Self Evaluation Report of Educational Quality and Institutional Effectiveness

Prepared and Submitted in Support of Reaffirmation of Accreditation

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

Date Submitted: January 2016

Certification Page

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

From:
_____

Scotty Thomason
President/Superintendent

College of the Siskiyous
_____

800 College Avenue, Weed, California 96094
_____

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

President/Superintendent	Date
Vice President of Instruction	Date
Vice President of Student Services	Date
Vice President of Administrative Services	Date
President, Board of Trustees	Date
President, Academic Senate	Date
President, California School Employees Association	Date
Student Trustee	Date
Accreditation Liaison Officer	Date

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Introduction

[Instructions from the ACCJC: The introduction should include a brief history of the institution, including the year of establishment. The introduction should highlight the major developments that the institution has undergone since the last educational quality and institutional effectiveness review, including student enrollment data, summary data on the service area in terms of labor market, demographic and socio-economic data. The introduction should also include the names and locations, including addresses, of sites where 50% or more of a program, certificate or degree is available to students and any other off-campus sites or centers, including international sites. Institutions should clearly state in the Self Evaluation Report, as it does to the public, any specialized or programmatic accreditation held.]

Student Achievement Data and Institution-Set Standards

[Instructions from the ACCJC: Institutions are required to gather and analyze data on student achievement. Student achievement data provides the institution with basic information about achievement of its educational mission (see 5.4 i). ACCJC has developed a generic template for the presentation of disaggregated student achievement data that will assist institutions in implementing data-driven and informed evaluation and planning processes (Appendix G).

Institutions are also required to establish institution-set standards for success with respect to student achievement in relation to the institution's mission. Institutions are expected to set expectations for each of the areas of student achievement (See 5.4 vii), demonstrate that they gather data on these standards, analyze the results on student achievement, and make appropriate changes/improvements to increase student performance (Appendix H).

External evaluation teams will verify that institutions collect student achievement data and use it in the decision-making and integrated planning processes. Teams will also review the institution-set standards, determine their appropriateness and whether the institution is meeting its own expectations, and ensure that plans to improve student performance are developed and implemented whenever the standards are not met.]

Organization of the Self Evaluation Process

The institutional self evaluation process is an important part of the College's entire planning and evaluation cycle. The College's Planning By Design document includes the Institutional Self Evaluation for Accreditation as an integral step in evaluating the effectiveness and accomplishments of the preceding Educational Master Plan (EMP) and in preparing for the next iteration of the EMP. The College's typical self evaluation processes include integrating program review results with other institutional planning and evaluation activities. However, the institutional self evaluation process for accreditation adds another layer of extensive dialogue and reflection on the quality, effectiveness, and efficiency of the College's processes, programs, and services. This chapter of the Self Evaluation Report describes the activities of the College to create the report and to prepare for the visit from the external evaluation team.

TimeLine

In preparation for the comprehensive institutional evaluation visit in March 2016, the College kicked off its self-evaluation process by inviting Jack Pond to present a workshop on April 25, 2014, on the purpose of accreditation, the process, and the revised Standards of Accreditation, which were still being vetted by member institutions in the Western Association. This workshop was attended by _____ persons—faculty, staff, managers, and administrators.

The College officially began its institutional self-evaluation process in August 2014 with the formation of the Accreditation Steering Committee. The President/Superintendent and the ALO invited members of the campus community, ensuring to have at least one faculty member and one manager or administrator to lead the College's analysis of each section of the Standards of Accreditation. The ALO created a prospective timeline of activities for accomplishing the project. He presented this timeline to the whole campus community on Staff Orientation Day, August 14, 2014, and announced the members of the Steering Committee.

The timeline proceeded as follows:

August 2014	Form Standards Subcommittees
September 2014	Review Standards; begin discussing and researching. Identify how COS meets Standards.
October 2014	Complete program reviews. Continue identifying how COS meets Standards. Begin plans for improving if the College does not meet a Standard.
November 2014	Make simple improvements immediately. Assign complex improvements to appropriate group.

December 2014   Continue fixing and planning.

January 2015   Document completed fixes.
                 Planning Committee meets.
                 Standards subcommittees draft descriptions of how we meet
                 standards.

February 2015   EMP Planning continues.
                 Standards drafting continues.
                 Gather evidence.

March 2015   Date selected for the visit from the External Evaluation Team.
                 Drafts of all chapters of Self-Evaluation Report compiled and
                 vetted to campus.

April 2015   Campus provides feedback, including campus forums.

May 2015   Report revising: second draft.

June 2015   Second draft completed.

July 2015   Board of Trustees reviews 2nd draft of Self-Evaluation Report
                 (retreat or study session).

August 2015   Final revising, editing, and formatting.

September 2015   Board first reading for approval.

October 2015   Board second reading and approval.

November 2015   Report printed and website finalized with all evidence and
                 links.

December 2015   Report submitted to the ACCJC.

March 2016   The visiting team arrives.

Participation

Subcommittees that worked on each section of the Standards comprised members of the different constituent groups on campus. Each subcommittee discussed how the College meets the Standards, collected evidence of meeting the Standards, and wrote and edited their individual sections following the timeline above. Figure 1 summarizes the broad participation of the College's constituent groups in the self-evaluation process.

Figure 1: Summary of Participation by Constituent Group

Steering Committee	5 Administration 6 Faculty 3 Administrative support/Management
Standard I	2 Faculty 2 Administrative support/Management 4 Classified 1 Student
Standard II	5 Administration 9 Faculty 2 Administrative support/Management 3 Classified 1 Student
Standard III	3 Administration 5 Faculty 6 Administrative support/Management 4 Classified
Standard IV	2 Administration 5 Faculty 2 Administrative support/Management 2 Classified 2 Students 1 Trustee

The subcommittees met weekly or every other week to discuss findings and progress on their tasks. The ALO provided the teams with templates, guidelines, and samples for writing their sections of the report. Members of each team were provided access to a dedicated drive on the College's intranet where they could share drafts of their work and store evidence documents in electronic format.

Full campus participation occurred in Fall 2014 when all members of the College community were asked to respond to a survey regarding evidence of the College's meeting the Standards. Using Survey Monkey, the College presented the language of each Standard and asked participants whether they believed the College exceeds the standard, meets the standard, or does not meet the standard. Respondents were also given the opportunity to answer that they did not know one way or the other. To assist each of the Standards Subcommittees in their search for information, College personnel were also asked to respond to the following multiple choice question:

I know where there is evidence to support my answer (check all that apply):

☐ I know of related documents, printed or electronic, such as policies, procedures, reports, or memos.

☐ I can tell the story or provide the background.

☐ I know someone else who can tell the story or provide the background.

Using the data gathered from this survey, members of the Standards subcommittees contacted the survey respondents who knew where to find evidence, collected the relevant information, and began drafting their sections of the report.

<mark>[More to come]</mark>

Conclusion

The report which follows contains the data and analysis gathered in support of the College's claim that it meets the Standards of Accreditation.

Organizational Information

[Instructions from the ACCJC: The Institutional Self Evaluation Report should include organizational charts for the institution and for each major function, including names of individuals holding each position. In a corporate structure, the relationship to the accredited institution, including roles and responsibilities of both entities, must be included in this section. The institution should provide a list of its contracts with third-party providers and non-regionally accredited organizations.

Colleges in multi-college districts/systems must provide an account of whether primary responsibility for all or parts of specific functions that relate to the Standards are vested at the college or district level. The overview of the responsibilities of key functions in institutions in multi-college districts/systems must be presented in the form of a Functional Map. (Examples of Functional Maps can be found in Appendix E.) The institution should also provide an analysis of the effectiveness of this division of responsibilities.]

Certification of Continued Institutional Compliance with Eligibility Requirements

[Instructions from the ACCJC: The USDE, as part of the recognition process of accrediting commissions, requires that the accrediting commissions ensure their accredited institutions provide evidence they meet the commissions' eligibility requirements at any given time. The Institutional Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution meets the Eligibility Requirements (see 3.1 above). The Eligibility Requirements as well as the list of documents needed to substantiate continued eligibility can be found in Appendix F.]

Certification of Continued Institutional Compliance with Commission Policies

[Instructions from the ACCJC: The Accreditation Standards reference specific Commission policies. The Institutional Self Evaluation Report must address how the institution is in compliance with these policies in conjunction with their assessment of how they meet the Standards. Some Commission policies are not integrated in the Accreditation Standards. The Institutional Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution addresses policies specific to the college mission and activities. A complete list of the policies that institutions must specifically address can be found in Appendix A.]

Institutional Analysis of Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA: Mission

IA1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6).

Evidence of Meeting the Standard

College of the Siskiyous (COS) first adopted its mission statement in 1968, and since then it has been through several revisions. The mission statement, as well as the vision, was most recently updated after organized, college-wide conversations in 2013-2014 and approved by the Board of Trustees, January 14, 2014.

The College's mission statement was drafted with this standard in mind so it could be used to best serve current and future students. It also provides guidance in campus planning efforts (i. e. budgeting/resource allocation, instruction programming, etc.).

"College of the Siskiyous promotes learning and provides academic excellence"

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers - associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation; and its commitment to student learning and student achievement. Currently, the mission statement reads as follows:

Mission:

College of the Siskiyous promotes learning and provides academic excellence for today's global students through accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

Vision:

As a proud member of the California Community College system, our vision is to be the first choice for higher education in the communities we serve and beyond.

We are the provider of:

- Thorough and comprehensive transfer programs
- Career and technical education
- Workforce training and certification
- General education programs
- Basic skills acquisition
- Technological proficiency

These drive and support the economy of our region.

The staff and faculty of College of the Siskiyous are a caring and expert support team that increases student access, encourages lifelong learning and success, and improves retention, persistence, and completion.

Values:

- Integrity – Our decisions and actions reflect honesty, trust, and respect for all.
- Excellence – Our decisions and actions reflect our commitment to accountability, innovation, and learning.
- Openness – Our decisions and actions reflect open-minded transparent dialogue.

Institutional Goals: New Goals: Approved at the February 2015 Board Meeting. (minutes not posted as of 2/24/15)

#1. Promote and support educational goal completion for all students.
#2. Sustain institutional health and vitality to meet the needs of the community.
#3. Evaluate institutional effectiveness for continuous improvement.

Old Goals:

- Goal #1: In order to improve student persistence to goal completion, implement an integrated Student Achievement Program that increases student success across retention milestones.
- Goal #2: In order to maximize student access to COS given increasingly limited resources, implement a comprehensive enrollment management and revenue enhancement plan.
- Goal #3: In order to continuously improve learning in and out of the classroom, regularly assess student learning and student support service outcomes.
- Goal #4: In order to provide every employee the opportunity to meet their greatest potential, maximize our human resources through employee development and technological support.
- Goal #5: In order to foster a learning environment focused on student success, develop innovative and sustainable support service practices that are integrated with the Educational Master Plan.
- Goal #6: In order to ensure resource allocation promotes the priorities of the College and allows for unplanned challenges and opportunities, engage in an inclusive and long-range approach to budget development.
- Goal #7: In order to promote and support a county of life-long learners, build and nurture partnerships with local educational, governmental, business and cultural organizations.

Analysis and Evaluation

The College meets this standard. Through a regular review and update of our mission statement as well as our vision, values, and goals, we eIIIA14nsure that College of the Siskiyous is clearly focused. The broad educational purpose is to promote learning and provide academic excellence. As an open-access institution, we identify our intended student population as "today's global students." The types of degrees and other credentials we offer are broadly delineated as "associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation." Our commitment to student learning and student achievement is reinforced when we assert that we "promote(s) learning and provide(s) academic excellence…through accessible, flexible, affordable, and innovative education."

IA2. The institution uses data to determine how effectively it is accomplishing it mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

College of the Siskiyous conducts yearly program review updates and major program reviews every six years. Through this process, data is generated and examined on a cycle of continuous improvement analysis. Student educational needs are central to program review.

(requires password) College of the Siskiyous uses a planning by design model to discuss data and determine and implement institutional analysis and improvement.

The Noel Levitz – survey (Bart) measures student satisfaction and priorities; showing how satisfied students are, as well as what issues are important to them. (link not available)

The Educational Master Plan - June 7, 2011 (EMP) replaced the former Strategic Master Plan and is based on the Mission and Vision of the College. It seeks to integrate planning across the areas by directly identifying and connecting the chapters with one another and with the Institutional Goals. The Educational Master Plan (2010-2014) highlighted those things COS planned to focus attention on over the next four year period in pursuit of its Vision. The 2010-2014 Educational Master Plan contains goals, outcomes, and measurable objectives for each functional area.

The CCSSE - Community College Survey of Student Engagement allows Community Colleges to collect information from students about their educational experiences and level of engagement in college.

Analysis and Evaluation

The College meets the standard as we use data to measure effectiveness in accomplishing our mission and our mission directs instructional priorities. Our previous mission was unwieldy and we had difficulty identifying elements to measure and support. Our new mission statement is both simple and direct and crafted to reflect what we actually do. Our recent hiring of a true institutional researcher is allowing us to produce better data and thus do a better job of analyzing institutional effectiveness. Furthermore, our new mission statement has become the significant driver of the Educational Master Plan which directs into the decision-making process.

IA3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

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College of the Siskiyous conducts yearly academic program review updates and major program reviews every six years. Through this process, data is generated and examined on a cycle of continuous improvement analysis. Student educational needs are central to program review.

(requires password) College of the Siskiyous uses a planning by design model to discuss data and determine and implement institutional analysis and improvement.

The Program Consolidation/Discontinuance procedure allows for a systematic decision-making process should such an action become necessary. The primary reasons for program consolidation/discontinuance are:

1) To make necessary budget reductions due to decreased revenue to the College

2) To make resources available for a higher priority program at the College

3) Low student interest resulting in low enrollment

The purpose of the Curriculum Committee is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and California Education Code prior to submission to the District Governing Board for final approval.

Instruction Council – minutes reference "mission statement for Instruction Council and that Nancy Shepard will post on the web." Needs follow up with Nancy – where on web??

Analysis and Evaluation

The College meets the standard by having a vibrant academic program review and planning process that are aligned with the mission. Resource allocation is a challenge for this small, rural college where one-time grants and a disproportionate administrative component skew resource allocation. Currently, more than ten percent of the college's budget is used to fund administrative salaries and benefits.

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The mission statement is found on the COS website through various steps. The easiest access is from the homepage using the A-Z Index and choosing "M" for Mission.

The mission statement is published on page 1 of the Schedule of Classes and in the College Catalog. The mission statement is prominently displayed in campus offices at the Weed and Yreka Campuses. The mission statement is also published on monthly meeting agendas of the Board of Trustees.

The Mission is evaluated and revised via Board Policy 1200 and Administrative Procedure 1200, to ensure criteria are met and followed.

The Mission and Vision Task Force began a process of review in October 2013. The Campus was asked to review and comment. Open forum discussions were held in November 2013 to gather feedback. College Council reviewed the draft revised mission statement in November 2013. The updated mission and vision statements were forwarded to the Board of Trustees at their January 2014 monthly meeting for approval Board of Trustees, January 14, 2014.

Upon approval, the mission statement was printed and displayed in multiple buildings around campus, updated on the website, and added to the Schedule and Catalog.

Analysis and Evaluation

The College meets this standard. As part of the regular accreditation compliance, a committee comprising members of multiple campus constituencies met for several months and articulated an updated mission statement that was formally approved in January of 2015. College of the Siskiyous publishes this mission in no less than three places online and in every campus building.

Standard IB: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Student learning outcomes are developed, approved, and revised and reside in CurricUNET, our curriculum management software. The Curriculum Committee engages the entire faculty in sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

In Board Policy 5010 Chapter 5: Student Services outlines requirements for admissions in accordance to California Education Code 48800, 66800-66804, 76000-76001, and 76140 in addition to Labor Code 3077. Board Policy 5010 was adopted in 1968 and the latest revision was in June 3, 2014. It is paramount to College of the Siskiyous to improve upon, on a continuous basis, student learning and achievement. College of the Siskiyous has established specific committees (see COS Committee List and Roster) in order to provide a forum for which sustained, substantive, and collegial dialog can occur.

College of the Siskiyous assures student equity in educational programs and college services. In Administrative Policy 5300 (AP 5300) the College has established a Student Equity Plan *** Where is this information?

The College has substantive and continued efforts in order to measure and improve student learning and achievement. One of those efforts is through Program Review.******

Student Equity and Accessibility to Student Support Services published information on the web. http://www.siskiyous.edu/sss/whoiseligible.htm

Student Equity: Student Success Scorecard for data evidence http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=181#home

DataMart which gives us our comparison ranking with other colleges http://datamart.cccco.edu/datamart.aspx

Curriculum Committee provided an update to the Academic Senate on March 13, 2014 Academic Senate Meeting: March 13, 2015

In March 6, 2014 the Academic Senate discussed and approved Proposed Equivalency Procedure Equivalency Procedure

Academic Senate: Collegial dialog concerning new transfer degrees that will give students priority registration at CSUs. Program Review Committee Report and Equivalency Committee report. Academic Senate Meeting: February 13, 2014

Academic Senate: Collegial dialog concerning college hour which would improve student scheduling. Academic Senate Meeting: December 12, 2013

Academic Senate: Collegial dialog concerning compressed calendar going from 18 week to 16 week) and changing college hour (to benefit students). Which directly addresses institutional effectiveness and continuous improvement of student learning and achievement.

Collegial Dialog: Academic Senate Meeting Minutes October 10, 2013 Academic Senate Meeting: October 10, 2013

This link discusses the

Academic Senate: Collegial dialog concerning Curriculum Committee, Program Review Committee, and Compressed Calendar November 14, 2013 Academic Senate Meeting: November 14, 2013

http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx This is for definition purposes. Link to California Community Colleges Chancellor Office

Student Equity and Accessibility to Student Support Services published information on the web. Who is eligible. http://www.siskiyous.edu/sss/whoiseligible.htm

Student Equity: Student Success Scorecard for data evidence http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=181#home

DataMart which gives us our comparison ranking with other colleges http://datamart.cccco.edu/datamart.aspx

Collegial Dialog: Academic Senate Meeting Minutes http://www.siskiyous.edu/academicsenate/agendas-minutes/

Analysis and Evaluation

College of the Siskiyous meets this standard. An active and engaged Curriculum Committee who reports to the equally active and engaged Senate-of-the-whole demonstrate a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement. While our Program Review process floundered (and was even cancelled one year) under a previous administration, it has come back with renewed vigor. Through Academic Program Review, the institution evaluates its effectiveness and provides a platform for dialogue and a cycle of continuous improvement. We need to maintain our commitment to Program Review to ensure the process of systemic evaluation and continuous improvement is the foundation our institution.

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

Course management software (CurricuNet) houses all of the approved courses and their defined Student Learning Outcomes.

Survey for Collecting SLO Assessment Data This is just one of the data analysis tools used over the program review cycle to collate SLO success in instructional programs.

Instructional program reviews While College of the Siskiyous only used this software for a portion of the cycle, this is where the electronic versions are housed. Program reviews focus on using curricularly-defined student learning outcomes to create assessment data.

Annual Program Review Template for Instructional Areas: The templates indicate how we define and assess leaning outcomes.

Focused Program Review Template for Non-Instructional Areas: The templates indicate how we define and assess leaning outcomes.

Program Review Workshop July 2011 This workshop facilitated dialogue and collegial assessments.

Spring 2012 Planning Day "Assessment" Presentation to All Employees This was a training session that "Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED. Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED"

Spring 2012 Planning Day Slides From Administrators and Staff Work Session This training extended the discussion and analysis of learning outcomes to all non-instructional areas.

Analysis and Evaluation

College of the Siskiyous meets this standard. Although a previous administration was ambivalent about Program Review, a grassroots acknowledgement of the need for a program review process that allowed for the institution to make data-driven decisions was widely recognized. As the Program Review cycle was created by and for constituent groups, the process is organic and very useful. At all levels of both academic and non-academic program review, the institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Academic Program Reviews connect assessment data and student learning outcomes as maintained in the curriculum. Through curriculum, SLOs are defined. Through campus discussion, specific SLOs are chosen and evaluated. That data then becomes a core element of academic program reviews.

Non-academic program reviews are constructed in a similar fashion. HELP here, please, Bart!

IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

The California Community College Chancellor's office uses our data to generate a "scorecard" to measure how well we are achieving our goal of continuous improvement.

Scorecard information is linked to the College of the Siskiyous homepage.

Institutions Set Standards were recently reviewed at an Academic Senate Meeting. A subcommittee was formed and after reviewing five years of data determined institution-set standards as presented in Figure 2.

Analysis and Evaluation

The institution meets this standard. While a previous administration arbitrarily created standards, College of the Siskiyous now has set appropriate standards with thorough analysis and data to support them. As a part of Program review, we will continue to assess these standards and how well we are meeting them. This information will continue to be published with our scorecard.

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Instructional program reviews utilize assessment data and become the basis for institutional process which support student learning and achievement.

Committees

Spring 2012 Planning Day "Assessment" Presentation to All Employees This was a training session that "Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED. Ensure(d) that the information we collect about student learning, student success, and institutional effectiveness gets USED"

Figure 2: Institution Set Standards 201Figure 25

Success rate (overall)	65%
Number of degree completions Number of certificate completions Number of degree & certificate completions	
Number of transfers	140
CTE licensure pass rate (by program)	
• ADJ • EMT/Paramedic • FIRE • NURS	• 85% • 80% • 85% • 90%
CTE graduate employment rate	
• ADJ • EMT/Paramedic • FIRE • NURS	• 80% • 80% • 80% • 90%

[Spring 2012 Planning Day Slides From Administrators and Staff Work Session](#) This training extended the discussion and analysis of learning outcomes to all non-instructional areas.

Analysis and Evaluation

While we need to improve in this area, College of the Siskiyous does meet this standard. With the recent hiring of a new Institutional Researcher, the recommitment to Program Reviews as the starting point for budgetary decisions, and the increasing use of data across the campus, we are using a data-driven process to support student learning.

Figure 3: Program Review Flow Chart
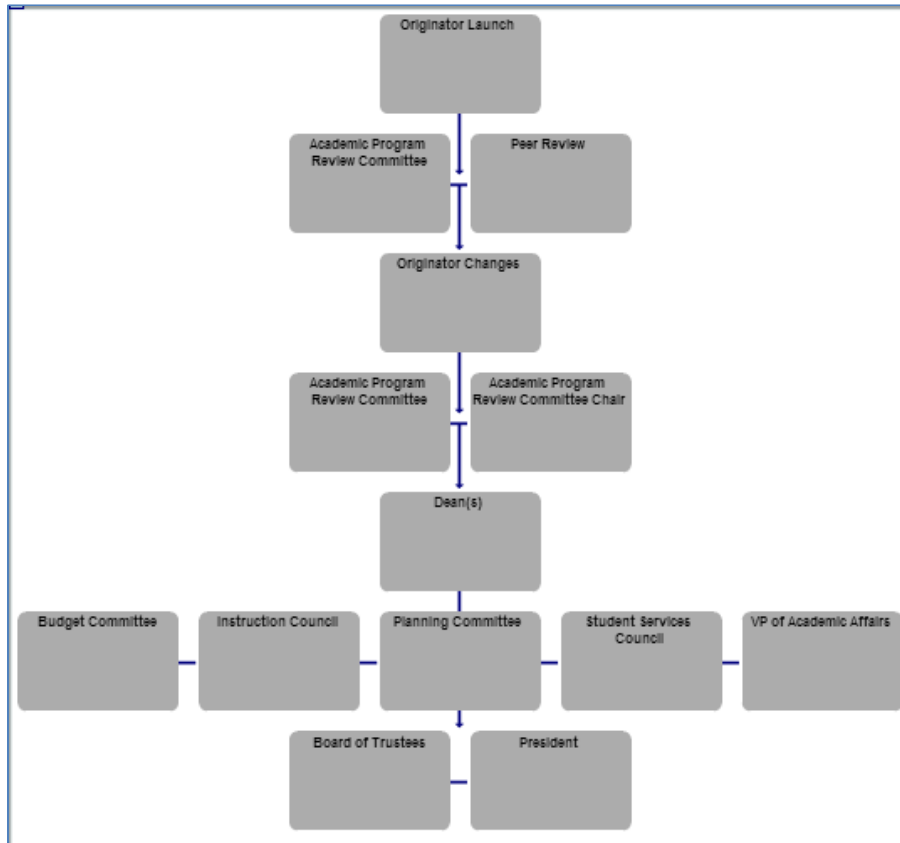
Institutional Effectiveness

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

See Nancy Shepard

Analysis and Evaluation

[Click **here** and type or paste details]

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

We do not currently meet this standard.

