employees to press releases. Additionally, the News & Events, Campus Calendar, and Athletics pages all provide regular updates to the College and community. Most of the documents are available to all viewers; however, some internal documents, especially those in draft form or that relate to internal processes, are for staff only and require login and password.

From 1995 to 2010 the Public Relations Office produced a newsletter, *Campus Highlights*, once a semester. This newsletter was distributed county-wide (and beyond) to approximately 5,000 households. Since 2001 the President's Office has sent out monthly requests for submission and compiled the *Campus Connection* newsletter prior to each monthly Board meeting. Hard copies are available at the Board meeting followed by e-mail distribution to campus employees the next day.

The campus engaged in a visioning process throughout the 2009 year. In December 2009 the President's Advisory Council adopted the new vision. The two-page all encompassing Vision Statement is posted on the College website in various locations (SSP6.1). College Council will form the Mission/Vision Statement Review task force in the fall of 2013, as part of the continuous review timeline which is outlined in the Planning by Design document (SSP6.2), the College's integrated planning model.

The Human Resources (HR) Office has posted all of the old format job descriptions and about one-third of the newly formatted classified employee job descriptions on the HR web page (SSP6.3). The HR Office plans to have the remainder of the updated job descriptions posted before the next full accreditation visit, but in the meantime all employee job descriptions are available by request from the Human Resources Office. Furthermore, in an effort to encourage transparency in affording growth and advancement opportunities within the College, COS advertised and filled three dean, four director, and three staff positions over the past two years, each of which was advertised internally, and the job descriptions revised with committee or supervisor input. As evidence of the awareness of staff to these openings, and transparent communications, most of the positions were filled by internal candidates. The revised Student Learning organizational chart shows these new or revised positions (SSP6.4).

The 2010 Accreditation visit recommended students and employees be covered by a code of ethics. The College Council examined Professional Codes of Ethics examples from other colleges in the fall of 2012, and then adopted an Institutional Code of Ethics to cover all employees and students (SSP6.5). This Administrative Procedure, Institutional Code of Ethics 3050, was reviewed by the Board of Trustees at the December 2012 Board meeting. It is now listed on the Administrative Procedures web page. Additionally, the faculty has a Code of Ethics specific to their area (SSP6.6) and the students have a Code of Conduct (SSP6.7).

The campus self-study plan called for the Human Resources Office to develop a Classified Employee Handbook with personnel policies and procedures. Instead of developing a handbook, all campus policies and procedures are available to anyone on the College Policy website (SSP6.8 & SSP6.9). Policy sections are reviewed and updated annually on a rotating schedule.

The Maintenance Operations and Transportation (MOT) Department plans to upgrade and replace the current service request system with a more robust system (SSP6.10). However, the current system works and is prioritized behind other more student-centered needs, as evidenced by the Auditing Committee review which showed the campus needs to focus on Banner programming, implementation and training (SSP6.11).

The Vice President of Administrative Services and the MOT Director both left the organization before the start of the 2012-13 academic year and prior to a new Facilities Master Plan being developed with long-range instructional planning. The College is currently using 2.5 times the lecture space that should be required to efficiently support classes (SSP6.12). The California State budget does not have adequate funds for facilities remodeling to remove obsolete lecture spaces, nor does the College. It is anticipated that it could be a year or more before a long-range plan is developed after a new VP of Administrative Services is hired and becomes familiar with the current campus budget and facilities. Additionally, the MOT Director has retired and the full-time replacement of this position is postponed until the State and campus budget improves.

Action Plans as noted in the Self-Study were part of the old governance system, where funding, management, and participatory governance were all managed through the same councils. The current academic and program review process offers an open proposal process and annual timelines for new positions or budget requests and all is integrated within the Planning by Design system. The Planning by Design document provides the institutional overview of the process.

The College's governance processes were reviewed and discussed widely in open forums and with constituency representation. The Governance document was then adopted by mutual agreement on August 15, 2011 by the

California School Employee Association, Academic Senate, Administrative Support Management, Associated Student Body and the Board of Trustees. The Governance Model can be found on the Office of the President's web page (SSP6.13). The distinct separation of institutional planning and budgeting from governance and stakeholder communications is a critical improvement in the College's management, and codification of improved communications.

As a result, stakeholders who want information about the governance and planning process now have easy access through various college web pages. The Planning by Design document,

implemented during the 2010-11 academic year, guides planning, assessment and budgeting at COS. It shows how the College incorporates its Institutional Goals, Educational Master Plan, Program Review, Student Learning Outcomes Assessment and Budgeting Processes into one cohesive system. It was approved by the College Council on April 10, 2012 and by the Board of Trustees on July 10, 2012.

Based on these advances, the Board approved a revised and amended Institutional Planning and Evaluation Policy on March 1, 2011 (SSP6.14). It calls for the results of institutional planning and evaluation to be broadly communicated.

