



# College of the Siskiyous

## Institutional Self Study and Application for Reaffirmation of Accreditation

March 2004

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Submitted by

Siskiyou Joint Community College District  
College of the Siskiyous  
800 College Avenue  
Weed, CA 96094

Presented to

The Accrediting Commission for Community  
and Junior Colleges  
of the Western Association of  
Schools and Colleges



# Table of Contents

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<b>Certification of the Self Study .....</b>	<b>iii</b>
<b>Abstract of the Report.....</b>	<b>1</b>
<b>Organization of the Self Study .....</b>	<b>5</b>
<b>Descriptive Background and Demographics .....</b>	<b>11</b>
<b>Organizational Charts .....</b>	<b>21</b>
<b>Certification of Continued Compliance with Eligibility Requirements .....</b>	<b>27</b>
<b>Responses to Previous Recommendations .....</b>	<b>31</b>
Standard V: Student Support and Development	31
Standard VI: Information and Learning Resources	32
Standard VIII: Physical Resources	33
Standard IX: Financial Resources	34
<b>Standard I: Institutional Mission and Effectiveness.....</b>	<b>37</b>
A. Mission	39
B. Improving Institutional Effectiveness	48
<b>Standard II: Student Learning Programs and Services.....</b>	<b>61</b>
A. Instructional Programs	63
B. Student Support Services	93
C. Library and Learning Support Services	109
<b>Standard III: Resources .....</b>	<b>123</b>
A. Human Resources	125
B. Physical Resources	138
C. Technology Resources	143
D. Financial Resources	149
<b>Standard IV: Leadership and Governance .....</b>	<b>157</b>
A. Decision-Making Roles and Processes	159
B. Board and Administrative Organization	169
<b>Planning Summary .....</b>	<b>179</b>
Standard I: Institutional Mission and Effectiveness	179
Standard II: Student Learning Programs and Services	180
Standard III: Resources	185
Standard IV: Leadership and Governance	188



# Certification of the Self Study

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

FROM: College of the Siskiyous  
800 College Ave.  
Weed, CA 96094

This institutional Self Study Report is submitted for the purpose of assisting in the determination of the institutional accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

\_\_\_\_\_  
David Pelham, Ph.D. President/Superintendent

\_\_\_\_\_  
Alan Dyar President, Board of Trustees

\_\_\_\_\_  
Peggy Moore Vice President, Instruction

\_\_\_\_\_  
Robin Richards Vice President, Student Services

\_\_\_\_\_  
Steve Crow Vice President, Administrative & Information Services

\_\_\_\_\_  
Kim Lopez President, Faculty Senate

\_\_\_\_\_  
Denise Dohrn President, California School Employees Association

\_\_\_\_\_  
Steven Reynolds Accreditation Liaison Officer

\_\_\_\_\_  
Angela Snyder Student Trustee

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## **Abstract of the Report**

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Founded in 1957, College of the Siskiyous is a small, comprehensive, rural community college located in the extreme north central region of California. The College serves Siskiyou County and a small portion of northern Shasta County. The total population in this geographically large district is slightly less than 45,000. The main campus is located in Weed and a small branch campus is located in Yreka.

COS, as it is known locally, is located in a district that is very different from districts served by many of our sister community colleges in California. The rural nature of Siskiyou County certainly makes it fairly unique in California. In addition, the median household income in the county is \$18,000 per year less than the State average and over 85% of the local population categorizes themselves as Caucasian.

The governing structure of the College includes a seven member, locally elected Board of Trustees. The Board also includes a non-voting student member.

A broad overview of the responsibilities of the Board of Trustees is included in California Education Code 70902 (a) "The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established."

The Board fulfills its governing responsibilities primarily through the actions of the Superintendent/President who reports directly to the Board. Exceptions to this relationship include those areas where Board delegation is expressly prohibited by statute.

While recognizing the governance responsibilities that legally lie with the Board, the District has adopted a planning and budgeting process that is designed to be consistent with the spirit and letter of shared/participatory governance legislation in California. This process is known as the three-level Institutional Planning Process and was first implemented in January of 2002. Roughly organized around the formal organizational structure of the College, this process gives all areas and personnel of the College the opportunity to provide input and feedback into decisions.

The three-level Institutional Planning Process was brought to COS by the then Interim President from his former institution. The process has evolved from its

initial incarnation as a formal strategic planning process into the primary mechanism through which employees are involved in campus decisions.

The Institutional Planning Process represents one of the more significant developments in planning and shared governance at College of the Siskiyous in the last several years. It has a direct impact on the College's performance as measured by the four standards that serve as the primary focus of this Self Study. As a result, the planning process is referenced either directly or indirectly in the discussions of each standard. Unfortunately, its dynamically evolving nature has made clear descriptions of its structure problematic at certain times during development of the planning process. Because this executive summary is one of the last elements of this document to be completed, this description of the Institutional Planning Process should be the most accurate and up-to-date included in this Self Study.

Each year planning at COS begins with the Board of Trustees adopting a set of vision statements that help to guide the College in its planning for that year. These statements are related to the mission of COS but are designed to narrow the focus of the College into a few areas for that year.

Each organizational unit or area of the College then develops one or more Level One plans. Level One plans focus primarily on resource needs for program expansion or improvement. Level One plans are expected to include an analysis of the problem or opportunity being addressed by a plan and how it is related to the College Mission and vision statements developed by the Board. In addition, estimated costs, measurable program objectives and other appropriate data are included in Level One plans.

Level One plans are then forwarded to Level Two Committees for review and prioritization. There are currently three Level Two Committees in place and one is being reorganized. The three existing committees are the Instruction Council, the Student Services Council and the President's staff group. The Instruction Council and Student Services Council are groups that provide input and recommendations on a wide variety of issues to the Vice Presidents in those areas. The President's staff group includes all direct reports to the President except the Vice Presidents. The Level Two Committee that is being reorganized is in the Information Technology and Administrative Services area. These two areas have been recently merged under one Vice President and the specifics of the structure of this committee have not been worked out as of this writing.

Once the Level One plans have been reviewed and prioritized by the Level Two Committees they are forwarded to the Level Three Committee for further review and prioritization on a college-wide basis. As originally constituted, the Level Three Committee included the President, Vice Presidents and two faculty members. Soon after arriving on campus in August of 2002 the new President began hearing concerns on campus that the Level Three Committee was not



representative enough and was elitist. Communication strategies were immediately adopted to increase campus awareness of how decisions were made by Level Three with the intent of reducing the elitist perceptions. In Spring 2003 the Committee was restructured to include the President, the Vice Presidents, three faculty members, a representative from the classified staff, a representative from the administrative support and management group and one student. In October of 2003 the name of the Level Three Committee was changed to the President's Advisory Council (PAC).

The COS Board of Trustees, sometimes referred to as Level Four in this process, act on recommendations that come from the PAC as appropriate. They have also sought input from the PAC on issues such as policy changes.

The structure described above represents a fairly traditional "grass roots" planning process. However, the College also uses this structure to respond to unexpected challenges and opportunities. During Spring 2003 when the College was being asked to respond to mid year budget cuts, the Level One groups were asked to reconvene to develop strategies for revising the College budget. These ideas were then forwarded to the Level Two Committees for review and prioritization just as planning ideas had been earlier in the year. The then Level Three Committee, now PAC, worked through these ideas to formulate recommendations to the President for responding to this crisis.

The PAC is also used by administration as a sounding board for ideas. For example, before any employee slot is advertised the PAC is consulted to determine whether there is support for hiring for that position. Utilizing the PAC in this manner ensures wider involvement with important decisions on campus. At every PAC meeting the administration provides feedback to the Committee on actions that have been taken as a result of their recommendations.

This Self Study represents a snap shot of a dynamic and developing institution. While the three-level Institutional Planning Process is a significant tool that has been used in the evolution of the College, it is only one tool. Without a dedicated staff and faculty no set of organizational tools would be enough to make College of the Siskiyous an excellent institution.

The extensive narratives that follow, which respond to previous recommendations and to the four standards, paint a picture of an institution that is focused on student success. The accreditation process provides the opportunity to check our progress. We welcome this opportunity and look forward to using the feedback from the process as we continue our mutual pursuit of excellence.

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## Organization of the Self Study

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Planning for the Self Study Report began during the Spring Semester 2001. The then President/Superintendent sought a new Accreditation Liaison Officer (ALO), a faculty member, to replace the retiring ALO. During the summer of 2001, the new ALO, along with the Vice President of Instruction and another faculty member, received some training by attending the American Association of Higher Education (AAHE) Assessment Conference in Denver, Colorado; and in Fall 2001 he received more training at a workshop conducted by the Accrediting Commission for Community and Junior Colleges (ACCJC). At the Staff Orientation before the start of the Fall 2001 semester, Darlene Pacheco, Associate Director of the ACCJC, gave a brief lecture on accreditation to the whole COS staff. This started the College's thinking about the importance of assessing what the College does. Also during the fall, COS agreed to serve as a pilot for the new accreditation standards which ACCJC was currently developing.

In Spring 2002, with much support and encouragement from the interim President/Superintendent, the ALO solicited volunteers for the four Standards Committees. He used email invitations, phone calls, and personal invitations. The response was good; more than fifty members of the campus community stepped forward. From this group of volunteers, eight agreed to serve as co-chairs for the four Standards Committees, four faculty and four staff. These eight co-chairs would also serve as the Steering Committee for the whole accreditation process. During the Spring semester, the Steering Committee mapped out a schedule for the Self Study process and continued to invite members of the campus community to join the Standards Committees. They also studied the drafts of the new standards as they were published by ACCJC.

In Summer 2002, half of the Steering Committee was able to attend the AAHE Assessment Conference in Boston, Massachusetts, along with the ALO, the Vice President of Instruction, and the Institutional Research Specialist. This conference gave the Steering Committee many good ideas that enhanced their understanding of the new standards' emphasis on learning outcomes.

In Fall 2002, the College jumped into the thick of the Self Study process.

In August, the Standards Committees comprised approximately seventy volunteers (see Table 1). One more co-chair was added to Standard Two so that each co-chair could head one of the three components within the standard. The ALO conducted a kick-off orientation as a FLEX activity, at which the whole group learned more about accreditation and at which each Standard Committee met at break-out sessions to map out their own agenda for the coming year. During this orientation, volunteers learned about the accreditation process, their roles in creating the Self Study document, and evidence gathering and analysis.

In September the Standards Committees created the questions for the Staff Survey.

In October, the Staff Survey was administered and the results tallied.

In October through February, committee members worked on gathering and analyzing facts and data, meeting to discuss their findings, and writing their individual sections of the Self Study.

In Spring 2003, the Self Study was composed, revised, and edited. In January and February, the individual pieces of the Self Study were gathered and compiled into one document. This first draft of the Self Study, Draft A, was published March 19, 2003, for the whole campus to review.

After gathering input campus wide, the Steering Committee gathered in April to discuss the campus feedback. They then set about revising the document in May and June, adding missing elements and deleting irrelevant elements. At this point, administrators also added feedback and input. Faculty members on the Steering Committee also reported to the Academic Senate on the progress of the project. As a result, the Senate began discussing how to implement some of the plans that were surfacing in the Self Study.

The revised Self Study document, Draft B, was presented to the Board of Trustees at the August Board meeting to get their input and to solicit their feedback. The Trustees forwarded their feedback to the President/Superintendent, who in turn forwarded the feedback to the Accreditation Steering Committee.

During the Fall semester, 2003, the College began implementing many of the plans that had been identified in the Self Study document. As changes were made across campus, the Steering Committee revised the Self Study document to update the information, thus creating Draft C. In October, the campus conducted an abbreviated version of the Accreditation Staff Survey, focusing on several select questions from the original 2002 survey. Also in October, the President/Superintendent completed the Executive Summary/Abstract section of the Self Study. The completed Draft C of the Self Study was distributed to the Board of Trustees, who approved the document at their December meeting. Then the final document went to the printers.

The plans identified in the Self Study continue to be addressed college wide.

## The Standards Committees as of August 2002

<b>STANDARD 1</b> Institutional Mission and Assessment of Effectiveness	<b>STANDARD 2</b> Student Learning Programs and Services	<b>STANDARD 3</b> Resources	<b>STANDARD 4</b> Leadership and Governance
<b>co-chair:</b> Mahar, Kate (A)  <b>co-chair:</b> Zeigler, Karen (F)	<b>co-chair:</b> Freeman, Dennis (A)  <b>co-chair:</b> Abbott, Shawn (F)  <b>co-chair:</b> Roberts, Val (C)	<b>co-chair:</b> Glover, Norah (F/C)  <b>co-chair:</b> Winkelman, Teresa (M)	<b>co-chair:</b> Clarke, David (F)  <b>co-chair:</b> Dahlstrom, Eden (M)
Donaldson, Vickie (AS)	Broussard, Kevin (F)	Bassin, Scott (M)	Bray, Toni (C)
Eberstein, Alizum (S)	Chandler, Karen (C)	Blair, Pennie (C)	Clements, Loretta (C)
Fernandez, Maria (F)	Cordoba, Marlys (F)	Bullis, Rick (F)	Cozzalio, Dawna (M)
Greene, Sunny (F)	Dohrn, Denise (C)	Giordanengo, Richard (C)	DeRoss, Dennis (F)
Ismail, Ahmed (F)	Dunn, Susan (F)	Hoopers, Ron (F)	Graves, Mike (F)
Kenny, Sean (F)	Dutcher, Debbie (C)	Pratt, Jim (C)	Johnston, Bruce (F)
Luddon, Lori (C)	Fedora, Gerri (F)	Rogers, Linda (C)	Kushwara, Pat (C)
Navarro, Vera (C)	Flashner, David (S)	Schumacher, Jill (AS)	Lopez, Kim (F)
Odegard, Barb (F)	Freeman, Linda (C)	Shepard, Nancy (M)	Proulx, Caroline (F)
Read, Michael (F)	Gelwick, Dot (C)	Swingle, Sharon (C)	
Vodicka, Milan (F)	Hirt, Bill (F)	Tedsen, Karen (C)	
	Jones, Wes (C)	Tincher, Cal (F)	
	Kameda, Art (C)	Volf, Anna (C)	
	Keen, Jan (AS)	Weathers, Dennis (F)	
	Larive, Katie (M)	Witherell, Meghan (C)	
	Mannion, Denise (C)	Wrobel, Vicki (M)	
	Mauro, Ellie (F)		
	Ramsey, Brian (C)		
	Roberts, Dennis (F)		
	Ryan, Deb (F)		
	Thompson, Eve (F)		
	VanDyke, Jeffrey (C)		
	Warren, Connie (C)		
	Williams, Kathi (F)		

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A – Administration  
 AS – Administrative Support  
 C – Classified  
 F – Faculty  
 M – Management  
 S – Student

## **Timeline of Self Study Process**

### **Spring 2001**

- Feb.: President/Superintendent asks Steve Reynolds to take Carol Kramm's place as ALO after she retires (August 2001).

