2015-2020
Institutional Master Plan

College of the Siskiyous

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Introduction

The Institutional Master Plan (IMP) projects the future of College of the Siskiyous, and makes general recommendations that address current and foreseeable challenges. Above all, the plan clearly identifies strategic targets areas and action plans that the college will work toward to achieve its mission and vision in the context of its values.

The plan's analysis of internal and external data and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. These recommendations serve as the basis for building the annual and unit plans and IMP updates in the years that follow acceptance of a new institutional master plan. As a result, a direction is established for the college under changing conditions as well as for the stable, long-term development of programs and services.

A normal cycle for the Institutional Master Plan is six years with one year for developing the Plan and five years for implementation. Development of an Institutional Master Plan at College of the Siskiyous is a yearlong process that occurs once every six years. It includes a review of Institutional Goals based on the current Mission and Vision, an assessment of the current environment, and the needs around student learning. The process is inclusive and provides opportunities for the college community to provide input and feedback into the development of the plan.

The focus of the IMP is on mid-to-long-range Goals and Outcomes that will move the college toward its Vision. The culmination of College of the Siskiyous Planning is both a successful six-year accreditation cycle AND the data and results of one cycle applied to the next six-year cycle. Revisions to the Institutional Master Plan occur through the governance of the district Planning Committee such that major revisions may be warranted in any cycle if there is a significant change of internal or external conditions.

Descriptive Background and Demographics

Geography

The Siskiyou Joint Community College District encompasses a 6,300 square mile district that includes all of Siskiyou County and a small portion of Shasta County. This is a rural district where the largest city, Yreka, only has 7,600 people. There are five National Forests within the district comprising over 60% of the land area. In addition, there are also Wilderness Areas; National Grasslands; National Wildlife Refuges; and State Wildlife Areas. The area hosts a variety of landscapes from rugged mountain ranges to river valley, and includes the majestic Mt Shasta, a 14,162 ft. stratovolcano that towers nearly two miles about the surrounding area.

Population

Despite being larger than the entire state of Connecticut, Siskiyou County only has 43,628 residents. Its population density of only seven people per square mile is far less than the state average of 246. Most residents live in small towns, many of which are over 100 miles from either the Weed campus or Yreka center.

The California Department of Finance is forecasting nearly four percent growth for the rest of the decade, however, the population for Siskiyou County has actually decreased since the 2010 census and is now barely above the population in 1990.

Demographics

According to census information, gender distribution is evenly split in Siskiyou County. However, the ethnic breakdown of the county is very different than the rest of state. Siskiyou County is 86% Caucasian when compared to 62% for California. While the percentage is slowly decreasing, it is doing so at a much slower rate than the rest of the state.

Age is where Siskiyou County completely diverges from the state and the nation. The median age in 2013 was 47.1 in Siskiyou County, compared to 35.4 in California and 37.6 in the US. The median age in Siskiyou County is increasing nearly twice as fast as the state. If Siskiyou County were a country it would have the 2nd highest median age of any country in the world.

The median age is increasing so fast because of two long term demographic trends that have existed for at least the previous decade. Young adults are leaving the county after they graduate from high school and they are not returning. Trends show a 20-50% decrease in the 20-24 year-old age group than the same 15-19 year-old age group suggesting that once young adults reach college age, they leave. The other trend is an influx of older adults 45 and older

that move to Siskiyou County, either for retirement, or moving back to be with their family after their own children have moved out.

In Siskiyou County only 20.5% are under 18, compared to 24.5% in the state. In the year 2000 there were 11,778 under the age of 20, and in 2013 there were 10,206. Even as the population of the whole county is decreasing, the number of children and young adults is decreasing at a faster rate. At the other end of the spectrum, senior citizens over the age of 64 are 11.8% of the state population, but nearly double that, 20.6% of the county population. The number of senior citizens increased from 8,040 in 2000 to 9,148 in 2013. The number of people close to retirement age (55 to 64) increased from 5,519 to 7,836.

College-Going Rate
The percentage of high school graduates going on to attend college has been significantly higher than the state average. Siskiyou County regularly ranks in the top 10% of California counties sending graduates on to college. The rate for the most recent years available has been around 75%, much higher than the state average of 42%.