Campus committees and the accompanying agendas and minutes are available on the campus website (SSP6.15-SSP6.30).

Examples specific to governance and planning include:
- Academic Senate agendas and minutes available 2006-2012
- Budget Committee agendas and minutes 2011-2012
- The Board of Trustee agendas are posted the Thursday before a Tuesday meeting, and the minutes from the previous meeting approved by the Board are posted the day after a meeting. Prior meeting minutes are available as well.
- College Council agendas and minutes 2011-2012
- Curriculum Committee agendas and minutes 2001-2012
- Instruction Council agendas and minutes 2002-2012
- Planning Committee agendas and minutes 2011-2012

Other campus committees include:
- Career & Technical Education Advisory Committees: current agenda and minutes
- Change Through Learning info about process, no agendas or minutes
- Equivalency Committee agendas and minutes 2009-2011
- Flex Committee agendas and minutes 2009-2011
- Foundation agendas and minutes 2010-2012
- Safety Committee agendas and minutes 2001-2011
- Student Achievement Committee agendas and minutes 2012
- Technology Council agendas and minutes 1998-2010

Discussions leading to revised administrator evaluation procedures have begun but are not finalized. There was a 360 evaluation instrument purchased and conducted for the Vice President and Presidential evaluations in the 2011-12 academic year. While this one-time action served its purpose, it was deemed inappropriate for use in annual or biannual evaluations. The administration currently is reviewing an evaluation template for piloting in 2013.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

Providing open and transparent access to information is an ongoing, never-ending effort constrained by the amount of human resources the College has available to invest in communication improvements. The internet/website has made it easier to gain access of much information, but it has also presented the challenge of educating the constituents as to where to find it. Unless otherwise stated (i.e. Board of Trustees Closed Session), meetings on campus are open to anyone wishing to attend.

Perhaps one of the biggest "breakthroughs" that illustrates the impact of campus collaboration through transparency is the two-year effort to build a Student Learning division from the former Instruction and Student Services areas. Even as this work was in progress, the revised organization chart was shared at several Board, Dean and Director, and various constituent meetings with

leaders and staff as changes were under review (SSP6.4). This exemplifies not only the transparency in place but also the improvement from past administrative practice. To integrate these two divisions required extensive communications and patience for all constituents to learn benefits and challenges of the new model, and then agree to processes that would enact the changes made.

Formation of the Student Learning Council, as a result of merging the old Instruction and Student Services Councils (SSP6.31) took place over nearly two years of dialogue between these two areas. During that time, the old councils continued to meet, once a month, so that change could occur without disrupting workflow and even "comfort zones." The Evidence section includes the "formation of the Student Learning Council" document which was reached through over a year of discussions with Academic Senate Presidents and associated Senate leadership, as well as Student Services directors and staff.

TIMELINES TO COMPLETION

College Council will form the Mission/Vision Statement Review task force in the fall of 2013, as part of the continuous review timeline.

- HR Office plans to have the remainder of the updated job descriptions posted before the next full accreditation visit.

- The administration evaluation template will be piloted in 2013.

EVIDENCE

Reference #	Reference Title
SSP6.1	Mission Values Vision and Institutional Goals
SSP6.2	Planning by Design Document
SSP6.3	Human Resources Classified Job Descriptions Website
SSP6.4	Student Learning Org Chart Dec 2012
SSP6.5	Administrative Procedure 3050 Institutional Code of Ethics
SSP6.6	Faculty Professional Ethics Statement
SSP6.7	Board Policy 5500 Standards of Conduct/Code of Conduct
SSP6.8	Policies Table
SSP6.9	Procedures Table
SSP6.10	Maintenance Operations and Transportation Service Request Form
SSP6.11	COS District Audit FS 2011 (page 74 & 78)
SSP6.12	Educational Master Plan, Facilities Goal 2, page 27
SSP6.13	Participatory Governance Model Document
SSP6.14	Board Policy 3250 Institutional Planning and Evaluation
SSP6.15	Academic Senate (folder)
SSP6.16	Budget Committee (folder)
SSP6.17	Career & Technical Advisory Committee (folder)
SSP6.18	Change Through Learning
SSP6.19	College Council (folder)
SSP6.20	Curriculum Committee (folder)
SSP6.21	Equivalency Committee (folder)
SSP6.22	Flex Committee (folder)
SSP6.23	Instruction Council (folder)
SSP6.24	Planning Committee (folder)
SSP6.25	Safety Committee (folder)
SSP6.26	Student Achievement Committee (folder)
SSP6.27	Board of Trustees minutes and agendas (folder)
SSP6.28	Foundation Board minutes and agendas (folder)
SSP6.29	Foundation Executive Committee minutes and agendas (folder)
SSP6.30	Technology Council (folder)
SSP6.31	Student Learning Council Membership List