### **Summer 2001**

- June 23-26: AAHE Assessment Conference, Denver, CO (3 participants)

### **Fall 2001**

- August 17: All campus FLEX activity. Darlene Pacheco speaks at Staff orientation
- Sept. 12: ACCJC training for the Self Study, Sacramento, CA (1 participant—ALO)
- October: Noel-Levitz Student Satisfaction Inventory (student survey)

### **Spring 2002**

- Feb.-May: Solicit volunteers for Steering Committee and Standards Committees
- April 19: First meeting of the Steering Committee

### **Summer 2002**

- June 20-23: AAHE Assessment Conference, Boston, MA (9 participants)

### **Fall 2002**

- August 14: FLEX activity. Learning outcomes.
- August 19: FLEX activity. Standards Committees orientation and kick-off. (Large group training and planning meetings for each Standard committee)
- August: Accreditation website created and maintained by Research Office, with links to all relevant documents.
- Aug-Dec: Gather data. Review campus documents/reports. Conduct interviews. Draft "descriptions."
- September: Develop staff survey instrument.
- October: Staff survey.

### **Spring 2003**

- Dec.-Feb.: Draft "evaluations" and "planning agenda."
- February 21: Learning Outcomes Workshop (Shasta College) sponsored by RP Group.
- March: Draft A of the Self Study compiled and presented to campus.
- Late March: Feedback from the campus and community.
- April: Steering Committee reviews feedback.
- May-June: Steering Committee makes revisions.

**Summer 2003**

- July-August: Board of Trustees reviews Draft B.

**Fall 2003**

- August: Planning Summary completed and distributed to members of campus community
- September-October: Final revisions made to the Self Study document
- November: Self Study submitted to Board of Trustees for approval
- December: Self Study printed.

**Spring 2004**

- January: Self Study submitted to ACCJC and copies sent to Visiting Team
- March: Visiting Team visits the campus



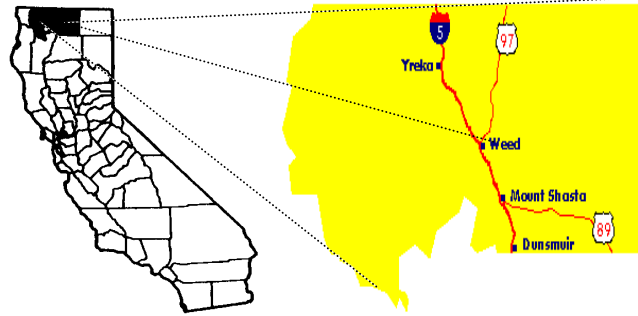


# Descriptive Background and Demographics

## COMMUNITY SERVED

### Geography

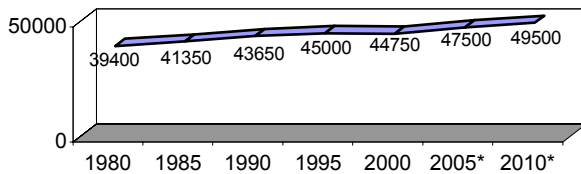
The Siskiyou Joint Community College District encompasses a 6,300 square mile region, which includes all of Siskiyou County and a small tip of Shasta County. This is a rural district where the population density is approximately 7 people per square mile compared to the California State average of 207. The area hosts a variety of landscapes from mountain ranges to river valleys to lava plateaus and includes the 14,162-foot Mount Shasta. More than 60% of the land in this area is managed by federal and State government agencies.



### Community Demographics

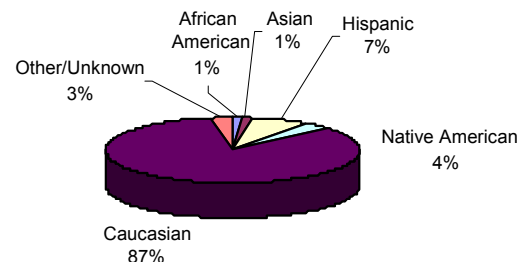
The population base of this district is almost 45,000, with the majority of residents located in small towns dispersed across the region. Based on square miles Siskiyou County is the fifth largest county in the State, but due to limited population ranks number forty-four out of fifty-eight counties for population. Between 1980 and 2000 Siskiyou County experienced 13.6% growth but this rate slowed between 1990 and 2000 to 2.5% compared to the State average of 13.8% for the same period. When the Siskiyou County growth rate for the period of 1990 to 2000 is compared to the other counties of California, Siskiyou was the fourth slowest growing county in the State. Looking forward Siskiyou County population is projected to grow more rapidly to 53,900 by 2020, equaling over 20% growth over 20 years from the 2000 census figures.

Siskiyou County Population Growth  
1980-2010



According to the 2000 census, gender distribution is nearly equal between men and women. However, the ethnic breakdown of the county is much more skewed,

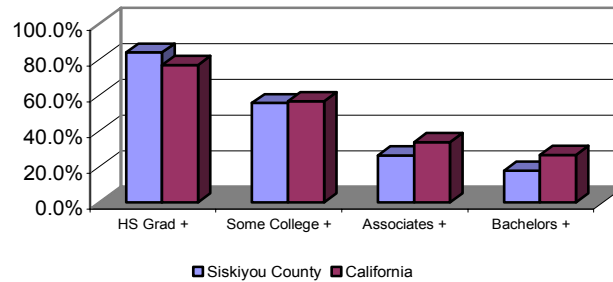
Siskiyou County Ethnicity



with over 85% of the population categorizing themselves as Caucasian. Over 50% of the population is of working age, between 21 and 64 years, while approximately 24% of the population is under the age of 18 years.

According to the 2000 US Census data, Siskiyou County residents graduate from high school at a higher rate than the California average, but residents drop below the State average for continuing their post-secondary education.

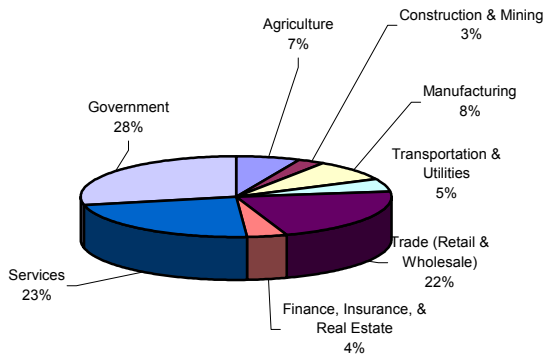
**Siskiyou County Education Attainment Levels**



**Economy & Employment**

Historically the timber industry was the major employer in this region, but more recently government (28%), services (22%) and retail trade (21%) have become the predominant employers. According to the Siskiyou County Snapshot produced by the California Economic Development Department, the 1999-2006 projections indicate that this region is expected to grow in population and the number of available jobs.

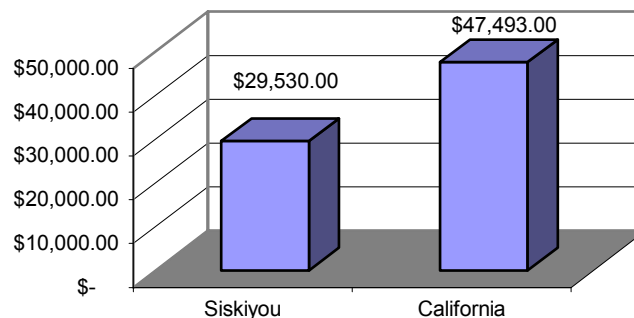
**Employment by Industry**



The economic activities of this region are primarily related to tourism and forestry, resulting in a highly seasonal labor force. As a result, the unemployment rate of Siskiyou County, which was 9.8% for 2002, tends to be significantly higher than the State average, which was 6.7% for the same period. The regions labor force also tends to be relatively seasonal with increased employment opportunities during the summer and fall months.

According to the US Bureau of Census 1999 poverty statistics, Siskiyou County has a higher percentage, 14%, of the population classified as living in poverty status than the 10.6% average for the population of California. In addition, 41.6% of Siskiyou County families with single female householders live below the poverty line compared to the State average of 25%.

**Median Household Income**



## COLLEGE OF THE SISKIYOU

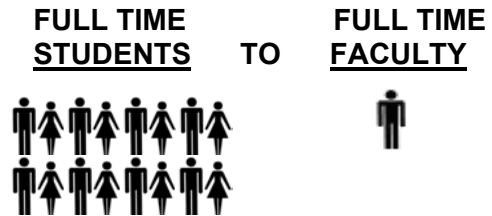
### COS Facilities

Established in 1957, College of the Siskiyou (COS) is the sole opportunity for higher education in the Siskiyou Joint Community College District. The 260-acre campus is located at the base of Mount Shasta in the town of Weed. Students enjoy a variety of modernized facilities in nineteen buildings, including a television studio, 600 seat theatre, over 260 student computer workstations, a library, media center, distance learning facility, vocational education shops, science labs, a childcare facility, as well as the numerous general purpose classrooms.

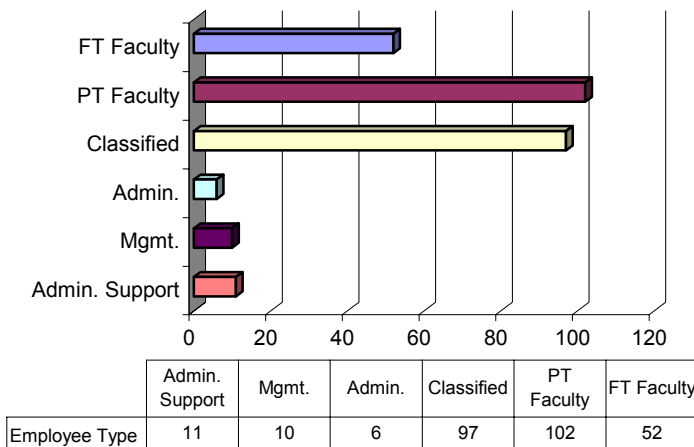
In addition, students have access to a satellite campus located 30 miles to the north in the city of Yreka. This facility offers students the Technology Center equipped with a driver simulator and fire arms training simulator (FATS), a video conferencing classroom, fitness center, and two computer labs. Beginning in April 2003, students will be able to receive a Bachelors Degree from Southern Oregon University by participating in courses offered at the Yreka campus.

### COS Faculty & Staff

The faculty and staff at COS offer students individualized attention in a familiar atmosphere where faculty and staff commonly know students by name and maintain correspondence beyond their community college experience. The full-time student to full-time faculty ratio is 16:1, demonstrating the personalized attention offered to students at COS.



**Employee Counts by Type**



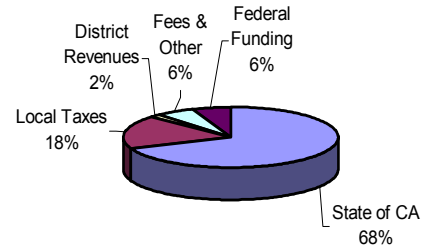
The employees at COS reflect the same gender and ethnic distribution as the county with approximately 48% male, 52% female, 85% Caucasian and 13% minority. COS is staffed with a stable workforce where less than 4% of all employees were hired within the last year. In addition, approximately 20% of COS employees are former graduates of this institution. In total a group of approximately 285 full-time faculty, administrative,

classified, and part-time instructional personnel are committed to establishing an exceptional learning environment.

### COS Financial Resources

The College obtains the majority of operating revenue from funding provided by the State of California. The College revenue sources are listed in the chart.

COS Revenue Sources



\* 2000-2001 Academic Year

Due to the current budget crisis affecting the State, COS is also experiencing budget reductions and is continually looking for cost reduction and revenue generation techniques which support the mission of this educational institution. Budget strategies considered at College of the Siskiyous are evaluated based on quantitative and qualitative research and evaluated using predefined criteria stated in COS Procedure 2.19.

### COS Programs & Courses

COS is widely recognized for its excellent programs in humanities and arts, the sciences and technology, and athletics. Among the most notable vocational programs at COS are the Fire/Emergency Response Technology, EMT/Paramedic, Administration of Justice, Welding, and Licensed Vocational Nursing programs. Other certificate programs offered at COS include Accounting, Alcohol and Drug Studies, Business Administration, Computer Science, Cosmetology, Early Childhood Education, Family/Consumer Science, Human Services, Library Technology, Media Communications, Office Administration, and Theater Arts.