Analysis and Evaluation

College of the Siskiyous does not currently meet this standard. As a small, rural college, we have such small numbers of students in subgroups and have not had the ability to disaggregate data. As most community colleges in California and the Chancellor's office use CurricuNet for curriculum management, and CurricuNet does not currently allow SLO achievement data to be tied to particular students, we have not had a tool to disaggregate. We have informed CurricuNet of this serious issue and they are currently working on a tool to allow us to gather this data.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Instructional program reviews show the systematic evaluation of policies and practices across the curriculum as do our regular updates to the curriculum itself.

Curriculum and course outlines are required to be updated every six years. Institutional practice is to update on a three year cycle.

ACT - Student Opinion Survey is a one evaluation tool that allows for student input and evaluation of policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

CCSSE - Community College Survey of Student Engagement We have also conducted the CCSSE and the SENSE - Survey of Entering Student Engagement surveys to further the evaluation process.

Analysis and Evaluation

College of the Siskiyous meets this standard.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

http://www.siskiyous.edu/research/

http://www.siskiyous.edu/programreview/

http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=181

http://www.siskiyous.edu/index.htm   See link to scorecard

http://www.siskiyous.edu/accreditation/

The following links provide access to an abundance of evidence for this standard:

http://www.siskiyous.edu/committees/planning/

http://www.siskiyous.edu/par/

http://www.siskiyous.edu/programreview/

Analysis and Evaluation

[No details yet]

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

http://www.siskiyous.edu/programreview/

As in the previous standard, the links below can be used to find evidence:

http://www.siskiyous.edu/committees/planning/

http://www.siskiyous.edu/par/

http://www.siskiyous.edu/programreview/

Analysis and Evaluation

[No details yet]

Standard IC: Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

College of the Siskiyous devotes a web page to our accreditation status and efforts. The name of our accrediting agency is prominently placed on the first page of our College Catalog and Class Schedule to make it easy to find for the public and students.

Analysis and Evaluation

[No details yet]

IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote).

Evidence of Meeting the Standard

http://www.siskiyous.edu/catalog/catalog1415.pdf

Analysis and Evaluation

[No details yet]

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard

Following each semester the Public Relations office submits a press release regarding the President's Dean's Lists students to the local media

http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=181

Analysis and Evaluation

[No details yet]

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Courses of Study are defined and described including purpose, content, course requirements, and expected SLOs.

http://www.siskiyous.edu/catalog/catalog1415.pdf pg 39 General Education Student Learning Outcomes

http://www.siskiyous.edu/catalog/catalog1415.pdf   Starting on pg 46 Programs and Courses delineate for each degree and/or certificate

Analysis and Evaluation

[No details yet]

IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

http://www.curricunet.com/siskiyous/

Catalog updates http://www.siskiyous.edu/catalog/

Mission update date from A

http://www.siskiyous.edu/programreview/reports/2012_2013/12-13_FocusedProgramReview-PresidentsOffice%20final.pdf

Kathy Gassaway has master list of BPs & APs updated annually.

Analysis and Evaluation

[No details yet]

IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

http://www.siskiyous.edu/financialaid/costofattendance.htm

http://www.siskiyous.edu/bookstore/documents/booklistspring2015.pdf

http://nces.ed.gov/collegenavigator/?q=College+of+the+Siskiyous&s=all&id=123484

Analysis and Evaluation

[No details yet]

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard

Academic Integrity is a priority for COS. The College publishes in the Faculty Handbook that Faculty must adhere to factual accuracy and show restraint from discussing topics beyond their area of concentration. Furthermore, in the Procedure Manual under AP 3050, it refers to the Institutional Code of Ethics, wherein it states that employees of College of the Siskiyous shall be committed to the highest ideals of honor and integrity in activities involving public and professional relationships and activities. This policy also expresses all employees must have a commitment to excellence in education without compromising principles of ethical behavior.

The College believes academic freedom and responsibility is fundamental and essential in a teaching environment where intellectual pursuit of truth and knowledge can be encouraged. The College widely publishes its Principles and Responsibilities on Academic Freedom in Board Policy 4030 and on page 34 of the College's Faculty Handbook. Both sources are widely accessible on the COS website for the public, students, and faculty to view.

The College is highly committed to the free pursuit and dissemination of knowledge as evidence of its adoption of California Education Code Sections 76120 and 66301 in the College's Board Policy 3900; Which states students, employees, and members of the public have the right to exercise free expression.

Analysis and Evaluation

The role of COS as a learning institution is to provide a learning environment that provides a full spectrum of knowledge and perspectives. In order to accomplish that goal, academic freedom is essential and ensures an objective learning environment exists.

Faculty has the responsibility to ensure the curriculum is comprehensive and a platform is created that allows the student body to speak and write freely without institutional censorship. Additionally, Faculty must show respect for the opinions of others, be impartial when examining evidence and therefore present data in an unbiased manner.

The College has the responsibility to support, and even defend, academic freedom through the employment, promotion, and retention of Faculty who are free to present opinions of scholarly, literary, or artistic endeavors without fear of discrimination or harassment.

IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

College of the Siskiyous assures wide access to policies and procedures that promote honesty, responsibility and academic integrity by publishing them in various documents on throughout the College website.

To support the District's mission of providing an environment where students achieve their educational goals and objectives, employees are charged with upholding the District's Code of Professional Ethics.

The Board of Trustees instituted a Code of Ethics for its members in 1992 and it was most recently revised in 2011. Among the charges is to "respect others; act with civility".

One the College's Core Values is "Integrity - Our decisions and actions reflect honesty, trust, and respect for all."

This excerpt from #2 of the Faculty's Professional Ethics Statement addresses academic integrity:

…We make every reasonable effort to foster honest academic conduct and to ensure that our evaluations of students reflect each student's achievement. We respect the confidential nature of the relationship between instructor and student. We avoid any exploitation, harassment, or discriminatory treatment of students. We protect the students' academic freedom. (Aug 2013)

Page 14 of the Faculty Handbook recommends that instructors include a statement of expectations regarding academic honesty in their first day handout:

Please consider including the following additional information in your Course Syllabus:

- A statement of expectations regarding academic honesty.

During Adjunct Orientation part-time instructors are directed to use the Faculty Handbook as a general guide and are told they are are expected to follow the recommendations for their syllabus.

Students are made aware of expectations for honesty and conduct in the Student Handbook which is online and also available in hard copy in various offices on campus. It is also distributed to groups of students who participate in special programs. During first-time students' orientation they are encouraged to use both the College Catalog and Student Handbook to receive information vital to their success here.

Contained in the Student Handbook is the Student Code of Conduct which addresses academic honesty in number 13. Page 26 of the Student Handbook defines and addresses academic plagiarism. Students are informed of their responsibilities on Page 22 which includes "respect and support the rights of faculty, staff and other students".

Page 20 of the College Catalog includes a section on Behavior Standards. Students can learn of the consequences for their behavior in the Student Discipline Procedures.

The Free Speech Policy outlines the parameters for expressing the right to free speech on campus. It directs its focus on prohibiting demfamatory and obscene speech, as well as hate violence on campus.

Analysis and Evaluation

College of the Siskiyous meets this Standard by widely publishing expectations for student/staff conduct and related ethical behavior. The District holds faculty and staff to not only promoting the ethical behavior for students but for themselves as well.

IC9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty Handbook

Faculty evaluation criteria

Analysis and Evaluation

[No details yet]

IC10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

College of the Siskiyous strives to set internal standards for policies and procedures promoting honesty, responsibility and academic integrity by publishing them in various documents on the website.

To support the District's mission of providing an environment where students achieve their educational goals and objectives, employees are charged with upholding the District's Code of Professional Ethics.

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The Free Speech Policy outlines the parameters for expressing the right to free speech on campus. It directs its focus on prohibiting defamatory and obscene speech, as well as hate violence on campus.

Analysis and Evaluation

The College meets this Standard by assuring that College procedures, policies and other processes are up-to-date and readily available on the website. The campus community, both staff and students, are made aware of the resources available through orientations, classes and contact with peers/constituents.

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

NA

Analysis and Evaluation

[No details yet]

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

History of accreditation

Timelines for last visit

Analysis and Evaluation

==[No details yet]==

IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

MOUs

ISAs - http://www.siskiyous.edu/board/minutes/2013-2014/20140603minutes.pdf

Contract Renewal

POST - http://www.siskiyous.edu/board/minutes/2014-2015/07012014minutes.pdf

Siskiyou County Health & Human Services - http://www.siskiyous.edu/board/minutes/2014-2015/07012014minutes.pdf

Grants refunded

Nursing - http://www.siskiyous.edu/board/minutes/2014-2015/07012014minutes.pdf

ECE - http://www.siskiyous.edu/board/minutes/2014-2015/07012014minutes.pdf

ECE - http://www.siskiyous.edu/board/minutes/2014-2015/20141007minutes.pdf

2012-13 Grant activity - http://www.siskiyous.edu/board/minutes/2013-2014/20140204minutes.pdf

CTE Pathways - http://www.siskiyous.edu/board/minutes/2013-2014/20140204minutes.pdf

Bond Refunding - http://www.siskiyous.edu/board/minutes/2014-2015/20140805minutes.pdf

Analysis and Evaluation

==[No details yet]==

IC14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Page 12 of the Faculty Contract specifies Evaluation Criteria for Faculty that includes elements that contribute to student achievement and learning although neither of those is specifically called out.

Analysis and Evaluation

Despite some elements of the Faculty contract that focus on quality teaching, College of the Siskiyous does not meet this standard. Evaluations of Administrators and Staff do not appear to include any focus on high quality education, student achievement and student learning.

While all small colleges must play a balancing act between budgetary concerns and providing a quality education, College of the Siskiyous has primarily focused on generating revenue and cutting instructional costs. COS has failed to make high quality education, student achievement and student learning paramount to other objectives such as generating income. Virtually every Board of Trustees meeting in the last 5 years has had a financial discussion, discussed the state of the reserve and plans to increase the reserve, but has not discussed education quality, student achievement, or student learning.

Full-time faculty numbers have decreased by 31% while even very ineffective part-time faculty are kept on so as to not lose the FTE they generate. Currently, a tenured faculty member with excellent student evaluations is in the process of being laid off due to concerns over past FTE generation. This, despite the fact that the courses he teaches are required for transfer for many institutions and that there are no part-time faculty in the area who are qualified to teach these classes.

Classes are routinely cancelled because they don't have at least 15 – 20 students enrolled (or because faculty will not teach them for the college mandated partial pay,) despite the harm those cancellations have on student achievement.

Institutional Analysis of Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard IIA: Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard

The college is guided by its mission and board policy in offering a variety of programs of study which are widely found throughout higher education. All programs culminate in degrees or certificates and include clear student learning objectives.

The college mission (BP 1200) sets the tone:

> "College of the Siskiyous promotes learning and provides academic excellence for today's global students through accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation."

The mission is expanded on by BP 4020

> "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:
>
> o Appropriate involvement of the faculty and Academic Senate in all processes
> o Regular review and justification of programs and course descriptions

- o Opportunities for training for persons involved in aspects of curriculum development.
- o Consideration of job market and other related information for vocational and occupational programs.
- o All new programs and program deletions shall be approved by the Board."

The primary instrument for ensuring program appropriateness and quality is the Curriculum Committee Review process. All programs - new and those on review - are routed through a rigorous process in which first the dean, then the articulation officer, then the coding reviewer examines the proposal. Finally a full review by the curriculum committee sends the proposal on to the Academic Senate President, Dean of Learning Resources, Instruction Council, the Vice President of Instruction, and final the Board. Every aspect of the program is examined at multiple levels. (ref – the program process within currnet)

Curriculum Committee is also the filter through which program courses are initially examined and then reviewed every three years.

In addition, regular program review assures that programs remain relevant. Assessment of student learning outcomes is fed into the program review and is used to inform modifications in the program. (ref – prog rev process)

In Vocational Education, advisory committees regularly share their expertise with the college as to the relevance and appropriateness of programs in that area. This input is highly valued and used in making adjustments to programs. (ref – minutes to advisory meetings)

Analysis and Evaluation

College of the Siskiyous meets this standard. All instructional programs are tied to the institutional mission, they are all appropriate to higher education, and they all result in tangible outcomes.

IIA2. Faculty, including fulltime, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The college ensures that curricular standards are met, maintained and improved through its curriculum and program review committees, both of which are primarily faculty bodies and oversee processes which are faculty driven; and through the faculty evaluation process which incorporates elements that ensures that the course is being taught to the course outline of record.

<u>Curriculum Review</u>
New course and program proposals are subjected to a rigorous curricular review by relevant offices and individuals on campus which collectively ensure that content and methods of instruction are consistent with accepted professional standards. **(REF)** The Division Dean, Distance Learning Coordinator, Articulation Officer, Director of Instructional Services, discipline faculty and finally the curriculum committee as a whole all examine the proposal as part of the curriculum review process. In addition all courses are on a regular three year review cycle. **(REF)**

<u>Program Review</u>
All programs, instructional and support services, undergo an annual program review and a more rigorous three year review. **(REF - BOTH INSTR AND NON INST**) These reviews examine all aspects of the program, with the express goal of ensuring currency, relevance, and promoting strategies to promote student success.

<u>Faculty Evaluation Process</u>
The primary focus of the faculty evaluation process **(REF)** is to provide an opportunity for faculty to examine their own work with an eye to improving learning strategies and teaching and therefore promoting student success.

Analysis and Evaluation

College of the Siskiyous meets this standard, but we have room to improve systematizing the processes with which we evaluate our courses, programs and services.

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The college ensures that student learning outcomes are identified for all programs and courses as part of the curriculum review process; the Office of Instruction reviews all syllabi to ensure that the student learning outcomes are included, and the program review committee oversees the annual collection of assessments.

All Course Outlines of Record include the course student learning outcomes, the instructional methods with which those outcomes are addressed, the general method of assessing each outcome, and how each outcome maps to program or general education outcomes. (REF) Course outlines of record are on a three-year review cycle, ensuring currency.

At the beginning of each semester, the Office of Instruction collects syllabi for every course the college offers; office staff then reviews every syllabus to confirm the inclusion of the student learning outcomes in each document. (REF)

Using CurricuNet, every faculty member can enter real-time data on student achievement of selected outcomes. Each faculty member is asked to assess one outcome in each section of each course they teach each semester. (REF)

Analysis and Evaluation

College of the Siskiyous does not meet the standard. On the course level student learning objectives are identified in the course outline of record and communicated to students on the first day handouts. The college also has a procedure (using Curricunet) for reporting the regular assessment of course objectives.

However, at the degree or certificate granting level in the Liberal Arts and Science, student learning outcomes are often not clearly assessed as <u>Program</u> SLOs. There is no institution-wide mechanism for reporting program SLO assessment, and it is likely that the only assessment of program SLOs occurs as part and parcel of course SLO assessment. While there is no reason this couldn't function as adequate program SLO assessment, the college needs formalize a process and reporting mechanism for it.

IIA4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum

Evidence of Meeting the Standard

The college offers pre-collegiate coursework which is clearly identified as such using a clear numbering system. These pre-collegiate courses are supported with the same range of services that support collegiate coursework.

Pre-collegiate courses carry numbers between 0800 and 0899 and carry credit, but are not degree-applicable. (REF)   The Academic Success Center supports these courses with tutoring, math lab, writing lab and workshops. (REF)

Analysis and Evaluation

College of the Siskiyous meets this standard. However, the designation of course types in the catalog could be neater.

IIA5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course

sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

The college relies on the expertise of the faculty and advisory councils, along with oversight from the Curriculum Committee and Articulation Officer to ensure that all degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Oversight from the Articulation Officer and Curriculum Committee also ensures that minimum degree requirements are 60 semester credits.

The Curriculum Committee is composed of a minimum of four faculty members as well as the College's Articulation officer and the Vice President of Instruction. The Curriculum Committee uses criteria for approval of new courses and programs set forth in the California Community College Chancellor office's Program and Course Approval Handbook (REF) The Curriculum Committee also uses criteria set forth by the Title 5 Standards and Criteria for Courses and Classes (REF). These criteria include recommendations concerning: § 55002 - Standards and Criteria for Courses, § 55002.5 - Credit Hour, § 55003 - Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation § 55063 - Minimum Requirements for the Associate Degree, § 55070 - Credit Certificates, § 55100 - Course Approval, § 55130 - Approval of Credit Programs.

The college's courses and programs comply with the criteria in the California Community College Chancellor office's Program and Course Approval Handbook as well as the criteria in the Title 5 Standards and Criteria for Courses and Classes. In addition 149 of the College's courses articulate with California State University 2014-2015 Lower Division General Education requirements (ref college catalog pg 39). Additionally, 138 of the College's courses have been articulated to meet the 2014-2015 University of California and California State University Intersegmental General Education Transfer Curriculum. (ref pg 40 of the College Catalog). Also, 114 of the College's Courses have been articulated to transfer to Southern Oregon University to meet the 2014-2015 University Studies (General education) requirements. (Ref pg 41 of the College Catalog). Finally, 43 of the college's courses now have C-ID approval which means that they will transfer to any other California Community College, and will also articulate to four-year universities that have approved articulation with that C-ID designation. (http://www.c-id.net/course_compare.html)

The Curriculum Committee addresses the length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning by evaluating the following elements in every proposed new course and in every course that is due for three year review. (REF)

- Units and hours required to complete the course
- Prerequisites and advisories

- Transferability
- Justification and need for the course
- Student learning outcomes
- Methods of Instruction for achieving student learning outcomes
- Methods of assessment of student learning outcomes
- Link between student learning outcomes and GE SLO's for GE courses
- Work required outside of class
- Outline of course content
- Instructional materials including required textbooks
- Distance learning criteria

Faculty expertise, along with oversight and recommendations by counselors, the appropriate Dean, Articulation officer, and Vice President of Instruction is relied upon during the course approval process and three year review process to help ensure appropriate course sequencing, and time to completion follow practices common to American Higher education. (REF) Oversight by the Curriculum Committee, the Articulation officer, and appropriate Dean, is relied upon during the program approval process to ensure that minimum Associate degree requirements are 60 semester credits. (REF)

To ensure that Career and Technical education programs meet the above criteria, the College has also established Career and Technical Education Advisory Councils in the following nine programs: Administration of Justice, Alcohol and Drug Studies/Human Services, Business/Computer Arts, Computer Science, Early Childhood Education, EMT/paramedic, Fire/Emergency Response, Nursing, Welding, and Environmental Resources Power Generation. (REF)   These committees are composed of industry specific experts who semi-annually review and evaluate vocational courses and programs. These advisory committees also evaluate and assist in the development of proposed CTE courses and programs prior to Curriculum Committee review.

Analysis and Evaluation

College of the Siskiyous meets this standard. All of the college's degrees and certificates are conventional offerings; and all of the college's associate degrees are 60 semester units.

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

The curriculum review process (REF)   provides a clear and extensive process to assure the quality and improvement of all programs offered at the college. This process ensures the appropriate depth and rigor by approval of individual course outlines that make up the

program. The Curriculum Committee also reviews course sequencing and total number of units needed to complete a program to make certain that students can attain their educational goal in a reasonable period of time. Once a program is approved by the Curriculum Committee, it is approved by the college through its regular process that includes approval of the college president and the Board of Trustees prior to submittal to the Chancellor's office for approval. The course and program review cycles (REF) provide for continuous monitoring of all of the courses and programs offered at College of the Siskiyous. Information gleaned from these activities will ensure viability of these courses and programs. The academic deans, working with the faculty, design schedules to ensure that students are able to complete their educational goals in a timely manner. (REF)   Specific sequencing is provided in the college catalog (REF)   and class schedule (REF)   for completion of programs in a two-year cycle.

Analysis and Evaluation

College of the Siskiyous meets the standard.

IIA7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

College of the Siskiyous has developed an extensive video-conferencing network with classrooms at the Yreka Center and also in the more distant locations of Happy Camp and Tule Lake. (REF) This videoconferencing capability addresses the college's primary challenge in serving its student population, as the college's service area is huge, with its population scattered.   In addition we have a robust online schedule. (REF) Teaching faculty use a wide range of methodologies, consistent with those used by faculty everywhere.

The full range of support services is offered on the main campus – counseling and advising, disabled student services, tutoring and orientation. (REF)

Analysis and Evaluation

College of the Siskiyous does not meet the standard, in that it needs to make additional efforts to provide support services to students who doing their entire program of study in Happy Camp, Tule Lake, and online from even further reaches of the service area.

IIA8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The college's only department wide course or program examinations exist within the Division of Career and Technical Education, and all relevant examinations are sanctioned by external discipline entities which perform these functions. (REF) The college has representation (REF) on all of these external agencies and therefore input into the validation of the effectiveness of examinations sponsored by those agencies.

In addition, the institution uses the research data and information on diverse student populations and the community it serves as the basis for discussion, decision making, and planning in terms of scheduling and curriculum development. (REF) A key element in incorporating educational needs of students into the institutional and instructional planning processes is the instructional program review.

In addition to the two-year program review, there are annual program reviews that have current data including the information on SLOs, assessments, program improvements, staff support and resources. (REF) The institution employs the program review data in determining and planning what programs to offer, budgetary operations, in judging the educational quality, and in best serving the students and community. The program review update data are used in the planning process to prioritize goals across all areas of campus. To update stated learning outcomes and/or update curriculum required from certification agencies for Career and Technical Education programs, a two semester assessment schedule has been established which allows for alignment with state and national skill standards and time mandates from outside certification agencies. (REF)

The results of outcomes and assessment from courses are modified or restructured to align with state and national testing and certifications which include:

1. Nursing
   a. Certified Nursing Assistant
   b. Licensed Vocational Nursing
   c. Registered Nursing
2. Paramedic
3. Administration of Justice
   a. a) Level II Reserve Officer Training
   b. b) Level III Reserve Officer Training
4. Fire–Emergency Response Technology
   a. Fire Fighter I, II, & II
   b. Fire Officer
   c. 18 Fire-Emergency Response Certificates
5. Welding Technology
   a. 8 American Welding Society Certificates
6. Alcohol & Drug/Human Services
7. Early Childhood Education
   a. Foster Care Licensure
   b. Child Development Permits

Analysis and Evaluation

College of the Siskiyous meets the standard.

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

The college uses the Course Outline of Record to ensure that student progress is linked to completion of student learning outcomes and that the assignment of units to student work is consistent with general accepted practice. **(REF)** The college does not offer clock hour based courses.

- Course outlines require student learning outcomes. The College of the Siskiyous' Curriculum Committee reviews each new and revised course to ensure student learning outcomes and assessments to measure these learning outcomes are identified. Instructors submit grades for each course based on the students' level of achievement of the learning outcomes. The institution awards credit, based on a recorded passing grade according to the uniform standards of section 55023 of Title V of the California Code of Regulations (Ref. 2.15).

- Requirements for credit (hours per unit) are included in each Course Outline of Record. (REF) These requirements for credit (48-54 hours per 1 unit of lab or 16-18 hours per 1 unit of lecture) are based on Title V of the California Code of Regulations section 55002.5 and the COS Curriculum Handbook.

- To assure comparative consistency with other institutions of higher education, units of credit for courses are determined by the program faculty and the Curriculum Committee, with assistance from the Articulation Office and the director of Instructional Services.

- All course outlines identify the number of units that students will earn upon successful completion of a course. These units of credit for each course are publicized in the College Catalog and in the Schedule of Classes. Instructors also include this information on their first-day handouts. Explanations of grades and how credit is awarded are also contained in the College Catalog. (REF)

- The College also awards credit in accordance with Board Policy 4100.

- Degrees and certificates are awarded based on successful completion of all courses included in that course of study.

Analysis and Evaluation

College of the Siskiyous meets the standard. However, as noted in Standard 2A3, program SLO assessment needs work.

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

The college publishes its transfer of credit policies both online and in the catalog. (REF) Under the direction of the articulation officer, counseling staff promptly processes articulation requests, often utilizing discipline faculty as resources. The evaluation of these requests prominently includes an examination the student learning outcomes.

The college has standing articulation agreements with many institutions, including the University of California system, the California State University system, Southern Oregon University, Oregon Institute of Technology, Simpson College, and many others. (REF)

Analysis and Evaluation

College of the Siskiyous meets the standard.

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

For the purposes of this standard the college considers a program as any course of study which results in a degree or certificate. All degrees include an associate degree general education component, and the College of the Siskiyous General Education program **(REF)** includes components in communication, information, and quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives. In addition, each degree has program-specific learning objectives which are mapped to the student learning objectives of the coursework required for the degree. **(REF)**

Analysis and Evaluation

College of the Siskiyous meets the standard.