Economy and Employment
The economy of Siskiyou County never fully recovered from the timber industry mill closures of the 1980s. The county's unemployment rate is usually double California's rate. It peaked at 20.5% in 2011. It was 12.7% in January 2015. Due to heavy seasonal employment in tourism and forestry during the summer months, unemployment is often six percent lower. The workforce participation rate is only 52.8% compared to the state rate of 64.2%.

Due to the drastically different distribution of jobs than the rest of the state, workers in Siskiyou County make less on average. Siskiyou County has a much smaller percentage of workers in the lucrative fields of information, finance and professional categories and a larger percentage in agriculture. The mean household income in the county is $50,428 which is 41% less than the state income of $85,408. Less than 10% of the households in Siskiyou County have income over $100,000, while 29% of the state households do.
According to the census, 21% of the residents of Siskiyou County live in poverty, which is a significant increase from the 17% rate in 2007. Compared to the current state poverty rate of 16%, Siskiyou County has a much higher percentage of people living in poverty. The gap is even worse for households with children headed by a single female, where 56% live in poverty, compared to 37% in California.

Boles Fire
On September 15, 2014, the Boles fire forced the rapid evacuation of half the population of Weed. While there were no human fatalities, 479 acres were burned and over 150 homes were destroyed. The fire came within a half mile of the Weed campus, but the college sustained no damage. The College became a central focus point for the community, providing food for people who lost their homes, office space for recovery agencies, and community space for churches and other groups. While the fire brought the community of Weed closer together, and

reinforced the college's important place as a member of the community, the long term effects on Weed are significant. Some of the destroyed houses are being rebuilt, but Weed City Council estimates that they will lose 10% of the city's residents due to the fire. The fire, though tragic, has provided the opportunity for the City of Weed to revise its master plan and the opportunity for the College of the Siskiyous to play a significant role for the stability and future of the region.

Development Timeline of the COS Institutional Master Plan 2015-2020

The College continues to improve its strategic planning integration across all areas of the institution in order to sustain both short-term and long-range needs. Following the timeline outlined in the College's Planning by Design handbook, which outlines the integration of planning, assessment and budgeting, the College concluded the evaluation of the 2010-2014 Educational Master Plan (EMP) via final Implementation Plans submitted by EMP Point People in fall 2014. A campus-wide survey was conducted to evaluate the success of the EMP planning process and a final report was presented by the Planning Committee during the fall 2014 planning day. The results identified that the previous EMP was considered to be too long and contained too many goals and objectives that it was largely impeded by budget availability during the time period of the plan.

Work began in fall 2014 by the Planning Committee to create the next Educational Master Plan for 2015-2020. Guided once more by the Planning by Design handbook, the Planning Committee initiated the process to review and evaluate the College's Institutional Goals which would serve as a foundation to the development of the next EMP. Using campus feedback from the fall 2014 planning day, the Committee proposed revisions to the Institutional Goals to College Council in January, 2015 which were adopted by the Board of Trustees in February, 2015.

Using the revised Institutional Goals, the Planning Committee gathered feedback from the campus during the spring 2015 planning day to help identify major themes which needed to be the focus of the upcoming Educational Master Plan. In addition to this feedback the Committee also reviewed the final EMP Implementation Plans from 2010-2014 and the existing Facilities Master Plan and Technology Master Plan to ensure that various areas would be included in the development efforts. The new plan was presented to the campus as the retitled Institutional Master Plan (IMP) and identified the strategic targets for the next planning cycle. The decision to change the title of the Master Plan reached in order to eliminate confusion related to the purpose of the plan and whether it was intended to only address instructional areas or all institutional areas. Feedback on the IMP draft was gathered from the campus during the fall 2015 planning day and was used to refine the final plan which is anticipated to be adopted by the Board of Trustees at their January 2016 meeting.