COS programs are continually monitored and evaluated to determine effectiveness. In addition to the regular 6-year Program Review Self Studies, programs conduct annual studies for decision-making, planning, and ongoing monitoring for areas of improvement. Focus groups, student satisfaction surveys, studies using prompt writing assignments and

**Courses Offered by  
Two Digit TOPS Code  
Fall 2002**

Fine & Applied Arts	18.5%
Education (including PE)	14.3%
Business & Mgmt	11.7%
Public Affairs & Services	10.6%
Interdisciplinary Studies	7.5%
Consumer Ed.	5.3%
Physical Sciences	4.2%
Social Sciences	4.2%
Engineering	3.8%
Humanities	3.8%
Biological Science	3.4%
Computer	3.0%
Health	1.9%
Mathematics	1.9%
Communications	1.5%
Commercial Services	1.5%
Foreign Language	1.5%
Psychology	1.5%

evaluating student success, as well as many individual course assessments are conducted on campus.

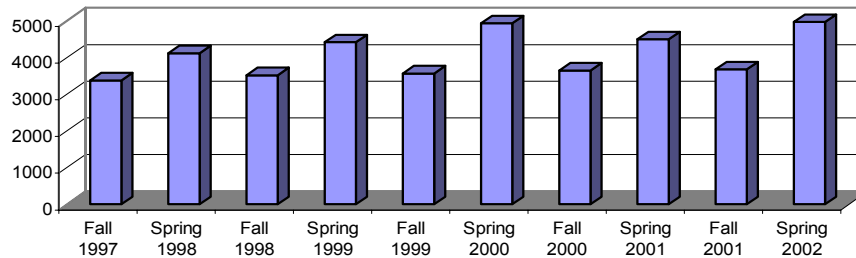
Graduates repeatedly express their feelings regarding their experience at College of the Siskiyous in terms of the warmth and friendliness of the staff and the provision of quality instruction in a caring atmosphere.

## OUR STUDENTS

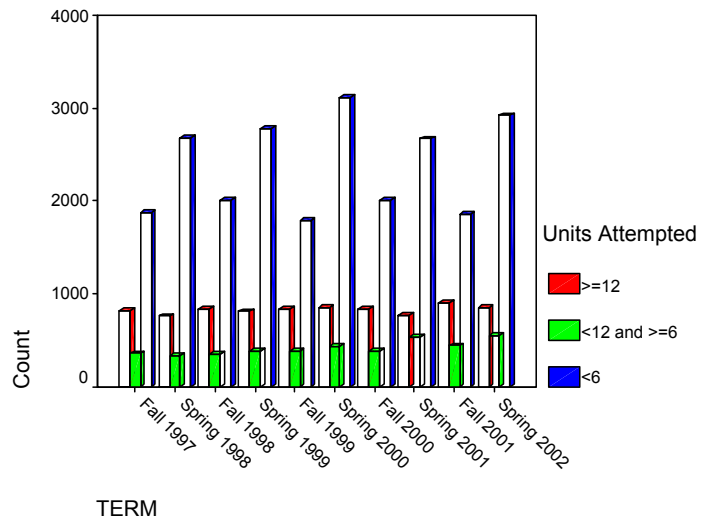
### Individual Students Served

The count of individual students served is the unduplicated student headcount, where each student is counted only one time regardless of the number of courses enrolled. The chart below demonstrates that the number of individual students served at College of the Siskiyous has gradually increased since 1997. Since 1990, a trend has developed where more students attend College of the Siskiyous' Spring semesters. A likely explanation for this pattern is the seasonal labor market of Siskiyou County. On average since 1997 approximately 3500 unique students attend the Fall semester and 4500 unique students attend the Spring semester. COS students come from a variety of backgrounds and enter the institution with different goals and objectives.

**Unduplicated Student Headcount**



**Student Unit Load Attempted by Term**



Even though the total numbers of students vary from Fall to Spring semesters, the number of full-time students has remained relatively consistent since Fall 1997. On average full-time students average 26% in the Fall and 20% in the Spring.

## Who Are Our Students?

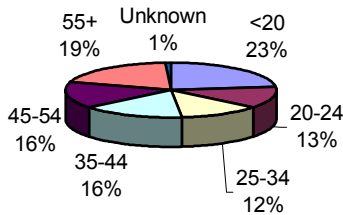
As is common for most California Community Colleges, the student population of COS is slightly more female than male. When gender is compared by Fall and Spring semesters, there is a higher ratio of females in Fall semesters than in Spring semesters.

45% Male



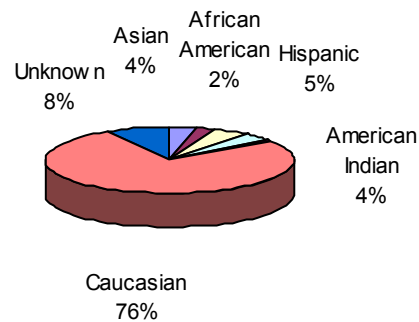
54% Female

Age Distribution 5-year Average  
Fall 97-Spring 02



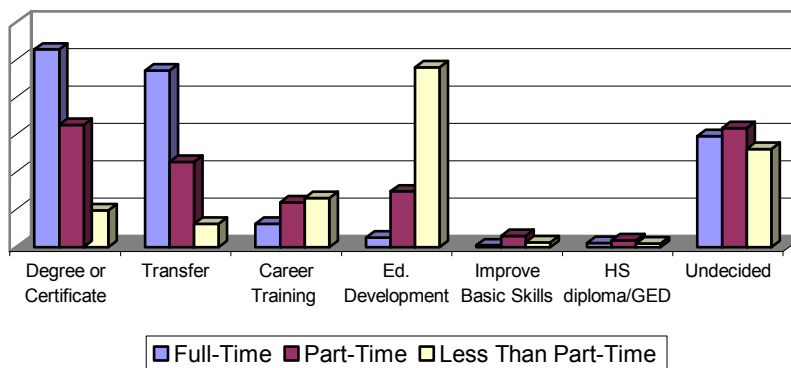
COS attracts students of all ages. As demonstrated in the pie chart, the majority of students, 23%, are under 20 years, but all other age groups are fairly evenly represented at 12% to 19% of the population. The wide variety of student ages offers COS classrooms diverse perspectives and life experiences.

On the other hand, similar to the county population, the ethnic distribution of COS is primarily homogeneous, but less Caucasian, only 76% compared to the county at 87%. The College strives to expand the cultural diversity of the campus by encouraging the underrepresented populations of the community to overcome barriers and attend college.



The majority of full-time students attend College of the Siskiyous with the educational goal to obtain a degree and/or transfer to another institution. Of all the students who stated an educational goal in Fall 2001, 21% intend to earn a degree or certificate and 17% plan to transfer to another institution. Many COS students, 24%, are uncertain or undecided about their educational goals.

## I by Units Enrolled

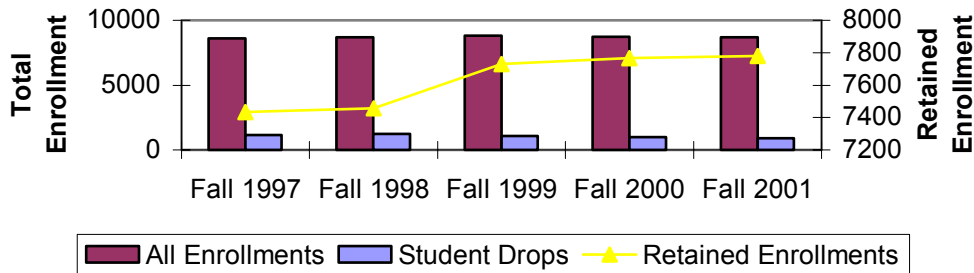


## Enrollment Trends

Enrollment trends are based on duplicated student counts where for example one student enrolled in three courses would be counted three times. Even though there have been slight fluctuations from year to year, enrollment trends at College of the Siskiyous since 1997 demonstrate a gradual increase in the number of enrollments. As mentioned in terms of unduplicated student headcount, Spring enrollment is consistently higher than Fall enrollment; therefore, total enrollment is often examined semester to semester to eliminate any confusion caused by seasonal enrollment differences.

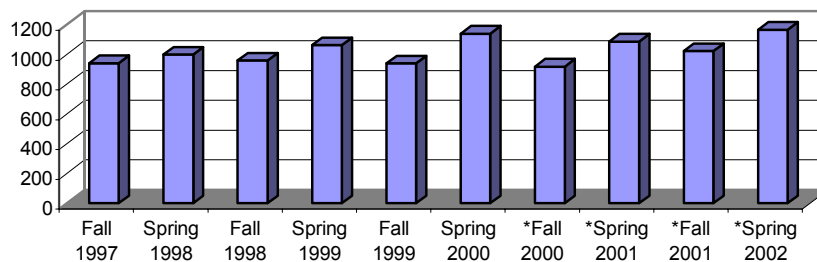
Total COS Enrollments			
Term	All Enrollments	Student Drops	Retained Enrollments
Fall 1997	8604	1171	7433
Spring 1998	9431	1216	8215
Summer 1998	3627	105	3522
Fall 1998	8686	1229	7457
Spring 1999	9614	1188	8426
Summer 1999	3322	76	3246
Fall 1999	8805	1074	7731
Spring 2000	10910	1123	9787
Summer 2000	4061	261	3800
Fall 2000	8738	972	7766
Spring 2001	9254	740	8514
Summer 2001	3435	64	3371
Fall 2001	8667	889	7778
Spring 2002	10423	771	9652

## Fall Enrollments



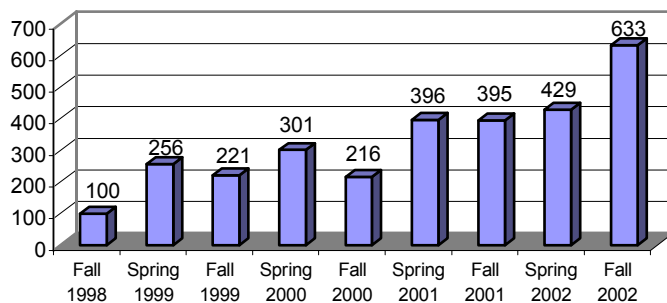
The enrollment data includes analysis of total enrollments and total dropped courses to demonstrate the Fall pattern of retained enrollments. As demonstrated in the graph, even though there have been some fluctuations in total enrollment counts, the total retained enrollment has steadily increased each Fall semester.

## FTES TRENDS

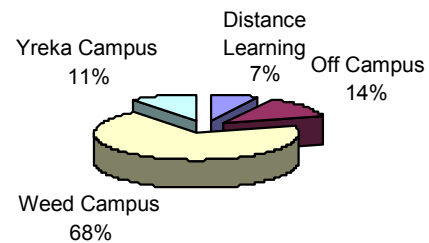


Due to the vast geographic area of the Siskiyou Joint Community College District, COS attempts to minimize the required travel for students by offering courses in a variety of locations. COS offers students the two campus locations in Weed and Yreka, distance learning courses available via video conference in Weed, Yreka, Happy Camp, and Tulelake and via the Internet, as well as off-campus courses taught in various locations throughout Siskiyou County. In recent years the enrollment in distance learning courses has steadily increased, likely due to increased access and technological advancement of the community. In a recent distance learning survey the community expressed their support for this type of course format and encouraged the College to expand its course offerings.

**Distance Learning 1st Census Enrollment**



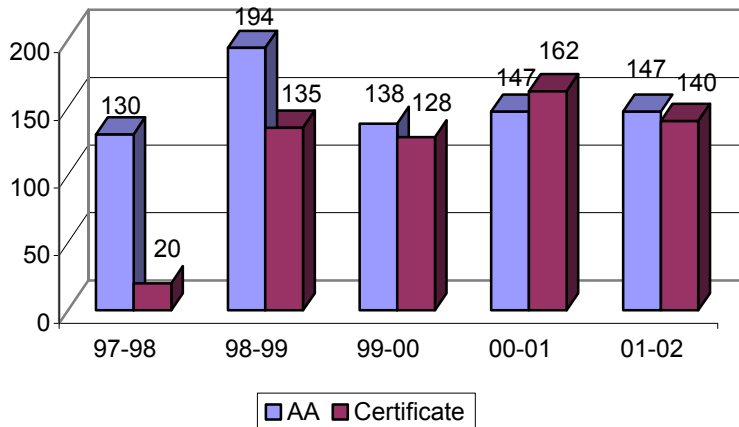
**Enrollments by Location Fall 2002**



**Student Outcomes**

Individual assessments of student learning are conducted in courses and programs around campus. At an institutional level, many indicators of student outcomes have been tracked for many years including student success, retention, student awards achieved, and student transfer. To further improve the institution's ability to measure student learning additional institutional assessments are being developed, but due to a lack of data from these new methods, for now our best indicators are the traditional measures.

**Degrees & Certificates Awarded**



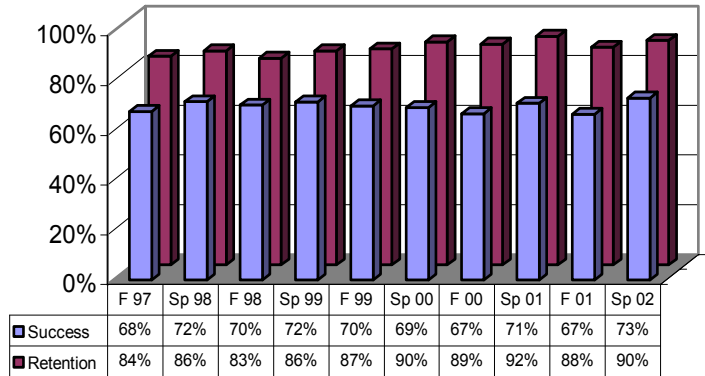
Each term the number of students that complete their AA/AS degrees or certificates fluctuate, but the number of certificates awarded since the 1997-1998 academic year has greatly increased due to a change in certificate recording methodology. Prior to 1998 most certificates were awarded by the instructor and not recorded and submitted to MIS.