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

All of the college's degree programs include general education components which are based on the general education philosophy. (REF) The GE philosophy was articulated by Academic Senate and appears in the college catalog on page 36. The learning outcomes that stem from the GE philosophy appear immediately after the philosophy in the catalog and collectively encompass the components listed in the standard.

When a course is proposed for satisfying a general education component, faculty in the GE area are consulted as to whether the course learning objectives meet the GE learning objectives. (REF)

Analysis and Evaluation

College of the Siskiyous meets the standard.

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The college offers only associate degrees, all of which focus on specific disciplines, (REF) and are centered on core courses within those disciplines which include learning outcomes that reflect the core theories, concepts and skills associated with each discipline.

Analysis and Evaluation

College of the Siskiyous meets the standard

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College has strong relationships with industry and licensing entities, ensuring that program competencies are relevant and current. (REF)

Through the course syllabus, students are informed of the course Student Learning Outcomes each department has identified. Degrees and certificates are awarded upon completion of the coursework and certification and licensure requirements and testing that are aligned with state and national skill standards and state and national testing. Licensure of successful graduates is listed on a national or state data base. (REF) The student has therefore achieved a level of competency in each of the identified Program Learning Outcomes with the completion of all courses required for the certificates or degrees.

Examples of Career & Technical Education certification testing includes:

1. Welding Technology:
    American Welding Society Certifications

2. Paramedic:
    Paramedic National Registry Examination

3. Administration of Justice:
    California Police Officer Service Training Certification (POST)

4. Nursing:
    National Council Licensure Examination

5. Fire Technology:
    California State Fire Marshal Certification

6. Early Childhood Development:
    California Foster Care Licensure

Analysis and Evaluation

College of the Siskiyous meets the standard

IIA15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The college has eliminated only one program in recent memory (just last year), and reached out to every affected student to ensure that he or she would be able to complete the program of study. The college's commitment to those students is reflected in that the courses that are currently being taught for those students are being taught with fewer than five students per section. (REF)

Analysis and Evaluation

College of the Siskiyous meets the standard

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Instructional program reviews are performed annually. While the format has changed frequently over the last few years for a variety of reasons, instructional programs have regularly evaluated themselves. And part of that process (regardless of the format) has always been currency, quality and improvement (evidence - all PRs over the past 6 years). Much of the variability in format has arisen from difficulties in implementing the program review function of Curricunet. But the program reviews for AY 12/13 and AY13/14 have been successfully completed, and the AY 13/14 program reviews generated resource and personnel requests that fed directly into the process with which resources were distributed. (REF)

Though the link to resource allocation has only been implemented recently, (REF) program reviews have always been used by each program to inform its decisions on how to improve student outcomes.

Analysis and Evaluation

College of the Siskiyous does not yet meet the standard. While individual programs continually strive to improve, there is no systematic institutional system in place that focuses on enhancing learning outcomes and student achievement.

In addition, having program reviews drive resource allocation does not happen regularly. Mechanisms to ensure that linkage is regular are being put in place.

Standard IIB: Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

The College of the Siskiyous meets standard II.B.1 by:

- Providing a staffed Library on the Weed campus and a staffed Academic Success Center on both the Weed and Yreka campuses
- Offering a variety of services through the Library and ASC that are designed to meet student needs including library collections, computer labs, tutoring, learning technology and instruction
- Making Library and ASC services available to all students regardless of location

The Library is open 8:00 a.m. to 5:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Friday while Fall/Spring classes are in session. Staff help is available all open hours in person, by email and by phone. There are no weekend or evening hours. For the past several years, the Library's summer session hours have been 10:00am to 2:00 p.m. Monday through Thursday, Campus is closed on Friday. Hours are posted outside the Library and on the Library's web site. The Library web site also has complete contact information; Library staff is available to help students during all open hours in person, by phone or by email. Student surveys indicate that students wish we were open more hours.

Library staff work under the general direction of the Associate Dean of Learning Resources and Technology. The staffing includes a full-time Faculty Librarian, and two full-time 12 month Instructional Support Services 2 – Library positions. The Library also employs several part-time student workers, usually between four and six per Fall/Spring semester (there is usually only one student employee in the summer).

The Library is Wi-Fi zone with 48 study carrel cubbies, most with electrical outlets. Study areas also include 12 tables with chairs and 13 arm chairs. The Library also has 19 student computer workstations (new for the start of Spring 2015 semester). A networked B&W printer is available for students for free. Color printing is available upon request for a small fee (25 cents/page). A scanner (free) and photocopier (10 cents/page) are also available.

In addition, the Library provides a group study room (LRC 8) available on a first come/first serve basis. The room is currently equipped with a white board and TV with video & DVD player. The Library is working to find funding to upgrade the equipment in this space and make it more versatile. Info about study spaces, printing, etc. are on the Library's FAQs.

The Library does not have a physical presence on the Yreka campus other than in f2f instruction sessions. In Spring 2014 the Library experimented with "bookmobile" library visits to Yreka campus, setting up a reference desk where students could get cards and ask for research help, and bringing a variety materials for people to check out. The Library would like to create a more structured visitation program but feels that in order to be successful it needs to be in coordination with the Yreka Campus Director. Current (and hopefully) temporary library staff shortages may also make this difficult. Yreka-based students and staff can request that library materials be sent to Yreka for pick-up (info about this service is on the Library FAQs).

The Library houses approximately 50,000 books, 33 current print periodical subscriptions and 7,500 media titles. The library budget has remained fairly flat. It has been difficult to maintain a sufficient print collection and have a robust online collection to support our many online and distance students (these materials support our f2f students as well of course). The print collection has suffered in terms of quantity, currency and variety.

Reserves are compiled and offered for as many f2f classes as possible each semester, focusing on required textbooks. Unfortunately reserves are not available for students who cannot visit the Library in person. Info about reserves is on the Library's FAQ page.

Starting Fall 2014, the Library was able to offer limited interlibrary loan (ILL) services again to COS employees. ILL is not yet available for students. ILL expands our collection by allowing faculty and staff to have access to the materials they need, even if those materials are not in the Library's current collection. The Library was unable to offer ILL 2010-2014 due to staff and budget shortages.

The Library's 32 online databases provide access to over 58,000 online full text ebooks, tens of thousands of full text online periodicals and approximately 41,700 streaming video titles (Films On Demand). eBook collections from *ebrary* and *Credo* are continuously updated and weeded for currency.

Materials are chosen in a wide range of topics to support all courses in general, and sometimes to support a specific assignment. Materials are chosen using book reviews. Requests from faculty, staff and students are also considered.

The Library has focused on online collections, such as ebooks and a high quality nursing article database, *CINAHL* Plus full text (chosen by nursing faculty), to better support our Yreka-based nursing program. Other materials have also been specifically selected to support frequently-offered online classes such as medical terminology (Taber's Cyclopedia Medical Dictionary for NURS 1045) and ENGL 1001 (Oxford English Dictionary online).

Online databases and collections provide excellent access to resources for students 24/7 regardless of location. Off-campus access to the Library's databases requires a library card number and password. Library cards are free for all currently enrolled students and can be requested in person or online.

The Library web site provides information about Library use and services, particularly in our FAQs and "Services to…" fliers. The Library's "How do I …?" page provides handouts and video tutorials explaining how to use the library's online resources and basic research skills.

Online materials support instructor use as well, many of whom are out of the area. The format of these materials can be used with online courses and, using a supplemental web site or Etudes space, with f2f classes. Online materials include streaming video, text-based materials as well as some audio and visual materials. Instructions for using online materials are provided to instructors on the Library's Services to Faculty page. The Library sometimes offers workshops for faculty and provides pre-approved Flex materials.

Individual instruction is available at the reference desk in person, as well as by mail, by phone, and by email. An "Ask Us" form is also available on our web site and is embedded in many of our databases.

With no faculty librarian May 2008 – March 2012, and only a Part-time Faculty Librarian from March 2012-July 2014, the library was not able to offer much instruction for several years but has been slowly adding offerings. In Fall 2014, with the start of the full-time librarian position, the Library was able to offer 9 instructional sessions (6 f2f in Weed, 2 f2f in Yreka, 1 videoconferenced). There are currently 9 instruction sessions scheduled for the Spring 2015 semester (6 f2f in Weed, 2 f2f in Yreka, 1 videoconferenced). The Librarian has worked with a variety of classes, from ENG to NURS/EMT to SPAN to BIO to ECE.

The library could definitely do better at offering instruction for our online students and the library plans to include improvement in this area as a goal in this year's program review. The faculty librarian has recently completed Etudes instructor training and is now actively working to offer more support in our online classes. There is a COS Library link added by default to all course shells in Etudes.

The library participates in the Student Success Seminar series, a Basic Skills initiative, offering free workshops (open to all students) on basic research skills such as using the library catalog, database searching techniques and web site evaluation. For the past several years the Library has offered 6-8 seminars per semester, and recently, one additional one in Yreka per semester. Students who participate in f2f SOAR sessions receive a library tour and information (SOAR = Siskiyous Orientation, Advising and Registration).

The Academic Success Center (ASC) at the College of the Siskiyous is a self-contained area within the Learning Resource Center. The ASC is open from 8-5 Monday-Thursday

and 8-2 on Fridays. This center is a place where students can get help in Math, Writing, Reading or sit down and type a paper in a quiet environment. The ASC has various areas for the student depending on their need at the time.

The Math Lab is located upstairs in the loft of the ASC. It has 12 computers, all of them have the Hawkes Math Software installed on them. There is also one printer as well. The ASC tries to have a faculty member on duty in the Math Lab at all times as well as student tutors who can assist with various levels of math. In some cases there may be a drop-in tutor that students can ask for assistance w/out making a tutoring appointment.

The Writing Lab is an area that holds English classes as well as a quiet place to type a paper. There are 12 computers and one printer in the Writing Lab for student use, one of which is DSPS capable. There are faculty members and instructional aids with whom the students can make appointments to review their respective papers with. The Writing Lab also incorporates the Reading Lab in which those deficient in reading at the College level can work on their skills.

All registered COS students can make an appointment for free tutoring services, regardless of location. Drop-in tutoring is available in the Math Lab. Most tutoring takes place in the ASC on the Weed Campus. Tutoring sessions for Yreka and other locations may be in person or may take place by videoconferencing or another appropriate method.

The main area of the ASC is one that holds 23 computers, 4 of which are DSPS capable, and two printers for student usage. They all have the Hawkes Math Software installed as well as Microsoft Office and the internet. The ASC also has 3 scanners for student use in the main area. Learning Resource Center Room 2, commonly known as the "Fish Bowl," is a place that has various uses within the ASC. Supervised tutoring for athletes is held there from 8-1 Monday through Thursdays; Student Success Seminars are held in the Fish Bowl as well. LRC-2 has 20 computers and 1 printer for student use and has specialty software such as Gamemaker installed only on those computers. They also have Hawkes, Microsoft and the internet.

The Student Help Desk is based in the ASC and has a variety of functions. Those assigned to it can help reset Navigator and Student E-mail passwords, and assist students with resetting their Etudes passwords among other functions.

In Yreka, the ASC has seen an increase in hours from the Fall 2014 Semester and is open from 8-5 Monday - Thursday and 10:30-2 on Fridays. They have 26 computers, 1 which is DSPS capable, and 1 printer for students to use. There is assistance with Math and English/Writing available to students. The Yreka ASC recently purchased a video camera for one of their computers to facilitate tutoring services by videoconferencing.

Analysis and Evaluation

The College of the Siskiyous meets standard IIB1. The College provides a staffed Library on the Weed campus and a staffed Academic Success Center on both the Weed and Yreka campuses. Both the Library and ASC offer a variety of services that are designed

to support student learning needs including library collections, computer labs, tutoring, learning technology and instruction. For the most part, these services are available to all students regardless of location.

While COS does meet the standard overall, there are few areas where we see room for improvement.

- The Library and ASC need to do more to raise campus awareness of their services, especially for Yreka-based and distance services. For example, many COS employees and students are unaware that they can have books sent to them at the Yreka campus, or that free tutoring services are available by other means (such as videoconference) if face-to-face is not possible.
- The Library and ASC are often asked to increase their hours into the evening and on weekends. This is not possible at current staffing levels and will require increased budgets in these areas. Further study is needed to determine whether or not additional hours would actually be used. The Library and ASC now offer extended hours the week before finals.
- In recent years the Library has chosen to subscribe to large ebook databases in order to help maintain a book collection of sufficient quantity, currency, depth and variety and that is available to students at any location. Due to budget constraints, this has been at the expense of the physical book collection. The Library is working to find a better budget balance so that the physical book collection can also remain sufficient in quantity, currency, depth and variety.
- The Library does not currently have a physical presence on the Yreka campus; having one might improve the Library's ability to provide services to Yreka-based students and staff.
- The Library would like to have a greater role in supporting the College's Information Competency SLO (Area A) (p.36 of the 2014-2015 Catalog). With the recent restoration of the faculty librarian position, the Library is currently trying to rebuild its classroom instruction program for both f2f and online classes.

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

According to the campus-wide survey conducted in fall of 2014, nearly 79% of the respondents believe we meet or exceed this standard. Roughly 18% of the respondents indicated they did not know if we met the standard and less than 4.5% thought we did not meet this standard.

The following evidence indicates that COS maintains and selects our technology-related equipment and material according to this standard

- Technology Council discusses the practices and policies of Technology Services to ensure this group meets the needs of the campus. Technology council met consistently in 2010, 2011 and spring of 2012 and has begun meeting again in fall of 2014. This council has wide membership including faculty, librarians, learning support service professions such as the Director of DSPS, as well as the Technology Services Director and staff members. Technology minutes reflect the membership and topics discussed.
- Meeting this standard is clearly a priority for our Technology Services department. In our last Educational Master Plan, Technology goal 1.2 stated "Decisions around technology are collectively made between Technology and Student Learning and are aligned on all campuses." In the final progress report on this goal, the Point Person indicated that Technology Council would play a large role in this and needed to reform. (As indicated above, this council began meeting again in fall of 2014.) This goal has been recommended for inclusion in our next EMP indicating we feel we could improve in this area.
- The Technology Services department has standards for equipment purchase and maintenance. However, if faculty or learning support staff personnel wish to purchase other equipment, they can discuss this with Technology Services. Technology Services reviews and approves all technology-related purchases. This review process can start the conversation about the purchase if it has not been started prior to making the request.
- Everyone on campus receives information on how to get their immediate or longer-term needs met by our Technology Services Department. Most recently, this happened via an email sent on 10/24/2014.
- The Helpdesk program allows anyone on campus to submit a request for help from the IT department for maintenance, software installation or updates, equipment installation or repair, etc. The Helpdesk received an average of over 1,300 requests annually from 2008 to 2014, indicating the campus uses this service. We feel this system helps IT support the mission of the college.

The following evidence indicates that COS maintains and selects our library equipment and materials according to this standard

- Library personnel use guidance for library professionals and the guidance of COS faculty and staff when selecting materials for our collection. For example,

    o Library personnel meet regularly with northstate CCL group and attend trainings.
    o The library uses reviews from journals and CCL-EAR (databases), which are written by and for library professionals, when selecting materials.
    o Library personnel send updates to the campus regarding major adds/changes to collection (mostly databases)
    o Recent collection decisions have been weighted toward online material to better serve faculty teaching online and distant students. In Academic Year 2010-11, 65.8%% of the library's collection expenditures were for ebooks and other online resources. In AY 2013-14, that number increased to 74.1%.

- o The library solicits input from faculty for the collection, including its "weeding", by posting a general invitation for input on the Services to Faculty web page. Direct request for input from specific groups are also made via email. Examples of these types of communications include:

    - A survey sent to science faculty members regarding their general library needs,
    - Emails sent to specific groups for input about specific resources including the science faculty regarding *JoVE* science video collection, the Modern Languages faculty regarding the *Oxford English Dictionary online* (OED); all faculty regarding our pro-con databases (*OVIC* vs. *SIRS*); and Nursing faculty with regards to *CINAHL* (databases) and ebooks.
    - Emails to specific instructors that have assignments involving library materials or about the suitability of specific titles in their area of expertise.
    - Communications between library and library personnel about materials placed on Reserve

- The selection of equipment for the library is also done in a manner consistent with this standard. Some specific examples include:

    - o As a result of concerns voiced by faculty and learning support staff for our ESL students, Mango and other ESL materials were purchased for the library
    - o DSPS staff were involved with the relocating of a video enlarger from the library to a more useful location
    - o Mathematics faculty were consulted before the purchase of Hawkes
    - o computer software for the Learning Resources Center

COS makes 1.4 million copies per year. The purchase of copiers and associated materials is also done in a manner consistent with this standard.

- Different copiers are leased and sited based on usage, which is determined by reviewing copy accounts.
- COS has two copiers available for all faculty members to use, one in the ESTC and one in the faculty copy center in the Learning Resources Center, in addition to many other machines with more limited access.
- All copiers are leased for 5 years, owned for a couple more years and maintained via a service contract
- COS has a paper order form on the web that can be filled out when one needs paper. The form goes to Maintenance and they supply paper by Friday of the week it is received. Other copier supplies or services can be obtained by filing a maintenance request.

Additionally, the purchase of instruction equipment is conducted in a manner consistent with this standard:

- In the last 5 years COS received funding from the state for instructional equipment to be used in our new Science Building and for use in our

Environmental Resources programs. In both cases, the purchasing decisions for the equipment were made by faculty from the programs. In the case that classroom technology equipment was desired, the faculty members worked with IT to ensure their needs were met AND the equipment purchased could be supported by IT.

- In 2014, Instructional Equipment funds were available to COS. Purchasing decisions were made based on applications written by faculty and learning support staff.
- In 2015, Instructional Equipment funds are expected to be available again and funding decisions will be made based on requests outlined in AY 2013-14 Instructional and Non-Instructional Program Reviews.

Analysis and Evaluation

The College meets this standard. The evidence provided indicates that the selection and maintenance of educational equipment and materials is done with the input of COS faculty, librarians, and other learning support professionals. We have made obvious improvements in this area over the last 3 years as is indicated by the change in our Instructional Equipment purchasing process and the emphasis our Information Technology personnel have placed on this via our revived Technology Council. COS, faculty, librarians, and other learning support professionals have multiple avenues by which they guide the purchasing of Technology-related, Instructional, and Library equipment and materials.

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Academic Success Centers and the Library evaluate their services using methods such as student surveys, class evaluations, and use statistics.

The Academic Success Center (ASC) on the Weed Campus includes the Computer Lab, Math Lab, Reading Lab and Writing Lab as well as Tutoring Services. The ASC on the Yreka Campus provides similar services on a smaller scale. Both centers periodically survey students using these services to determine whether or not their needs are being met and if not, how services might be improved. As a result of the surveys, the Yreka ASC increased their hours and scheduled instructors to staff the ASC to provide assistance to students. The Weed ASC has also been able to increase the availability of staff to assist students.

As a result of student surveys, the Library and the Weed ASC piloted a program during the Fall 2014 semester to extend the hours during the week prior to finals. The students that took advantage of this opportunity appreciated it.

For the past several years, the Academic Success Centers on both campuses have offered Student Success Seminars. After every seminar students are asked to evaluate the session, which has provided necessary feedback to determine future seminars. Since the Spring of 2014, the Library has included additional questions on the evaluations that tie into the SLOs for each library-related seminar.

The Library asks students fill out evaluations after some in-class visits. Many questions on the evaluations tie into the SLOs for the class. When library class visits include a hands-on practice worksheet, worksheet activities are tied to the SLOs for the class visit and the completed worksheets are used as assessment tool. If a follow-up library visit is scheduled, the worksheets also provide useful feedback on topics that need to be explained further in the follow-up visit. All feedback is used to improve the presentation of material in library classes.

Many Library class visits and seminars also support the college's General Education SLOs for Information Competency (Area A) (p.36 of the *2014-2015 Catalog*), especially "locate and evaluate for credibility information provided by the library, Internet resources, and other sources." For example, the Library now works with most ENGL 0900 classes to help ensure that students enter ENGL 1001 with some of the basic research skills covered by the Information Competency SLO. The Library also supports this SLO through class visits across the disciplines and Student Success Seminars such as "Web Site Evaluation" and "Library Research Basics." Another indication that the Library is helping to meet this institutional SLO is in the 2012 ACT survey results: 51% of students said that "The Library provides information and instruction for students to help them develop good research skills" (College Specific Question #27) Only 5.8 percent of ACT survey respondents felt the Library was not helping them to develop these skills (the other students were either neutral or did not respond).

Like the ASC, the Library also conducts student surveys. Library student surveys indicate that students feel that the Library is meeting their needs, although many would like increased hours.

The Library attempts to have a collection sufficient in quantity, currency, depth and variety for students to meet the college's SLO for Information Competency and to complete their class assignments. Library student surveys and the ACT student survey (College Specific Question #26) indicate that students feel our collection is sufficient in these areas and meets their needs. In addition to student surveys, the Library also requests faculty and staff input and collects usage statistics as part of the evaluation process. This information is used for evaluating new materials for selection as well as for deaccessioning existing materials.

Analysis and Evaluation

The College of the Siskiyous meets this standard.

The Library and both the Weed and Yreka Academic Success Centers periodically survey the students using these services to determine whether or not their needs are being met and if not, how services might be improved. Extended hours the week before finals and increased staff availability in the ASC are two improvements that have been inspired by student feedback. Both the Library and ASCs acknowledge the need to improve in regularity: student surveys have not always been conducted on a regular basis due to many recent staff changes.

The Library and both the Weed and Yreka Academic Success Centers collect student evaluations after classes, such as in-class library visits and Student Success Seminars. Student feedback has been valuable for improving these services.

The Library gathers materials use statistics, student surveys, and faculty and staff input to help evaluate their Library's physical and online collections, all of which support learning and achievement.

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

College of the Siskiyous meets standard IIB4 by:

- Documenting formal partnerships with outside organizations
- Evaluating outside library/learning support services for suitability
- Making sure that outside library/learning support services meets our requirements for data security, reliability and maintenance.

The COS Library, like most libraries, collaborates with commercial vendors and other organizations in order to provide a full range of library services. Formal vendor contracts for services include:

- OCLC / WorldShare Management Services for our integrated library system and ILL
- EZProxy for off-campus access to our online materials

- EBSCO Subscription Services for managing our print periodical subscriptions
- Better World Books for handling some of our discards and unwanted donations
- BMI and Fleming Bookbinding for microfilming of our newspapers

The Library reviews vendor services to make sure they best meet the Library's needs and all contracts are reviewed to ensure that they provide reliable maintenance and service and adequate security.

The Library is a member of the California Community Colleges Council of Chief Librarians which provides us membership in the Community College Library Consortium. As a Consortium member we receive discounted rates on databases, continuing education opportunities and a supportive network of colleagues. The COS Library is also a member of LVIS (Libraries Very Interested in Sharing), an interlibrary loan group that agrees to share their materials for free with all other LVIS members.

Most of these partnerships and memberships require annual renewal and the Library evaluates them on a regular basis to make sure that they are still meeting our needs.

The COS Library has informal partnerships with the Siskiyou County Libraries as the need arises. We help each other with newspaper microfilming projects, the public library shares their courier for exchanging interlibrary loan materials, and since the Boles Fire COS has been providing staff meeting space and expanded public computer access.

The COS Academic Success Center does not have any similar partnerships or contracts.

DSPS and Distance Learning work with Distance Education Captioning and Transcription (DECT) (at College of the Canyons) and the Alternate Text Production Center (ATPC) to provide classroom materials in alternate formats. Both are state-funded programs that we can participate in as a California community college; there is no contract other than the individually-authorized paperwork involved for each individual project. DECT captions audiovisual materials for the hearing impaired and ATPC will convert materials into Braille for the sight-impaired. DSPS and Distance Learning have found both services to be reliable and very helpful for supporting our students.

Analysis and Evaluation

College of the Siskiyous meets this standard. Services are evaluated before entering into contracts and to make sure that an outside library/learning support services meets our requirements for data security, reliability and maintenance. When the Library and Learning Support Services agree to a formal collaboration, they take the time to maintain appropriate documentation and periodically evaluate services. The COS Library and Learning Support Services will continue current practices to maintain meeting this standard.

Standard IIC: Student Support Services

IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

Overall Services: The College evaluates the quality of student support services through the use of the national surveys such as Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE). There are specific questions asked about the college's student support services on these surveys which are used to make changes. The service areas all have done program reviews to assist in evaluating the quality of student support services. *Program Reviews: Financial Aid/Veterans 2010-2011; Health Services 2010-2011; Student Activities 2011; Student Life 2011; Admissions 2010-2011; Counseling Department Program Review 2011-2012; Counseling Comprehensive Program Review 201.*

Admissions & Records: The Enrollment Services Office is responsible for the admissions and registration process of the college. Service quality in addition to fore-mentioned national surveys, anecdotal reports and student complaints/issues are often addressed through advisors and counselors and reported to the Director of Enrollment Services.