College of the Siskiyous

Mission Statement

College of the Siskiyous promotes learning and provides academic excellence for the students of Siskiyou County, the State of California, the nation and the world. COS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

Vision

College of the Siskiyous is 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. COS provides:

• Rigorous and comprehensive transfer programs
• General education programs
• Technological literacy
• Basic skills acquisition
• Workforce training and certification
• Career and technical education
• Cultural and community enrichment

all of which drive and support the economy of our region.

We are the support team who increases student access, encourages 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

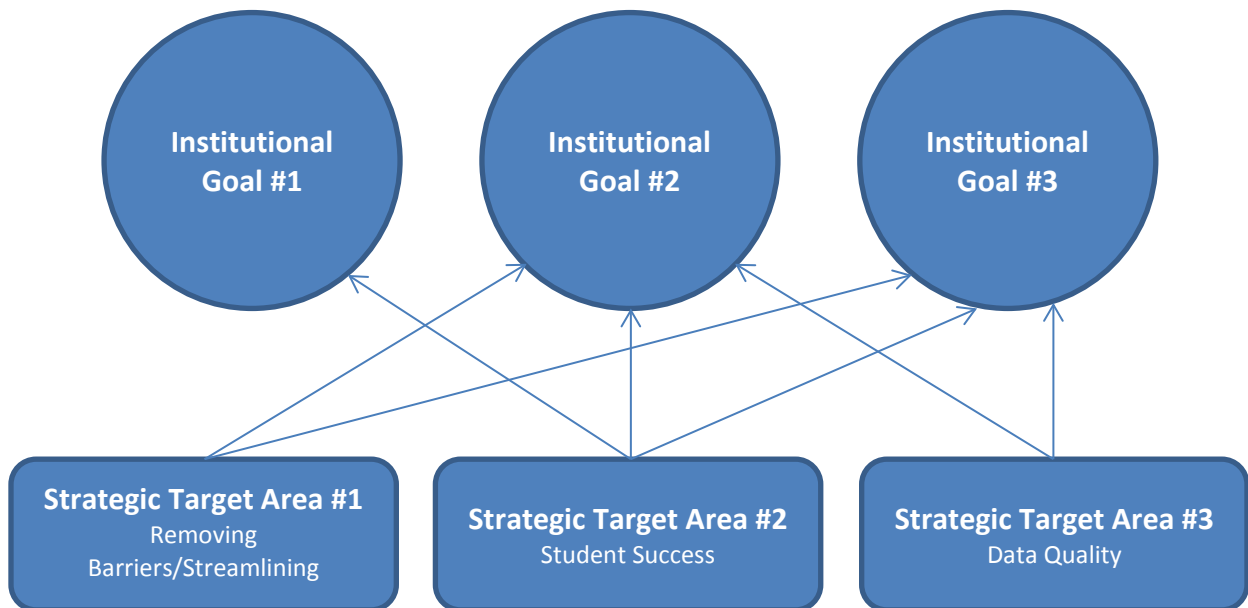**Goal #1:** Promote and support educational goal completion for all students.

Goal #2: Sustain institutional health and vitality to meet the needs of the community.

Goal #3: Evaluate institutional effectiveness for continuous improvement.

Relationship between Institutional Goals and IMP Strategic Target Areas

At College of the Siskiyous, the Institutional Goals are intended to be reflected in all of our processes and are developed as a foundation for the Institutional Master Plan (IMP). They serve as a bridge between our Mission and Vision and the IMP and are used to assess our current status and anticipate future challenges to be addressed by the Institutional Master Plan.