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The College will complete the current visioning process, leading to a possible revision of the College's Mission Statement.	The President's Advisory Council adopted the Vision Statement in December 2009. The Planning by Design document calls for the Mission and Vision to be reviewed and updated next year 2013-14, and the EMP is based on seven Institutional Goals which support the Mission and Vision of COS.	Completed 2009	President/PAC
All classified employee job descriptions will be finalized and posted on the HR Website.	Nine of the 26 job descriptions are on the website (34%); however, all are available from the HR Office.	Before the next full accreditation visit	HR Director
A joint committee of the Administration, Administrative Support and Management Group, and the Classified Bargaining Unit will develop a Professional Code of Ethics for staff to ensure that the whole staff is covered by a code of ethics to be adopted by the College.	Addressed in Recommendation #8	Completed	College Council
The Human Resources Office will develop a Classified Employee Handbook by December 2009 so that personnel policies and procedures are available to classified employees.	Rather than a handbook for one constituent group, all campus policies and procedures are available to everyone on the COS website at: http://www.siskiyous.edu/policies/	In progress and ongoing	President's Office

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The MOT Department will upgrade and replace MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.	The current system is practical in fitting the technology experience and needs at present. This item was not in the 2010-2014 Educational Master Plan (EMP) as a desired impact, outcome or possible implementation activity.	Determined to be a low priority	Mark Healy VP of Admin., Phil Alvarado
The College will develop a formal connection between long-range instructional planning and long-range facilities planning, with the MOT Department mandatorily involved in all planned instructional changes that involve any facility-related issues from the beginning of the planning process.	Addressed in Self Study Plan #2.		VPSL, VP of Admin., MOT Dept
Action Plans, as key documents for institutional planning, will be organized, archived and maintained in an accessible location (perhaps as electronic copies available through the COS Employee Intranet). Each Action Plan should have an assigned number and an indexed summary of Action Plans and their disposition should be readily available. Supervisors, from all levels, should sign off on each Action Plan before it moves forward through the planning process and the plan's final outcomes should be clearly indicated by the President's Office.	Action Plans were part of the old Governance System. Now there is an open proposal process and annual timelines for new positions or budget requests through the Planning by Design.	Spring 2013	President and Taskforce

		Completion	Responsible Parties
Working with the constituent groups, the College will develop procedures which will ensure that stakeholders who want information about the ongoing governance and planning processes have obvious and easy access to them.	Addressed in Self Study Plan #4.	In progress	VPSL, Executive Assistant
College staff will formalize the timely posting of agendas and minutes on the COS website so that they're easily accessible to all members of the campus community.	Addressed in Self Study Plan #5.	Will always be in progress	Committee Chairs/Executive Assistant, Foundation Admin. Asst.
Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.	Addressed in Self Study Plan #2.	In progress	President

Self-Study Plan #7— Resources

The College will ensure that it has sufficient resources to accomplish all facets of its mission. The College will strengthen the policies, procedures, and systems that ensure currency and encourage innovation; and it will be an exemplary steward of its many resources.

DESCRIPTION OF PROGRESS MADE

The completion of the Physical Science Building construction project in fall 2012 significantly improved the COS physical resources, as did the construction of the Tactical Training Center in 2007, and the Emergency Services Training Center and the Rural Health Sciences Institute in 2009. These new buildings also provided "state-of-the-art" instructional technology equipment for the corresponding classes using them. Efforts are continuing to provide the best possible learning environment in a cost-effective, efficient manner. The campus is building on a value of stewardship that in 1995 accomplished comprehensive, demand-side improvements such as high-efficiency t-8 lighting, facility-wide HVAC controls, and replacement of major equipment with more efficient, modern alternatives. The campus has enjoyed those savings that will continue to provide more available funds for student learning instead of higher utility costs.

Due to revenue challenges, COS, as well as all other California Community Colleges, is seeking to adjust its operations to accommodate current fiscal realities as well as the changing educational needs of the community that it serves. This is being addressed by changing the organizational structure and the services provided and by refining the instructional programs offered.

The Library Director retired in July 2011 and part of the reorganization included creating a new Assistant Dean of Learning Resources (ADLR) position that brought the Library and Distance Learning together as the core of a Learning Resources unit. In January, 2013, student labs and tutoring (Academic Success Center) were incorporated into this unit. The ADLR is a Master of Library Science-degreed librarian. The College did not fill full-time Librarian position because of state budget/campus budget shortfalls. A part-time Librarian was hired in March 2012 to provide 10-12 hours of reference service per week, coordinate with the staff with collection development, and provide student instruction in information literacy and research skills. In light of enrollment and funding drops, the College manages the Library with a certified/qualified Librarian (Assistant Dean of Learning Resources) and a part-time reference librarian, providing the same level of direct library services to students as the former Library Director did.