Academic Advising/Counseling: After each semester's registration period the advisors and counselors debrief and evaluate the registration period. In addition, the advisors, counselors, and student services dean have regular personnel evaluations which include student feedback.

Assessment: The English and math faculty reviewed the assessment cut off scores for course placements on a regular basis. Recently, the English faculty requested use of a different writing assessment based on their evaluation of the original writing assessment. Changes are currently being made to use the alternative writing assessment for better course placement. The math faculty added an optional diagnostic math assessment which could be used in lieu of the original math assessment score, should the student place higher. This change was offered and made available to students in the spring 2013 semester.

Career: Career services include individualized appointments with a certificated counselor trained in career assessments, choosing a major in student success seminars, individualized open lab career assessment course (GUID 0991) and a two unit, transferable career & life planning class (GUID 1002). Each Career & Life Planning class ends with an informal survey where the students indicate their favorite and least favorite assignment and why. The instructor has made course improvements based on this student feedback each semester.

Categorical/Grant Funded Programs within student services also have periodic audit reviews of student files. There is also anecdotal feedback from students, parents, and college employees regarding quality of services which are used when considering changes to programs and services. Categorical and special funded programs such as EOPS, SSS, CalWorks, CARE, and DSPS continually review their policies and processes to ensure that the programs are providing quality services as well as timely access.

Financial Aid: The FAFSA is a federally run program of which require specific requirements for the student and college that receive funding. Guidelines and requirements are followed to ensure that students are receiving their appropriate funding in a timely and efficient manner. Service quality is part of the national surveys, and anecdotal feedback from students is relayed to the director of financial aid.

Health Services: The Health Fee provides students with accident coverage as well as free access to the Health Clinic on campus. The Health Clinic is run through a local medical service, and adheres to standards of medical practices. Student concerns or issues related to the Health Clinic would be brought to the attention of the Director of Student Life and/or VP of Administrative Services.

Orientation: Online orientation has an evaluation "test" at the end of the program. The face-to-face orientations are concluded with an advising and registration meeting with an advisor or counselor who solicits verbal feedback regarding orientation information.

Personal Counseling: The College employs two part-time licensed Marriage & Family Therapists to provide free short-term personal counseling to students. The college originally used one MFT and with the increase need for services, another MFT was hired within the last year. Both have office appointments and one is available for phone appointments as well. Students' feedback regarding the quality of their service is given in an informal way to advisors and counselors. Changes or concerns are addressed by the Associate Dean as appropriate.

Student Activities: The Associated Student Board (ASB) serves as the coordinating body for all clubs and provides "opportunities for club representatives to meet and share ideas for increasing and enhancing the activities program" (*COS 2014-2015 Catalog, Page 30*). The ASB office is located in an office within the John Mantle Student Center and is operated by ASB Senators. ASB is supervised by the Assistant Director of Student Life.

Transfer Services: The College has a transfer center that assists students with their smooth transition to a baccalaureate institution. Services offered are a transfer library, individual appointments with academic counselors trained in transfer preparation, articulation agreements with several transfer institutions, an articulation officer who keeps up-to-date information, guidance with utilizing ASSIST.org (California's official statewide repository of transfer articulation), and a yearly college fair with college and university representatives. In addition to these services, students who qualify for the federally funded Student Support Services (SSS) can receive services such as field trips

to universities, financial aid/scholarship/college application assistance, cultural activities, student success workshops and additional academic services.

Analysis and Evaluation

The College will continue to use service area program reviews in addition to the CCSSE and SENSE to evaluate and enhance programs and services in student support services. Additionally, more data will be collected as a part of the Student Equity Plan and SSSP plan, and can be used in evaluating the quality of student support services. The student support services staff will also use more student surveys to gather specific data around particular questions or issues that are presented.

IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes through the regular use of the service areas' program reviews. Data from MIS, surveys, and Banner is utilized in these program reviews. Changes are made as needed based on this data and anecdotal information. Additionally, the College has written a Student Equity Plan as well as a Student Support & Success Program (SSSP, formerly Matriculation) Plan which incorporated data from the College's Scorecard. *www.siskiyous.edu; Comprehensive Program Review Counseling & Support Services 2013; Program Reviews 2010-2011 for Student Life, Health Services, Financial Aid*

Analysis and Evaluation

The last program reviews for student support service areas are not recent. Lack of consistent data collection has impacted this process. With the newly written Student Equity Plan, Student Support & Success Program (SSSP) plan and having an institutional researcher will allow the student support service areas to collect data on a consistent basis. Data can then be used to help support changes or new developments in student services programs.

IIC3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

The College assures equitable access to all of its students by providing an array of services to help students matriculate and achieve their educational goals. The College website provides extensive information to students, including class schedules, contact information, course home pages, library information, and much more. The "NAVIGATOR" portal on the COS website allows students to access their individual college information such as unofficial transcripts, progress reports, grades, class schedule, financial aid, educational plan , student account, and course registration. http://www.siskiyous.edu/index.htm ; Distance Education standards, COS 2014-2015 Catalog –Page 5, also noted on www.siskiyous.edu/distancelearning ; AP 5052

Admissions & Records: All students have the opportunity to register and online classes are available to all students. Students can also register in person, fax, or mail. http://www.siskiyous.edu/apply/

Counseling & Support Services: Advising and counseling services are offered to remote areas in the County: Etna/Scott Valley, Tulelake, Dorris/Butte Valley, and Happy Camp, as well as out-of-state by email, phone, or in person at either the Yreka or Weed Campuses. Additionally, video-conferenced and in person appointments have happened with Happy Camp students periodically.

http://www.siskiyous.edu/counseling/   http://www.siskiyous.edu/yreka/services.htm

Assessments: The ACT COMPASS assessments are offered by appointment and walk-in basis (depending on availability and time) at the Weed and Yreka campuses. The county high schools also offer the assessment at their schools for their students who wish to take college courses while in high school. The College also is able to do remote COMPASS testing at other community colleges. This service has been offered to students outside of the county who live near a community college that uses the COMPASS. It is also the policy of the department to accept any placement test recognized by the Chancellor's Office such as the Accuplacer, Asset, and select self-diagnostics. *http://www.siskiyous.edu/counseling/assessment/* ; *COS 2014-1015 Catalog, page 8.*

Career: Career services happen on individual basis with students and in a more formalized class setting. GUID 1002- Career & Life Planning is a course within the Counseling discipline and is taught by a certificated counselor. The course is offered online which gives online students career services. The instructor has also re-vamped an individualized, self-paced option (open lab, GUID 0991) for students who wish to have more of a shorter face-to-face experience. *http://www.siskiyous.edu/counseling/career/*

Orientation: There is an online orientation "class" that is run through the College's learning management system (ETUDES). Students who opt for this orientation format can get added to the LMS by the lead advisor. Once students complete this orientation "class" and have their assessments completed and faxed to the office, they are scheduled for a phone appointment with an advisor or counselor for class selection and registration. The online orientation, once added, is accessible to the student at anytime and anywhere

with an internet connection. The traditional face-to-face orientations are available during the registration periods and are scheduled through the Counseling and Support Services office. *http://www.siskiyous.edu/counseling/orientation/* ; *COS 2014-2015 Catalog, Page 13.*

Additional support services are available for qualified students through programs such as:

- **Extended Opportunity Program and Services (EOPS),** a State funded program, assists underrepresented students in need of educational and financial assistance. EOPS (Extended Opportunities Programs & Services) has an application that is available to all students regardless of services location and will mail an application to a student upon request. The Weed Campus has copies available to all students. The Yreka office receives copies, the application is on the college website at *http://www.siskiyous.edu/eopscare/*
- **Student Support Services (SSS),** a Federally funded program, assists students with academic success and transfer to four-year institutions. Application for the program is available online and in person. *http://www.siskiyous.edu/sss/*
- **Disabled Students Programs and Services (DSPS),** provides assistance to students with permanent or temporary disabilities to help them overcome physical and educational barriers allowing access to the College's regular programs and activities. The application for services is available online and can also be picked up or mailed to students. Paperwork has also been scanned and emailed/faxed to students at their request. The DSPS director/counselor will work with students over the phone, through email, and in person. She regularly meets students in the North County at the Yreka Campus once a month and recently added twice a month to meet the students' requests. She has also met with students over video streaming/conferencing for advising and registration. She also traveled to a remote part of the county (2.5 hours away) to work with a student who needed face-to-face services and had transportation challenges. *http://www.siskiyous.edu/dsps/; COS 2014-2015 Catalog, Page 28.*
- **CalWORKs**, provides support services to students who are currently receiving TANF funding from Siskiyou County Department of Human Services. Transitional students are also eligible for limited services. Application and services are accessed through phone, email, and in person at the Weed Campus. *http://www.siskiyous.edu/calworks/*

Analysis and Evaluation

Students are able to access comprehensive services through an array of choices. Students locally or at a distance can connect with admissions, advising/counseling, and assessment through methods of service delivery that meet their needs. Additionally, the Video-Conferencing option for counseling, advising, and orientation is in the process of being increased. This option will help provide a more engaging connection and service to our students in various parts of our county and surrounding area: Dorris/Butte Valley, Tulelake, Modoc, Happy Camp, Etna/Scott Valley.

IIC4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College provides co-curricular and athletic programs to serve the mission of promoting learning, providing academic excellence, and contributing to students' social and cultural dimensions of their educational experience.

Co-curricular programs include student organizations such as Phi Theta Kappa International Honor Society, Associated Student Board (ASB), and other student activities and clubs such as Intervarsity Christian Club, Drama Club, Community Band Club, Photography Club, and more. Club recognition must be student-driven and approved by the Associated Student Board. Each recognized club is advised by a COS employee, which ensures COS responsibility and control over program and club finances. Club recognition, events, and procedures follow student club guidelines developed by the ASB. *www.siskiyous.edu/organizations/asb; COS 2014-2015 Catalog, Page 31. AP 5400, AP 5410 (ASB), AP 5420*

The Athletics Program functions within the guidelines of the California Community College Athletic Association (CCCAA) and hold memberships in the Golden Valley Conference and Nor Cal Football Conference. The athletics program offer sports for both men and women as per Title IX guidelines. *www.siskiyous.edu/athletics ; COS 2014-2015 Catalog, Page 25; AP 5700*

Analysis and Evaluation

These co-curricular programs are an important part of the social and cultural experiences in our students' educational program. The College is located in a rural area with minimal student-focused community activities and the College is a vital resource of social and cultural activities for its students.

IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling and/or academic advising programs to support student development and success through the cohesive Counseling and Support Services Office (formerly Counseling Department). The advisors and counselors meet regularly bi-monthly for services evaluation, procedure development and training. *Counseling Meeting Notes & Agendas 2009-2015; AP 5050*

Analysis and Evaluation

The counselors and advisors meet regularly to ensure they keep updated on academic requirements, graduation/transfer policies and other training to ensure student success. Meeting notes were more sporadic as everyone takes their own notes during the meeting and there is not an official note-taker. When the meetings were scheduled and run by the counseling faculty department chair, meeting notes were part of the chair's responsibility.

IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

The College has adopted and adheres to admission policies consistent to the mission of the college. The College is open access to any student 18 years of age or older. Special permit is available for K-12 students. Applications for certain vocational and technical education programs are open to qualified students meeting program requirements according to their policies and procedures; admission criteria are advertised and published in program literature and the college website. Academic advisors and counselors are trained and versed in educational planning and pathways towards degrees, certificates, and transfer goals. *Curriculum Committee notes; counseling meeting notes & agendas 2009-2015; student services council/ student learning council agenda & minutes; AP 5010;, BP 5010, Steps 4 and 6 of "Navigator: Steps to Success" located page 7 of COS 2014-2015 Catalog.*

Analysis and Evaluation

The admission policies of the College are directly in accordance to Title V of the California Education Code; procedures for admission into specific career and technical programs require continual training and updates with the counselors and advisors. Counselors are invited and attend CTE advisory committees on a regular basis, in order to stay updated on program changes. Any changes to admission policies or procedures are vetted through Student Services Council and discussed with the counselors and advisors as needed. No changes are needed with current admission policies and procedures.

IIC7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College uses a standardize placement instrument in the advising and educational planning process that is one of the approved instruments of the California Community College Chancellor's Office (CCCCO). The College does accept other assessments from other community colleges to help inform proper placement using multiple measures. The College currently uses the ACT COMPASS from the approved list of assessments. The English faculty are in process of adopting the writing sample of the ACT COMPASS in lieu of the current writing subtest. They are currently gathering information about the subtest and cut off scores to help determine their transition to the subtest. *www.siskiyous.edu/counseling/assessment; COS 2014-2015 Catalog, Page 8. http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx*

Analysis and Evaluation

The CCCCO and Statewide Academic Senate have been discussing utilizing a single assessment for all the CCCs. This discussion is still in process, so the College is staying with its current assessment until directed otherwise by the CCCCO or Statewide Academic Senate. The English Department is also discussing with the Counseling & Support Services Assessment team the feasibility of implementing the writing sample subtest rather than the current writing subtest.

IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records in locked cabinets and rooms, with archived information in a separate secure location on campus. Electronic information is protected by industry standard firewalls and security systems through the Information Technology Department. The INB (Internet Native Banner) system houses the FERPA release of information for individual students in the SPACMNT tab (Comments section), and available to appropriate Student Services faculty, staff, and administrators. No information is given to students without verification of identity and/or appropriate security code. No information is given to anyone who does not have an educational need to know without written authorization and identity verification from the student. All temporary, permanent, and student employees are required to be trained in the Family Educational Rights and Privacy Act (FERPA) prior to having access to confidential information. *AP 3310, AP 5040, COS 2014-2015 Catalog, Page 22; www.siskiyous.edu/procedures/services/AP5040.pdf*

Analysis and Evaluation

The procedures and policies in place regarding FERPA and the release of information are established and consistently used within the student services faculty, staff, and appropriate administrators. No staff or faculty, who do not have the educational need to know, are given access to individual student information. No changes are needed in this area.

Institutional Analysis of Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IIIA: Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Through its hiring policies and practices, the College makes every effort to employ the highest quality administrators, faculty, and staff in order to ensure the quality of its programs and services and to accomplish its mission.

Board Policy 7120 establishes the basic requirements of recruitment and hiring practices at the College. This policy establishes that the expected qualifications for academic employees are identified by the Board of Governors of the California Community Colleges. The Board of Governors follows guidelines established by the Academic Senate of California in its document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. This policy also establishes that qualifications for classified staff are established in coordination with the local chapter of the California School Employees Association (CSEA).

Procedures for selecting and hiring employees of the college are contained in Administrative Procedure 7120.

Both Board Policy 7120 is available on the COS website; Administrative Procedure 7120, however, is not. Nevertheless, selection criteria and procedures are publicly available and clearly spelled out in all hiring brochures and position announcements. Position announcements are available on the College's website through the Human Resource Office's "Job Opportunities" page

Hiring procedures are also described on the College's website through the Human Resource Office's "Hiring Procedures Information" page (http://www.siskiyous.edu/employment/documents/HiringProcedures.pdf).

Hiring criteria are also contained in the College's Equal Employment Opportunity Plan, which establishes the College's commitment to following California regulations in Title 5 and Board Policy 3420.

Job descriptions outline the duties, responsibilities, and authority for every position occupied at the College—classified, management, administrative. All job descriptions are publicly available on the College's website on the Human Resource Office's "Job Descriptions" page. The job descriptions are included on job announcements and position brochures for advertised positions. Job descriptions for faculty—including scope, duties, responsibilities, and authority—are contained in the faculty bargaining agreement, which is also publicly available on the College's website from the Human Resource Office's "Faculty Employee Information" page

Analysis and Evaluation

The College maintains highly qualified personnel in every position. Minimum qualifications are set for each position. The College adheres to these minimum qualifications in its hiring practices and decisions in order to maintain the high quality of program and services at COS. Adhering to minimum qualifications includes following a rigorous equivalency procedure for applicants for full- and part-time faculty positions who do not meet the precise minimum qualifications. The procedure is overseen by faculty with expertise in the discipline.

Regarding recruitment for faculty positions, current faculty are consulted regarding the job announcement to ensure that the most updated and relevant information regarding qualifications is included in all recruitment materials. Due to their expertise in teaching and learning, the faculty plays a significant role in the recruitment and recommending applicants to hire for faculty positions, for both full-time and part-time positions.

IIIA2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

College of the Siskiyous Board Policy NO. 7120 states that 'Academic employees shall posses the minimum qualifications prescribed for their positions by the Board of Governors.' The policy goes on to say, 'The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and

procedures regarding the Academic Senate's role in local decision-making."
http://www.siskiyous.edu/policies/hr/BP7120.pdf Board Policy NO. 7210 outlines
minimum qualifications for Academic Employees.
http://www.siskiyous.edu/policies/hr/bp7210.pdf

When applications for faculty positions are received, the Human Resources Department
makes sure the applicant meets these minimum qualifications exactly. If a candidate does
not meet these qualifications exactly, then the candidate is required to fill out a
"Application for Equivalency."
http://www.siskiyous.edu/employment/documents/EquivalencyApplication.pdf

All candidates need to be approved by the Equivalency Committee in order to proceed in
the hiring process. The Equivalency Committee meets as needed to address applications.
Minutes are kept for each meeting by the Secretary.

A candidate is deemed to meet minimum qualifications by the HR Department examining
college transcripts. Copies are allowed with the application, but upon job offer, official
transcripts are required. All Job Announcements note that Non-U.S. degrees are to be
translated at the time of application. Information regarding translation of Non-U.S.
degrees can be found at:
http://www.siskiyous.edu/employment/documents/foreigndegreeevaluation.pdf

All final candidates for each open position have reference checks done by the Hiring
Committee Chairperson. This is done prior to a job offer being made by the Human
Resources Executive Director. At least three references are called by the Committee
Chairperson. They ask an assortment of questions and record the answers on a standard
HR Form: evidence Document 'Reference Contacts'. The College President makes the
final hiring decision after references are checked, and the Human Resources Executive
Director is the one who makes the official job offer after everything is confirmed.
Administrative Procedure NO. 7126 references background and reference checks for
employees. http://www.siskiyous.edu/procedures/hr/AP7126.pdf

Job Descriptions are located on the College of the Siskiyous Human Resources Webpage.
Job Descriptions are separated on the webpage by Classified, ASM, Administrative and
Faculty. College of the Siskiyous does not have job descriptions for Faculty at this time,
but does offer a comprehensive Job Announcement which each Full-Time Faculty
member is hired under. This covers similar things in the Job Description such as
minimum and desired qualifications, discipline, general duties and expectations.

As Job Descriptions are revised and updated they go to the Board for approval and are
then posted on the website. Recently, College of the Siskiyous underwent a Salary and
Job Classification Study so all job descriptions were thoroughly reviewed and if
necessary, updated.

The Classified Collective Bargaining Agreement in Article 10, Review of Job
Descriptions and Salary Schedules, outlines the process of minor changes to Job
Descriptions, Job Description Reviews and Classification and Salary Studies.

Analysis and Evaluation

Staff from Human Resources screen all candidates completed application packages to make sure they meet minimum qualifications. This is done by reviewing submitting transcripts and resumes. If an individual does not meet minimum qualifications exactly, they are required to submit an Application for Equivalency. http://www.siskiyous.edu/employment/documents/EquivalencyApplication.pdf The materials are then forwarded to the Equivalency Committee where they will review and debate if the person should be granted Equivalency. Minutes of these meetings are kept by the committee's secretary. The committee is made up of a combination of full-time faculty, staff members and administrators.

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators and other employees responsible for educational programs and services follow the same process that Classified candidates do when applying. After submitting application materials, staff from Human Resources verifies the candidates meet minimum qualifications by reviewing resumes and submitted transcripts. Minimum qualifications are outlined in the District's job descriptions.

http://www.siskiyous.edu/humanresources/jobdescriptions/administrators/

Analysis and Evaluation

All Administrators and staff members go through the same hiring process as all other permanent employees. Transcripts upon application are allowed to be copies, but upon job offer then the candidate must furnish official copies of transcripts to ensure they hold the required degree. The chair of the Hiring Committee calls the candidates references which will verify the candidates past experience. Copies of the notes the chairperson takes are held in the Human Resources Department. Job Descriptions of these individuals have minimum qualifications which the District feels will not only attract a competitive pool, but will hold candidates with the education, skills and experience to adequately and effectively get the job done.

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

[No details yet]

Analysis and Evaluation

[No details yet]

IIIA5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The institution meets Standard III.A.5. however there are a number of small improvements that can be made.

Evidence of Meeting the Standard

Full-time and Part-time Faculty – The Collective Bargaining Agreement (CBA) between the Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA includes both full-time and part-time evaluation details under Article 7, Evaluation of Faculty. In this contract, the language refers to the standards, components and process for tenured, non-tenured and part-time faculty. Appendix G, H and I contains the standard evaluation of candidate for tenure form, first meeting checklist, and student survey form. For part-time faculty the process, although not clearly outlined in the CBA using the following procedure. Faculty peers are selected to conduct the evaluation. The faculty member then contacts the candidate for evaluation and sets the time and date for the classroom visit. The evaluation should be completed by the end of fall semester, and the documentation is then forwarded to the candidate to allow them to write their self-evaluation.

Administration – The process begins with a survey distribution list that is sent to the administration with the exception of the college President and is then returned to Human Resources. The same Survey Monkey is sent out to those who were chosen by those being evaluated to participate. The results are returned to the administrator and they then complete their own self-evaluation. The administrator will then meet with their immediate supervisor to discuss the evaluation and it is then signed and is placed into their personnel file. This is yearly process and is usually completed by June 1.

Classified and ASM - Classified and ASM are evaluated on their anniversary date (date of hire) yearly and the same process is followed by both. The evaluation notice,

including job description and evaluation form is send to the supervisor along with the deadline timeframe. These notices are usually sent out a month in advance. In the event an evaluation is not received by deadline, another reminder will be sent and sometimes a third reminder. Any issues are addressed in a follow meeting with the employee's supervisor. The probation period is 3, 7 and 11 month in first year, and then yearly after that. Human Resources reviews and signs all evaluations.

Analysis and Evaluation

Full-time and Part-time Faculty - The current CBA does not include a standard evaluation form for part-time faculty, non-instructional faculty or tenured faculty. In the current year (2014-2015) negotiations Article 7 has been opened by the District to discuss the evaluation procedure for non-instructional faculty members. In addition to this it needs to be noted that the tenure candidate is not being notified by Human Resources within the 10 day period according to the CBA. For part-time faculty there is a need for a standard evaluation form for part-time faculty and other improvements. There is little to no feedback offered to part-time faculty after the evaluation process and the timeline is not effective. It often takes longer than the fall semester to gather the documents from both the evaluator and candidate for evaluation. It is recommended that the Dean become more involved in the process and that part-time employees are evaluation more often, compared to the current process, one evaluation in a three year period. It should also be noted that this fall 2014, evaluations that did not come back satisfactory have been addressed in more of a timely manner.

Administration – Currently there is no note taker for the evaluation process and the time frame and deadlines are difficult to enforce. In addition, the administrator chooses who will evaluate them. There has been limited effort at best to ask targeted questions of specific groups of people who are best positioned to comment on those issues, consequently their responses are diluted out by those less knowledgeable of a person's performance.

Classified and ASM – The most difficult portion of the process is receiving the evaluations back from the supervisor on time. Probationary employees need to have their evaluations returned in a timely fashion.

IIIA6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

There is not enough evidence to determine if the institution meets standard III.3.6

At the current time there is not any firm evidence of this standard being met. Student learning outcomes are evaluated through the Program Review Documentation, however

the use of the results of the assessment to improve teaching and learning are not officially documented.

Analysis and Evaluation

The use of the results are unclear at this time for all groups on campus.

IIIA7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

As of fall 2014, the number of full-time faculty has declined, falling from 49 in 2010-2011 to 34. The number of part-time faculty has remained fairly consistent, hovering between 160-136. All current faculty, full-time and part-time, meet minimum qualifications or the equivalent as determined by the College's Equivalency Committee. (Ref. equivalency agenda/minutes)

Of the 34 full-time faculty, two hold Bachelor's degrees, 27 hold Master's degrees, and 5 hold a doctoral degree. (Ref. college catalog 2014-2015). One of the two instructors with a Bachelor's degree is working towards a Master's degree and one of the instructors with a Master's degree is enrolled in a doctoral program.

The Faculty Obligation Number (FON) for fall 2014 is 31.40. (Ref Chancellor's Office website)   At 34 FT faculty, COS is slightly over the FON (2.6) based on declining enrollment and FTES.