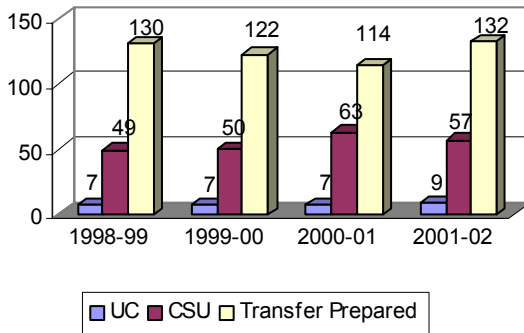
Student retention in courses is defined as the percent of retained students out of the total number enrolled, where retained equals all grades earned except W and FW. The average retention rate from all COS courses over the last 5 years has been 88%.

The student success measure is defined as the percent of successful students out of the total number enrolled, where success equals A, B, C and credit grades. Over the past five years the average success rate has been 70%.

**Student Success & Retention Rates**



**COS Transfer Data**



Transfer is the stated goal of almost 50% of COS' fulltime students and over 15% of all COS students. Transfer-prepared students are defined as students who earned 56 degree-applicable, transfer-level units with a minimum GPA of 2.00 during a 6-year period.

Due to College of the Siskiyous' close proximity to the Oregon border, many COS students transfer out of state to Southern Oregon University and the Oregon Institute of Technology. In order to assist students in this effort COS has developed an exchange agreement with these institutions which waives the out-of-state fees if a student completes the stated requirements before transfer.

To assist students in achieving their goal to transfer, the COS Transfer Center offers assistance with transfer preparation based on established articulation agreements with other educational institutions.

**COS Most Common Transfer Institutions**

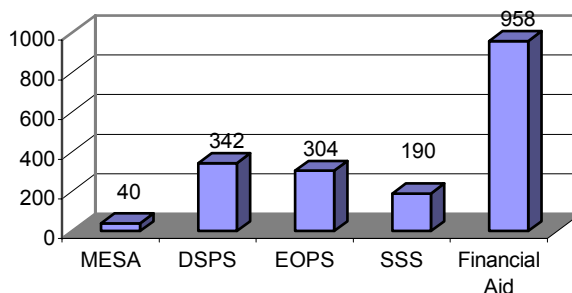
- CSU Chico
- Southern Oregon University
- CSU Humbolt
- Simpson College
- National University
- Oregon Institute of Technology

## Services Available to Students

College of the Siskiyous is dedicated to student success and offers many services to assist students to that end. Services including financial aid, counseling, instructional support/learning services including the library, computer, reading, writing and math labs, DSPS, Care, EOPS, SSS, MESA, residence hall facilities and childcare are available on campus for COS students. Gear Up and Upward Bound are offered to motivate high school and elementary students to develop a college going culture within the community.

Student services make differences in students' lives in a variety of ways. Some services, such as instructional support/learning services and counseling, are available to all students and other services are limited to specific special populations of students.

Fall 2002 Students Served by Support Services



The goal of DSPS is to assist students to overcome physical and educational barriers to allow access to the College's regular programs and activities. EOPS and CARE programs offer support services to economically disadvantaged students who have experienced limited success in high school and/or college. The purpose of SSS is to assist first generation college special need students to stay in college, and transfer to a 4-year institution to earn their bachelor's degree. The MESA program also supports educationally disadvantaged students but specializes in math, engineering and science majors.

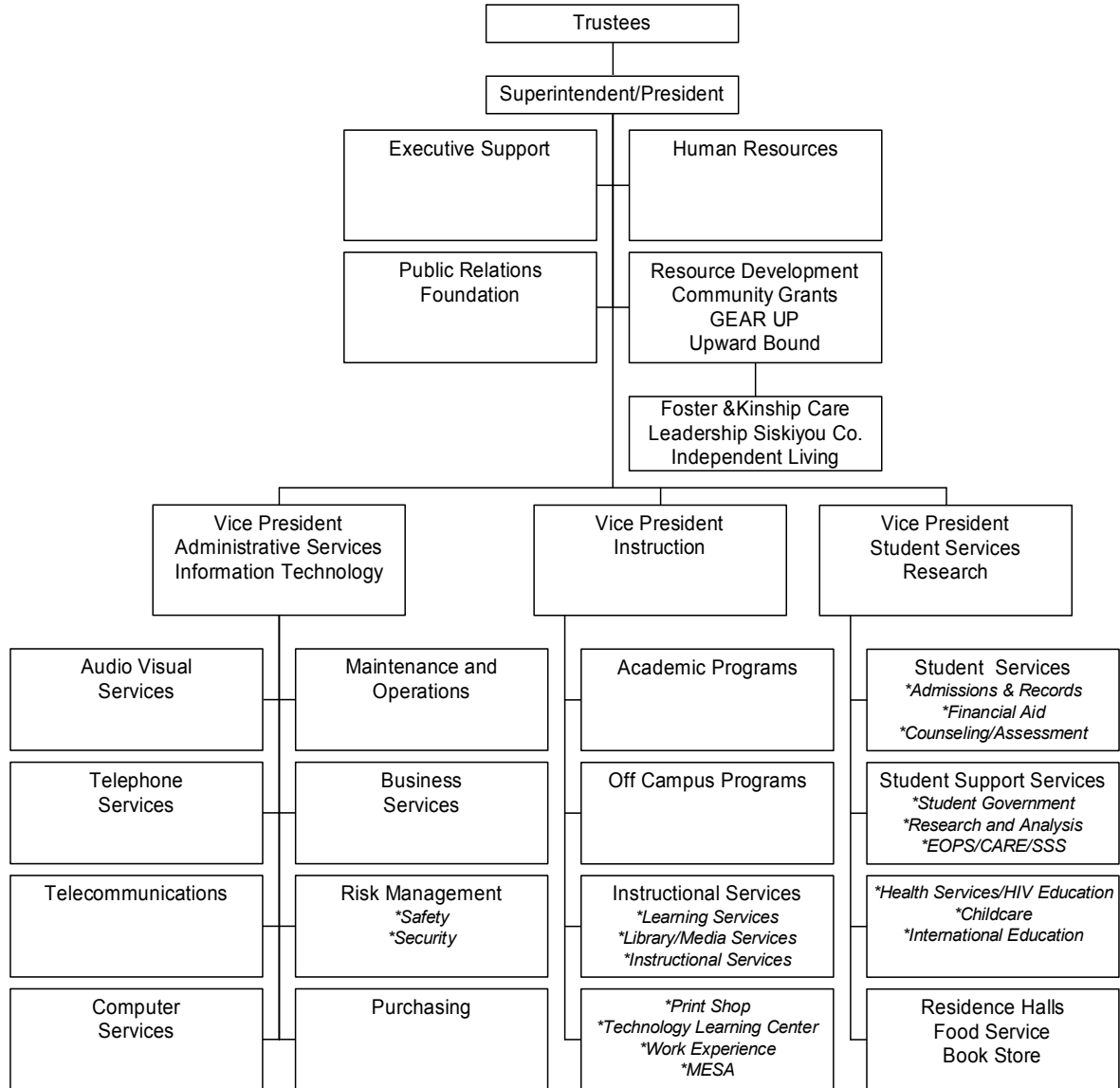
During the 2001-2002 academic year, COS distributed nearly \$3.5 million in financial aid with over \$45,000 in scholarships. Due to the large percentage of low-income students, this aid helps enable COS students to attend college.

Student housing is available on campus in the residence halls. The two-building, co-ed residential facilities offer housing to 135 students. The COS Discovery Childcare facilities support a total of 30 children and through a variety of programs offer childcare at no cost to those demonstrating need, enabling parents to attend classes knowing their children are in a dependable, safe environment.

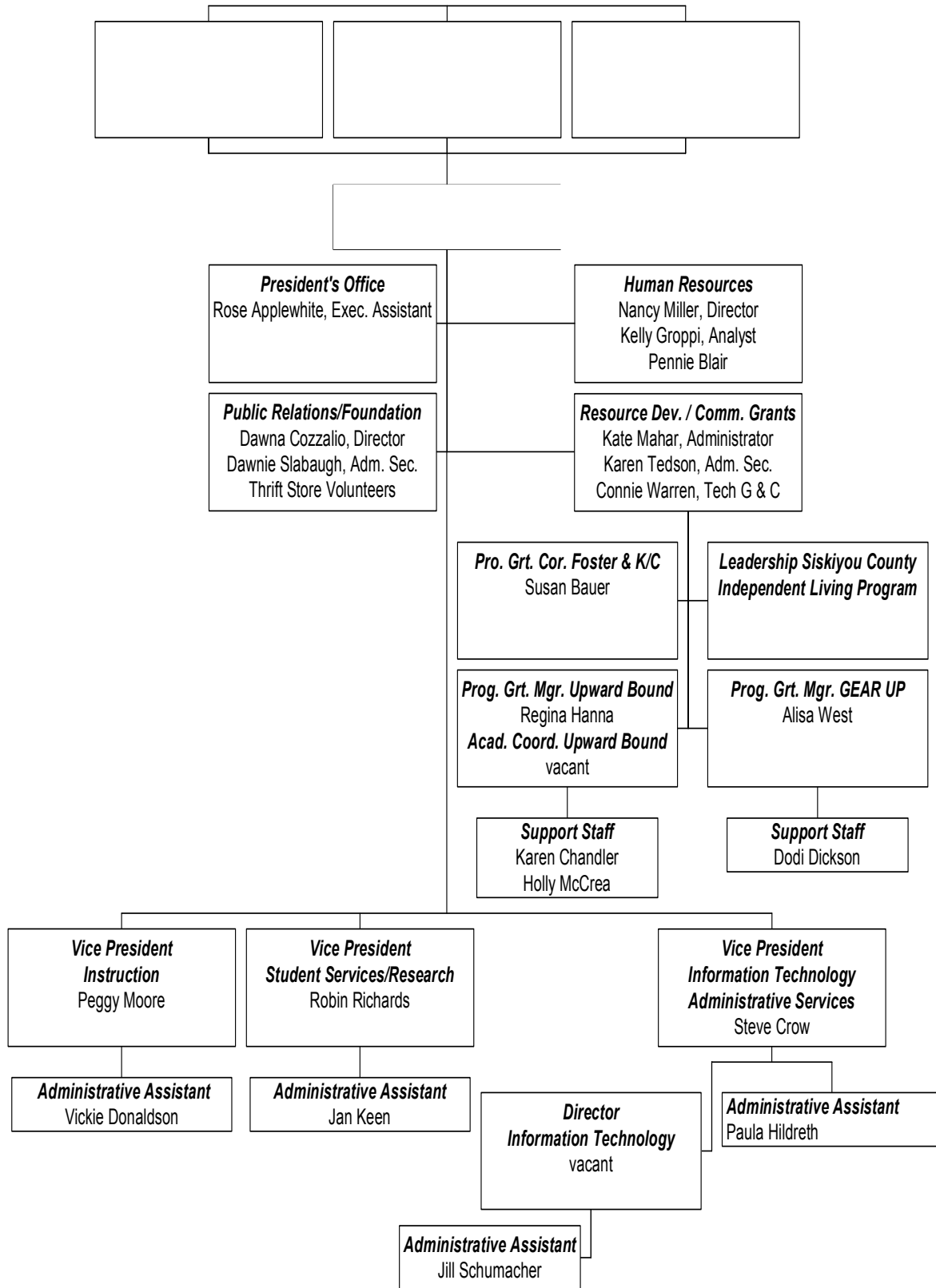
College of the Siskiyous strives to make access to and success in higher education a reality for all students. These student support services provide a helping hand to students to assist them in their efforts to achieve their educational goals.