The Strategic Target Areas which were developed for the 2015-2020 Institutional Master Plan are directly related to the Institutional Goals as shown in the figure below.
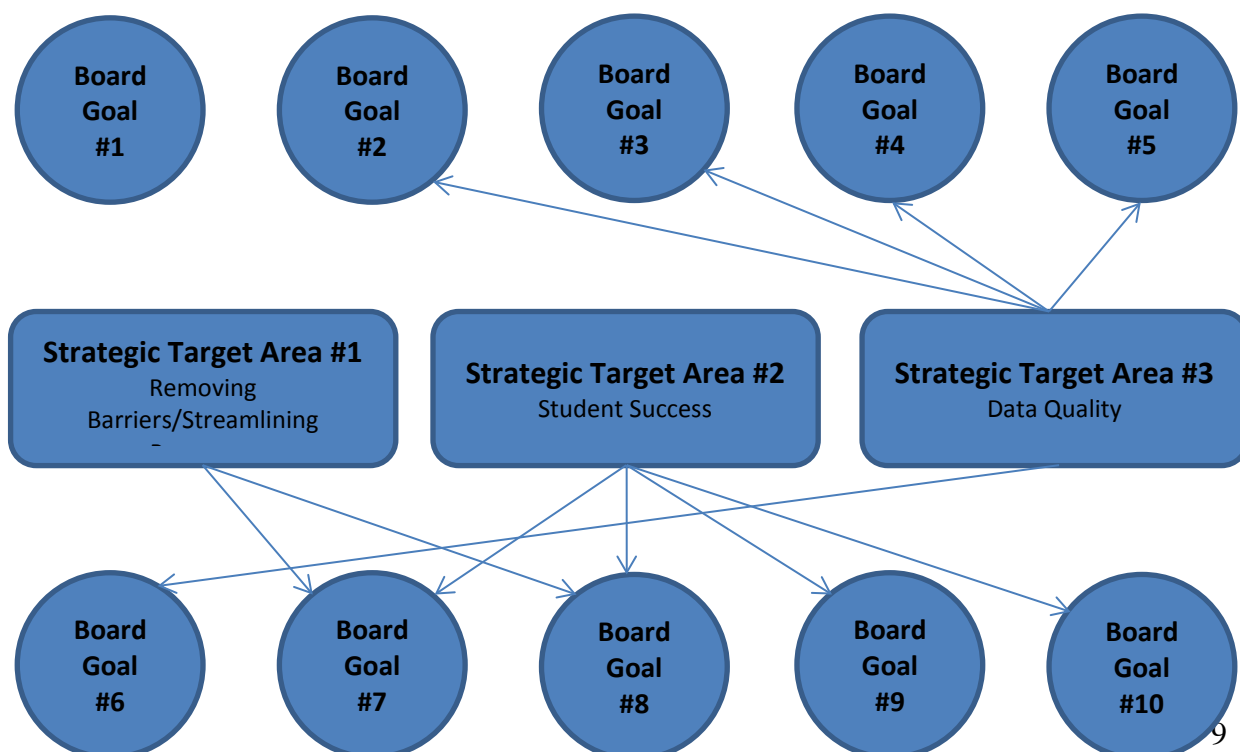
Board of Trustee Goals for 2015/16

Through the annual process of self-evaluation, the Board of Trustees appoints an evaluation committee and as a result develops goals for the July 1 – June 30th year. For 2015-16 the Board of Trustees approved the following goals on July 07, 2015:

1. Govern by policy, following the established governance agreement.
2. Assure the continued fiscal health of the college.
3. Assure accreditation self-study is submitted on time and that the College operates as an Accredited Institution.
4. Promote positive public relations on campus and in the community.
5. Engage in more small California Community College advocacy work.
6. Actively pursue appropriate professional development activities.
7. Support exploration and implementation of strategies to improve recruitment, retention and enrollment to increase FTES.
8. Support enhancing efficiencies that lead to degree completion and enhance transfer rates including degree and curriculum alignment with the Associate Degree Transfer (ADT).
9. Support continued growth, pursuit of Career and Technical Education grant funding to foster enhanced and new course and program offerings to meet the workforce training needs of District residents.
10. Increase institutional efforts to improve their basic skills preparation and improve college readiness of the District's students.

Relationship between Board of Trustee Goals and IMP Strategic Target Areas

Strategic Target Areas

STRATEGIC TARGET #1: **REMOVING BARRIERS/STREAMLINING PROCESSES**

Key Strategy:
Remove barriers and increase efficiencies in our institutional processes and business practices. (IG 2,3)(BG 7,8)

Description:
College of the Siskiyous understands that, in order to meet the needs of our community, the institution must be efficient in all of its processes which serve both external and internal constituencies. This involves the removal of potential barriers to students, faculty, and staff in any/all conceivable interactions in which the College is a participant. Taking advantage of opportune changes in processes and business practices will have great impact on our ability to operate and manage resources appropriately and should also have added benefits for the community we serve.