Full-time faculty members contribute to the institutional mission and purposes and are well represented on district committees (Ref. Faculty Committee Roster 2014-2015). They offer their knowledge and expertise on a variety of District matters.

Each fall the Deans have the opportunity to request new faculty hires for the next academic year. Requests are brought forward to Instruction Council where all of the requests are prioritized based on input from the Dean or department. The Superintendent/President, in consultation with the Vice President, Academic Affairs, reviews the prioritization list and determines the number of full-time faculty the college can hire based on the predicted budget for the coming academic year. A request form has been used to gather information regarding the number of sections, FTES, students, and degrees/certificates. (Ref. Faculty Position Proposal) Beginning fall 2014, the request for additional faculty will be pulled from the CurricUNET/Program Review resource request form. (Ref. CurricUNET/PR)

We have a qualified pool of part-time faculty members who teach the majority of evening classes and are sprinkled liberally throughout the day schedule of classes.

COS courses are offered a variety of ways through traditional face-to-face classes, videoconferenced classes, Internet classes, and weekend classes. This has been instrumental in awarding numerous degrees and certificates to our students over the past five years, ranging from 208 to 296 (Ref. Chancellor's Office Datamart).

Analysis and Evaluation

Based on the FON and number of current students, the college meets this standard. Survey results indicate that just over 1/3 of the respondents (36%) believe that COS meets or exceeds this standard.

IIIA8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

College of the Siskiyous is a rural community college that has 34 full-time faculty members and between 136 to 160 part-time/adjunct faculty members. As you can see the institution is made up largely of part-time/adjunct faculty members to serve the college and community. This also includes the Yreka campus as well as extensive online offerings.

College of the Siskiyous has the following procedures in place to meet the requirements of Standard III. A. 8. 1:

Orientation- College of the Siskiyous requires that all part-time/adjunct employees attend the fall orientation prior to classes beginning in the fall semester. This is a requirement and all part-time/adjunct instructors receive pay for these orientations. If Instructors are new they are required to attend the New Part-Time/Adjunct Orientation and returning faculty are required to attend the Returning Part-Time/Adjunct Faculty Orientation.

- Reference A.8.1a: Orientation for New Part-Time Adjunct.
- Reference A.8.1b: Orientation for Returning Part-Time/Adjunct Faculty.

Evaluation of Part-Time and Adjunct Faculty- College of the Siskiyous requires that all part-time/adjunct faculty be evaluated once in their first semester and then once every six semesters. This evaluation is conducted by full-time faculty members of various disciplines. The evaluations include student evaluations and peer evaluations. The evaluations are then submitted to the Dean of Instruction. The adjunct instructor is then required to respond with a self- evaluation before the end of the term.

- Reference A.8.2a: Adjunct Evaluation Schedule Fall 2014 and spring 2015
- Reference A.8.2b: Policies and Procedures for Evaluation of Instruction Part-Time Faculty

Professional Development- College of the Siskiyous offers professional development opportunities for all part-time/adjunct faculty members. This is not mandatory for part-time faculty members. However, it is made available at the beginning of each semester. All full-time and part-time/adjunct faculty are encouraged to attend. These are flex activities that are scheduled for full-time faculty members to meet flex obligations and increase learning in different areas. Part-time/adjunct faculty members are also encouraged to attend. However, they are not required to complete flex hours and therefore do not receive any flex funding. Part-time/adjunct faculty receive funding for staff development opportunities. Part-time/adjunct instructors are eligible for 100.00 per year for staff development funds. These funds are on a first come and first serve basis.

- Reference III A. 8. 3a: Staff Development Procedures
- Reference III A. 8. 3b: Flex Activity Schedule

Integration into Life of the Institution- College of the Siskiyous offers professional development activities at the beginning of each semester for full-time and part-time/ adjunct faculty members. Part-time/adjunct faculty members are also encouraged to attend faculty association meetings, flex activities as well as departmental meetings that are representative of their discipline. Part-time/adjunct instructors are also paid for office hours. Part-time/adjunct instructors are paid for one office hour per week with a teaching load of 40% or more.

- Reference A. III. 8.4: Office Hours

Analysis and Evaluation

Based on the evidence provided in the evaluation; College of the Siskiyous is meeting Standard III A. 8. Part-time/adjunct employees are evaluated on a semester basis, and are required to attend orientations, are provided opportunities for professional development and are integrated through the college by: orientations, departmental meetings, flex activities, opportunities to attend the Academic Senate, paid office hours, and staff development opportunities.

IIIA9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

Since our last self-study was conducted the number of classified and administrative support/management staff has declined from 117 in 2008 to 73 in 2015 (Ref. IPEDS and Kelly's database). This is a 38% decrease and is a reflection of layoffs, retirements and resignations, as well as moving four Administrative Support/Management members to the administrative group. Due to the economy and declining FTES production many positions that were vacated due to retirements or resignations were left vacant. However,

over the past few years the District has filled some positions through reorganizations and internal only recruitment, and some positions through external recruitment (Ref. HR). There are areas on campus where staffing is sufficient, and others where increased staffing is still a need.

The Program Review process (Ref. Prog Review) identifies the staffing needs in each area, but beyond that there is currently not a District process in place to review and/or rank the importance of the staffing needs, although staffing needs are typically discussed at Executive Cabinet meetings. Once it is determined that recruitment for a position will occur, HR tracks the applications and applicants are screened for appropriate qualifications for the position before an interview is offered. Reference checks are also conducted prior to a job offer (Ref. HR).

Analysis and Evaluation

The college meets this standard. Survey results indicate that 1/2 of the respondents (50%) believe that COS meets or exceeds this standard (Ref. COS survey). Need to develop a process to review and rank staffing needs, similar to what is done for new faculty hires each spring, but also consider that staffing for ASM and CSEA is not as cyclical as faculty positions and positions can and will be vacated at any time during the year.

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The number of administrators has increased since our last self-study, from 6 to 11 (Ref. IPEDS and Kelly's database). The increase occurred as a result of moving four positions from the Academic Support/Management group to the administrative group, and adding a new position (Director of Planning, Assessment, Research) to the administrative group.

The economy and budget had an impact on hiring vacant administrator positions, and some were left vacant or filled by interims. We have hired some key administrative positions in the last three years, but there are several positions that are still interim. Recruitment for the interim administrative positions are scheduled to occur in spring 2015 (Ref. HR tracking spreadsheet).

When recruitment for administrators occurs, HR receives and tracks the applications and applicants are screened for appropriate qualifications for the position before an interview is offered. Reference checks are also conducted prior to a job offer (Ref. HR). Many of our administrators have longevity and in conjunction with our qualified new administrative hires, provide the continuity and leadership that help sustain the college's mission.

Analysis and Evaluation

The college meets this standard. Survey results indicate that 61% of the respondents believe that COS meets or exceeds this standard.

IIIA11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Our Secretary to the President generates a rough draft for the Director of Human Resources to revise. The revisions are then forwarded to the Board of Trustees for approval to adopt the policy. Policies in place are readily available online at:

http://www.siskiyous.edu/policies/#chapter7

Our Secretary to the President generates a rough draft for the Director of Human Resources to revise. The revisions are then forwarded to College Council for approval to adopt the procedures. Procedures in place are readily available online at:

http://www.siskiyous.edu/procedures/#chapter7

Administrators, supervisors and union representatives are provided with the most up to date information regarding relevant policies and procedures to their area and are required to undergo specific training. They are also directly guided by human resource personnel for all instances. When guiding administrators, supervisors or union representatives in managing any circumstance, the human resource department uses suggested language and templates provided by legal representation.

Analysis and Evaluation

After reviewing the provided documentation, the committee's findings are in support of the current policies and procedures representing a fair treatment of personnel.

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

[No details yet]

Analysis and Evaluation

[No details yet]

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

[No details yet]

Analysis and Evaluation

[No details yet]

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Flex and Staff Development- College of the Siskiyous provides flex and staff development opportunities on campus before the beginning of each semester designed to meet the mission of the college in regard to pedagogy, instruction, instructor preparation, and professional growth. Flex is explained in the "Flex Guidelines" booklet, available online. Flex opportunities include areas in: technology, online instruction, curriculum development, SLO instruction, and many diverse areas of pedagogy. Flex is required for full-time faculty members to complete their yearly non-teaching contract. Full-time faculty is allowed to complete flex obligations by attending any approved flex activity during the year as well as the non-school year. Full-time faculty receives a flex stipend of up to 200.00 if the flex activity is approved by the flex committee. Flex activities and staff development activities are approved if they meet any of the following criteria: curriculum development, technological training, improved teaching, course work, mentoring, improved teaching, retraining, articulation, grant writing, and professional growth. Staff development is also included and full-time faculty instructors can receive up to 200.00 per year for approved staff development activities and part-time/adjunct instructors will receive 100.00 per year for an approved staff development activity. Part-time/adjunct faculty members are not required to complete flex obligations and are not funded for flex activities, however they are encouraged to attend any flex activities offered on campus.

Evidence:

Reference III.14.1a [Flex Proposal Document](#)

Reference III.14.1b [Flex Analysis Document](#)

Reference III.14.1c [Flex Activity Schedule](#)

Evaluation of Professional Development Programs- Flex activities are evaluated following the activity by the flex committee using the flex analysis form. A flex survey is submitted to the faculty and gives the faculty the opportunity to request activities that meet their needs in the areas mentioned above. The survey also gives faculty the opportunity to request a specific activity and the possibility of presenting an activity for the campus. Currently there is no process used to evaluate the flex program at College of the Siskiyous. The survey is used to engage the faculty in requesting areas for professional growth, but there is no formal evaluation process for the flex program.

Evidence:

Reference II.14.2 [Flex Survey Document](#)

Classified Staff Development- There is a large classified staff present at College of the Siskiyous and they serve many important areas for the college. Classified staff has opportunities to attend staff development activities that include: conferences, clinics, seminars, and various other activities that promote professional growth. Currently there are no activities offered on campus. There is funding for professional growth activities based on need and funding available. Currently there are 1800.00 available per year for classified staff development. There is also a program that promotes professional for the classified staff. This program is called the Professional Growth Activity Program (PGA). Employees receive a certain amount of points for professional growth activities and there is an award of 475.00 to any employees who meet the point requirement. The award is given once yearly.

Evidence:

Reference III.14.3.a [Professional Growth Award Program](#)

Reference III.14.3.b [Classified Staff Development Request Document](#)

Evaluation- Classified staff is required to submit a request for funding regarding the professional growth activity. There is no evaluation process required regarding the activity completed. The only requirements are that classified staff members submit receipts as well as an agenda of the activity attended. There is no evaluation process for classified staff development at this time.

Analysis and Evaluation

College of the Siskiyous has a program in place that provides professional growth on campus for faculty both part-time/adjunct and full-time to meet the needs of the faculty as well as the mission of the college. However, there are no current staff development

opportunities that are consistently available for classified staff. The flex committee reviews and evaluates all flex activities for full and part-time/adjunct faculty. The flex committee also provides a survey for faculty to request areas for professional growth that meet the needs of not only the faculty but the mission statement of the college. Currently there is no evaluation process for the flex committee and flex program.

There is funding available for classified staff to attend professional growth activities. The Professional Growth Award Program encourages classified staff to attend professional growth activities on a yearly basis. However, there are no activities offered on the College of the Siskiyous campus consistently for classified staff development. There is no evaluation process for the classified staff professional growth committee as well.

College of the Siskiyous is currently meeting then needs for professional growth in conjunction with the mission of the college as well as the needs of the individuals in both faculty and classified staff. However, currently there is no evaluation process in place that evaluates either the committees or programs.

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Personnel records are maintained in locked cabinets under the control and within sight of the Human Resources (HR) Department. Administrators and supervisors are authorized to view personnel files of employees in their department or areas. A log of who has reviewed personnel files is maintained in Human Resources. Every employee has the right to inspect personnel records pursuant to the Labor Code. Individual employees may review their own personnel files in the HR Office during regular business hours. Files should be private, accurate, complete and permanent. The completeness of the files is verified annually by an independent audit firm (Matson & Isom). Archived personnel files are kept in a locked storage area.

Administrative Procedure No. 7145, which was adopted on August 27, 2013, addresses the procedure for Personel Files (Policy Reference: Education Code Section 87031; Labor Code Section 1198.5). http://www.siskiyous.edu/procedures/hr/AP7145.pdf

Rules and/or procedures regarding personnel files for bargaining unit classified employees are found in the California School Employees Association Chapter 581 Bargaining Agreement. Rules and/or procedures regarding personnel files for faculty are found in the College of the Siskiyous Faculty Association/CCA/CTA/NEA Collective Bargaining Agreement.

Information of a derogatory nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter, and have his or

her own comments attached to any derogatory statement. The review shall take place during normal business hours and the employee shall be released from duty for this purpose without salary reduction.

Employees are not entitled to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview.

Analysis and Evaluation

[No details yet]

Standard IIIB: Physical Resources

1. IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District adheres to the Field Act Standards of Title 24 California Code of Regulations. The Division of the State Architect (DSA) must approve all plans and a rigorous inspection is performed by a DSA approved inspector. All projects are reviewed and inspected for structural, fire life safety, accessibility and all other areas including mechanical and electrical.

A comprehensive program of preventative maintenance and online services requests is in place to ensure we support all facilities and the learning environment in a manner that promotes a positive learning experience. The success of this program has reduced the incidence of cold classrooms, lighting or plumbing complaints. Should issues arise, any staff member has access to our online service request system or can call maintenance by phone. Priority is given to service requests effecting safety issues or learning environments. The District has a campus-wide Energy Management System that monitors all HVAC functions generating alarms 24/7 if a malfunction occurs.

All facilities constructed since 2009 have been LEED Certified at the Silver level. The LEED requirements are included in the design development, which results in exceeding normal Title 24 requirements by at least 10%. Every effort is made to incorporate healthy, sustainable materials that exceed Volatile Organic Compound requirements including carpeting, paints and finishes, sealants, and fabrics. We have also exceeded the fresh air ventilation requirements through the use of an innovative displacement ventilation system. In addition, cleaning chemicals are selected to reduce the introduction of airborne chemicals to the building interior.

Sustainable values have gained acceptance campus-wide as evidenced by paint and floor covering selections and careful selection of cleaning chemicals.

Space inventory (Fusion): Fusion

Keenan safety inspections

2000 Accessibility Project

DSA approval of recent projects (project #s)

Analysis and Evaluation

The District meets the standard. Annual inspections are completed by the District's insurance carrier that aids in the discovery of safety issues on both campuses. Those

items are then addressed to make sure each campus is safe providing a positive learning environment. The District has recently purchase a new software program that will aid in the organization and responses for general maintenance on both campuses. While currently in the training and implementation phase, the District is very excited about the increased efficiency this will provide.

<mark>Link to School Dude when operational?</mark>

IIIB2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. **Evidence of Meeting the Standard**

Instruction drives facilities. Design development of our facilities stresses an inclusive effort to make sure that our facilities fulfill the requirements and promote a positive learning environment. Completed and occupied in August, 2012, the science facility is the fruit of an intensive planning process that included all stakeholders from administration, instruction and support staff. The result is a fully-functional instructional facility that supported our staff and students at a level not possible in the previous facility.

The District is currently working on updating the Facilities Master Plan utilizing a similar inclusive process. The Master Plan will not have the individual building detail seen in science but much has been learned by asking for campus-wide input. At the time of this writing the plan is in process and will work with the Facilities Committee and constituent groups to shape the final plan.

The Five-Year Capital Outlay plan includes the next major project, which is a modernization of the Performing/Creative Arts areas. The District is asking for state support for this important project. Other aspects of the 5 year plan may be revised after completion of the Facilities Master Plan.

The District utilizes the Chancellor's Office Local Assistance Program to fund major maintenance projects. The District has used this fund to modernize the HVAC systems, water distribution systems, electrical distribution, etc. The Scheduled Maintenance plan also addresses future maintenance needs. Current projects include the reconstruction of the electrical distribution system for the industrial technology building in direct support of the expansion of the Welding Program, replacement of the uninterruptible power supply for the distance learning building and replacement of the air conditioning unit in the campus data center to provide more reliable cooling for all campus servers.

Projects like these are crucial in supporting the learning environment and are evidence that we have a continuing commitment to supporting the learning environment.

<mark>Design development documents from Science</mark>

Analysis and Evaluation

The District meets the standard. As evidenced by the above narrative, the District strives to ensure all aspects of facilities and infrastructure support the mission and life of the College inclusive of all its programs and services.

IIIB3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

In addition to an annual inspection by our insurance carrier, College of the Siskiyous has charged the area custodians and grounds personnel with the task of routine safety inspections. This is logical as those staff members are present daily in all facilities. Any detection of a safety issue results in a safety work request that is generally handled by the maintenance technicians as opposed to the custodians. In addition, all staff have access to our on line service request system by simply clicking an icon on their computer desktop.

Space utilization is a dynamic process as newer facilities come on line. It is natural that some of the older space is used less or not at all. Construction of the science building started with the demolition of two of the original classroom buildings and we plan to demolish Eddy Hall as we gradually relocate programs housed there currently. Those older buildings take up prime space on campus and we are planning to reclaim that space for new construction as opposed to spreading the campus over a larger footprint. This makes it easier for our students to move from class to class without long treks seen on larger campuses. Some of the temporary buildings placed in use many years ago are being reviewed to possibly take them offline for instructional purposes. The facilities are consistently being evaluated and have been the topic of several sessions included in our Planning Day agenda.

Analysis and Evaluation

The District meets the standard. Through regular inspections and preparation of the various faciltiy plans, the District evaluates need, usage, and efficiencies of the current facilities and how current usage needs to change to better serve the educational needs of the students and community. The evaluation of the future needs of the District are assesed so preparations can be completed and ready for those future needs as they arise.

IIIB4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District is currently working on a long-range facilities master plan. We are currently meeting with stakeholders to better understand how they use the existing facilities and how those facilities affect their programs. We seek input on how facilities could better support instruction if modernized or designed differently from scratch. This will be used in designing future facilities. We have experience from the recent Science Project that utilized this format for design development with great success. In this endeavor, it is critical to discover program needs that could effect where facilities are best located. Once funded, a more robust design development process will be conducted to make sure that all program needs are considered in preparing the working drawings including an analysis for total cost of ownership over the life cycle of the facility.

Our priority project on our Capital Outlay Plan is a modernization of the Performing/Creative Arts facilities. Our plan is to demolish McCloud Hall and the classrooms attached to the theater and construct a combined complex on the same site. Existing parking and utilities will be used at a significant savings over developing new sites on campus.

The District embraces sustainable values. Since 2009, all major construction has been LEED Certified at the Silver Level. All building systems were designed to reduce utility costs at leas 15% over the current California Building Code.

There is a legacy value since 1994 that has supported an aggressive energy saving projects that placed College of the Siskiyous far ahead of most California Community Colleges and we have not rested on our laurels. Scheduled Maintenance funding has been used for energy-efficiency projects and the recent arrival of Proposition 39 funding has accelerated the program.

The District has since updated the lighting to 2nd generation T-8 and the exterior lighting has been converted to modern LED lighting. The Energy Management System has been updated twice since the initial installation.

The efforts to reduce routine utility costs will free up funding that can more directly influence student learning.

It is also important to compare the expected life of the new facilities to the original buildings. The original buildings reflect what the District could afford at the time and had an expected 40-year life. The District is now building 80-year buildings which are much easier and less costly to operate and maintain. An example of this is the new facilities incorporating lifetime metal roofing as opposed to existing sprayed polyurethane roofing that requires routine repairs and recoating at significant cost to the District.

Recent capital investments have been made in modernizing the industrial technology building to support improved welding and industrial process programs.

The District is looking forward to further supporting the Law Enforcement program as it transitions to an approved P.O.S.T. Academy. This will require remodeling of the Law Enforcement Center to include showers and locker rooms. This will be included in our new Facilities Master Plan.

Five-Year Capital Outlay Plan

Proposition 39, years 1, 2, 3

ASHRAE article

LEED documentation

Board Report Science Project Owner's List of Requirements/Sole Source Materials

Architect's notes from master planning stakeholder meetings

Analysis and Evaluation

The District meets the standard. Both the Facilities Master Plan and the Five Year Capital Outlay Plan reflect current and future use of buildings and the need. The design development for all projects have included an analysis of the total cost of ownership. The annual budget reflects total cost of utilities and maintenance of the District's use of the facilities.

Standard IIIC: Technology Resources

IIIC1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The District currently supports a dynamic Information Technology infrastructure that provides the computing and networking needs of a modern academic institution. The district manages just under 600 computer workstations and 30 servers on the Weed and Yreka campuses used by students, faculty, and staff. A Wide Area Network (WAN) serves both the Weed and Yreka campuses. Each campus has a Local Area Network (LAN) that is further divided by Virtual Local Area Networks (VLANs) managed by Cisco switches and routers. The network is divided up into roughly 30 network segments, most of which are connected to each other via fiber optic media, and each segment has one redundant connection. A wireless LAN is available to both campuses with access points strategically positioned to cover high student traffic locations.

There are three computer labs on campus, plus student-use computers in the Academic Success Center (ASC). The District supports presentation technology in xx classrooms in xx buildings, including nine rooms that are two-way videoconferencing-capable. Room videoconferencing is also available in two conference rooms on the Weed campus and desktop videoconferencing is available in the Board Room and on numerous desktops and laptops throughout campus.

The Technology Services department current consists of:

- Two full-time and one part-time computer technicians
- One Systems Support Specialist
- Two Systems Analyst/Programmers
- One Network Administrator
- One part-time Program Specialist (providing program and administrative support)
- One part-time Administrator (Assoc. Dean, Learning Resources & Technology)

The Systems Support Specialist serves the Yreka campus full time. Other staff move back and forth between the campuses as needed to complete specialized or large tasks and projects.

The College uses Banner as its ERP and Luminis as the campus portal (known as "Navigator" by users). Banner data is supported on local servers and backed up off site. Additional on-site and remote support is provided for Banner by Strata Information Group (SIG). Support for other software, hardware, and network needs is provided by permanent District employees , as well as by outside consultants.

A Help Desk is available to all users to submit tickets for assistance and repair at http://www.siskiyous.edu/tech/helpdesk.   These are routed as needed for assistance with accounts, classroom technology, Banner, phones, web content, reporting needs, etc. In the more than seven years we've used this software, we've processed 10,113 tickets, about 1,356 per year.

Software and services supported includes:

- Network maintenance (Cisco)
- Microsoft Campus Agreement (Computerland)
- Adobe Creative Cloud Licensing (Computerland)
- Phone system/faxing/emergency communication support (Development Group, Inc.)
- Help Desk software (HelpDeskPro)
- Banner/Oracle/Argos/DegreeWorks support and maintenance (Ellucian, Barracuda, Runner Technologies, Evisions, Technologent)
- Emergency notification and announcements (Everbridge)
- CurricUNET support (Governet)
- Student lab attendance tracking (CI Track)
- Learning Management System (Etudes)
- Plagiarism control (Turnitin.com)
- Math software (Hawkes)

Analysis and Evaluation

The network and server components of the infrastructure at College of the Siskiyous is aging and the College is in the process of some major upgrades in order to support current and future operational functions, academic programs and support services. Our core router/switch will be replaced in July 2015. Technicians at the College are in the process of upgrading the Windows 2003 servers to Windows 2008 R2 or Windows 2012 R2 on new physical or virtual platforms. In September 2014 the VOIP system was upgraded to Cisco Call Manager version 10.5.1. The College is also in the midst of replacing 15 edge switches that are past their end of life dates. Maintenance contracts for network devices, servers and workstations are paid for each year to guarantee the best possible performance. These major upgrades along with new battery backup devices recently installed, new and existing workstations, upgraded Ethernet patch cabling and additional technical staff will enable College of the Siskiyous to support its technological needs.

Objective TECH 1.3 from the most recent Educational Master Planning cycle stated, "Computer equipment purchasing and replacement decisions are made to maintain the technological health and stability of the institution." The goal of increasing the percentage of equipment replaced within the defined replacement cycle of four years was not reached. The computer replacement budget line of $33,300 is insufficient to replace the almost 600 workstations supported by the College. The administrator in this area has been working to identify and secure funding outside the District department budget and

has requested a budget augmentation for restoration in this line item. Workstations that are older than the recommended replacement age have been identified and these will be replaced in priority order.