# Organizational Charts

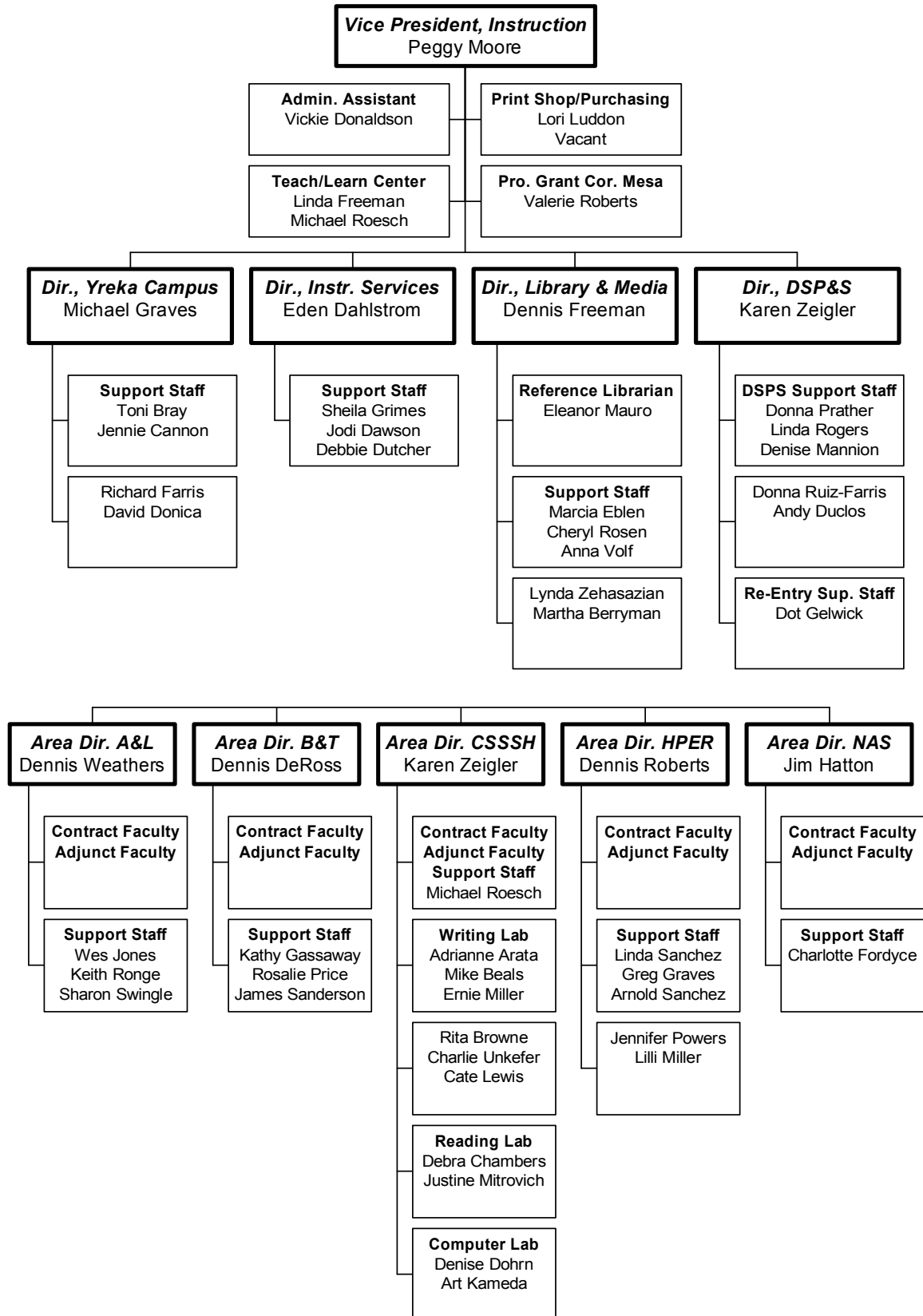
## Governance Structure



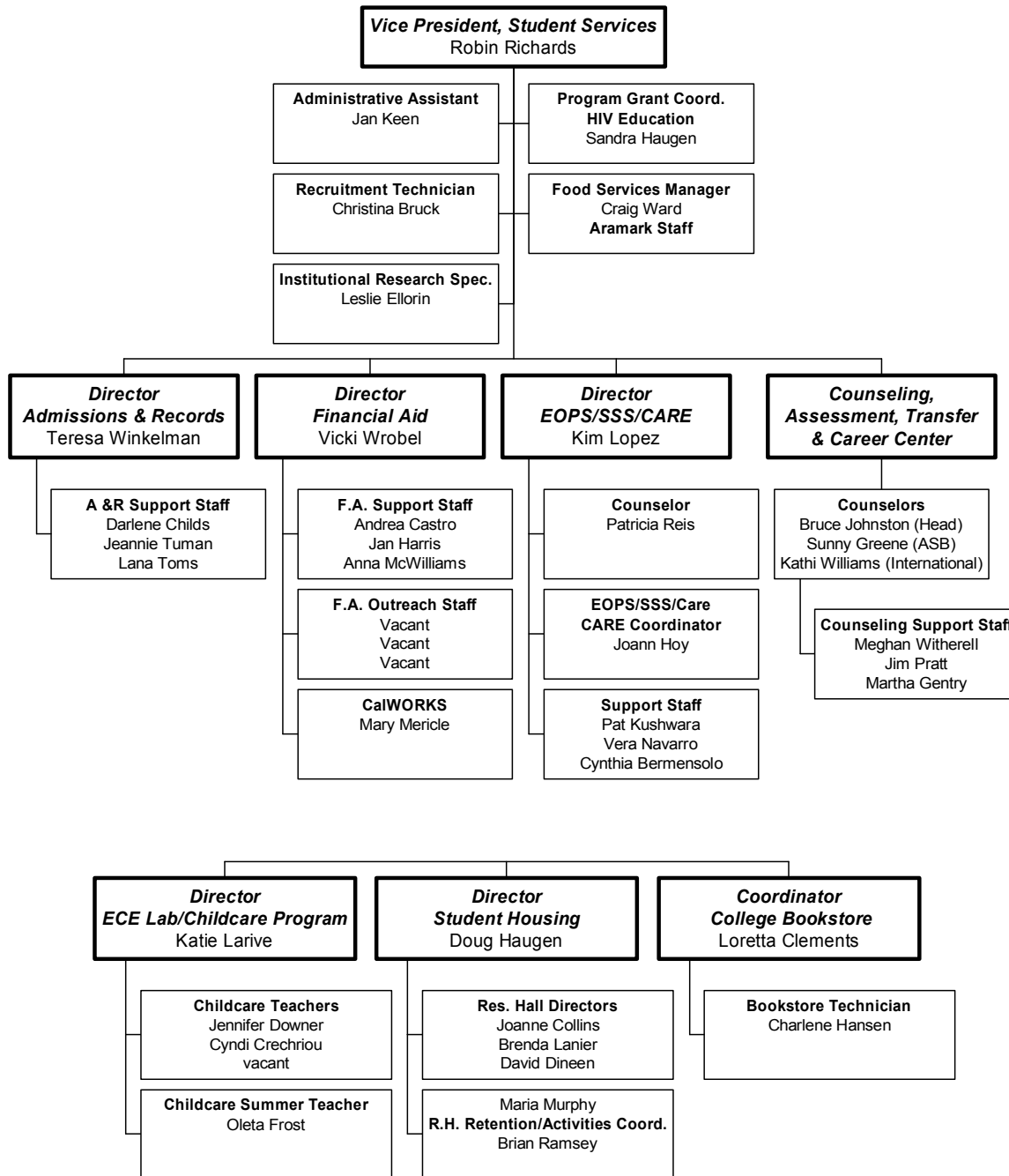
## Board/Administration/Institutional Support Services



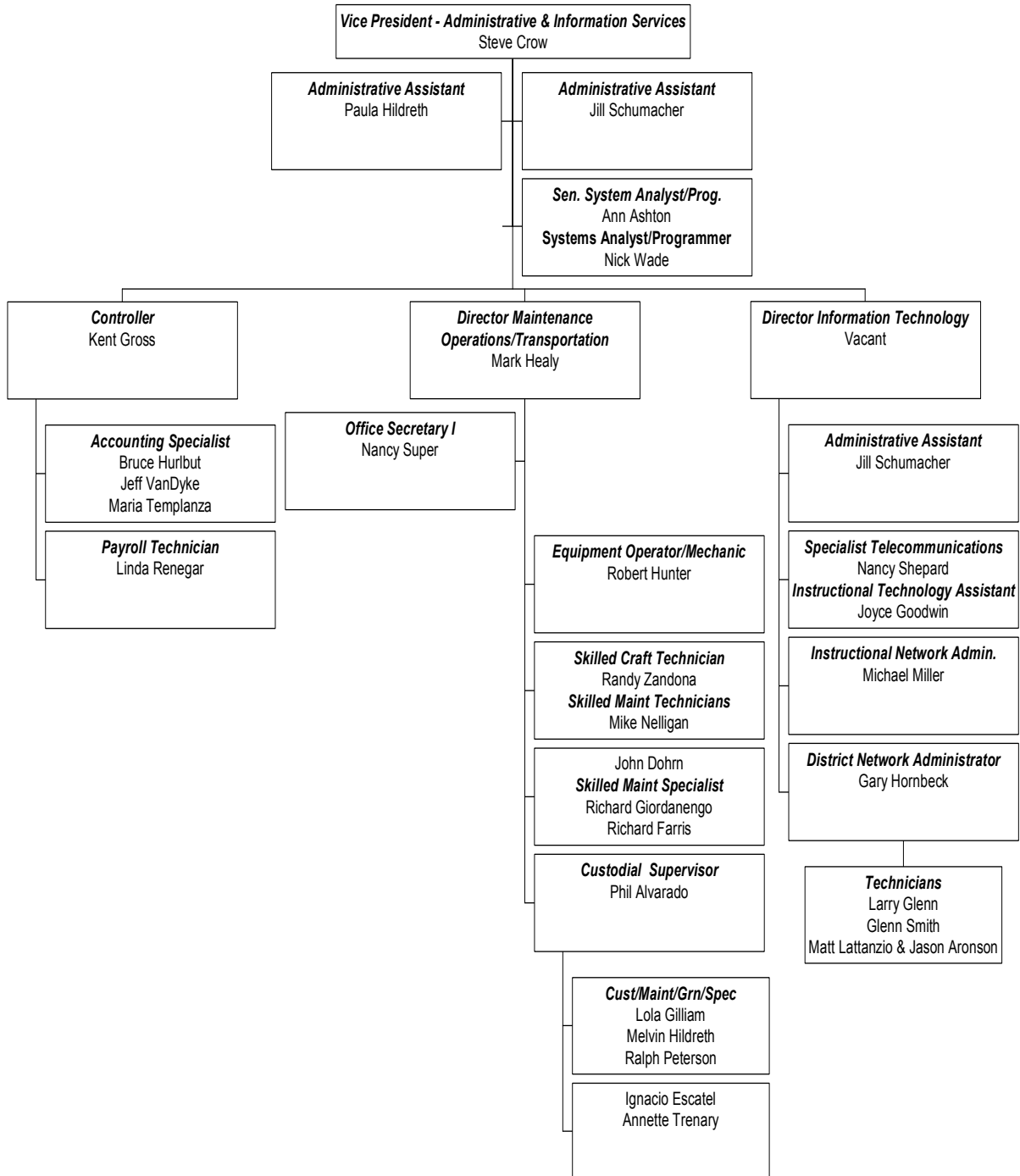
# Instruction



## Student Services



## Administrative Services and Information Technology







# Certification of Continued Compliance with Eligibility Requirements

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## 1. **AUTHORITY**

College of the Siskiyou is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. The College has been recognized as a degree granting institution by WASC since 1957.

## 2. **MISSION**

The institution's mission statement clearly defines College of the Siskiyou as a degree-granting institution of higher education. The Board of Trustees adopted the current mission statement in October 1998. It is published in the College Catalog, in the Board Policy manual, in the Student Handbook, and online in the College of the Siskiyou website.

## 3. **GOVERNING BOARD**

A seven member Board of Trustees elected from communities within the college district governs College of the Siskiyou. This Board serves as an independent policy-making body and is responsible for maintaining the quality and integrity of institutional programs, policies, and procedures. The majority of the Board members have no employment, family, or personal financial interest in the institution.

## 4. **CHIEF EXECUTIVE OFFICER**

The President/Superintendent of College of the Siskiyou is appointed by the Board of Trustees and holds primary responsibility to the institution in providing effective leadership, resource management, and compliance with statutes, regulations, and board policy.

## 5. **ADMINISTRATIVE CAPACITY**

College of the Siskiyou employs one President, three Vice Presidents, nine managers, and support staff for these positions. The College maintains an administrative structure tailored to its mission and conducive to an effective learning environment. All administrators and managers possess appropriate qualifications, training, and experience.

## 6. **OPERATIONAL STATUS**

Approximately 3,000 students are enrolled at College of the Siskiyou per semester. Students attend for a variety of reasons including transfer, degree and certificate attainment, and skill building.

## **7. DEGREES**

College of the Siskiyou offers a broad range of degree and certificate programs, all of which are described in the College Catalog. A significant proportion of students attending the College are pursuing degrees or certificates.

## **8. EDUCATIONAL PROGRAMS**

The educational programs offered by the College are consistent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The vast majority of degree programs offered are at least two academic years in length.

## **9. ACADEMIC CREDIT**

Credit is awarded using the Carnegie Rule. For semester length classes, one unit of credit is awarded for one hour of lecture per week and lab activities require three hours per week for one unit of credit. This award of academic credit is based on Title V of the California Education Code and is cited in the Curriculum Handbook.

## **10. EDUCATIONAL OBJECTIVES**

College of the Siskiyou defines and publishes program educational objectives in the College Catalog and course outlines.

## **11. GENERAL EDUCATION**

All Associate Degree granting programs require a general education component. All general education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. Students completing the College of the Siskiyou General Education program must demonstrate minimum competency in communication, reasoning, and critical thinking. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

## **12. FACULTY**

College of the Siskiyou employs 51 full-time faculty members and 124 part-time faculty members. The College annually meets the “target number” of full-time faculty members required by the Chancellor’s Office as the College works toward the goal of having 75% of its courses taught by full-time faculty members. Presently (Fall 2003), full-time faculty teach approximately 65% of the courses offered. Faculty members meet or exceed minimum qualifications and are qualified by training and experience to support the educational programs. Roles and responsibilities of faculty members are clearly delineated in the Faculty Handbook.

### **13. STUDENT SERVICES**

The College provides a wealth of student services and developmental programs to meet the needs of the diverse population served. In addition to basic services such as counseling, financial aid and student activities, the College supports specialized services such as DSPP (Disabled Student Programs and Services), International Student Services, EOPS (Extended Opportunity Program and Services), and SSS (Student Support Services) to name a few. The Vice President of Student Services also supervises the Researcher position. Together they implement on-going research activities that measure the effectiveness of academic programs and support services.

### **14. ADMISSIONS**

College of the Siskiyous is a public, open-access institution. Admission is open to any high school graduate or equivalent or persons eighteen years of age or older. All programs are open to all individuals that meet the established pre-requisite courses. Admissions requirements are stated in the College Catalog and program information publications.

### **15. INFORMATION AND LEARNING RESOURCES**

The Library/Learning Resource Center is the primary repository of information and learning resources. The facility houses more than 50,000 books, 140 periodical subscriptions, instructional media for student use, 77 open-access workstations, and online access to a wealth of full-text databases. In addition to the Library/LRC facility, there are 54 computers housed in a Business Computer Lab and several other departments on campus maintain individual computer labs for student access.

### **16. FINANCIAL RESOURCES**

College of the Siskiyous documents a strong funding base with reserves exceeding minimum requirements, stable financial resources and sound plans for financial development. The College follows generally accepted accounting principles and control procedures that ensure financial stability.

### **17. FINANCIAL ACCOUNTABILITY**

College of the Siskiyous is audited annually by an independent audit firm and complies with routine financial reporting requirements of the California Community College Chancellor's Office and U.S. Department of Education. The institution will provide a copy of the current budget and a certified copy of the current audited financial statement for onsite review by the validation team.