Although the College has not conducted a classification/salary study since 2006 (a salary study will be conducted in 2014 per the negotiated contract), the College has still taken action to address

educating employees about FERPA (Family Education Rights and Privacy Act). Starting in 2011, college employees and student employees with access to student/staff information (through the Banner system) are required to take online FERPA training and sign a confidentiality agreement. Additionally, an in-depth presentation is given twice-yearly at the adjunct faculty orientation. A total of 205 individuals have completed the training, 172 past and current employees and 33 student employees.

New Board of Trustee members receive an orientation from the College President and the Board President prior to the new member's first meeting. New Board members are required to attend the Community College League of California (CCLC) Effective Trustee Conference in January. Seasoned Board members are encouraged to attend as well. Board members are also encouraged to attend the spring CCLC conference.

Chapter 2 of the COS Educational Master Plan (SSP7.1) contains the specifics of the College Enrollment Management Plan. Student Learning Goal #2.1 (SSP7.2) is "maximize the use of college resources to support student learning through enrollment management." The COS Educational Master Plan's Annual Implementation Plan and Progress Reports reflect the development and evolution of the Enrollment Management Plan. Updates on the Enrollment Management Plan have been provided to the Board of Trustees (SSP7.3) as well as in several forums provided to the college

community by Enrollment Task force volunteers and key partners (SSP7.4).

For the last three years, enrollment at COS has been declining. During this time the College has been working to "right size" the institution to "fit" to the new FTES level. Throughout these efforts the College has consistently maintained a reserve of 5% or more. The adopted Annual Budget for FY 2012-2013 (SSP7.5) provides a budget that does not rely on the use of funds from the general fund reserves and increases the reserves from 5% to the 7% that the COS Board designated "minimum prudent reserve" level.

COS has been experiencing cash flow problems as a result of the decline in revenues to the State of California. The State has decided to "defray" or delay the delivery of revenues to the California Community Colleges as a means of dealing with the reduction in its revenues. As a result of this disruption of the delivery of normal operating funds from the State to the College, COS participates in the Tax Revenue Anticipation Notes (TRAN) Program (SSP7.6; SSP7.7) in both the fall and spring of each year. This process insures that the College has sufficient funds on hand throughout the fiscal year to pay its financial obligations in a timely manner. The TRANS are "paid off" as the "defrayed" funds are received from the State in June and July of each year.

Due to the decline in FTES that COS has experienced over the past four years, the College has the opportunity to "restore" FTES and thereby increase its

funding from the State. Instructional Service Agreements are one way that a college can generate additional FTES. The College recently completed Instructional Service Agreements with two entities, San Francisco Police Department and the FIELD (Farmworker Institute for Education and Leadership Development) organization based in the Central Valley (SSP7.8; SSP7.9). These agreements should lead to an increase of several hundred FTES during FY 2012-2013 and also the possibility for continuing these agreements for several more years.

The Budget Committee (BC) was constituted in FY 2011-2012 as part of a revised Governance Structure. This committee was designed to have a more active role than in the past when the committee's role was oversight only. The BC works in partnership with the College Council and the Planning Committee to support an integrated Planning System. It is comprised of members representing all of the constituent groups of the College.

The Budget Committee is intended to serve as the primary advisor to the campus governance body on the short-term and long-term budget implications associated with the implementation of the College's plans and vision. (SSP7.10) Key outcomes include:

- Developing, maintaining and communicating to the campus community budget development guidelines.

- Making fiscal recommendations which support the College's plans and vision and are consistent with

the established budget development guidelines.

- Assisting in the development of a budget which supports the College's plans and vision and is consistent with the established budget development guidelines.

- Providing oversight and promoting transparency of the budgetary process.

- Facilitating communication of budgetary information to the campus community.

During fall 2012, the BC revisited its role and sought to further refine the COS Budget Development Process. The objectives included a refinement of the operation of the COS Annual Budget Development Process, activities and timelines. This objective was accomplished December 11, 2012 (SSP7.11). Additionally, the Budget Development Process for 2013-14 was sent to the campus January 22, 2013 (SSP7.12).

Acquisition of additional funds to supplement the normal funds that we receive for operations is pursued on an ongoing basis by many COS employees. The Institutional Advancement Office is specifically tasked with coordinating "grant writing" efforts for the College. The College receives about $1.7M in grants each year (SSP7.13), funding a variety of services and programs throughout the institution. In 2011, the COS Foundation completed the five-year Rural Health Sciences Institute endowment, raising $1.1M (SSP7.14). The endowment provided $29,000 for equipment needs in the first year of

2012/13. Succeeding years will provide larger amounts as the endowment matures. The Foundation annually raises over $100,000 per year, much of it for restricted purposes (SSP7.15). The Foundation Board of Directors determines priorities for unrestricted funds. During 2011-12, the Foundation Board allocated $19,000 for the new Physical Science Building lobby furniture. Necessary improvements in the COS utilization of the Banner operating system are being identified by the Banner Steering Committee. Several needs in this area were highlighted by the findings and recommendations of the recently completed Annual Audit for FY 2010-2011. Appropriate consultants are being identified to address these improvements to the COS Banner system (SSP7.16).