Technology Services staff, except for the technician positions, had a 100% turnover from 11/2012 to 12/2013. During that period, the Department lost its IT Director, two Network Administrators, and two Systems Analyst/Programmers. A Network Administrator and two Programmers were hired in 2014 and an administrator assigned who had formerly worked in the department and was already overseeing the Library and Distance Learning. A search for an IT Director was unsuccessful after several tries. The new team, most of whom are new to their positions or to the College, is diligently prioritizing infrastructure, hardware, and service needs and upgrades and working through these in priority order. The Department is working to identify the most-needed position at this juncture that will gain the most improvement in workload and efficiency in Technology Services.

IIIC2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

In addition to the more general Technology Master Plan, the Technology Services department maintains an ongoing spreadsheet of specific technology needs and priorities, including infrastructure needs, classroom technology needs, and project needs. The District maintains an inventory of computer workstations at both campuses, including age and user category of each machine. Banner Steering maintains an ongoing projects list that is prioritized, and updated after every meeting. With these documents already in place, technology needs can be immediately matched to additional funding opportunities as these arise.

Yearly, the department uses its Computer Replacement fund to refresh the oldest computers, as well as integrating opportunities for other funding into this process. Recent funding sources have included other District departmental funds, Instructional Equipment, and various grants. Likewise, the Technology Services department keeps maintenance and support contracts current for all server hardware and network infrastructure devices, classroom technology, and vital software packages.

Analysis and Evaluation

During the period when Technology Services was losing much of its staff, the department was unable to address many of the technology deficiencies and aging infrastructure. As staff was re-hired back into the department, they developed an increased awareness of these deficiencies and have undertaken activities to resolve them. The department is addressing infrastructure and computer replacement needs and the Department has

undertaken to update the Technology Master Plan, last written to cover the years 2009 –
2013.

IIIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

COS offers classes on site at the Weed and Yreka campuses, as well as online and to several videoconferencing classrooms, mainly at high school locations within Siskiyou County. Most physical technology resources are found at the two campuses. In general, the equipment housed at off-campus locations is owned and maintained by the school district. The College, through MOU agreements, supports these sites with staffing, some equipment maintenance, and centrally-available online services.

The College ensures that each videoconferencing classroom site has working video codecs, monitors, cameras, PCs, document cameras, printers, etc. The College and videoconferencing sites coordinate to ensure sufficient connectivity among sites. Staff supporting videoconferenced classes receive FERPA training before they begin work.

Student lab computers are available in Weed and Yreka. Other sites have some computer availability for students. The Technology Services Help Desk software for faculty and staff can be accessed online by staff from any location. The Academic Success Center (ASC) staffs a Student Help Desk that assists students with access to the online information system (Navigator), learning management system, and student email. They can refer students for assistance in other areas.

Analysis and Evaluation

The College meets the standard in this area. We have made significant progress in the past several years in the areas of online resources and services, including increased provision of student email accounts, establishment of online orientation sessions, rebalancing of library collections to provide more resources online, establishment of an integrated Student Help Desk, and updates of the web pages for most campus services.

In order to communicate with all students and offer support and services, COS must rely on the stability of the CalREN network, through CENIC. Currently, the College has only one access point to CENIC, but a current project underway at CENIC should provide a redundant circuit to campuses such as ours that don't currently have one. We have had several multi-hour outages in the past couple of years.

IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Outcomes TECH 1.1 from the last Educational Master Planning cycle stated, "Technology training is available for employees to meet their job needs" with a measurable goal of, "By Fall Semester 2013, employees will report an average score of 3.2 (out of 5) on the question 'The extent to which COS provides adequate technical training to enable them to effectively perform their job duties.'" Per a survey given (though to faculty only), this goal was met.

Technology Services provides individual support and training when assisting users with new and unfamiliar tools. Technicians provide brief trainings in the use of presentation classrooms as needed. Videoconferencing support staff provide training on the use of the videoconferencing presentation classrooms and are available during all hours video classes are in session. Yreka IT staff train Nursing faculty and staff using the Simulation Lab in Yreka on proper use of the lab in a variety of formats (lecture, videos, hands-on, video recording/playback, and debriefing). An Instructional Support Specialist provides support during lab time and is primarily devoted to support of this lab.

Employees may access an online Help Desk from any Internet-connected computer for technology-related questions and assistance, including hardware, software, network issues, Banner, phones, and web support. A Student Help Desk in the Academic Success Center provides in-person, online, and phone support for Navigator, Etudes, and student email.

HR conducts FERPA training for each individual who will be handling student data. This is tracked in HR and supervisors are notified when their employee has received this training. Tech Services does not grant access to sensitive data areas until this training is completed and permission received from the data custodian for the relevant area of Banner data.

Instructors must take and pass a training given through Etudes, the College's LMS before they can begin teaching online. An Instructional Support staff person provides support five hours per week at set times to assist faculty in developing online course material and assisting with problems related to their online courses. She also offers a flex activities on new Etudes tools and Etudes-related topics at the beginning of each Fall Semester and sends reminder emails weekly to an Online Instructors email group throughout the semester.

The Office of Instruction presents an orientation session at the beginning of each semester to all part-time faculty; new part-time faculty members attend an additional session when they begin working for the College. A representative from the technology area is present to be sure any questions have been answered or followup offered. HR asks the supervisor of each new employee to complete and return an orientation form that

contains several technology-related items. When computer accounts are created for new employees, they have an opportunity to ask questions of the Technology Services department.

A training presentation on accessibility (Universal Design) and accommodation was held during the Spring 2015 Planning Day. Planning Days, as well as other times during the semester, have been set aside to provide training on CurricUNET, Banner functionality (budget training, online leave reporting), Microsoft Office, curriculum review, and SLO and assessment training.

The Academic Success Center (ASC) conducts Student Success Seminars weekly on technology-related topics such as Etudes and library database searching. Students have access to ASC assistance in Weed and Yreka, as well as via email and phone through the Student Help Desk function. The Librarian also conducts training sessions in the classroom during the semester.

Technology Services staff stay informed of ongoing CCC initiatives and Banner updates through attendance at the yearly CISOA/3CBG conference each spring. Distance Learning Coordinators attend the monthly CCC DE Coordinators webinars as well as the yearly DE Coordinators' Retreat, which has been offered recently in conjunction with the Online Teaching Conference. Staff attended Ellucian LIVE 2014.

Analysis and Evaluation

Though we feel the College meets this standard, additional and more frequent technology-related training is needed. Technicians are busy with their core work of being sure technology under their purview remains updated and functional, so do not have much time to conduct the in-depth training needed. The Help Desk is used more as a task manager than a resource for training. Faculty and staff have asked for a central location where they can receive help on a variety of technology topics and from where trainings are planned and conducted. The College continues to look at the possibility of supporting a Technology Learning Center (TLC) where faculty and staff can receive this support.

IIIC5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College is currently updating Administrative Procedure (AP) 3720 on Acceptable Computer Use. The standard League language forms the basis of this procedure, with language added as needed to account for local practice. Several areas have been identified for future addition to this procedure.

In the most recent Educational Master Planning cycle, Objective TECH 1.2 read, "Decisions around technology are collectively made between Technology and Student

Learning and are aligned on all campuses." Technology Council is the main body that regularly takes up issues of the interaction between instruction and technology.

Technology Council has recently become active again after not meeting during the period of time when staffing in the department was almost non-existent. This body will be able to take in recommendations, research and discuss them, and take them to the upper levels of administration as needed. Many of the recommendations toward a robust and sustainable technology infrastructure come from the Technology Services department and are brought to Technology Council when they need wider input.

Needs identified and prioritized through the Technology Services department and Technology Council can come to the attention of these areas based on:

- Age of equipment and replacement cycle
- Out-of-support timelines
- State of the industry, currency of software
- Partnerships with vendors who are current with technologies in their areas
- New programs or needs on campus
- Specific requests from users
- External factors pushing or influencing technology changes

Analysis and Evaluation

The College meets the standard in this area, though the documentation of specific procedures is fairly sparse at present. Past procedure and documentation from the planning process have not been adhered to due to funding downturns and budget cuts. The area administrator has asked for an augmentation to hardware funding which will allow plans already in place to be implemented.

With staffing stabilizing, the process for making technology decisions should stabilize also. Technology Council provides a process for technology input across the campus and a conduit for implementing its recommendations. There is membership continuity between Tech Council and its two related working committees (Banner Steering and Web Team). There is also cross-representation to Instruction Council through the Associate Dean, Learning Resources & Technology.

Standard IIID: Financial Resources

Planning

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The District is committed to the principle that financial planning is integrated with the Institution's planning at every level. Budget development is part of the Institutional Planning Process, which is designed to support long-term planning efforts and to allow all areas of the College to be represented and to provide input.

The budget and planning process begins with program reviews, followed by the development of expenditure budgets, by budget managers, adhering to basic budget assumptions that are directed by the Board and developed by the Budget Committee. In alignment with the current State budget information, the revenues are also projected. The budget is also driven by Board developed goals reflecting adequate reserves and a balanced budget.

In accordance with the Government Accounting Standards Board (GASB), retiree health benefit obligations are evaluated every two years through actuarial projections. The District uses this calculation to determine amounts needed to cover our unfunded liability as well as our pay-as-you-go coverage for our retiree health benefits.

The District plans for the retirement of long and short-term debt as well as future liabilities. Annual budgets include the necessary expenditure of funds to support capital outlay, scheduled maintenance plans, unfunded retiree health liabilities, and required District matches for grants and categorical programs. Approved risk management techniques are employed to minimize unnecessary liabilities.

- Board Minutes
- Annual Final Audit 2011-12
- Annual Final Audit 2012-13
- Annual Final Audit 2013-14
- Planning Committee Minutes
- Budget Committee

Analysis and Evaluation

The District meets the standard. Processes have been developed and are being used to drive the planning process toward the budgeting process, moving through the various participatory governance councils the District uses. The District adheres to State and

Federal mandated reporting and accounting procedures, keeping with ensuring the financial stability and integrity of the District.

IIID2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The budget committee was established as part of the governance structure and is composed of representatives from each constituency group on campus. The budgeting process links planning and program review through the list of prioritized budget enhancement requests. Budget requests come through the planning and program review processes. They are evaluated by Instruction Council, Student Services Council or Technology Council and prioritized. Then they are sent on to the Budget Committee for their consideration. All activity is governed by the district policies and procedures.

- Planning By Design
- Program Review
- Education Master Plan
- Administrative Procedures
- Planning Committee Minutes
- Budget Development Process
- Budget Committee Minutes
- Student Learning Council Minutes
- (Instructional Council minutes)   NOTE: These two committees were combined under the Student Learning Council
- (Student Services Council minutes)
- www.siskiyous.edu/committee/studentlearningcouncil/
- Technology Council minutes) – No website yet.
- (President's Council minutes) – No listing or website yet

Analysis and Evaluation

The District meets the standard. The process that has been developed allows for the coordination of the District's mission and goals to be considered throughout the process of planning, program review and budget development.

IIID3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having

appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Staff, deans, directors, budget managers and vice presidents create their annual budgets, based on annual Board goals and State budget assumptions. The process starts with program reviews and is then driven by the Budget Development Timeline. The proposed budget is routed through the Budget Committee, Instructional Council and College Council, and President's Executive Cabinet prior to presentation to the Board of Trustees. The committees and councils all have representation from all constituency groups, and they are tasked with taking information back to their respective groups. Campus-wide planning days involve all employees and institutional planning occurs during that time.

- Planning By Design
- Budget Committee Minutes
- Planning Committee Minutes

Analysis and Evaluation

The District meets the standard, and continues to refine the processes of planning and budget development. Constituency groups have representation on all committees and councils. All groups participate in fall and spring planning days.

Fiscal Responsibility and Stability

IIID4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College of the Siskiyous develops its budget on an annual basis by following the timeline described in the COS Planning by Design – Budget Development & Revision Process. The Budget Committee meets every two weeks throughout the year to discuss availability of funds (FTES projections), budget assumptions, and funding priorities. The Planning Committee works closely with the Budget Committee to ensure a link between planning and budgeting and advocates for the priorities of the Vision, Institutional Goals, and Educational Master Plan within the Budget Development Process. Enrollment management is considered throughout this process as it is the primary driver of revenues. Directors, Deans, Department Chairs, and Coordinators request their budget needs based on operational plans, Educational Master Plans, and Program Reviews. The Final Budget is approved by the Board of Trustees in September of the fiscal year.

In addition, grants funding and partnerships with other outside agencies are sought out to increase the revenue base while establishing additional opportunities to improve our instructional offerings.

- Budget Committee Meeting 4/7/14
- Equipment Priority List and Summary of Budget Requests.
- Budget Committee Meeting 5/5/14, Preliminary budget discussion
- Budget Committee Meeting 7/30/14, Discussion of budget and reserve fund
- Budget Committee Meeting 8/13/14, Discussion of new budget calculations
- Planning Committee Meeting 2/27/14, 2014-15 budget information
- Planning Committee Meeting 8/21/14, Overview of final budget
- Planning By Design budget development and revision process
- Budget Development Process final approval 12/11/12
- Board of Trustees meeting 8/5/14, Items 10-13, Revenues, Expenditures, Investments, Reserves and Budget Adjustments
- Board Minutes Item 18 Final Proposed Budget
- Board Minutes Regarding Class Size

Analysis and Evaluation

The District meets the standard. The analysis of the attendance reporting is monitored to make sure that financial targets are being established in a realistic manner. Because FTES generation is the primary source of funding for the District, evaluation of this driver is constant.

IIID5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District has been increasing budget manager's ability to access and review spending. The Banner information database has become more available through the desktop application called Navigator. Appropriate Board Policies and Administrative policies document the process for managing financial resources. The District has adopted the California Community Colleges Budget and Accounting Manual in BP 6300 as best practice for controls. The District also reviews and tests internal control during the annual audit. The auditors make recommendations to the management regarding internal control deficiencies should any be identified detect. All findings are reviewed and addressed and deficiencies are corrected as soon as possible.

- BP 6300 – Fiscal Management
- AP 6330 - Purchasing

- [BP 6330 – Purchasing](#)
- [AP 6340 – Bids and Contracts](#)
- [AP 6400 - Audit](#)
- [Purchase Request](#)
- [Payment Voucher](#)
- [Budget and Accounting Manual](#)
- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)

Analysis and Evaluation

The District meets this standard. The Budget and Accounting Manual serves as a primary resource for practices used by the District to manage and control the finances of the District. Appropriate policies and procedures are in place and approved by the Board of Trustees. In 2014 the paper forms used for purchase requests and payment vouchers were updated based on feedback from the campus and the business office. The changes clarified the signature authority and amount each level of positions signing authority. This update was a direct result of evaluation which identified clarification was needed. The next step identified to improve the internal control and efficiency will be through the use of electronic approval. The District information management system, Banner, is also on track for processing electronic approvals. This additional feature will augment the control structures currently in place across the District. The approvals will match account codes from the budget to be in the request prior to approval being given. If funds need to be reclassified these will be complete prior to spending and reduce the number of reclassification request at the end of the fiscal year. The current practices meet the best practices identified in the Budget and Accounting Manual. The Districts decision to move toward electronic approval will support greater internal controls of the fiscal resources entrusted to the District.

IIID6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

As required by the State, accounting firm KCoe-Isom performs an annual audit of the District. In the completion of the audit the District's compliance to federal and state programs is evaluated as well as the financial resources of the District. The District has received unqualified opinions on the audit without findings regarding the financial integrity of the District.

The budget is reviewed by the various committees and councils before being recommended to the President's Executive Cabinet and then presented to the Board of Trustees for review and their final approval.

- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)
- [Board of Trustees Meeting 12/9/14, Item 9 audit update](#)

Analysis and Evaluation

The District meets the standard. Review of the District audits and approved budgets reflect the accuracy of the financial data and proper allocation of the resources of the District.

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Deficiencies are addressed as soon as we are aware there is a problem. Many times changes are made before the audit has begun. If there has been a finding of a deficiency in our processes or procedures stated in the audit, the following year's audit will review past deficiencies and note any changes that have been made.

- [Annual Final Audit 2011-12](#)
- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)

Analysis and Evaluation

The District meets the audit. During each annual audit follow up reporting is done as required to insure that any deficiencies are corrected.

IIID8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District reviews and tests internal financial controls during the annual audit. The auditors make recommendations to the management regarding internal control deficiencies should any be identified. All findings are reviewed and addressed and deficiencies are corrected as soon as possible.

- [AP 6400 - Audit](#)
- [Budget and Accounting Manual](#)
- [Annual Final Audit 2011-12](#)

- [Annual Final Audit 2012-13](#)
- [Annual Final Audit 2013-14](#)

Analysis and Evaluation

The District meets the Standard. The annual audit is used as a year-end check that internal controls have been effective. During the year the District follows the Budget and Account Manual practices which results in the District utilizing healthy internal financial controls.

IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The Board of Trustees has established a minimum reserve balance of 7% with a goal of a 10% reserve (insert Board minutes) to maintain a stable fiscal environment. Within the reserve balance, the Board of Trustees has designated 1% specifically for emergencies. The District has been able to maintain the 7% reserve balance with the exception of 2013-14 when the District experienced a significant decline in its FTES. Each year through the budgeting process (insert planning by design / budget timeline, etc.), the District budgets to maintain the Board's minimum reserve balance and reviews the financial requirements to support the mission of the District. In addition, in the 2013-14, the Superintendent's budget has included an additional amount for unforeseen events. Like many California Community College Districts, the District has managed the cash flow needs through the California Community College League TRAN program which provides short term financing to cover periods of reduced apportionment related to property tax payments and more recently the State apportionment deferrals. A detailed cash flow is required as part of the TRAN program (insert 2015-16 TRAN cash flow when completed) to determine an appropriate level of borrowing to meet the short term cash flow needs of the District. As part of a Special Financial Report (Recommendation #4) (link to Special report on COS website) prepared for the ACCJC in April 2014, the District outlined its three year projection of cash flow of the District.

Analysis and Evaluation

The District meets the standard. As described in the above narrative the cash flow is monitored consistently to ensure the District is not caught in a cash flow emergency.

IIID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual

relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The responsible use of finances, as well as the financial integrity of the District is in Board Policy 6300 (ref. Fiscal Management) outlined and monitored by a series of checks and balances. The Board of Trustees is presented with monthly financial reports, outlining cash flow, fund balances, expenses and revenues. An intensive review each June and September is conducted by the Board of Trustees. An external accounting firm (K*Coe Isom, formerly Matson & Isom) conducts an exhaustive audit annually, ensuring that these documents are accurate. The audit firm also makes recommendations to the Board regarding internal controls. All reports, reviews and audits and recommendations are made available to the public. Copies are also available in the Business Office (ref. Annual Final Audit 2013-14) (ref. BP 6400, Audits).

The College has an integrated enterprise reporting system, Banner, to allow faculty and staff to read financial reports and budgets at any time.

Independent auditor reports include annual analysis of compliance and internal control over financial reporting based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. In addition, the independent auditors submit a report on Compliance with Requirements Applicable to Each Major Program and on Internal Control of Compliance in Accordance with OMB A-133 (ref. Comprehensive Annual Financial Report – Summary of Auditor's Results, page 76). The auditors submit a report on State Compliance Requirements. The Grants Office (ref. AP 3280, Grants) and Financial Aid Office undergo similar scrutiny as dictated by California Educational Code, Title V regulations, and various Federal, State, and private grant institutions. The Foundation Office is also subject to an independent audit (ref. Annual Final Audit 2013-14, page 76, schedule of findings) subject to the same guidelines. Contractual relations are also monitored by Title V Regulations, California Education Codes, and Public Contract Code as well as Board Policy 6340 (ref. BP 6340, Contracts).

In terms of limits on expenses, vice presidents have authority to authorize expenditures up to $10,000, and the Superintendent/President can authorize expenditures up to $25,000 (ref. BP 6150 Designation of Authorized Signatures). The Vice President of Administrative Services has authority to establish contracts with external organizations (ref. AP 6100, Lori insert AP) and follow appropriate procedures (ref. AP 6100 Lori insert AP). Auxiliary organizations, foundations, institutional investments and assets are all subject to Board and Presidential supervision. These finances are independently audited along with the budgets, reports and contracts to preserve financial stability so that the Institution may pursue its mission and goals.

Grant request processes are in place (ref. AP 3280- Grants) and monitored by the Grant and Contracts Analyst and Budget Analyst.

- Annual Final Audit 2013-14, page 76, schedule of findings

- California Education Code, Title 1, Division 1, Part 9, Finance
- California Code of Regulations, Division 6, Chapter 9
- Board Policy 6300: Fiscal Management
- Board Policy 6100: Delegation of Authority
- Administrative Procedure 6100: Delegation of Authority
- Board Policy 6150: Designation of Authorized Signatures
- Administrative Procedure 6150: Designation of Authorized Signatures
- Board Policy 6400: Audits
- Administrative Procedure 6400: Audits
- Administrative Procedure 3280: Grants
- Board Policy 6320: Investments
- Board Policy 6340: Contracts

Analysis and Evaluation

The District meets this standard. Strong financial management and supervision by the President/Superintendent, Vice Presidents and the Board of Trustees has allowed the District to withstand budgetary shortfalls of the last few years.

The District utilizes Banner to integrate all major functions of the District (i.e. student records, human resources, financial aid, and accounting). Banner provides current financial information to all budget managers and staff and collects all information necessary to assess the College's progress towards its stated goals.

The Grants Coordinator works closely with the Superintendent/ President and the administrative team to identify grant opportunities that support the goals of our Educational Master Plan. Each opportunity is analyzed for budget implications in both the short and long term. If funds are awarded, the Grants Office and Business Office help to ensure that the funds are used appropriately. All rules and regulations for each grant are on file and the Grants and Contracts Analyst tracks the reporting deadlines.

There are numerous checks and balances in place between the supervisor, the Grant Manager, the Business Office and Administrative Services to ensure that all funds are spent as they are intended and in accordance with the requirements of the grant.

Liabilities

IIID11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Each year consideration is given as to whether the District should participate in the TRAN program put together by the California Community College League. The annual budget process also plans for the retirement of debt and the needs the District has to manage the fiscal solvency as a result of debt. General Obligation Bonds are repaid by the public through tax dollars. The repayment of the GO Bonds is not a budget or cash flow concern for the District.

Required contributions to our trust for the reduction in the unfunded liability of Other Post-Employment Benefits does present a cash flow challenge, however the District is making progress toward minimizing the unfunded liability that exists.

Resources are considered when making decisions for staffing and other budgeting needs so as not to exceed what the District can afford. The District is careful to not obligate itself for ongoing costs with one-time inflows of resources. Careful consideration is given as to whether the costs can be sustained.

- Annual Budgets – link forth coming
- Budget Committee Minutes – link forth coming
- Planning Committee Minutes – link forth coming
- Annual Final Audit 2013-14
- Budget Development Process final approval 12/11/12

Analysis and Evaluation

The District meets the standard. Through the planning and budgeting processes careful consideration is given to the fiscal solvency of the District. In addition, the District evaluates and completes the Chancellor's Office's Sound Fiscal Management Self Assessment Checklist.

- October 2014 Board Minutes for tab 13 – link forth coming

IIID12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District has made some progress on funding its Other Post-Employment Benefits (OPEB). As one of the founding Districts of the California Community College League Retiree Health Benefit JPA, the District made two initial payments towards funding its OPEB liability. With the budget conditions of the last few years, the District has not been

able to sustain additional funding toward this liability nor meet its annual required contribution (ARC). However, starting in 2013-14, the District moved from being self-insured for its medical benefits to being under a traditional premium based health insurance plan with California's Valued Trust. This shift of health benefit liability substantially reduced our total liability and our ARC as calculated in our most recent actuarial study (insert link to study) dated December 1, 2013. The decrease has been so significant that the District has budgeted the entire ARC payment of $560,529 in its 2014-15 budget.

The District maintains a vacation policy (insert link to Policy) that limits the allowable hours of accumulated vacation (ie. compensated absences) and reports this liability in its annual audit report. As employees reach the allowable limits of accrual for vacation, managers work with the individuals to reduce the amount of vacation leave on the District books. This helps to keep the liability within the appropriate levels.

The District is also planning for the increased funding requirements based on the projected increases proposed by both the California State Teachers Retirement System (CALSTRS) and the California Public Employees Retirement System (CALPERS) in its multi-year budgeting model (attach link to budget model).

Analysis and Evaluation

The District meets the standard. While the District is a bit behind the amortized amount required for the OPEB liabilities, the budget is being planned for annual contributions to the trust. In addition, one-time funding that arises is evaluated as to its use potentially allowing for additional contributions to the trust allowing the District to catch up on its amoritization of the liability.

IIID13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Locally incurred debt and/or lease obligations include monies allocated for the following purposes: color copier; group copier, Science Building equipment; and Lodges. Amortization schedules are prepared for each of these obligations (ref.: Amortization Schedules) and payments are budgeted annually and paid from the appropriate fund (ref.: Budget).