### **18. INSTITUTIONAL PLANNING AND EVALUATION**

College of the Siskiyous has focused considerable effort and resources on improvement, development and implementation of institutional planning and evaluation. Five major planning processes are operational within the

institution: (1) Strategic Planning, (2) the three-level Institutional Planning Process, (3) the Educational Master Plan, (4) the Student Services Plan, and (5) the Information Technology Plan. Education programs undergo Program Review on a six-year cycle. All of these processes rely upon data to validate planning. Data collection and evaluation are integral parts of planning; however, the institution is in the process of developing a systematic institutional evaluation plan in order to make better use of all the data that is collected on a yearly basis.

## **19. PUBLIC INFORMATION**

The institution publishes accurate and current information describing its purposes and objectives, admission requirements and procedures, rules and regulations, programs and courses, degree and certificate offerings and requirements, costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other relevant information primarily in the College Catalog, but also in the Schedule of Classes, the Student Handbook, the College website, press releases, and other printed materials.

## **20. RELATIONS WITH THE ACCREDITING COMMISSION**

The Board of Trustees of College of the Siskiyous provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

## Responses to Previous Recommendations

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At the end of the last accreditation Evaluation Team visit, the visiting team recommended the College take the following actions. The College responded promptly to the recommendations. Below are the five recommendations of the Evaluation Team followed by the actions taken by the College in response to those recommendations.

### **Standard V: Student Support and Development**

- 1. It is recommended that a Program Review model specifically for Student Services be developed. A realistic calendar should be developed to assure the orderly review of all elements of Student Services.**

The program review model was developed in 1999 and approved as an official college procedure (3.0.13) by the College Council in April 2000. The procedure includes the purpose, programs, components, criteria and standards, process, improvement plans, review teams, and document format. A five-year calendar for the completion of the review of all fifteen areas of student services was developed.

During 1999-2000, the format for the reviews was piloted. A detailed outline of the contents of the Program Review document was developed as a result of these pilots. This outline has been used for all subsequent reviews. The following reviews have been completed to date (June 2003): EOPS, Career Center, International Students, Recruitment, Child Care, and DSPS. The following will be completed by December 2003: Research, Residence Halls, and Health Services. The remaining six services are scheduled for completion during 2003-04.

- 2. It is recommended that short- and long-term measures be adopted to assure that the computer resources in Admissions and Records are functional and reliable while using a long-term solution.**

A new student registration system was developed in-house in December 1999 and implemented for the Spring 2000 semester. The new system uses Microsoft Access and is capable of serving as a long-term solution for our student data needs. The online system has been progressively improved by the College's tech services staff and includes a Student Profile system (for intake), a Student Registration system (for student data), a Student Education Plan (for advising and for financial aid), and a Student Follow-up system (for research).

Since the Midterm Report, an on-line registration system has also been developed in-house and will be piloted in August 2003 and used for the Spring 2004 registration period.

In the three and one-half years that the College used the new in-house system, it has been both functional and reliable. The College is able to create reports, track students, and fulfill all State reporting requirements (e.g. 320 reports, MIS reports) with little problem. Modifications to the system are made through an organized, priority-setting process which involves representatives from Student Services, Instruction, and Business Services.

## **Standard VI: Information and Learning Resources**

- 3. It is recommended that staffing issues in the general area of information and learning resources and services be addressed to ensure that there is an appropriate level of staff available to provide the needed support to users of information and learning resources (6.4 and 6.7).**

The midterm response covered what the College does to meet the information and learning resource needs of our students. The library has five classified staff (a slight increase from that indicated in the 2000 midterm report. Also, the reference librarian's time has increased from 83% to 100%. For 2003-04 the College has budgeted 52 hours of student help for 36 weeks (\$13,572).

A review of other districts and their staff resources directly related to learning resources indicates that College of the Siskiyous exceeds the staff ratio given its FTES. In some cases, districts with almost three times the FTES of COS have the same number of classified staff employed.

In 2002-03 because of budget restraints, the College reduced the hours of service in the library by four per week (it now closes at 7:00 p.m. rather than 8:00). Again, with the increased technology and the District's commitment to online resources, we believe the needs of our students are being met through 24/7 online access to the catalog and to a number of reference and periodicals databases.

At the time of the midterm report, the College had addressed a concern about the need for ESL services in the Reading Lab. The issues associated with our bi-lingual students has been handled by the Reading Lab director's working closely with our ESL/Basic Skills instructor to meet the needs of these students. The Noel-Levitz student survey did not indicate concerns on the part of students in this area.

The Writing Lab has also undergone significant changes since the midterm report. The faculty member in charge of that area has reorganized both the

hours of service and some of the staffing. By doing a time study, it was found that the Writing Lab did not need to be open ten Sundays per semester. Reducing the weekend hours of operation of the Writing Lab allowed the College to not fill one 18-hour position due to a resignation. The Writing Lab staff now meets with faculty and, when invited, makes presentations to classes to explain to students the services provided by the lab. Through efficiencies, the services provided to students have been maximized.

Math Lab use has increased since the Midterm Report. The College still provides one full time faculty member (about 80% of his/her time) in the lab. The College also hires some adjunct faculty members to cover hours when the faculty member is not present. In 2003-04, we have budgeted 1,270 hours of tutoring at a cost of \$7,735.

COS also has a strong MESA program. The addition of this program has increased study opportunities for the 42 MESA students. Group study time and space is available in the MESA center as well as in the Math Lab.

A final change from the Midterm Report is the hours of operation in Yreka. Since that center is not well utilized in the daytime (at the present), it now opens at 10:00 a.m. and closes at 8:00 p.m. So the open lab is no longer available at 8:00 a.m.

Again, we believe College of the Siskiyous devotes a substantial number of resources to information and learning resources in both staff/student and faculty time and the fiscal resources that accompany that time.

As our students (and staff) become more and more agile with technology, they can access more and more information. This will only augment the physical resources COS provides students on campus.

## **Standard VIII: Physical Resources**

### **4. It is recommended that a mechanism be developed for formally identifying safety problems and a means of planning for their removal or amelioration.**

The district staff worked with Keenan and Associates, the District's liability and property insurance carrier, to develop an Injury and Illness Prevention Plan that would ensure the identification and amelioration of safety problems within the District's two campuses. It was adopted by the Board in January 2000. To ensure the plan is implemented, Keenan and Associates conducts a thorough inspection of the campus facilities at least once a year to identify safety hazards and submits a report identifying potentially unsafe conditions. This information is

reported to the departments for appropriate action. The results are then forwarded to the Director of Personnel Services.

In addition, the College has developed a well thought-out Crisis Action Plan. A team of administrators and key staff members worked throughout 2002-03 on the development of ways to respond to emergencies. The District also signed an agreement with the county to participate in the statewide Standardized Emergency Management System (SEMS) and has provided training to the Crisis Action Team (CAT) on this system. The CAT meets regularly throughout the academic year and in emergency situations.

## **Standard IX: Financial Resources**

### **5. It is recommended that the scope and commitment of the Budget Development Committee be expanded to provide ongoing budget participation and communications throughout the year (Standards IX.A.21 and IX.A.5).**

Since the previous visit and since the Midterm Report, College of the Siskiyous has undergone a major shift in administrative direction. With the hiring of an interim President in 2001-02, the shared governance structure has significantly changed. With the hiring of our new President this process has changed and broadened even further.

In 2001-02 what had been a large budget development group, which met infrequently, was reformed. This new group was chaired by the Vice President of Administrative Services and included four people from Instruction (including the Vice President of Instruction), one representative from Student Services, one from Technology Services, one institutional representative and two staff support people (Director of Accounting and the Personnel Director). This group discussed revenue issues only. In addition, this group received training on the budget.

The budget decisions were made by a smaller group (Level Three), which was composed of the interim President, the four Vice Presidents, one representative from Instruction, and one from Student Services (these were both faculty members).

In 2002-03, responding to some campus concerns that the previous Level Three group was not as representative as it might be, the new President changed the composition and some of the rules of operation. The group is now composed of the President, the four Vice Presidents, three faculty representatives (appointed by the Academic Senate), one member of the Classified Staff (appointed by the CSEA, which serves as the Classified Senate), one member of the Classified Management group, and one student. While the previous group meetings were closed (2001-02), the current meetings (2002-03 and onward) are open to



anyone wishing to attend. Minutes are distributed campus wide via email and are posted online. This past year the Level Three group served as both the shared governance body and the budget committee. Because the planning and programs should lead the budget, this group serves both functions. The planning and budget processes seem to be working much more smoothly as a result, and communication is good.



## Standard I: Institutional Mission and Effectiveness

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**T**he institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

#### **DESCRIPTION**

College of the Siskiyous has a mission statement that describes the type of educational institution it is (open-access), and the commitment we have to providing excellence in education to all of our students. In addition, the mission specifically states the types of programs we offer and the level of services we will provide to ensure excellence.

When developing student-learning programs and services, the College utilizes a number of processes, including the three-level Institutional Planning Process (Ref. 1.1), that take into consideration the College's purposes, its character and its student populations, and ensures that the programs are aligned with its mission.

#### ***Establishing Student Learning Programs:***

A proposal for a program or course is generated either through a group of individuals expressing a need or interest, industry or community demand for a particular curriculum, or through an instructor or Instructional Area interested in offering a course or program. The need for a new course may also come from a discipline's program review or an expressed need for a lower division transfer requirement in a discipline. The "Steps to Obtaining Course Outline Approval" (Ref. 1.2) are then followed with the proposed course or program finally being evaluated and approved (or denied) by the Curriculum Committee, the Instruction Council, and the Board of Trustees.

## **Standard I: Institutional Mission and Effectiveness**

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At each level there is specific discussion among individuals representing a wide variety of areas on campus, regarding appropriateness of the proposal to the mission and how this course or program will meet our students' needs. If this course or program requires allocation of resources, then the proposal must go through the Institutional Planning Process.

The course proposal forms (Ref. 1.3) utilized in the process require that the course developer indicate how this course or program meets the mission of the College (question 2) and what need this course fills for the College and the students (questions 8 & 9).

Occupational programs have active advisory committees to ensure that the program curriculum meets the needs of students and potential employers. Thorough student, employer, and labor market surveys are completed as a part of the evaluation of need for a particular program prior to submission for approval to the Chancellor's Office.

Stand-alone courses and new academic and occupational programs must also be approved by the Chancellor's Office and must meet required standards before being approved by the State. One of the primary concerns of the Chancellor's Office is the relevance of the course or program to the College's mission. (Ref. 1.4)

### ***Establishing Services:***

College of the Siskiyous establishes services that support the College mission and fulfill student needs through the following process:

Student needs and suggestions for appropriate services come to the attention of student services areas through various sources: Student Services Council Retreat (Ref. 1.5); Student Services Council meetings (Ref. 1.6); COS Planning Day (Ref. 1.7); Program Plans/Reviews of each operational unit of activity and service (Ref. 1.8), such as academic departments or support service units; research data documents, such as the Noel-Levitz Student Satisfaction Inventory (Ref. 1.9); Siskiyou County and COS demographics; Top Ten Measures Report (Ref. 1.10); COS Accreditation documents (Ref. 1.11); and the input of any member of the college community. All of these avenues provide input to the area staff. Program activities and services are developed through the Institutional Planning Process.

Whether a program might be funded through grants or through district resources, the same process is followed.

### **EVALUATION**

The College is conscientiously working to be responsive to needs of current and prospective students and the community, to align instructional

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## Standard I: Institutional Mission and Effectiveness

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programs and services with the mission and stated purposes of the College, and to be mindful of the character of the College. The bodies that approve courses, programs, and services carefully evaluate each proposal and follow established procedures to ensure these issues have been taken into consideration through broad-based discussion and multi-level evaluation.

The Faculty and Staff Accreditation Survey (Ref. 1.12) indicates that only two of the 150 total respondents strongly disagree, and seven disagree, that when COS establishes instructional programs or courses, it is careful to ensure alignment with student needs. The two who strongly disagree were members of the classified staff.

Of the 57% of the respondents with an opinion regarding the statement, “When COS establishes student services programs, it is careful to ensure alignment with student needs of the student population,” 89% agreed.

It is evident that the implementation of the planning process has allowed shared governance to be honored and extensive dialogue on all program development issues to be required. To ensure continued success, refinement of the Institutional Planning Process will be on-going.

### **PLAN**

Include wording on New Course Proposal Form (Ref. 1.3) that reflects the importance of aligning courses with the mission, the character, and the needs of the students and community we serve.

Provide training to new and existing Curriculum Committee members regarding the importance of monitoring the New Course Proposal Form to ensure that it is used consistently in the development of new curriculum.

**A.2.** The mission statement is approved by the governing board and published.

### **DESCRIPTION**

The Governing Board approves the mission statement, and it is published as Board Policy No. 1.0 in Section I: Governance. The initial adoption date was March 7, 1968, with a revision date of October 6, 1998. (Ref. 1.13)

The statement is also published in the College Catalog (Ref. 1.14), the Student Handbook (Ref. 1.15), and the Strategic Plan (Ref. 1.16).

### **EVALUATION**

The majority of the employees at COS are aware of the mission statement.

In the Fall 2002 Accreditation Self Study Survey (Ref. 1.12) 88.7% respondents to the faculty and staff survey stated they were aware of the

## **Standard I: Institutional Mission and Effectiveness**

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COS mission statement. Seven of the 16 respondents that were unaware of the mission have been at COS less than 2 years.

There seems to be some confusion among employees regarding what is the actual mission statement and what are ensuing policy elements, supporting statements, or guiding principles. The confusion arises because in the various documents where the mission is published, it includes varying descriptive elements intended to clarify the original mission.