IMPACT ON INSTITUTIONAL EFFECTIVENESS

The impact of having sufficient resources to support institutional effectiveness cannot be understated. The annual audits, compliance audits, regular reports to funding entities, all reflect that COS is an exemplary steward of its many resources.

The Budged Committee strives to keep the campus community better informed and to provide a more participatory environment relative to the institutions budget and fiscal affairs.

TIMELINES TO COMPLETION

Efforts in this area are constant and ongoing.

EVIDENCE

Reference #	Reference Title
SSP7.1	Educational Master Plan 2010-14
SSP7.2	Educational Master Plan 2010-14 – Page 14 Student Learning 2.1
SSP7.3	Campus Connection January 2013, Page 2 & 3
SSP7.4	Enrollment Management Update 7-12-12 Report
SSP7.5	COS Final FY 2012-13 Budget
SSP7.6	Board minutes 4-3-12, Item 21
SSP7.7	Board minutes 1-8-13, Item 21
SSP7.8	Instructional Services Agreement – SF Police Academy
SSP7.9	Instructional Services Agreement – FIELD
SSP7.10	BC – Meeting Agenda's and Minutes, Training Modules, Resource Documents
SSP7.11	Budget Committee minutes 12-6-12, Item 2
SSP7.12	Budget Memo 1-22-13
SSP7.13	Board Minutes 08-07-12, Item 7
SSP7.14	Annual Report 2010-11, Page 3
SSP7.15	Annual Report 2011-12, Page 17
SSP7.16	Banner Steering Team minutes 6-28-12, Item 11.

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
In order to assist COS in gathering institutional data for planning, assessment and evaluation processes, a full-time institutional researcher should be added to the staff at COS.	Addressed in Self Study Plan #2.	Completed	
COS needs to develop specific instruments to assess its evaluation mechanisms to be used in systematic, ongoing evaluation. The addition of a full time researcher and SLO coordination officer would provide the institutional support necessary to assure implementation of such evaluation procedures.	Addressed in Self Study Plan #2.	Completed	
The College will hire an Institutional Researcher by March 2010.	Addressed in Self Study Plan #2.	Completed	
The College should either use TracDat, or purchase an alternative data management system, that will track learning outcomes (course-level, program-level, institution-level, General Education, certificate and degree-level) across disciplines. This data management system must be user-friendly to faculty in order to assist them in analyzing assessment data for the purpose of program improvement.	Addressed in Self Study Plan #3.		
Since it has been some time since the last validity studies on the COMPASS assessment instrument were conducted, the College should conduct an assessment instrument review. However, this endeavor should not	Addressed in Self Study Plan #2.	Completed	

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
be attempted until the position of Institutional Researcher is filled.			
As classification studies are conducted and job descriptions are reviewed, consideration should be given to adding explicit reference to knowledge of FERPA guidelines.		In progress/ ongoing	Human Resources Director & Enrollment Services
The College will fill the vacancy for a full-time, tenure-track librarian.		When budget improves	HR/VPSL
The Director of Library Services will review and evaluate the impact of proposed TTIP budget cuts and will communicate the findings to faculty and to Instruction Council.	Addressed in Self Study Plan #2.		
To insure consistency, the process used for checking accreditation status for U.S. and foreign-degree institutions will be conducted and be formalized in a desk audit document.	Addressed in Self Study Plan #5.	Completed	
The Instructional Division Deans and Directors will more closely monitor the progress of adjunct faculty evaluations throughout the semester to make sure that they are completed in a timely fashion.	Addressed in Self Study Plan #2.		
Supervisors and classified instructional aides and tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.	Addressed in Self Study Plan #2.		

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The District will identify and provide training for new EEO Hiring Committee representatives in order to increase the number of individuals available to serve on hiring committees.	Addressed in Self Study Plan #5.		
A District-wide Professional Development Plan will be developed to guide professional development activities coordination, fund allocation, and the measuring of the effectiveness of the professional development activities.	Addressed in Self Study Plan #2.		
The MOT Department will upgrade or replace the Facility Request system with a more robust and capable system, one which is automated and accessible via technology/internet and one which will maintain the accountability of the current system.	Addressed in Self Study Plan #6.		
The College will implement the Custodial Staffing and Standards recommendations to enable the provision of adequate custodial services to the District and to protect the public's investment.	Addressed in Self Study Plan #5.		
The MOT Department will upgrade or replace the MOT Service Request system with a more robust and capable system for data monitoring, report generation, trend analysis, and customer notifications.	Addressed in Self Study Plan #6.		
The MOT Department will develop formal safety standards for leased facilities.	Addressed in Self Study Plan #5.		

