

**2016 Annual Report****Final Submission**

03/31/2016

College of the Siskiyous

800 College Avenue

Weed, CA 96094

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Steven Reynolds
3.	Phone number of person preparing report:	530-938-5554
4.	E-mail of person preparing report:	reynolds@siskiyous.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.siskiyous.edu/catalog/catalog1516.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.siskiyous.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 3,011 Fall 2014: 2,267 Fall 2013: 2,374
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	1,688
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	495
9.	Number of courses offered via distance education:	Fall 2015: 79 Fall 2014: 95 Fall 2013: 106
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 943 Fall 2014: 940 Fall 2013: 1,123

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	65%									
14b.	Successful student course completion rate for the fall 2015 semester:	78%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>260</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>160</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>100</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	260	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	160	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	238									
16b.	Number of students who received a degree in the 2014-2015 academic year:	155									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	104									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	140									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	135									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	English (Creative Writing), ESL (non credit), Technical Theatre									
19a.	Number of career-technical education (CTE) certificates and degrees:	42									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards,	42									

	including those for licensure and certification:																										
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4																									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	4																									
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																										
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21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																										
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22.	Please list any other institution set standards at your college:																										
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>A significant change that is occurring at the College is that after years of analyzing data on success rates and SLO achievement in Basic Skills courses, the faculty in those disciplines (English and Math) is revamping curriculum and instructional support services to support Acceleration. The support services are in place and are being used in current BS courses. The accelerated curricula have been phased in beginning Fall 2015 and are slated to be fully implemented no later than Fall 2017. Faculty have pursued professional development opportunities to learn more about Acceleration. Faculty in the Basic Skills English program have also pursued professional development to learn more about Reading Apprenticeship initiatives.</p>																										

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	335
	b.	Number of college courses with ongoing assessment of learning outcomes	205
		Auto-calculated field: percentage of total:	61.2
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	46
	b.	Number of college programs with ongoing assessment of learning outcomes	36
		Auto-calculated field: percentage of total:	78.3
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	6
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	6
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	n/a	
28.	Number of courses identified as part of the general education (GE) program:	133	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	79%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	133	
32.	Number of Institutional Student Learning Outcomes defined:	0	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		

35.

The College's GE Learning Outcomes are the ILOs. The GE LOs are embedded in the courses that are approved for GE. To date, as courses in each GE area have been assessed, assessment has occurred in 100% of the nine GE areas.

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

36.

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

Program Learning Outcomes are embedded in courses within each program. Analysis of assessment results in courses and programs has not resulted in changes to outcomes. Analysis of assessment results has resulted in changes to teaching methods, assessment instruments (not methods), and resource requests. In English and math, analysis of assessment results has led to increases in learning support services staffing and services and stronger coordination of and planning for such learning support services. Analysis of assessment in basic skills courses has also led to course scheduling changes in order to accommodate staffing needs and services at peak times. Assessment has led to improvements in teaching methods and/or assessment instruments in many programs. Planning for and evaluation of improvements are captured in the narratives of Program Reviews.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Sharing of SLO assessment results occurs primarily among department faculty since they are the people who conduct the assessments, analyze the results, plan for improvements, implement the changes, and conduct the next round of assessments. Because many disciplines have only one faculty member, there are no department meetings where results are discussed. However, informal discussions occur in corridors, offices, and classrooms despite the lack of formal mechanisms for recording minutes. Improvement plans are documented in Program Reviews. Program Review reports are shared up the chain of command to deans and to the Vice Presidents. Summary reports of resource needs generated from Program Reviews are discussed in participatory governance groups. These discussions are recorded in the minutes of the governance groups. Communication of assessment information impacts student behavior indirectly: as instructors make changes to teaching methods, instructional materials, and assessment instruments, students' behaviors adapt to the new methods and materials (study a particular chapter differently, buy a different book, engage in a different project).

38.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

The College has no academic departments, so dialog does not occur at that level. However, faculty in disciplines that have more than one instructor do share their assessment results with each other, discuss instructional practices, and plan for program improvements. Institutionally, assessment results are reported in Program Reviews. Program Reviews are peer reviewed by instructors in other disciplines. After peer review, instructors forward their Program Reviews to deans. From deans to the Vice presidents and the participatory governance councils. Summary reports of information and resource requests in the Program Reviews are shared with participatory governance groups and institutional committees, such as the Planning Committee, Budget Committee, and Instruction Council. Instruction Council prioritizes resource requests based on discussion of impacts to programs and on overall impact to the institution. Budget Committee determines how many and which of the resource

	requests can be funded. Planning Committee tracks how assessments of student learning and Program Reviews indicate the extent to which the institution is meeting goals that are established in the Institutional Master Plan. The Planning Committee uses this information to adjust institutional goals or to remember for the next iteration of the Master Plan.
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The College would like to report on the success of its changes to Basic Skills courses. However, more years of data need to be collected since the changes have just recently been implemented or are yet to be implemented.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Contractual relationship with a non-regionally accredited institution Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Program deletions: The College has discontinued a number of programs due to low interest/low enrollment. 2. The College had two Instructional Service Agreements with non-accredited agencies Both agencies offer 50% or more of a program and are located outside the geographical area served by the College.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	1. San Francisco Police Academy, San Francisco 2. Farmworker Institute for Education and Leadership Development (FIELD), Kern County (a non-credit program,)
43.	List all of the institutions instructional sites out of state and outside the United States:	none

The data included in this report are certified as a complete and accurate representation of

the reporting institution.

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