### **PLAN**

- Clearly delineate the supporting elements or guiding principles from the mission statement itself when including it in publications.
- Expand employee exposure to the mission statement by (1) including it in the Employee Handbook ([Ref. 1.17](#)) and the full-time and adjunct Faculty Handbook ([Ref. 1.18](#)), (2) including specific reference to the mission statement in trainings and orientations for new employees, and (3) formally including it in orientation of full- and part-time faculty by Spring 2004.

**A.3.** Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

### **DESCRIPTION**

Since the first mission statement for the College of the Siskiyous was developed in March 1968, the mission has been reviewed and revised three times ([Ref. 1.19](#)).

The first revision to the mission statement occurred during a two day Charrette process in January 1983. The Charrette process included all segments of the College Community (Board, administration, faculty, classified staff, and students). ([Ref. 1.20](#))

The second revision of the mission statement occurred during a campus-wide strategic planning process in Fall 1993. The revised mission statement was approved and adopted by the Board of Trustees in Fall 1995. ([Ref. 1.21](#))

The third revision of the mission statement occurred in response to a change in the Ed. Code with regards to economic development. As a result of the change in the Ed. Code, the primary mission of the College was expanded to include economic development initiatives. The revised mission statement was approved and adopted by the Board of Trustees in Fall 1998 ([Ref. 1.13](#)).

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## Standard I: Institutional Mission and Effectiveness

### **EVALUATION**

The history shows that the mission statement has been reviewed and revised more regularly in the recent past than in the distant past. However, there is no official policy or plan stating when and/or how the mission statement will be reviewed and revised in the future. Given the fact that the College of the Siskiyous has undergone two changes in leadership in the last few years, there is no guarantee as to when or how the mission statement will be reviewed in the future.

### **PLAN**

The Level Three Committee and the Board will develop an official policy outlining how often and by what process the institution will review and revise as necessary its mission statement by Fall 2004.

- A.4.** The institution's mission is central to institutional planning and decision-making.

### **DESCRIPTION**

The ideals of the institution's mission statement are reflected throughout all of the campus's planning tools and decision-making processes. The importance of the mission in planning and decision-making is evidenced through a number of examples:

#### ***Institutional Planning Process***

In Fall 2001 COS implemented a three-level Institutional Planning Process (Ref. 1.1). This process is multi-leveled and broad based; utilizes the knowledge, motivation, and insights of all participants from the college community; and guides decision-making at all levels on an annual and day-to-day basis. This systematic planning approach contains three levels. Level One involves all of the areas on campus and requires them to review their activities as they relate to the College mission, with an eye to developing goals and identifying the necessary support needed to achieve those goals. This is an ongoing process across campus that is reviewed on an annual basis. The plans and goals developed at Level One are submitted to the appropriate Level Two committees for their administrative division for review and prioritization. The Level Two committees are represented as follows:

- **Instruction**: The V.P. of Instruction and all members of the Instruction Council; including the VTEA Director
- **Student Services**: The V. P. of Student Services/Research; 7 regular members of Student Services Council plus a representative from the Administrative Support/Management Group from Tech Services, the classified group from Business Services and from the faculty;

## **Standard I: Institutional Mission and Effectiveness**

---

- Administrative Services/Technology Services: The V.P. of Administrative and Information Technology Services; Technology Council, Maintenance and Grounds Director; representatives from the classified group and faculty; and Administrative Support/Management group.
- Institutional Support Services: The President/Superintendent, Personnel Services, Foundation, Public Relations and Resource Development Offices.

All prioritized requests from Level Two are then sent to Level Three to again be discussed in terms of the appropriateness to the mission, the need, the resources needed vs. resources available, and then prioritized into the College Action Plan. Level Three consists of the President/Superintendent, all Vice Presidents, three faculty members, one Administrative Support/Management Group member, one CSEA/classified member, and one student. The approved Action Plan is then presented to the Board for consideration and/or review ([Ref. 1.1](#)).

### ***Informational Technology (IT) Strategic Plan, 2000-2003***

The original content of the IT Strategic Plan was based upon the results of a two-day planning retreat in 1997 and several follow-up, on-campus, discussions among planning team members. In January of 2000 this plan was reviewed and a new plan was developed for 2000-2003. IT strategic planning operates on the Learning Action Plan Model that regards all planning activities of the IT department within three major contexts: the organizational culture, customer communities, and current technological level. This model is a circular and on-going process. The COS Vision Statement ([Ref. 1.16](#)), supporting the mission statement, includes the College's Technology Agenda and outlines Key Directions and Strategic Intents that provide the guidelines for the acquisition, planning, and use of information technologies in serving the mission of the College. The 2000-2003 IT Strategic Plan also includes a revised IT Vision Statement. The new, shared vision of information technology is: "Information technology will serve College of the Siskiyou as an enabler for institutional change." This vision statement is meant to signify the enormous potential that information technology has for providing an environment in which the College can evolve its mission and goals to meet the changing needs of the communities it serves.

A series of strategic principles have been developed which further outline the several driving and restraining forces that must be addressed to prevent a limit on the College's ability to serve its students. As a result, the IT Strategic Plan highlights both forces in several areas including: Learner-



## **Standard I: Institutional Mission and Effectiveness**

---

Centered Principles, Technology Centered Principles, and Employee-Centered Principles. It is intended that Technology Council will have regular and on-going reviews of the elements of the plan. (Ref. 1.22)

### ***COS 2001-2006 Strategic Plan***

The 2001-2006 College Strategic Plan is a reflection of the College pursuing its mission through a thorough evaluation of all programs and services and is intended to direct goal setting and resource allocation. The Strategic Plan outlines key directions and college wide strategies to achieve its central mission. COS dedicated one of its staff development (flex) days to campus-wide planning; all employees participated in the day-long planning process on October 13, 2000. This day was the culmination of a consultant-driven project that was completed over an eighteen-month period. The Strategic Plan developed and outlined ten guiding principles (strategic intents) that reflect its institutional mission to both students and community. (Ref. 1.16)

### ***COS Educational Master Plan***

The current COS Educational Master Plan (EMP) began three years ago when the President of COS invited two consultants from Palomar College to meet with a selected number of faculty and staff over two days. The group focused on the concept of a learning centered college and on the evaluation of programs at COS, including the AA degree, to reflect the needs of different student populations.

The consultants returned for a second session later in the year. Faculty felt that while the concept of a learning centered college is important, much of what the consultants shared we were already involved in. The Ad Hoc group that worked with the consultants wanted to develop a couple of concrete projects that would further student learning. The group agreed that we needed to help retain students (so they could meet their academic goals), and we needed to review what we believe the first two years of college should be.

A staff/faculty/administrative mentor program was developed where interested campus employees were assigned a small group of first year students. They met together, sent letters, called students, followed up to see if they could help the students in their first semester.

The initial EMP group of faculty was expanded to include anyone interested in discussing the issue of what the first two years of college meant. The project, which will ultimately answer the question, began by addressing different degrees for different goals.

## **Standard I: Institutional Mission and Effectiveness**

---

After a year and a half of dialogue, the College agreed upon three Associate degree options (Ref. 1.23, pp. 40-41): the University Transfer option, the General Studies option, and the Occupational option. Requirements in these differ but fit the educational goal of students much more closely.

The second segment of this project is a review of the area requirements for the associate degrees. This means each course will need to be reviewed based on a General Education philosophy that attempts to define General Education. This is a work in progress. The Academic Senate began to address this in 2002-03 and will continue in 2003-04. Once this occurs, the Curriculum Committee will review courses that are currently on the COSGE list (Ref. 1.26) and see if they meet the General Education criteria established. (Ref. 1.27)

### ***COS Student Services Plan, May 2002***

The mission of student services is to facilitate both enrollment and retention of students in their courses and assist them in the successful completion of their educational goals. With this in mind, Student Services developed the following specific goals for 2002-03: increasing the number of degree and certificates awarded, increasing UC Transfers, conducting exit interviews with students to analyze why students drop out, and improving the life skills of COS students. In fulfilling their mission, Student Services outlined and developed a pragmatic and modest approach to accomplish these objectives over the course of the following year (2002-03). The Student Services Plan is reviewed yearly at the Student Services retreat and during Level One planning by all members of the Student Services Council. (Ref. 1.28)

### **EVALUATION**

Each of the areas above reviews its plans on a regular basis and refers to the plans when conducting annual reviews and setting yearly goals for the Institutional Planning Process.

One instrument used by all areas of the campus for information gathering to determine if their goals are being reached, and if they reflect the College's mission, is the Noel-Levitz Student Satisfaction Inventory (Ref. 1.9). In November 2001, the College administered the Student Satisfaction Survey (SSI) to measure students' rating of importance and satisfaction on a wide range of college experiences and issues, resulting in useful information to assist the College to improve its institutional effectiveness. This survey was also administered in Fall 1999 as well as 2001, not only to compare the institutional performance of prior years but also to implement improvements in servicing students. The survey was administered to approximately 900 students, which is about 20% of the overall student population. Areas of interest in this survey include student expectations of

## **Standard I: Institutional Mission and Effectiveness**

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Academic Services, Instructional Effectiveness, Academic Advising and Counseling, Service Excellence, Concern for the Individual, Campus Support Services, Safety and Security, and Registration Effectiveness. All areas have received the results of this survey and will utilize the results of previous surveys as a gauge to improve future student satisfaction ratings by addressing each of the areas of concern. (Ref. 1.9)

Another tool that can now be used by all areas on campus for improvement and goal setting is the 2002 Accreditation Self Study Employee Survey Results Report (Ref. 1.12). The web-based survey was taken by all College employees in October 2002. The range of issues covered include, among others, the evaluation of employee-student experiences at COS, the mission and planning of the College, student learning programs and services, resources, and leadership and governance.

The Accreditation Self Study Report (Ref. 1.12) revealed that 91.3% of all respondents agreed or strongly agreed that COS is committed to achieving its mission; and of the 124 respondents who stated an opinion regarding the statement, "COS mission is central to institutional planning and decision-making," 88% agreed or strongly agreed.

### **PLAN**

Continue to seek input from all campus constituency groups. Balance consultant driven processes with opportunities for community-led strategic planning.

## **Standard I: Institutional Mission and Effectiveness**

---

### **B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

**B.1.** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

#### **DESCRIPTION**

Each of the four administrative areas--Instruction, Student Services, Administrative/Information Services, and the Superintendent/President's Office--have committees and/or planning documents in place to guide the area and the College towards improvement.

Within that framework, some of the committees responsible for guiding the areas are Instruction Council, Student Services Council, Technology Council, Curriculum Committee, Area Meetings, Academic Senate, Faculty Learning Committees. The various planning documents include Level One plans ([Ref. 1.1](#)), Program Review ([Ref. 1.8](#)), Educational Master Plan ([Ref. 1.27](#)), Noel-Levitz ([Ref. 1.9](#)), the Information Technology Strategic Plan ([Ref. 1.22](#)) Board of Trustees Notes and planning goals ([Ref. 1.29](#)), and the Faculty Evaluation Process ([Ref. 1.30](#)).

In addition, a systematic planning process was developed and implemented in the 2001-2002 academic year to ensure on-going reflection and dialogue that will enhance institutional effectiveness and student support. This planning process is referred to as the three-level Institutional Planning Process because it has three tiers to its structure ([Ref. 1.1](#)). The first tier of this systematic evaluation and planning process occurs at the department/office level. As Level One plans are developed each year, departments must report on their progress toward the stated goals of the previous year. These evaluations and plans from the first tier are reviewed through extensive dialogue that occurs at Level Two. All Level One plans are forwarded to one of the five Level Two committees, which are composed of Instruction Council, Student Services Council, Institutional Support Council, and Administrative Services/Technology Council.

## **Standard I: Institutional Mission and Effectiveness**

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After several face-to-face conversations at which plans are reviewed in relation to Student Learning Outcomes, each Level Two Council forwards a prioritization list to the third tier of planning known as Level Three. Level Three meetings take place in a public forum where attendance is encouraged campus wide and where all minutes are posted. Level Three consolidates and prioritizes the Level Two plans for consideration by the Board of Trustees.

Level Three consists of the President/Superintendent, all Vice Presidents, three faculty members, one Administrative Support/Management Group member, one CSEA/classified member, and one student. The approved Action Plan is then presented to the Board for consideration and/or review. (Ref. 4.7)

### **EVALUATION**

College of the Siskiyous has identified increased communication regarding the improvement of student learning and institutional processes as one of our highest priorities. The commitment to these areas is highlighted in our committee structures and strategic planning efforts, and was the central objective at campus wide planning retreats.

Most committees have a set membership and include representation from staff, faculty, administration and students. The three-level Institutional Planning Process encourages dialogue at all levels. The Level Two committees meet to review all Level One priorities, and recommendations are then discussed in an open dialogue at the Level Three Committee meeting. Committees meet on a weekly, monthly, or as needed basis. The planning documents include input from the Board, administration, faculty, staff, and students.

The aforementioned committees often discuss items that pertain to changes in a policy, procedure, or processes that would affect student learning and/or the institution. Instruction Council focuses on issues that pertain to instruction, students, and classrooms; Student Services Council focuses on the recruitment and retention of students and assisting them in the successful completion of their educational goals; and Technology Council focuses on computer technology in both the classroom and office and on data collection and management.

Many of the planning documents focus on improvement of student learning. For example, the program review document now contains questions about student learning outcomes and is an excellent opportunity for those involved with the review to determine how effective their program is in

## **Standard I: Institutional Mission and Effectiveness**

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meeting their class objectives and then to make changes/adjustments accordingly.

The Educational Master Plan ([Ref. 1.27](#)) focuses on two concerns: retention of students and the revision of our associate degrees. Both concerns relate to improvement of student learning.

The Faculty and Staff Accreditation Survey ([Ref. 1.12](#)) indicates that 73% of the respondents believe that information is effectively shared and circulated to the campus. We expect this number to improve due to recent planning and communication efforts.