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
Technology Services and Human Resources, in collaboration with the Flex and Staff Development Committees, will create a plan to address technology training needs for College employees.	Addressed in Self Study Plan #2.		
The 2008-2013 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of an appropriate assignment of computers, and the inclusion of associated technology within the computer/technology replacement cycle.	Addressed in Self Study Plan #2.		
The mission of the Budget Committee will be changed to include analysis of past spending patterns and evaluating the pitfalls of proposed budget reductions. The committee will be charged with creating a three-year rolling budget to be used as a planning tool as well as a way to measure our progress.		In progress	Budget Committee
The College will formalize its programs for Board member development and orientation.	Orientation is conducted after new Board members are elected.	Completed	President

Self-Study Plan #8 – Safety, Security, and Accessibility

The College will upgrade the learning environment to ensure the safety, security, and accessibility of all students and staff, and to ensure the safety and security of all its resources.

DESCRIPTION OF PROGRESS MADE

Over the past three years the District budget has tightened and the opportunity to invest in physical plant and technology safety upgrades has been a priority when possible. Commitment to safety has been the focus. For example, locking campus doors at night became a primary concern in June 2011 when the night security staff positions for the Weed Campus were terminated due to lack of funding. Law enforcement responsibilities remained with the local law enforcement for both the Weed and Yreka Campuses. Adjustments to employee schedules were made in student lodging and custodial services to assure securing exterior doors in the evenings. Lodge staff transitioned one position from day shift to night shift, while custodial services adjusted employee hours to focus staff on campus closing hours.

These personnel adjustments caused examination of who was being issued keys, for what areas, and what purposes. Under the direction of the Director of Maintenance, the staff reviewed access control systems and determined that the key request forms the College was using were adequate if proper signing authority was followed. The communications about individual accountability for key control has been reinvigorated by following the authorization process for key requests.

An individual in Maintenance was assigned locksmith duties. That skilled employee became very aware of the benefit and importance of following the signature process. As a result, keys are no longer issued without a completed key request form. Similarly, when an employee leaves a position, collecting the keys is reviewed. The key return process didn't need to be changed; however, Maintenance and the Administrative Services Office identified the positions responsible for key return. Specifically, an employee's direct supervisor is to assure keys are returned to them upon separation. The keys are then turned into the individual responsible for locksmith duties. The Vice President of Administrative Services Office follows-up with employees who fail to return keys. The Payroll Office is notified not to distribute the final pay check until the keys are returned after two requests for key return. Communication of the key control system affects the safety of learning resources for students as shown by the College campus crime statistics (SSP8.1).

In the summer of 2012 a maintenance position on the Yreka Campus was eliminated due to lack of funds. That position was responsible for opening the campus in the morning. Maintenance staff reviewed their current resources and found that one of their maintenance employees was commuting from Yreka

each morning. It was decided that it would be acceptable for that employee to open the campus and conduct any maintenance functions before driving to the Weed Campus, his primary site of work. This modification of duty has worked well to meet the security needs of the learning environment for that satellite campus. Custodial services continue to secure the Yreka Campus at night.

Environmental safety for the College, including policy and procedure review, has been coordinated by the Vice President of Administrative Services (VPA). In the spring of 2012 the VPA requested that the Safety Committee incorporate duties for emergency response (SSP8.2). In the fall of 2012 a subcommittee was assigned to revise and draft an emergency response procedure (SSP8.3). Emergency Response Plans continue to improve, and in the spring of 2013, the California Highway Patrol used the Weed Campus as a training site for an active shooter intervention course. Also in the spring of 2013, staff identified as building stewards will participate in safety training on the Incident Command System, as well as train for their role in a crisis on campus. These physical security measures are important and are being worked on simultaneously with safe access to the College.

Progress on accessibility can be viewed in Section 504 Rehabilitation Act of 1973 and Section 508 Federal Information Technology Accessibility Initiative compliance. Section 504 compliance is monitored by the Vice President of Administrative Services and Section 508 compliance is monitored by the Assistant

Dean of Learning Resources and the website management team.

In 2010 when the campus had a Facilities and Grounds Committee, a compliance request regarding automatic door openers in new construction projects was reviewed (SSP8.4). The review resulted in the installation of automatic door openers in the Rural Health Sciences Institute at the Yreka Campus location. The installation of these devices offered improved access to that facility.

The ongoing web update process has been led by the Assistant Dean of Learning Resources who supervises the weblinks staff members. These staff member have taken a formal role in monitoring and assuring compliance of college web pages, as well as providing support for staff members who manage the College's web content. In addition to website compliance, the Information Technology Department reviews any software or computer hardware purchase for compliance with Section 508 accessibility.