Analysis and Evaluation

The College meets this standard. The District has very little local debt and is able to manage the repayment of its debt very well.

IIID14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

There are multiple checks and balances in place to ensure that financial resources are used in manner consistent with the intended purpose of the funding source. Annual reports, audit reports and oversight committee meeting minutes are often posted publically so that the general public can see how the District uses its resources.

Career and Technical Educations programs all have advisory committees that meet regularly. Those meetings not only allow for the general public to provide input on the District's programs but also provide an opportunity for program managers to inform the public about grants.

Other Debt instruments, including retiree health benefits liabilities and TRAN loans, are audited annually and approved, in open meetings, by the Board of Trustees. These annual audit reports and actuarial reports are located in the Business Office.

- Measure A Bond Reports
- College of the Siskiyous Foundation Reports

Analysis and Evaluation

The District meets this standard. The District works to provide more information on financial resources to the public by placing information on its website such as annual audits and updating regularly committee meeting times and minutes.

IIID15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

To ensure compliance with federal requirements and processing the Director of Financial Aid, hired in October 2014, supervises and monitors daily operations to determine and award financial aid, reconciling of federal and state mandated reports, and develop comprehensive policies and procedures for federal, state and institutional programs. All programs adhere to guidelines issued by the funding agency and incorporate federal, state and other applicable regulatory requirements to meet guidelines of Title IV of the Higher Education Act. (ref. BP 5130, AP 5130). (Audit)

Management of student loan default rates are received through Student Data Warehouse (ref. Cohort Projected Default Rate) and also obtained through National Student Loan Data System (NSLDS) (ref. History List Page). Delinquency/default reports received from Department of Education regarding loans are challenged and submitted on 2-Yr Incorrect Data Challenge (reference 2-Yr Incorrect Data Challenge). NSLDS information also received for applicants through Banner assists in determining eligibility for aid. The California Community Colleges Chancellor's Office has available free Default Prevention Initiative consulting through Parker, Pierson & Associates (PPA) to assist in assessing and formulating plans to reduce default rates and risks. (ref. California Community College Default Prevention Initiative dated February 26, 2014). The District annual audit (ref. Annual Audit Report) performs test work for compliance to federal financial aid regulations.

- Annual Audit Report
- Comprehensive Annual Financial Report, Summary of Auditor's Results, page 76.
- Board Policy 5130, AP 5130, Financial Aid
- NSLDS history list page for College of the Siskiyous
- 2 year incorrect data challenge to Department of Education
- California Community College Default prevention Initiative dated February 26, 2014.

Analysis and Evaluation

The District meets the standard. Through careful monitoring of students' eligibility and current cohort default rates, the District provides financial assistance to its students. With current processes in place the District avoids delinquencies/defaults and keeps the projected default rate at a minimum. Assessment of delinquent and default student accounts are addressed and rectified to maintain lower default rates as well. Annual Audit Reports show the District to be in compliance (ref. Annual Audit Report). The hiring of a Director of Financial Aid has added stability to this area.

Contractual Agreements

IIID16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District follows Board policy regarding contracts, formal and informal bidding, bid thresholds and personal service agreements. Contracts with external entities are maintained and monitored in the Administrative Service office and are reviewed for expirations and renewals. School and College Legal Services provides legal counsel as

needed for recommendations on the creation of new contracts or renewal of existing contracts. Any personal service agreements that involve payment of salary must be approved by Human Resources, the Vice President of Administrative Services and the Superintendent/ President.

- Board Policy 6340, Contracts
- Administrative Procedure 6340, Bids & Contracts
- Administrative Procedure 6350, Construction Contracts
- Administrative Procedure 6370, Personal Services
- Instructional Service Agreement with San Francisco Police Academy:
- Instructional Service Agreement with FIELD
- MOU with Cal-Fire/Fire Warden

Analysis and Evaluation

The District meets the standard. Contract renewals are reviewed as they come due and questions and concerns are addressed prior to renewal. All new contracts are also reviewed prior to execution.

This below here is the stuff NF moved that we could figure out why it was where it was.

- Planning By Design
- Budget Development Timeline
- Role of the Budget Committee
- Planning Committee Memo Related to Budget Development
- Program Review
- Education Master Plan

Institutional Analysis of Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IVA. Decision-Making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Administrative Procedure 2510 – "Participation in Local Decision Making"

Analysis and Evaluation

Community colleges are slowly recovering from our state's recent fiscal crisis. The College of the Siskiyous leadership is not alone in being somewhat shell-shocked from these years of challenge. Like many College Boards and Community College administrators, ours are still in the, "save money at all costs" mode, but are trying to shift away from this as defining our potential. A few examples of these shifts are in our programs like CTE, who are pushing their course development into new areas like, "Habitat for Humanity" grant writing. These course/construction/restoration/building projects will benefit both students of the program and the victims of our devastating fire in Weed, CA. The Boles Creek fires destroyed over 150 homes. Programs like this one will attract the contemporary community college student interested in higher education and in making a difference at the community and global level. Our athletics programs also describe innovation and excellence at every turn, through strong seasons of play and often championship victories. These athletic programs are literally the origin of the college's spirit and are our continued source of pride. The Arts, Theatre, etc. are all getting back the confidence to build/mold their programs to better attract students from around our state, for years to come.

Better planning and more consistency in planning processes by documenting concretely our moving forward.

Since 2008 COS has had the intent to always include most, if not all, in all forms of decision making. Administrators, Administrative Support Management (ASM), California State Employees Association (CSEA), Faculty (CCA/CTA/NEA) and Students (ASB) where relevant are represented on most every committee. Even where not necessarily required, COS always seeks to have collegial dialogue to ensure institutional excellence.

The College meets Standard IV.A.1.

Evidence:

- Educational Master Plan http://www.siskiyous.edu/planning/emp/
- This is the link for the Educational Master Plan 2010-2014. http://www.siskiyous.edu/planning/documents/EMP_Approved20110607.pdf
- COS Committees: http://www.siskiyous.edu/committees/ Budget Committee Minutes: The minutes from this committee end in August of 2014.

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Administrative Procedure 2510 – "Participation in Local Decision Making"

Analysis and Evaluation

In fall, 2010 our then administrative leadership team began to dismantle our governance structures without the aid of surveys or other types of evidence to support those changes.

Committees were modified or done away with, paper trails representing evidence and transparency ceased. Participatory governance at COS existed in name only.

In the fall of 2014, the College of the Siskiyous hired a new president to lead our institution into the future. With that new hire came a new willingness to work with the various areas leaders of the institution. This recent, fresh start is an open-minded, inclusive approach to encouraging excellence.

In the last six months there has been concerted effort made to develop processes that are functional, An example of this mutual interest in leadership is our newly, Senate ratified Equivalency Procedure that will become an (AP) administrative procedure at our next board meeting. This has been a two year struggle, but is an example of how the college is actively developing processes around our interest in having a highly functional participatory governance structure. Another example is the restructuring and/or redeveloping of our governance committees. And our moving away from the 2010, "Learning College" structure to an, "Instruction based" format. This structure represents a governance style that is inclusive of all levels of the institution. We are rediscovering the value and importance of growing our decision-making out of ideas that, through transparency, the entire institution has the opportunity to develop and support. However, transparency through the consistent and ongoing creation of evidence like: minutes, agenda, and institution-wide communications; and the process of regular evaluation and Improvement of our governance bodies/structures are the major disconnects for our institution's interest in a truly inclusive participatory governance at the College of the Siskiyous.

Since 2008, COS has had the intent to always include most, if not all, in all forms of decision making. Administrators, Administrative Support Management (ASM), California State Employees Association (CSEA), Faculty (CCA/CTA/NEA) and Students (ASB) where relevant are represented on most every committee. Even where not necessarily required, COS always seeks to have collegial dialogue to ensure institutional excellence.

The College meets Standard IV.A.2.

IVA3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

- Administrative Procedure 2510- Participation in Local Decision Making
- Administrative Procedure 6200 – Budget Preparation
- Planning Committee webpage- http://www.siskiyous.edu/planning/
- http://www.siskiyous.edu/procedures/board/AP2510.pdf
- http://www.siskiyous.edu/policies/board/bp2510.pdf
- List of committee membership (Academic Senate):

Analysis and Evaluation

Since 2008, the College has a clearly defined policy regarding shared governance. That policy covers all constituent groups including Administration, though faculty have a large part in the governance model through not only seats on various committees but more

substantively and clearly defined through the Academic Senate. I believe that over the past 4-5 years and several presidents, the committees have changed/morphed/consolidated, etc. and thus the governance structure appears wary, because of that inconsistency. That being said, institutionally the commitment is there. Hopefully with some consistency at the leadership position, a governance model cannot only be established but utilized for years to come as long as it continues to meet the needs of the institution, but the needs of the students and community it serves. If any shortcomings are evident, it would be due to lack of continuity versus lack of policy and procedure. The current administration sees the new organizational model and governance structure as not just a way to socialize new decisions, but actively uses the council as a vehicle to receive input into decisions, policy and procedure development. Examples include: new instructional equipment requests (NIER), new faculty requests (NFR), and the development of a new enrollment management plan (EMP). NIERs and NFRs were developed by the Deans reviewing program reviews, visiting with related faculty, gather relevant data, developing a rank ordered prioritized list from that information, bringing those prioritized lists to both Instruction Council (IC) and Student Services Council (SSC) for review, input and rank ordering. Both councils were presented all relevant data in consistent matrixes', and then given a week to submit each individual council member's ranking to the VPAA's Administrative Assistant to be collated into a spread sheet and ranked ordered based on their input. The VPAA did not vote in an effort not to bias the councils work. The VPAA retained the right to adjust the rank ordering. The rank order lists were then taken to College Council for their input and support. The lists were then forwarded to Executive Cabinet and the President. At the time of this writing, IC and SSC are reviewing and reworking the new proposed EMP. This process mirrors the process outlined above. The new governance model is being honored and all stake holders' voices are actively being sought out and incorporated into the governance process. Similarly, institutional goals and the Summer and Fall schedules were developed trying to incorporate everyone's input. Institutional goals were developed utilizing a unique process On Orientation Day in August, 2014, All faculty and staff participated in small groups to brain storm intuitional goal ideas. Everyone's ideas were collated into a large document. Later in the Fall all faculty and staff met again in small groups and distilled all of the goal ideas into relevant themes. This work was untimely built into an institutional goals document, ran by the governance councils and cabinet, and then forward to the Board of Trustees for review. A similar process was used to begin the class scheduling process. On planning day during the Spring 2015 semester, all faculty were brought together to set a skeleton schedule. Their input was sought in both large group and small group division related scheduling dialog. Ultimately, all faculty were brought back together and skeleton schedules were developed for both Summer and Fall 2015. This initial schedule served starting point for both the student services and administrative areas of the institution to build on. This process represented an unprecedented (in recent times), engagement of the faculty in the scheduling process.

The College meets Standard IV.A.3.

IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

- Administrative Procedure 2510- Participation in Local Decision Making
- Administrative Procedure 4020-Program and Curriculum Development
- Administrative Procedure 4025- Philosophy and Criteria for Associate Degree & General Education

Analysis and Evaluation

As stated in item #3 the faculty has a substantial voice, especially when it comes to matters of student learning. "The Academic Senate has primary responsibility in the areas of academic and professional matters." (AP 2510) This includes such matters as degree requirements, curriculum, grading policy, program review, etc. It is clear that since 2008 COS has clear policy and procedure regarding curriculum and student-learning.

The College meets Standard IV.A.4.

IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

- Instruction Council http://www.siskiyous.edu/committees/instructioncouncil/
- Student Services Council (not posted on the Web, missing minutes and agendas)
- Technology Council http://www.siskiyous.edu/committees/technologycouncil/
- College Council http://www.siskiyous.edu/committees/collegecouncil/index.htm
- (college council needs to develop and approve a mission statement that can then be posted on the web page and further explained below)
- President's Advisory Cabinet (not posted on the Web, missing minutes and agendas)
- Planning Committee
- Budget Oversight Committee

Analysis and Evaluation

Effective institutional governance requires input and collegial consultation to occur at all levels. The District's turnover in Presidential and Administrative leadership over the last five years has served as a major disadvantage. This lack of continuity of leadership at the

highest level has brought about a level of inconsistency towards meeting the District's shared governance requirements as mandated by Title V. With the hiring of a new President the District is beginning to experience new governance and decision-making structures that should enable the District to align decisions with those that possess the most expertise. Effective institutional governance requires collegial consultation (input, dialogue, and shared vision) from all campus constituent groups. The decision-making process needs to be transparent, widely communicated, and broadly based. To achieve these goals the new President, following California Community College "best practices" has created several new shared governance structures within the District. Effective Fall 2014 the following shared governance bodies were created and began their work.

Instruction Council: Instruction Council meets weekly to discuss and develop the goals and direction for the instructional program of the College in order to provide a quality education. The Council works to advance the career/technical, transfer, and basic skills mission of the College. Although the Council engages in broad-based discussions of how this mission can be accomplished, it also: assists the Vice President, Instruction in developing and administering the instructional program of the College; makes recommendations to the Vice President, Instruction concerning instructional issues; reviews all policies and procedures dealing with the academic program of the College prior to review by College Council; provides guidance in the development of the catalogue and academic calendar; provides guidance in matters dealing with support services to instruction; and assists in providing direction to the education programs of the College.

It's membership consists of: Instruction Council membership consists of the Vice President, Instruction, the Dean of Liberal Arts and Sciences, the Dean of Career & Technical Education, the Associate Dean of Student Success, the Associate Dean of Learning Resources, the Assistant Dean of Kinesiology, the Director of Instructional Support Services, the Director of Research and Evaluation, the Yreka Campus Supervisor, the Associated Student Body representative, two Faculty members from both the Liberal Arts and Sciences and Career and Technical Education areas and one Faculty member from the Kinesiology area.

Student Services Council: Meets weekly to provide overall leadership and guidance for the Student Services areas in order to provide excellent support for recruitment, success, and persistence of our Students. In addition it ensures a cohesive and collaborative approach to implementation of COS' Student Services; it provides regular and effective communication regarding Student Service related activities, efforts, and initiatives; and it assists the Chief Student Services Officer in making decisions that impact Student Services.

Its membership consists of Chief Student Services Officer, the Director of Admissions, the Director of Financial Aid, the Director of Student Life, the Director of Disabled Students Programs and Services/Counselor, the Director of Research and Evaluation, the Associate Dean of Student Success, the Yreka Campus Supervisor, a full-time tenure-track Counselor/Faculty, and one teaching Faculty.

Technology Council: Meets monthly to discuss items related to technology that are brought to its attention by the campus community. It serves as the coordinating body for technology planning, implementation, and maintenance and makes recommendations on these items to College Council.

The committee is chaired by the Associate Dean of Learning Resources and Technology and consists additionally of the Vice President of Administrative Services; Deans of Liberal Arts and Sciences, Career and Technical Education, and Kinesiology; three faculty members (Computer Science/online instruction, Art/online instruction, and Counseling/DSPS Director); Network Administrator; Systems Analyst/Programmer; and Yreka Systems Support Specialist.

College Council: Meets bi-monthly and is the institution's chief shared governance body for general governance matters.
(College Council needs to develop and approve a mission statement that can be further explained here)

The body consists of two representatives each from the Associated Student Body, California School Employees Association (CSEA), Administrative Support/Management (ASM), Academic Senate and Administrators. The College Council makes its recommendations to the Superintendent/President.

President's Advisory Cabinet: (This section should include a description of what the PAC does, its mission statement, and a list of its members based upon the positions they hold on campus and not by name)

Planning Committee

Budget Oversight Committee

The College does not meet Standard IV.A.5.

IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- Instruction Council http://www.siskiyous.edu/committees/instructioncouncil/
- Student Services Council (not posted on the Web, missing minutes and agendas)
- Technology Council http://www.siskiyous.edu/committees/technologycouncil/
- College Council http://www.siskiyous.edu/committees/collegecouncil/index.htm
- President's Advisory Cabinet (not posted on the Web, missing minutes and agendas)
- Planning Committee
- Budget Oversight Committee

Analysis and Evaluation

There are currently four shared governance bodies (Instruction Council, Student services Council, Technology Council, and College Council) on campus. In addition, there is one participatory governance body (President's Advisory Cabinet) that is used by the President as a methodology for disseminating information and gathering feedback from campus constituents. Because membership is representative of campus constituents the best paradigm for disseminating the processes that are used to make decisions and the resulting decisions themselves, are through the use of on-line agendas and minutes.

The four shared governance bodies should review their operations on a regular basis to ensure effectiveness and compliance with the shared governance guidelines found in Title V. The decision-making process must be transparent, widely communicated, and broadly based. In order to do that all meeting agendas should be posted online well before the meeting is to take place. The minutes should be posted online immediately following the meeting and should include the processes that were used for decision-making and the resulting decisions. There a myriad of ways that the District could use to ensure decision-making results are widely communicated across the institution. They include: updated and current web pages that include all of the agendas and minutes; holding monthly "all" College meetings; weekly "all" campus emails from the President or appropriate Administrator; President's Advisory Cabinet meetings; open Office Hours for the President, Vice President Instruction, Vice President Student Services, and Vice President Administration; all meeting agendas and minutes are available to off-campus constituents that are unable to log into the College Intranet; printed copies of agendas and minutes are made available when requested; and agendas and minutes can be downloaded from the website via Portable Document File (PDF.)

The College does not meet Standard IV.A.6.

IVA7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting Standard

While some leadership roles and governance bodies are regularly evaluated, the results of these evaluations are not widely communicated to the campus community. Also, decision-making policies, procedures and processes are not systematically evaluated.

Board policy 2200 identifies the duties and responsibilities of the college's Governing Board, while Board policy 2745 describes the Board's self-evaluation process. However, the results of these self-evaluations are not communicated to the campus community.

Board policy 2435 establishes the procedures for the regular evaluation of the college President by the Governing Board, yet the results of these evaluations are not

communicated to the campus community. There have been several evaluations of the college President and Vice Presidents by other employees of the college [find evidence], but these have not occurred regularly, and there is no formal policy in place to insure that such evaluations occur on a regular cycle. Also, efforts to communicate the results of these evaluations to the campus community ceased in 2012-2013 [check year]. There has been no systemic evaluation of key governance bodies and their decision-making policies, procedures, and processes, including College Council, Student Learning Council, Instruction Council, Student Services Council, and Technology Council. Likewise, college committees have not undergone any systematic evaluation process. While the college Planning Committee has published its [mission] and solicited feedback from the campus community regarding the effectiveness of the college's Educational Master Plan [find evidence], there has been no evaluation of the college's overall planning processes which are reflected in the "Planning by Design" document [not accessible without login]. In addition, there has been no regular and systematic evaluation of the college's overall governance structure. The Academic Senate establishes its goals at the beginning of each academic year [find evidence], but an evaluation regarding the completion of these goals has not been conducted. Also, while all standing committees of the Academic Senate developed goals and objectives during the 2013-2014 academic year [find evidence], these committees have not engaged in a regular evaluation process. The Associated Student Board has published [goals]; however, there is no regular evaluation process to assess whether these goals have been achieved.

Analysis and Evaluation

In order to meet this standard, objectives must be established for all leadership roles and governance bodies, and regular and systematic evaluations must occur to determine if these objectives have been achieved. Furthermore, the governance processes themselves must be regularly evaluated to promote continuous quality improvement. Finally, the results of these evaluations must be widely communicated to the campus.

The College does not meet Standard IV.A.7.

Standard IVB: Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College of the Siskiyous Board of Trustees has enacted appropriate policies and procedures that empower the College President to provide leadership for the District.

Board Policy 2430 –Delegation of Authority to Superintendent/President Delegates executive authority to lead and manage the District within the scope of the job description to the Superintendent/President. The policy elements include delegating authority when appropriate, but this delegation does not absolve the position for responsibility for administration of District operations. In support of the Superintendent/Presidents authority the Board has passed Board Policy 2200 – Board duties and Responsibilities, which identifies specifically the duties the Board of Trustees has and depends on the Superintendent/President to provide leadership on.

The Program Review Process and hiring process guidelines provide direct evidence that the Superintendent/President is managing organizational planning and personnel selection. The budget development process features the efforts of implemented by the Superintendent/President including a portion of the timeline specifically identified to review and prioritize the budget priorities identified through the shared governance process.

Through the leadership of the Superintendent/President all District employees participate in some level of professional learning opportunities throughout the year. Examples include faculty members participation in flex activities. Flex/Staff Development guidelines are used review and approve professional development opportunities for faculty. Review of these guidelines have been delegated to the Vice President of instruction however the Superintendent/President commits to professional development across the District by scheduling two days each year for campus wide learning activities. Campus wide training is a unique opportunity for all employees of the District to attend conference style workshops on a variety of topics from campus planning to class schedule development.

Analysis and Evaluation

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The President is empowered to interpret board policy.

The President is expected to perform the duties and responsibilities contained in the President's job description and fulfill other responsibilities as may be determined by the

Board. The President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion. The President serves as the professional advisor to the Board in Policy formation, selection and development of personnel, and assessing institutional effectiveness.

The President provides effective leadership in planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness. The President determines organizational structure, and approves all hires, both interim and permanent.

The President serves on the Planning Committee Developing personnel and is directly involved with, and oversees planning for flex days, orientation days agendas and presentations. The President also serves on the COS Foundation Board.

Institutional Research reports directly to the President.

The College meets Standard IV.B.1.

IVB2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Board of Trustees has established Board Policy 3100 – Organizational Structure that empowers the President/Superintendent to develop an organizational structure that supports the institutional size and complexity. The Districts Human Resources maintains organizational charts which reflects the current organizational structure.

In 2011 The College President/Superintended lead the District through a comprehensive review of the shared governance model which helps organize and ensure participation at all levels of the organization when making decisions for the District. The results of this effort were drafted into a Governance Structure Document was approved by all constituent groups. Following this process Board Policy 2510 - Participation in Local Decision Making and Administrative Procedure 2510 - Participation in Local Decision Making were updated in 2012 and 2015 to reflect the changes and adjustments as the local shared governance model was tested and improved.

The Districts organization and shared governance model are reflected in practice through the College Council.   This is top decision making group prior to the Board of Trustees. This council meets by weekly during the academic year to review input from all constituent groups and delegates.

Analysis and Evaluation

College of the Siskiyous is a small institution and the administrative structure reflects that size. The President currently oversees two Vice Presidents and has several Departments directly reporting to the President's Office. (organizational charts).

During FY 2014-2015 the College utilized interim administrators and managers in its operations as it determined an appropriate structure for an institution of its size. The Board of Trustee's stated goal is to announce permanent positions during the Spring 2015 Semester and complete the hiring processes so that all interim positions will be eliminated and new permanent employees in place for FY 2015-2016.

Board/Administration/Institutional Support Services
The President directly oversees several areas:

- Human Resources (Director)
- Public Relations/Foundation (Director)
- Grants
- Research
- Admissions and Records
- Financial Aid

Administrative Services
The Vice President for Administrative Services oversees the following areas:

- Business Services (Controller)
- Maintenance, Operations, and Transportation (Director)
- Information Technology (Associate Dean)

And several Auxiliary Services:

- Student Housing
- Campus Bookstore
- Food Service
- Eagles Nest (COS Foundation Thrift Store)

Academic Affairs
The Interim Vice President for Academic Affairs (VPAA) oversees three academic divisions which have Deans and one which has a Director:

- Career and Technical Education (CTE), Dean
- Liberal Arts and Sciences (LAS), Interim Dean
- Health, Physical Education, and Recreation (HPER), Assistant Dean
- Learning Resource Center/Distance Education, Associate Dean
- Student Services, Interim Associate Dean

Each division is composed of departments or programs. The CTE area also has coordinators over the ADJ, Fire (Interim), and Nursing (Interim) programs. The College's small size dictates that several conventional departments are combined into larger units. For example, the Science Department consists of Biology, Chemistry, Geology, and Physics/Engineering programs.

The Instructional Area also includes the following entities, some of which have directors, some of which have program grant managers:

- Academic Success Center
- Foster Kinship Care (Program Grant Manager)
- Instructional Services (Director)
- Library/Media Services (Director)
- Mathematics Engineering Science Achievement (MESA)/Title III (Program Grant Manager)
- Work Experience
- Summer Camps
- Yreka Campus – Interim Assistant Dean

Student Services
The Interim Associate Dean of Student Services oversees several conventional student service areas:

- Counseling Services
- Disabled Student Services (Director)
- EOPS/CARE/SSS (Director)
- Upward Bound (Program Grant Manager)

Two major changes to the administrative structure have occurred over the past six years, and a third is under way. This indicates that the Board is supportive of the President in planning an administrative structure that will serve the College best.