Action Plans:

1. Simplify the student application process
2. Increase the percentage of students completing the financial aid process
3. Increase the conversion rate of college applicant to student
4. Increase new student enrollments
5. Create a year-long schedule for student enrollment in Summer, Fall, and Spring simultaneously
6. Develop vision statements for the Weed Campus and Yreka Center.

STRATEGIC TARGET #2: **STUDENT SUCCESS**

Key Strategy:
Deliver high quality instructional programs, learning support services, and administrative support services that ensure and sustain students' successful completion of their educational and personal goals. (IG 1,2,3)(BG 7-10)

Description:
College of the Siskiyous recognizes that in order to foster student learning and student success, all employees of the College must work together to support students. Each individual has a unique role to play in support of student success. All individuals collaborate and coordinate to identify, plan for, implement and evaluate programs, services and resources that ensure completion of student educational goals (degrees, certificates, transfers and workforce preparation) equitably applied to all.

Action Plans:

1. Increase the number of degrees and certificates awarded each year
2. Increase first and second year student persistence rates
3. Increase the percentage of students that complete Math/English assessment, develop preliminary education plans and complete a college orientation
4. Improve the online college orientation
5. Increase in-course student success rate
6. Improve basic skills placement levels
7. Increase number of students who enroll in 15 units each semester
8. Create a First Year Experience program
9. Improve assessment of student learning

STRATEGIC TARGET #3: **DATA QUALITY**

Key Strategy:
Decisions and actions will be based on verifiable, shared, and accessible data including the selection of standardized baselines and benchmarks used to generate meaningful information for both internal and external assessments. (IG 2,3)(BG 2-6)

Description:
In order to fully implement data based decision making, College of the Siskiyous will establish criteria for data selection, verify the accuracy and accessibility of the data, and pursue transparent and inclusive processes in using data.

Action Plans:

1. Create benchmarks for Student Success, Financial Health, Enrollment, and Assessment
2. Utilize student satisfaction data for continuous improvement
3. Goals for the Institutional Effectiveness Program Initiative will be set annually

Appendix A – Accreditation Self-Evaluation, Quality Focus Essay

Continuous quality improvement is a mark of institutional effectiveness. As part of its Accreditation Self-Evaluation process, College of the Siskiyous is asked to evaluate its programs and services in the continuous cycle of data analysis, planning, resource allocation and evaluation as 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 identifies 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 projects are described in a Quality Focus Essay (QFE) which is included below. As it connects to the Institutional Master Plan (IMP), QFE Action Project #1 most clearly correlates with IMP Strategic Target #3 (Data Quality) while QFE Action Project #2 most clearly correlates with IMP Strategic Target #2 (Student Success).

Quality Focus Essay

As a result of the self-evaluation process there were two main areas that chairs of the planning committee, program review committee, accreditation liaison officer, and the vice president of instruction agreed needed further attention. These two areas have been problematic for the College for several years and the group felt that creating action plans for these areas as part of the Quality Focus Essay. The two action projects are:

1. Centralizing the collection of institutional data to better inform college-wide decision making.
2. Increasing the quality and consistency of assessment of student learning through Student Learning Outcomes.

Action Project #1: ***Centralize the Collection of Institutional Data to Better Inform College-Wide Decision Making***

1. The Action Project:

The College will create a data system that integrates the currently separate data systems. After the College has created an integrated data system, the College will provide consistent and ongoing training for all employees who work with the data. The College will construct a data warehouse and an easily accessible, online dashboard for commonly used queries and data reports.