Student surveys, such as the CCSSE and the ACT Student Opinion Survey, provide feedback about a variety of topics including student's ability to access online resources. In the spring of 2012. the ACT Student Satisfaction Survey identified that satisfaction of Library and Online Services for this college exceeded the national norm by 6% which was a significant finding (SSP8.5). This level of student satisfaction suggests that the progress made is successful and that college staff should continue with the current effort and review cycle.

IMPACT ON INSTITUTIONAL EFFECTIVENESS

Improvements in securing campus facilities in the wake of employee layoffs lead to revitalization of the existing key control system. Requiring each supervisor, by use of the key request form, to communicate expectations for issuing and using keys has been a major success for managing physical security of the College resources. Improvements to the key control system using electronic entry key fobs and software in new and remodeled facilities and working with the traditional keying resources have been an efficient process. The Safety Committee's focus on emergency preparedness, in addition to environmental safety, provides a comprehensive view of safety programs which will be reviewed as part of the normal program review cycle.

Progress toward accessibility of electronic and online resources is being achieved through identification of skilled staff that monitors campus web pages for compliance Section 508 standards.

TIMELINES TO COMPLETION

Emergency preparedness procedures, including training and practice activities, will be updated in the spring of 2013 and begin on a regular cycle according to the procedure. Website accessibility will be an ongoing and continuous project.

EVIDENCE

Reference #	Reference Title
SSP8.1	[Campus Crime Statistics Report](#)
SSP8.2	[Safety Committee Minutes 9-28-12, Item 4](#)
SSP8.3	[Safety Committee Minutes 10-22-12, Item 6](#)
SSP8.4	[Facilities and Grounds Minutes, 3-10-10, Item 4](#)
SSP8.5	[2012 ACT COS Student Opinion Survey, page 6 of the graphic report](#)

SPECIFIC PLANS

Specific Plan	Description of Progress	Timeline to Completion	Responsible Parties
The MOT Department will establish a more effective key control system with more accountability for improved tracking of issuance of keys, unauthorized use of keys by unaccountable individuals (students, etc.), loss control and accountability, and effective key retention (upon termination of employment of individuals).	Addressed in Self Study Plan #5.	Complete at this time; will review during Maintenance Program Review	Gino Peruzzi Lori Luddon
The College will establish a formal requirement for the frequency of meetings held by the 508/Accessibility Task Force to ensure the prioritization of completion of the remaining accessibility items to ensure accessibility for all students.	A group of staff were identified as website managers. The Web Team meets a few times per year to discuss web updates and assure compliance to accessibility.	Complete	Nancy Shepard David Fleet Anne-Marie Kuhelmann

Appendices

Alphabetical Listing of Evidence

Note: Active hyperlinks for the evidence in this Midterm Report can be found at the end of each chapter of the report.

2011-12 EMP Implementation Plan Form Original

2012 ACT COS Student Opinion Survey

Academic Management Process Basics 2012-13

Academic Program Review - Table 4 Instructions

Academic Program Review 2012 Instructions (Memo dated 11/20/2012)

Academic Program Review 2012 Template

Academic Program Review Report to the Board 10-19-2012

Academic Program Review Table 4 Template

Academic Program Reviews for AY 2010-11 (folder)

Academic Senate (folder)

ACT Student Opinion Survey Website

Administration Hiring Guidelines

Administrative Procedure 3050 – Institutional Code of Ethics

Administrative Procedure 5500 Standards of Conduct

Annual Report 2010-11

Annual Report 2011-12

Argos report list

Argos user list

Banner Budget Manager Training

Banner Leave System Training

Banner Security templates developed for Banner Student

Banner Steering Team minutes 6-28-12, Item 11.

Board Goals for 2010-11

Board Minutes 01-03-12

Board Minutes 08-07-12

Board Minutes 1-11-11

Board Minutes 12-11-12

Board Minutes 1-8-13

Board Minutes 4-3-12

Board Minutes 6-7-11

Board Minutes 7-11-12

Board of Trustees (minutes and agendas) (folder)

Board Policy 2715 – Code of Ethics/Standards of Practice

Board Policy 3050 Institutional Code of Ethics

Board Policy 3250 Institutional Planning and Evaluation

Board Policy 5500 – Standards of Conduct/Code of Conduct

Board Report 4501 Attachment

Budget Committee (Minutes and Agendas) (folder)

Budget Committee Charge

Budget Committee Meeting Agendas (folder)

Budget Committee Meeting Minutes (folder)

Budget Committee Minutes 12-6-12

Budget Dev Process Revised – College Council Meeting 12-11-12

Budget memo 1-22-13

Budget Request Form 2013-14

Campus Connection January 2013, Page 2 & 3

Campus Crime Statistics Report

Career & Technical Advisory Committee (folder)