Since the current President was hired in July 2014, COS has been taking steps to return the organizational structure to more traditional structure that is most prevalent in comparison to the other California Community Colleges. The administrative structure was changed several years ago by consolidating the traditional three Vice Presidents - VP Instruction, VP Student Services, and VP Business Services - into a two vice president structure - a VP of Student Learning (who was over both the Instructional and Student Services areas) and a VP Administrative Services. This two VP structure has proven extremely problematic. COS is transitioning back to the typical structure of three Vice Presidents and implementing "best practices" into its organizational structure.

The President has also expanded his regular consultation with administrators and representatives of the different constituent groups in the college. He meets weekly with the Executive Cabinet which consists of the VPs of Academic Affairs and VP of Administrative Services, and the Executive Director of Human Resources. He also meets every other week with the President's Advisory Committee (PAC) which is comprised of

members of the Executive Cabinet, the deans, directors, and program managers.   In order to insure strong communications with the Academic Senate the President meets weekly with the Academic Senate President. In addition, the president meets monthly with the President of the Faculty Association.

The Vice Presidents and Deans are regularly mentored and evaluated. And the creation of the PAC is reflective of the President's desire to best utilize the talents of as many people on campus as possible. This expansion of contact with lower level management is viewed by the senior administrators as supporting their efforts to directly oversee their areas. The consensus is that the President delegates appropriately and does not micromanage.

The President is moving the institution forward on a major change in the institution's organizational structure and administration. To improve communication, administrative effectiveness, and institutional planning and evaluation, the President has replaced the Student Learning Council with the more traditional Instructional Services Council and Student Services Council. COS has also reinstated the Facilities Council and the Technology Council.

The College meets this Standard IVB2.

IVB3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President/Superintendent has guided the process of developing institutional goals and priorities to meet the College's Mission. The Goals are included in regular publication such as the College Catalog (page 4) and the Faculty Handbook (page V). The Districts values & goals were reviewed by on planning day by the entire campus community in the spring of 2015

The Student Success Act set in motion series of initiatives in 2012 which pushed community colleges to improve and fast track the implement of strategies to improve performance standards for student achievement. The President/Superintendent provided support and guidance to publish the current success rates on the Districts Student Success Score Card which would be used to develop the Student Success and Support Program (SSSP) and the Equity Plan. And in the spring of 2015 these data directly inform the Districts Institutional Effectiveness goals.

Internal and external research is used regularly in the evaluation process. An internal study of class size was conducted to inform enrollment management decisions regarding course cancellations prior to the start of each term. An example External conditions is prominent in the Career and Technical Education area through the use of Advisory Committees to inform the curriculum.

The Director of Instructional Services has taken the lead on the strategic planning process under the direction of the President. The process is inclusive of all shared governance areas of the campus and ultimately creates an annually updated document (password protected☹) that is approved by the Board of Trustees and disseminated throughout the campus as a guide for decision making.

Analysis and Evaluation

The Director of Instructional Services has taken the lead on the strategic planning process under the direction of the President. The process is inclusive of all participatory governance areas of the campus and ultimately creates an annually updated document that is approved by the Board of Trustees and disseminated throughout the campus as a guide for decision making.

The President designed activities and agendas for several Planning Days to engage the entire campus community to participate in strategic planning activities exercise These exercises continued with a series of forums which provided our BOT members, employees and students opportunities to speak in to the process of determining the evolution of COS and identifying appropriate operations and endeavors of the College. These exercises are being utilized to form the creation of a new Strategic Plan and to update the COS Educational Master Plan and update the Facilities Master Plan and "ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions."

> "Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes"

The President makes an active effort to communicate the College's goals and values to the campus community, community organizations, state organizations, and media outlets. The Core Values Project was also supported at the presidential level. Under the current decision-making structure led by the President, student learning is always the priority of the planning and resource allocation process. The Action Plan document, and Program Review documents pass through all levels of the decision-making structure, demonstrates

the types of questions, research, connections to Student Learning Outcomes, and study that is necessary for all decisions.

> "Establishing procedures to evaluate overall institutional planning and implementation efforts"

The College regularly evaluates its planning and implementation processes. Periodic surveys, such as the 2008 Self Study Survey and the 2009 Evaluation of Planning Process Survey, or Planning Day topics (Ref. 4.2: Planning Day notes summary) have provided the College with valuable feedback.

The Planning Committee designed and implemented the "Annual Evaluation of Governance, Planning and Budgeting Processes," which was then folded into the Governance document. The process involves examining every level of the process, both for how well that level works and for how each level is integrated into its adjacent levels.

The College has done an effective job of planning by creating the Strategic Master Plan and creating an Action Plan form and process that requires data and information. COS also has a Program Review process that it is well integrated into annual and institutional planning, and provides for strong collegial consultation and participation by all constituent groups of the institution. Under the leadership of the new president, the College is completing a wholesale reexamination of its assumptions, goals and vision.

The College has greatly enhanced the provision of a consistent and dependable research function through the employment of Institutional Researchers.

Data elements are collected and reported as necessary to the State and other agencies, the Institutional Researcher translates the data into information that helps guide the institution. As a result, the research needs of the College are being provided. Data is collected and analyzed on an ad hoc basis as needed and as a part of an ongoing system of evaluation.

The College meets Standard IV.B.3.

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Under the provisions of Board Policy 3200 – Accreditation – The President/Superintendent has primary leadership for meeting accreditations standards. The Accreditation Steering Committee includes members from across the campus that is charged with assisting the President/Superintendent in self-study process. The

President/Superintendents has included the entire campus including updates to the entire campus at Planning Day 2015.

Analysis and Evaluation

- Special Fiscal Report to ACCJC in March 2014 on four items and March 2015 on one concern. COS has successfully addressed these concerns.
- CEO and 5 COS Faculty have served on over XX Accreditation Visiting Teams. CEO has personally served on 6 Team Visits and 2 follow up visits.
- "Accreditation Tales" workshop to COS employees on 1/9/15 date.
- Two Hour Online Training from ACCJC completed by all BOT members and members of COS Self Study Standard Teams.
- COS Employees attended Self Study training and ACCJC employee Jack Pond came to COS in Spring 2014 ?? and made a presentation on Accreditation Self Study.
- COS Employees have attended many Accreditation Workshops.
- COS CEO and BOT President Barry Ohlund and Trustee Carol Cupp attended session on Accreditation at the CCLC Effective Trustee Conference in January 2015.
- March 2015 Accreditation Training in San Diego attended by ALO and CEO.

The College meets Standard IV.B.4.

IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board Policy 2430 – Delegation of Authority to the Superintendent/ President and Board Policy 2410 – Policy and Administrative Procedures: specifically charges the President with the responsibility and grants the authority to implement applicable statutes, regulations, and governing Board policies. The President and the Vice Presidents remain up-to-date on their knowledge of statutes, regulations and governing Board policies by receiving continual updates from the California Community Colleges Chancellor's Office (CCCCO) as well as the Community College League of California (CCLC). The CCCCO provides updates through an e-mail distribution to all senior administrators. In addition, the CCLC provides up-to-date suggestions for improvement of governing Board policies based on ongoing changes to Title V and the California Education Code.

In addition to regular updates, the President and the Vice Presidents also are active in their statewide organizations. Through this involvement, they receive up-to-date information from Board meetings, statewide meetings, workshops, conferences, professional associations, and list serves.

The planning process ensures that the mission and Board policies guide practices, in that the Action Plan process and form incorporates references to the strategic plan and Board Policy.

Analysis and Evaluation

The campus keeps its policies and procedures up to date and actively participates with all major statewide groups to keep abreast of changes. The College mission and Board policies are well integrated into practice.

Board Policy 6200-Budget Preparation directs the President to supervise the preparation of the budget and administer implementation of the approved budget. This process is participatory through the governance process and is overseen throughout the year by the Superintendent/President and the Board of Trustees.

College of the Siskiyous has maintained a fairly stable budget even though the State has been going through major upheavals. The President and the Board of Trustees have led the District in budgeting processes that maintain healthy reserves, are focused on providing important and necessary educational programs, and keep a qualified, effective faculty and staff engaged.

Under the leadership of the President, the budgeting process is being strengthened. The President meets regularly with the CBO and the Controller, and frequently with the Budget Advisory Committee (BAC) as a whole. Under the leadership of the new Full Time CBO the BAC is being given a more active role in making recommendations to the campus on proper allocations that respond directly to Program Reviews, Student Learning Outcomes, and campus input (Institutional Governance, Planning by Design Budgeting document). The College is limiting expenditures and enforcing budget discipline.

The College meets Standard IV.B.5.

IVB6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

College of the Siskiyous has had three different presidents since the last accreditation cycle.   Each president has been involved in our surrounding community. Each has participated in community organizational such as Rotary ([Weed](#) & [Yreka](#)). These are excellent opportunities for communicating in the community. Each president also has volunteered in areas that match their personal interest. Building strong [relationship with High Schools](#) in our service area has also been a priority by our current president. The City of Weed home of College of the Siskiyous survived a major wild fire that effected the entire town just after the current president joined the District. Providing information and support for the community was a priority.   The President directed the college to

assist with our technology and our facilities whenever possible to support the needs of the community. A Fire Resource List was coordinated by the college staff, and organizations who lost buildings in the fire found space on campus including the local food bank, Church, and the Small Business Administration who was helping the community recover.   Fire recovery efforts have even extended into a construction program coordinated by our CTE programs.

Analysis and Evaluation

The President is very involved with local committees and activities. The sheer size of the County creates some limitations on continuous activities, but the President is active in seeking out involvement. Since his arrival in July, the President has appeared before:

- Weed Rotary
- Yreka Rotary
- Mt. Shasta Rotary
- Tule Lake City Council
- Siskiyou County Board of Supervisors
- Weed Kiwanis
- Weed Chamber of Commerce
- Delta Kappa Gamma Professional Women

The President is currently serving on:

- Siskiyou Community Services Council
- Yreka Economic Development Commission
- Crystal Geyser Advisory Panel
- Weed Rotary
- North Far North Coordinating Council
- AB 86 Doing What Matters Coordinating Council

He also regularly meets with the County Schools Superintendents, local Superintendents and Service Area High School Principals.

The President also often serves as the emcee for various charity events, service club activities, chamber of commerce events, and fairs or festivals. He uses his contacts with these various groups to encourage more cooperative involvement.

During the Boles fire, the President actively worked with community members ….

College of the Siskiyous has a very good reputation throughout the County based on the activities of the President. The evidence in support of this contention includes:

- The College of the Siskiyous Foundation has had a very successful campaign to build an endowment for the Rural Health Sciences Institute. .
- Local economic development and chamber of commerce groups seek input from College of the Siskiyous on various educational and training opportunities.

The College meets Standard IV.B.6.

Standard IVC: Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

- The Governance Model document (http://www.siskiyous.edu/president/documents/governancemodel.pdf)
- Board Policy 2200
- **Minutes from Board Meetings for 2014-15**
- Agendas for Board Meetings for 2014-2015

Analysis and Evaluation

As evidenced in the monthly agendas and minutes from Board meetings, the COS Board of Trustees continues to be responsible for:

- Establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
- Assure fiscal health and stability to include authorizing an annual audit. Monthly reports are included at each Board meetings.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.

The College meets Standard IV.C.1.

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

- Board Policy 2200
- Board Policy 2230
- Board Policy 2716
- Board Minutes 2014-15

Analysis and Evaluation

The Board is an independent policy-making body reflecting public interest in Board activities and decisions. The governing board continues to adhere to a clearly defined

policy for selecting and evaluating the CEO of the college and/or the district/system, as shown in the evidence. Board Minutes 2014-15.

- Once the board reaches a decision, it acts as a whole. Board Minutes 2014-15.
- The Board advocates for, and defends the institution, and protects it from undue influence or pressure. Board Minutes 2014-15.

The College meets Standard IV.C.2.

IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

- Board Policy 2431
- Board Policy 2435
- CLOSED SESSIONS in various Board Agendas and Minutes regarding President's evaluations.
- Actual evaluations in personnel file per Nancy Miller, Director of Personnel (email).

Analysis and Evaluation

The Board of Trustees Administrative Board Policy regarding the selection of the CEO is as follows:

The outgoing CEO assigns the Director of Human Resources, in collaboration with the Board of Trustees, the task of overseeing the hiring process for a new Superintendent/President. The job announcement is reviewed by and approved by the Board of Trustees. The Search Committee consists of:

- Two Administrators
- Two Faculty Representatives
- Two CSEA Representatives
- Two ASM Representatives
- Two Student Representatives
- One Trustee Board Member (Chairperson of the committee)
- One Foundation Board Member
- Two Community Members (from two Trustee areas, appointed by the Board)
- Director, Human Resources (serving as EEO)
- Community Alternates (should the Board chose to select alternates)

Attention is given to forming a committee that represents the college community and provides for a committee with balanced representation of gender and ethnicity.

Final approval is made by the Director of Human Resources and the President of the Board of Trustees. The Selection Committee is made up of the Board of Trustees as a whole, which conducts reference checks, interviews and site visits for the finalists, as it deems appropriate. The Board of Trustees interviews the finalists and selects an individual. The Board may vote to include additional activities within the selection process, including candidate receptions, campus forums or site visits to the campus of finalist(s). The Board of Trustees makes a formal offer of employment to the individual, selected by a majority of the Board.

The Board of Trustees, in writing, annually evaluates the District's CEO in accordance with Ed Code 72400, 72411.5.

- Formal evaluation is the responsibility of the Board as a whole and brings the Board and Superintendent/President together to discuss what works well and what needs improvement.
- The evaluation is based on the annual goals set by the Board and leadership of the District, and relates to the mission of the College, the accreditation and audit reports, and the budget process of the institution.
- A major goal of the evaluation is to build trust between the Board and Superintendent/President, and the annual evaluation is conducted each summer.
- The Board reviews the self-evaluation of the Superintendent/President. Goals set by the Board may include, but not be limited to, academic leadership, policy development, communication between the Board and Superintendent/President, and community activity. Instruments using numerical averages may be used as a basis for the evaluation.
- The Board develops criteria and set goals each summer. The evaluation compiled by the Board is reviewed with the Superintendent/President. The evaluation is filed in the Superintendent/President's personnel file, and must be approved by a majority vote of the Board.

The College meets Standard IV.C.3.

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The College meets this standard. Board Policy 2200 states that the Board of Trustees governs on behalf of the citizens of the Siskiyou Joint Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board consists of seven members, each representing a geographical portion of the District's service area. Board membership has been extremely stable through the years, with most recent addition of one new member in fall 2011.

Analysis and Evaluation

Board Policy 2200 includes the following specific duties and responsibilities of the Board of Trustees:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the Chief Executive to effectively lead the district
- Assure fiscal health and stability to include authorizing an annual audit
- Monitor institutional performance, educational quality, and compliance with accreditation standards
- Advocate for and protect the district
- Employ and terminate staff on the recommendation of the administration
- Hold and convey property for the use and benefit of the District
- Establish a process for participatory/shared governance and ensure the opportunity for participation of all campus levels in the participatory governance process

These duties clearly align with the criteria of this standard. The Board of Trustees meets once each month. Board agendas and minutes reflect that the Board does indeed make decisions in accordance with the duties identified in Board Policy 2200.

The College meets Standard IV.C.4.

IVC5. The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The College meets this standard. Board Policy 2410 states that the Board may adopt policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. In addition, Board Policy 2200 establishes the following duties and responsibilities for the Board of Trustees:

- Establish policies that define the institutional mission and set prudent, ethical and legal standards for the college operations.
- Assure fiscal health and stability to include authorizing an annual audit.

- Monitor institutional performance, educational quality, and compliance with accreditation standards.

Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Analysis and Evaluation

Board policies related to quality, integrity, and improvement of student learning programs are consistent with the mission statement and implicitly demand a high degree of quality and integrity, and a process for regular examination is in place.

The duties listed in Board Policy 2200 charge the Board with the ultimate responsibility for educational quality, legal responsibility, and financial integrity of the College. The Board has consistently carried out these duties through the years in the decisions they make.

The College meets Standard IV.C.5.

IVC6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board Policy 2410 states that "copies of all policies and administrative procedures shall be readily available to District employees through the Superintendent/President." Currently all board policies and administrative procedures are posted on the District's website at http://www.siskiyous.edu/policies. Once revisions to a board policy have been approved by the board as a first and second reading, the revised policy is posted to the website within a week of approval. Administrative procedures are taken to College Council for approval. The board will then review the procedure, and it is posted to the website. Administrative Procedure 2410 determines a 5-year cycle for review of policies and procedures.

Analysis and Evaluation

The college meets this standard by regularly posting updated policies and procedures on the college's website.

The College meets Standard IV.C.6.

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board Policy 2410 and Administrative Procedure 2410 charge the Superintendent/President with overseeing the process for reviewing board policies on a regular basis and for ensuring that policies and procedures are updated as needed. This policy also establishes that at least one chapter will be reviewed each year. The procedure specifies how this review will take place, and identifies the parties responsible for the different steps in the process.

Analysis and Evaluation

The College subscribes to the CCLC Policy and Procedure Service that most of the California Community Colleges utilize to insure that its policies and procedures are current and up to date. COS has been performing an in depth review of at least one section of its board policies and associated administrative procedures each year since 2011. A review of all chapters is accomplished over a 5-year period. Each chapter has been assigned to a senior administrator. That administrator, utilizing the personnel in his/her area and guidance from CCLC, has examined every policy with respect to the College's mission and strategic plan.

The College receives regular updates through the CCLC Policy and Procedure Service and makes the recommended changes as appropriate. The process for review and or revisions is as follows: The responsible administrator, utilizing the people in his/her area, drafts recommended revisions; policies and procedures are forwarded to College Council, which comments on the revisions and either approves them or returns them to the area; the President takes the finalized set of policies to the Board which approves them. They review changes made to administrative procedures.

The College meets Standard IV.C.7.

IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly receives information through board reports that ensures the institution is accomplishing goals for student success. Examples of these reports include: Approval of the 2010 – 2014 Educational Master Plan (June 2011); Institutional Planning (Planning by Design document) (July 2012); Academic Program Review (November 2012); 2013 Student Success Scorecard (June 2013); and Student Success Scorecard (May 2014).

The Board participates in study sessions prior to each board meeting. Examples of study session topics include: Student Success Act of 2012 (March 2013); Student Success Scorecard (June 2013); Student Success Act Update (November 2013); Enrollment Management: County Demographics (March 2014); and Enrollment Trends (August 2014).

Analysis and Evaluation

The Board receives annually Student Support Services year-end reports, EOPS year-end reports, and Distance Learning reports.

The Planning Committee will be bringing to the Board in spring 2015 a summary report of the last Educational Master Plan.

The College meets Standard IV.C.8.

IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board Policy 2010, Board Membership, states that the Board shall consist of seven members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100. Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board. The terms of the members shall, except as otherwise provided, be for four years and staggered so that as nearly as practical one half of the members shall be elected in each even-numbered year. New board members take office on the first Friday in December. Administrative Procedure 2740 specifies orientation of newly elected board members.

Board members have regularly attended CCLC and Trustee conferences – such as the Community College League of California Annual Convention, the Annual Legislative Conference, and the Annual Trustee Conference. The Board has adopted policy language that indicates its commitment to development and orientation (Board Policy 2740) and recently adopted Administrative Procedure 2740 which describes the materials/activities available for a newly-elected or appointed trustee. In March 2009, the Board began holding monthly trainings for all of its members. These training sessions take place in the hour prior to the start of each monthly board meeting.

Analysis and Evaluation

Continuity of board membership is ensured by the staggered nature of the four-year terms and the mechanism in place to deal with board vacancies.

There is a policy and procedure in place that addresses board development and new member orientation.

The College does not meet Standard IV.C.9.

IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745, Board Self-Evaluation, identifies the process for board evaluation. Through this self-evaluation, the Board assesses its effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board makes public the results of this self-evaluation, and uses these results to improve board performance, academic quality, and institutional effectiveness.

The Board has established the following process: a committee of the Board shall be appointed in March of each year to determine the instrument or process to be used in the Board self-evaluation. The evaluation instrument shall incorporate criteria contained in these board policies regarding Board operations, as well as criteria defining Board effectiveness.

Analysis and Evaluation

The Board has been evaluating itself using Board Policy 2745 for several years. The policy is clearly defined and adequately published in the Board Policies as listed on the COS website.

The College meets this standard. The Board began providing more specific results of its annual self-evaluation in FY 2014-2015. The results made public include: level of attainment of goals identified from the previous year and identifying goals for the new year.

The College does not meet Standard IV.C.10.

IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member

interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

Board Policy 2715, Code of Ethics/Standards of Practice, states the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- act only in the best interests of the entire community
- ensure public input into Board deliberations
- adhering to the law and spirit of the open meeting laws and regulations
- prevent conflicts of interest and the perception of conflicts of interest
- exercise authority only as a Board
- use appropriate channels of communication
- respect others
- act with civility
- be informed about the District, educational issues, and responsibilities of trusteeship
- devote adequate time to Board work
- maintain confidentiality of closed sessions

In addition, Administrative Procedure 2710, Conflict of Interest, addresses specific behaviors that are prescribed by law.

Analysis and Evaluation

The College meets this standard. In December 2011, the Board approved a revision to Board Policy 2715 which addressed the element dealing with consequences for violating the Code of Ethics. Administrative Procedure 2710 defines specific behaviors that are required by law.

The College meets Standard IV.C.11.

IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Delegation of Duties to the President: Board Policy 2430, Delegation of Authority, states that the Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Superintendent/President is empowered to

reasonably interpret Board policy. In situations where there is no Board Policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the Board.

Evaluation of the President: Board Policy 2435, Evaluation of CEO, states the Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

Analysis and Evaluation

The institution hired a new President in July 2014. Policy elements confer on the President all the necessary powers for him to perform the job. Interviews with all three presidents who have held the office in the last six years indicate that they all have felt that the Board has empowered them to perform their duties without undue interference (?). The Board annually evaluates the President.

The College meets Standard IV.C.12.

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy 2200, Board Duties and Responsibilities, states that the "Board is committed to fulfilling its responsibilities to . . . educational quality and compliance with accreditation standards." Administrative Procedure 3200 ensures compliance with eligibility standards as establish by WASC. The Accreditation Liaison Officer submits copies of accreditation reports to the Board, including annual reports.

Analysis and Evaluation

The Board is adequately informed at all stages of the accreditation process.

The College meets Standard IV.C.13.

Quality Focus Essay

[Instructions from the ACCJC: Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission **in the context of student learning and student achievement**. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self evaluation on which the institution has decided to act (action projects), and which will have significance over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail the identified areas to be acted upon, including the manner, timeline, and anticipated outcomes, and including impact on academic quality and institutional effectiveness. The Essay will be related to the Accreditation Standards and should come out of data, be realistic, observable and measurable. The Essay should be consistent in its factual basis and analysis with the other portions of the college's Self Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement and demonstrate the institution's commitment to excellence. The areas identified in the Essay will become critical focal points for the institution's Midterm Report.

External evaluation teams will assess the QFE using the Evaluation Tool for Assessing the Quality Focus Essay found in Appendix L.]

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

[Instructions from the ACCJC: The Institutional Self Evaluation Report must include a section, near the end of the Report that demonstrates the institution has addressed recommendations made in the previous External Evaluation Report. Those recommendations represent the observations and analyses of an External Evaluation Team at the time of the visit. The Commission expects that the institution has, as part of its ongoing quality assurance activities, adequately addressed the recommendations, resolved deficiencies noted by the previous External Evaluation Team, and has sustained compliance with the ERs and Accreditation Standards cited within each recommendation.]

Changes and Plans Arising out of the Self Evaluation Process

[Instructions from the ACCJC: During the process of self evaluation, institutions commonly find areas where institutional effectiveness can be improved or changes are needed in order to meet the Eligibility Requirements, Accreditation Standards, or Commission policies. Both the changes made during the self evaluation process and plans for future action should be included in the institution's Self Evaluation Report. The plans should also be integrated into the institution's ongoing evaluation and planning processes for implementation and follow up. The institution should include changes it has made in response to its self evaluation, and of future actions planned. These changes and planned changes demonstrate the necessary linkages between the self evaluation process and institutional planning, decision making, resource allocation, and continuous improvement. The changes made and plans for future action should be placed in the Self Evaluation Report following the relevant grouping of standards (for example, I.A, I.B, I.C, II.A, etc.). The discussion should include any timelines for implementation and expected outcomes. It is suggested that the institution develop a chart summarizing changes made in response to its self evaluation process and future actions planned for ease of institutional tracking and monitoring.]