2. Supporting Data:

The College of the Siskiyous (COS) transitioned from a legacy system to Banner in 2010. The addition of Banner promised to add functionality and track more data elements than in the previous system. Employee turnover has been a problem with the comprehensive use of the system. Much of the functionality of the Banner system has not been fully utilized. Currently the process of gathering institutional data and use for campus-wide decision making is cumbersome. Institutional data also is housed in differing systems that have yet to be centralized. Student Services maintains data concerning student matriculation progress, and there is only one employee with the requisite knowledge to be able to extract the data. Furthermore, the data is inconsistent. Data entry in this corner of the system is dependent upon Counseling Office staff entering the data correctly; but data entry is inconsistent in its quantity and quality. Financial aid data is housed in a separate system. Curriculum data is in a different system. SLO assessment and Program Review data are maintained in a separate system. The College has recognized that data housed in separate locations with myriad employees responsible for its extraction is complicated and cumbersome and not convenient to access.

Data extraction from the Banner system is currently handled by the Argos query tool. It is adequate for the job, but is difficult for non-programmers to use, has a steep learning curve, and requires a working knowledge of the way fields are structured in Banner. For complicated queries, a programmer from IT is utilized. Due to high turnover in the IT department and across the College, there has been a lot of redundancy and duplication of effort. For example, researcher A tasks programmer X to write a complicated query E, which is then saved by a short and simple name that does not convey all the complicated code or data elements utilized. A year later, the new researcher B tasks the new programmer Y to write a similar query F. Since it is impossible to know what is in all of the preexisting queries without analyzing the code of each one manually, multiple queries are built that report similar data. Data challenges are further complicated by employee P who has been running the old query E to calculate something, and then employee Q uses the new query F after hearing about it from the new researcher. Due to slight differences in programming, the two queries might return slightly different results if, for example, one excludes non-credit courses and the other does not. Since there is not much documentation in older queries, inconsistency in data extraction is an ongoing problem.

An example of past under-utilization of Argos is data on student persistence. In the past, student persistence was calculated by manually comparing lists of students from two different terms. Since it was so difficult and time consuming to generate, these manual calculations were not done on a regular or consistent basis. The current researcher and programmer worked together in Fall 2015 to create an Argos query that doesn't just calculate persistence, but also includes key demographic information such as age, ethnicity, and gender. This information is included in the Student Achievement Data section of this report.

3. Institutional Areas Needing Change:

Every office and department at the College will benefit from improvements to data extraction and reporting systems.

In November 2015 the College contracted with Ellucian to provide a comprehensive evaluation of the use of the Banner system. The Ellucian team spent two days at the College conducting focus group sessions with administrative, academic, and student services groups to evaluate current practices within each division. The evaluation will focus on the best use of the Banner system and integration of multiple systems to allow the Research Office to create a data warehouse in which the Research Office will be able to provide consistent data to the College to inform decision making.

A data warehouse would also allow for the implementation of a dashboard. This would also enable employees to access information. It would also standardize many queries, provide needed consistency, and ensure that everyone is using the same definitions and query parameters. This would also prevent errors such as some queries that include summer data in the following academic year's data and some that include summer data with the preceding academic year's data.

4. Analysis of the Integration with College Planning, Resource Allocation, and Institutional effectiveness:

To further centralize the collection of institutional data, the supervision of the sole institutional researcher was reassigned. The researcher position had traditionally reported directly to the President, but under this structure the researcher appeared to be disconnected from the College's Program Review and planning efforts. Recently the researcher was reassigned to report to the Vice President of Instruction. Efforts are currently underway to centralize the Research Office in all of the planning data elements. The researcher will be responsible for the collection of Program Review results and results of SLO assessment data. This will allow the College to integrate more fully all of the student achievement and learning data, to combine the data for determining resource allocations, to utilize other student data indicators to get a larger picture of the impact of student success efforts, and to inform the college community and the Board about the achievement and success of our students. The centralization of all this data will allow the College to have more robust college-wide dialog about student achievement and success, about institutional performance metrics, about quality improvement projects or initiatives, and about measuring institutional effectiveness and accomplishment of the College's mission.

5. Related Standards of Accreditation:

Several Standards refer to increasing the use of data to inform academic quality and effectiveness. Specifically, Standards IB4, IB5, IB6, IB7, IB8, and IB9. Standard IC discusses integrity using documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality. Standard IIC2 speaks to the

importance of the using assessment data to continuously improve student support programs and services.