CCCCO Distance Education Survey

CCSSE – Community College Survey of Student Engagement Website

Change Through Learning

College Council (folder)

College Council Minutes 09-11-12

College Council Minutes 10-23-12

College Council Minutes 11-08-12

College Council Minutes 11-22-12

College Council Minutes 11-27-12

College Council Minutes 12-11-12

College Council Minutes 1-24-12

College of the Siskiyous March 14, 2011 Accreditation Follow-Up Report

College of the Siskiyous March 6, 2012 Accreditation Follow-up Report

Completed SLO Proficiency Reports Fall 2012

COS District Audit FS 2011 (page 74 & 78)

COS Final FY 2012-13 Budget

COS Institutional Research Website

COS Planning Committee Charge

COS Rolling Reorganization Report of Assessment Results

Curriculum Approval Process Flow Chart

Curriculum Committee (folder)

Custodial Staffing Study 2002

Data Custodians-PAR Program Review 2011-2012 (for Results from Data Custodians Survey)

Educational Master Plan 2010-14

EMP 2010-2014 Revised Implementation Plan Form

EMP Development Process Assessment Results 2010-11

EMP Implementation Plan Advancement 2.1

EMP Implementation Plan Year 2 Student Learning 4.1

EMP Point Person Training Materials

EMP Year 1 Implementation Plans (folder)

EMP Year 2 Implementation Plans (folder)

EMP Year 3 Implementation Plan – Student Learning 2.1 Enrollment Management

Enrollment Management Report from 2011-12

Enrollment Management Update 7-12-12 Report

Equivalency Committee (folder)

Evaluation of 2011 Program Review Process – Results March 8, 2012

Examples – Impact of Program Review and Assessment Results on Program Decision-Making

External reporting calendar

Facilities and Grounds Minutes, 3-10-10, Item 4

Faculty Handbook (Updated July 2012)

Faculty Hiring Procedure

Faculty Professional Ethics Statement

Faculty Survey Summary 4-16-12

Flex Committee (folder)

Foreign Degree Evaluation

Foundation Board minutes and agendas (folder)

Foundation Executive Committee minutes and agendas (folder)

Human Resources Classified Job Descriptions Website

Institutional Program Review Completed Report 2011-112 (folder)

Institutional Program Review Completed Reports (folder)

Institutional Program Review Evaluation Workshop PowerPoint December 2012

Institutional Program Review Follow Up Survey Results Fall 2011

Institutional Program Review Instructions for Program Review

Institutional Program Review Orientation Day Training PowerPoint 2008-2011

Institutional Program Review Summer Workshop Evaluation Results – July 2011

Institutional Program Review Summer Workshop PowerPoint 07-2011

Institutional Research and Data Request Website

Instruction Council (folder)

Instructional Equipment Fund Request Form

Instructional Service Agreement – FIELD

Instructional Service Agreement – SF Police Academy

Library Card Request/Renewal Form

Library Reference Request Web Form

Library Website

List of Archived Courses

Maintenance Operations and Transportation Service Request Form

Memos to Implementation Teams

Mission Values Vision and Institutional Goals

Orientation Day Presentation on SLO Proficiency – Fall 2012

PACE 2012 Employee Climate Survey Report

Participatory Governance Model Document

Planning by Design: An Integrated Planning Model – Updated January 2013

Planning Committee (folder)

Planning Committee Budget Memo 4-4-12

Planning Committee Meeting Agendas (folder)

Planning Committee Meeting Minutes (folder)

Planning Committee Minutes 9-10-12

Planning Day Clicker Activity 4-24-2012 Summary Report

Planning Day Faculty Workshop 4-24-2012 SLO Activity

Planning Information to Support 2013-14 Budget Process

Policies Table

Procedure Proposal on Data Confidentiality

Procedures Table

Program Review Implications for Planning Dec 2012 – A Planning Committee Review of 2011 Program Reviews

Research Request Logs

Resource Request Summary From Program Review (Memo 1-29-2013)

Safety Committee (folder)

Safety Committee Minutes 09-28-12

Safety Committee Minutes 10-22-12

Schedule of Evaluation for Major Institutional Processes

SIG instructional e-mail sample (documentation and training instructions provided in the use of Argos)

SLO Electronic Survey - Results for 2011-12

SLO Electronic Survey – Template for 2011-12

SLO Proficiency Report Form (Blank Template)

Student Achievement Committee (folder)

Student Achievement Committee Formation Document

Student Achievement Committee Minutes 4-19-12

Student Achievement Committee Minutes 4-5-12

Student Achievement Committee Minutes 5-3-12

Student Learning Council Membership List

Student Learning Org Chart Dec 2012

Student Success Data for ASC

Student Use Data on Reading/Writing Lab (from sign-in data)

Technology Council (folder)