Action Project 1: Centralizing the Collection of Institutional Data to Better Inform College-Wide Decision Making	
Desired Goals / Outcomes	• Creation of a centralized data warehouse to standardize the data available to the College, to better inform planning efforts and decision making, and to focus efforts on student achievement.
Actions / Steps to be Implemented	• Evaluation of current usage of college data collection • Clearer definitions on the responsibilities of the college researcher • Creation of a data warehouse • Regular cycle of data dissemination for Program Review and institutional effectiveness analysis
Timeline	**Year 1: 2015-2016** • Complete evaluation of the Banner system • Begin to integrate the recommendations of the evaluation of the Banner system • Conduct training sessions for employees inputting data into the system • Develop common data definitions and a list of common reports for regular dissemination • Transition Program Review and SLO data results to the Office of Instruction • Create evaluation plan for assessment of Action Project #1 **Year 2: 2016-2017** • Evaluate the first year integration projects of the Banner system • Determine actions to be taken based on the evaluation • Create data warehouse and common queries and reports for the Program Review process and other institutional effectiveness processes • Create a dashboard for accessing the data warehouse • Increase participation of units, areas, programs in the new processes **Year 3: 2017-2018** • Fully implement redesigned data query processes with changes • Evaluate for effectiveness of integration with Program Review, institutional evaluation, planning, and resource allocation/budgeting • Adjust and/or address areas in need of improvement (as appropriate)
Responsible Parties	• Vice Presidents and Deans of Instruction and Student Services: • Planning Committee, Instruction Council, Student Services Council, Academic Senate/Program Review Committee, Research Office
Assessment	An evaluative component is scheduled into the timeline for this project.

*Action Project #2: **Increase the Quality and Consistency of Assessment of Student Learning Outcomes***

1. The Action Project:

The College will re-energize professional development for faculty regarding student learning outcomes and assessment and their role in Program Review. The College will enhance mechanisms for collecting assessment data at the end of each term; these mechanisms will

encourage analysis and reflection for improving student learning. The College will make a concerted effort to involve all part-time instructors in the collection and analysis of assessment data. The College will find or create a data system that will disaggregate assessment data for the purpose of helping faculty, Student Support Services staff, and Learning Support Services staff to identify achievement gaps between populations.

This action project is designed to address a deficiency in assessment reporting and analysis by providing professional development to all faculty to help them understand the student learning outcome process—by providing guidance on the development and assessment of SLOs, on using assessment data to better inform their decisions on continuous improvement of instructional practices that will lead to improvements in student achievement of the learning outcomes, on using assessment data to inform course or program revisions, and on connecting assessment results and analysis to improvement plans and resource requests in Program Review. This action project will also help the College make connections between student achievement of learning outcomes at the course level and degree completions at the program level.

2. Supporting Data:

On August 17th the College of the Siskiyous received a communication from the ACCJC that the College had been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual Report concerning student learning outcomes practice. In the 2015 Annual Report the College reported ongoing assessment in only 42% of its courses and in 78% of its programs. Clearly the College needs to focus efforts on increasing the ongoing assessment of student learning outcomes at the course and program levels.

College of the Siskiyous has learning outcomes for all of its active courses, program, certificates, and degrees. SLO development is required as part of the Curriculum Process—all courses, programs, degrees, and certificates must not only identify learning outcomes but must also identify the assessment methods that will be used to measure them. Faculty use the Curriculum Module of CurricUNET to submit course and program outlines, which are approved only when they contain appropriate learning outcomes and assessment methods. Both new and updated Course Outlines of Record (CORs) are reviewed by discipline faculty, by the appropriate Dean, by one member of the Curriculum Committee (in detail), by the Curriculum Committee as a body, and by other appropriate personnel for coding, General Education, Distance Education, and articulation. Program/Degree/Certificate outcomes and General Education outcomes are reviewed by appropriate faculty, and changes are submitted as needed.

Program Level SLOs are embedded in the courses required for a degree or certificate. When the faculty first embarked on the creation of Program SLOs in 2005, they determined that course-embedded program SLOs would be more feasible for assessment purposes than program-level assessments that students would have to complete outside of their courses. Course-level outcomes map to one or more program-level outcomes. However, the SLO

Assessment Module of CurricUNET became difficult to implement. Course-level outcomes were difficult for many faculty to map to program-level outcomes using the CurricUNET software.

The 2015 SLO Assessments Tracking Report shows the percentage of courses for which assessment results were reported in CurricUNET for the 2014-15 Academic Year. The telling part of this list reveals that 95% of the unreported courses were taught by part-time faculty. Due to the composition of the institution, the College must rely heavily upon part-time faculty to teach courses. The College has not developed a standard methodology for increasing part-time faculty participation in the assessment of SLOs.

3. Institutional Areas Needing Change:

It is evident that the institution needs to develop a process to ensure that all faculty, especially part-time faculty, participate in the assessment of SLOs. The lack of participation of part-time faculty seems to indicate that they may not understand the development and assessment of SLOs and particularly that they have not received proper instruction in assessing SLOs and entering the data into the CurricUNET system that the College currently utilizes for the collection of assessment data.

4. Analysis of the Integration with College Planning, Resource Allocation, and Institutional effectiveness:

Considering the large number of courses with unreported assessment data, the College cannot get a complete picture of student learning. Therefore, the issue must be addressed so that the institution can make proper decisions in regard to planning, resource allocation, and the effectiveness of the institution in accomplishing its mission.

5. Related Standards of Accreditation:

Several Standards refer to increasing the use of student outcomes data to inform academic quality and effectiveness. Specifically, Standards IB1, IB2, IB4, IB5, IB6, and IB8. Standards IC1 and IC3 discuss institutional integrity using documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality. Standards IIA1, IIA2, and IIA3 speak to the importance of using assessment data to continuously improve student learning programs and services. Standards IIB3 and IIC2 address the impact that assessment of learning outcomes has on learning support services and student support services.

Action Project #2:
Increase the Quality and Consistency of Assessment of Student Learning Outcomes

Desired Goals / Outcomes	• Reinforce with all faculty the process of developing learning outcomes for courses and programs, assessing student achievement of those outcomes, and using assessment results to make improvements to teaching and learning. All faculty will include a list of the approved learning outcomes on first-day handouts, will understand and utilize appropriate methodologies for properly and consistently assessing learning outcomes at the course and program level, and will be able to report and discuss assessment results in Program Review for the purpose of improving teaching and learning.
Actions / Steps to be Implemented	• Evaluation of the SLO development and assessment processes • Professional development for faculty in the SLO process, especially for new and part-time faculty • Consistent monitoring of SLO assessment and reporting in Program Review • Regular faculty dialog concerning the SLO assessment data
Timeline	**Year 1: 2015-2016**
	• Submit Technical Assistance Application to the Institutional Effectiveness Partnership Initiative (IEPI) for assistance in evaluation of the institution's SLO processes • Evaluate the current SLO processes at the institution • Develop an implementation plan based on the evaluation of the current SLO process • Develop Academic Senate FLEX day(s) for faculty wide dialog on the SLO development and assessment process • Negotiate between District and Faculty Bargaining Unit compensation to ensure participation by all faculty, especially part-time faculty • Make progress on the percentage of faculty participation in the SLO assessment process • Develop process in which SLO analysis is more easily integrated and accessible within Program Review process • Develop a Program Review Handbook
	Year 2: 2016-2017
	• Evaluate the first year integration projects of SLO development and assessment process • Determine actions to be taken based on the evaluation • Continue to increase the percentage of SLO assessment participation • Continue faculty wide dialog on SLO assessment data at Faculty Senate FLEX day(s).
	Year 3: 2017-2018
	• Fully implement redesigned process with changes • Evaluate for effectiveness of SLO development and assessment process • Adjust and/or address areas in need of improvement (as appropriate)
Responsible Parties	• Vice President of Instruction and Deans of Instruction: • Planning Committee, Instruction Council, Academic Senate/Curriculum Committee/Program Review Committee, Research Office
Assessment	An evaluative component is scheduled into the timeline for this project.