### **PLAN**

Ensure that information is accessible to all constituency groups through the distribution of committee agendas and minutes and through the posting of all important committee and planning documents on the COS website.

- B.2.** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

### **DESCRIPTION**

The College employs numerous tools to set, disseminate, and evaluate achievement of goals consistent with its mission. The following planning groups and vehicles have been established to set the goals and measurable objectives that serve as the basis for our efforts at COS.

- The three-level Institutional Planning Process ([Ref. 1.1](#))
- Strategic Planning ([Ref. 1.16](#))
- Institutional Technology Planning Process ([Ref. 1.22](#))
- Educational Master Plan ([Ref. 1.27](#))
- Student Services Planning ([Ref. 1.28](#))
- Instructional Planning ([Ref. 1.27](#))
- Program reviews and annual departmental reports ([Ref. 1.8](#))
- Program site visits ([Ref. 1.33](#))
- Institutional policies and procedures, such as faculty and employee evaluations ([Ref. 1.34](#))
- Institutional organizations, such as the Academic Senate, councils and committees
- Data driven research by the Research Department and other entities
- Data Management

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## Standard I: Institutional Mission and Effectiveness

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- Accreditation process
- Categorical and Grant Programs Program Plans

Goals for each Department and focus area are articulated in the Institutional Planning Process and are reviewed on a yearly basis or more frequently if necessary. These documents are regularly disseminated institution-wide.

Examples of ways in which goals are evaluated include student FTE counts, Noel-Levitz surveys, student exit forms, internal organizational and departmental reports, and reports to federal and State authorities.

### **EVALUATION**

The three-level Institutional Planning Process has become an effective tool for the articulation of individual and departmental goals. The Vice President of Student Services/Research and the COS Researcher have developed planning tools in which departments can set goals based on Student Learning Outcomes. The campus is committed to refining processes to determine the most effective methods for setting measurable goals.

### **PLAN**

No plan.

- B.3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

### **DESCRIPTION**

The College of the Siskiyous has processes for evaluating progress toward achieving its stated goals.

The three-level Institutional Planning Process requires reflection upon the goals set forth in the previous year. In addition to this college-wide planning process, each administrative area has processes for reviewing programs and services that are used to evaluate and improve institutional effectiveness.

The following cohorts within the college community have developed systematic assessment methods that have been designed in accordance with the function/needs of each area.

### ***Instruction:***

A six-year review cycle is used to evaluate each instructional program. The Instruction Office maintains a calendar that specifies each academic

## **Standard I: Institutional Mission and Effectiveness**

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discipline's review year. When an academic discipline is up for review, the faculty in the area work together to complete a comprehensive Self Study to assess the current program. An informal review to determine progress toward stated goals is reviewed mid way through the six-year cycle.

In addition, Vocational Education Programs have a two-year mini-review to monitor progress.

The Research Office provides quantitative data to assist the review team with assessing the program, and the (internal) review team and an (external) advisory review team provide qualitative feedback on the program. The culmination of the instructional program review process is an action plan that serves to improve the program. These documents are taken to the Board as information items. (Ref. 1.8)

### ***Student Services:***

The Student Services area has a similar review process. The Student Services Office maintains a program review schedule that ensures in-depth program review for Student Services Programs on a six-year cycle.

Categorical Programs within the area of Student Services are also reviewed by the State Chancellor's Office.

In addition to a systematic review process for individual student services programs, the Student Services Council sets specific area goals for each academic year. An annual retreat is conducted after the Spring semester each year to determine the extent to which the Student Services Department is meeting their stated goals. (Ref. 1.5)

### ***Administrative Services:***

The primary evaluation tool used by the Administrative Services area is the Comprehensive Annual Financial Report. This is commonly referred to as the annual audit. This annual audit is performed by an outside auditing agency, and is a necessary and important process whereby we are held accountable for the stewardship of public funds. The audit findings are reported at a public board meeting, and the institution proactively addresses each finding within a specified time frame. (Ref. 1.34)

In 2001-2002, the Administrative Service Area conducted a custodial study to ensure effective resource allocation within the Maintenance Department. A vehicle study was also conducted to determine the most cost-effective methods for maintaining and allocating COS vehicles. (Ref. 1.35) In addition the COS Long Range Site Development Plan (Ref. 1.46) and the Scheduled Maintenance Plan (Ref. 1.47) are utilized in the planning processes.



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## Standard I: Institutional Mission and Effectiveness

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### *Technology Council:*

In addition to their participation in the Institutional Planning Process, the Information Technology (IT) area has embedded a review process that is their strategic plan. This most recent strategic plan for the area of Information Technology was finalized in May 2000. The plan covers 2000-2003, and includes sections on background information, past accomplishments, a section to give context to IT planning for the College, strategic alignment, shared vision, strategic principles, strategic initiatives, governance, and review. A 2004-2006 plan is currently being developed. The Technology Council meets regularly to assess progress towards goals and objectives that have been outlined in IT Strategic Plan. ([Ref. 1.22](#))

### **EVALUATION**

The College has committed itself to the on-going improvement of the assessment process, including making the campus community better aware of how the planning and assessment process works, and the importance of participation at all levels and on an individual basis.

The three-level Institutional Planning Process is flexible enough to allow for adaptation based on the needs of the individual service area and/or program. The areas have been given the flexibility to adapt the Institutional Planning documents to fit the needs of each individual area. This flexibility has allowed each area to create additional processes that are specific to its needs.

The processes for the individual administrative areas have been refined by each Vice President, and therefore serve the areas well. This point is evidenced by the 2002 Accreditation Survey results, where about two-thirds of respondents agree or strongly agree that program evaluation results are used to improve institutional programs and support services (survey 3.36).

### **PLAN**

No plan.

- B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

### **DESCRIPTION**

The College of Siskiyou has evidence that indicates that the planning process is broad based with adequate opportunities for all groups to participate. It also has evidence that the planning process is actually applied to decisions regarding resource allocation and institutional effectiveness.

## **Standard I: Institutional Mission and Effectiveness**

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This evidence can be found in the agendas for COS Planning Days (Ref. 1.7) and staff retreats. It can be found in all of the Institutional Planning Documents, Levels One through Three (Ref. 1.1). It is also evidenced through committee and council meeting agendas and through the minutes of Level Three meetings.

Constituency groups have opportunities for input at College Planning Day, in the Institutional Planning Process, and through Research Department efforts such as the Noel-Levitz and accreditation surveys.

In regards to resource allocation, all requests for staffing, equipment, and materials are prioritized by the Level Two and Level Three committees, and must make a direct relation to area goals and objectives from Level I. Grant and Foundation requests also must reflect the priorities determined by the Institutional Planning Process.

### **EVALUATION**

College committees have created structures to ensure a broad representation of all constituency groups within their membership. In addition, all offices and areas are encouraged to submit a Level One plan so that their thoughts and suggestions can be included in the Institutional Planning Process. However, since the process is relatively new to the College, some of the implementation and evaluation procedures are still in the development stage.

Consequently, despite the effort for input, the 2002 Accreditation Study revealed that only about half of respondents reported to have assisted with a Level One plan (Ref. 1.12, item 2.11). Eleven percent of respondents disagreed or strongly disagreed that COS has made employees adequately aware of the planning process (Ref. 1.12, item 2.15).

About half of the employees who responded to the survey considered the three-level Institutional Planning Process an effective tool for institutional planning (Ref. 1.12, item 2.17), and almost half, 45 percent, reported that the new planning process has improved the institution (Ref. 1.12, item 2.18). Only 4% of respondents disagreed with the statement that the COS Planning Process is linked to Resource Allocation and Budgeting (Ref. 1.12, item 2.20).

As a result of the survey responses, the administration has made an effort to improve and publicize the process. For example, the Level Three tier was criticized for not effectively sharing agendas or minutes of meetings. This led to the perception by some that the Level Three planners were making college wide decisions in an elite, behind-closed-doors manner. In response to such criticisms, the Level Three meetings are now advertised as “open”

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## Standard I: Institutional Mission and Effectiveness

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to the campus community and participation is encouraged at all levels. Level Three has also begun to post agendas well before each meeting and also post the minutes of past meetings. These are emailed to everyone in the campus community.

### **PLAN**

No plan.

- B.5.** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### **DESCRIPTION**

The institution communicates matters of quality assurance to appropriate constituencies through:

- Institutional Planning Meetings—Levels One, Two, and Three ([Ref. 1.1](#))
- Instructional Program Reviews ([Ref. 1.8](#))
- Student Services Program Reviews ([Ref. 1.8](#))
- Student Services Council ([Ref. 1.6](#))
- Curriculum Committee ([Ref. 1.37](#))
- Instruction Council ([Ref. 1.38](#))
- Technology Council ([Ref. 1.39](#))
- Academic Senate Meetings ([Ref. 1.40](#))
- Classified Staff meetings ([Ref. 1.41](#))
- Annual Planning Days ([Ref. 1.7](#))
- Noel-Levitz Survey reports ([Ref. 1.9](#))
- Accreditation Survey reports ([Ref. 1.12](#))
- Newsletters ([Ref. 1.42](#))
- Progress-to-Date and Yearly Reports ([Ref. 1.8](#))
- Board meetings ([Ref. 1.43](#))
- Board reports ([Ref. 1.43](#))
- Press releases (newspaper and radio) ([Ref. 1.44](#))
- Campus wide correspondence (email)
- CSEA and employee groups ([Ref. 1.41](#))
- Research projects and presentations

### **EVALUATION**

The institution puts forth great effort in effectively communicating matters of quality assurance to the campus wide constituencies. The 2002 Faculty and Staff Accreditation Survey indicates that only 12.7% of respondents disagreed or strongly disagreed with the statement that COS communicates assessment results to appropriate constituencies.

## **Standard I: Institutional Mission and Effectiveness**

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For those that disagree, several comments expressed a desire to see that all constituency groups be represented on the Level Three Planning Committee (Ref. 1.45). Concerns were also raised that decisions made at Level Three were not effectively communicated campus wide. These concerns were addressed when Level Three Committee was expanded to include representatives from all constituency groups and extended efforts were put forth to ensure the accessibility of meeting agendas and minutes.

Communicating results to the Public is ensured through the work of the Public Relations Office. Press releases are sent weekly to 40 venues throughout the region including newspapers, radio stations, television stations, and libraries. Approximately 400 press releases are distributed each year. Emergency releases are distributed on the day of the event. The President of the institution reviews the Public Information Office annually.

### **PLAN**

No plan

- B.6.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

### **DESCRIPTION**

Since the 2000-2001 academic year, the College has been making significant changes to its institutional planning and resource allocation efforts. Strategic Planning has been in existence since 1993. Strategic Planning at COS has always included the development of philosophical goals with generalized strategic intents. Prior to 2001-2002, the Institutional Planning Process encouraged individual areas to develop concrete plans based on the strategic intents.

In 2001-2002, the interim President/Superintendent implemented a new Institutional Planning Process. As referenced several times within this standard, the original version of the three-tiered Institutional Planning Process was initiated in February 2002. In Spring 2003, that process was reviewed through formal and informal review processes, and adjustments to the Institutional Planning Process have now been implemented. (Ref. 1.1)

Program Review of instructional and student services programs is another important part of institutional planning and resource allocation. As a part of the program review process, a survey is completed by the program staff that evaluates the review process.

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## Standard I: Institutional Mission and Effectiveness

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### **EVALUATION**

To assure the effectiveness of the Institutional Planning Process, Instruction Council, Student Services Council, and Faculty Senate were asked to discuss the process at their meetings and report suggestions back to the Administration. In addition, the President requested that all staff communicate suggestions and concerns to him regarding the planning process. There was no standardized method for gathering feedback. The only formal reflection of the process occurred through the 2002 Accreditation Survey (Ref. 1.12).

Responses and suggestions from all feedback gathered have led to several important adjustments of the process. Examples of the changes have been the creation of timelines, a request for greater detailed description of problems to be solved, a more detailed description of the suggested solution to the problem, and a greater communication of decisions at all levels.

However, the planning process has not established a formal mechanism for reviewing and modifying, as appropriate, all parts of the planning cycle. Informal evaluation was utilized to improve the process for the 2003-2004 cycle.

### **PLAN**

The Level Three Committee will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process and its use for allocation of resources by the end of Fall 2003.

- B.7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

### **DESCRIPTION**

As mentioned above, the three-level Institutional Planning Process and evaluation mechanisms for that process are still in the infancy stage. Therefore, we are still in the process of developing procedures for evaluating our assessment processes.

Currently, Program Reviews still serve as one of the institution's primary sources for reviewing the programs and services for effectiveness. This process is conducted every six years for individual programs and services. Vocational Programs are reviewed every three years. The Program Review process has two key components: Self Study and the Advisory Review Team. Each program/service conducts the Self Study, which consists of data collection and review of that data as it relates to the College's Mission and Strategic Plan. The Advisory Review Team validates the findings of

## **Standard I: Institutional Mission and Effectiveness**

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the Self Study, and makes recommendations where necessary. Non-campus members are included in the Advisory Review Team. The program/services members create an Action Plan using the Advisory Review Team's report and the Self Study. The Program Review (Advisory Review Team's report and Self Study) is forwarded to the appropriate Vice President for review and comments. The comments are incorporated in the final report given to the Board of Trustees for information. Action Plans are then incorporated into the College's budget and planning process. As part of the Program Review, an evaluation of the Program Review is conducted ([Ref. 1.8](#)).

The library primarily uses surveys and informal input from the students and staff to determine their effectiveness. Also, the library staff has a planning retreat every summer. The information is then evaluated and changes are made as deemed appropriate by the staff ([Ref. 1.46](#)).

### **EVALUATION**

The Program Review is a systematic process to ensure that each program/service is examining their true needs and effectiveness. The Self Study component allows immediate members to examine their effectiveness using employee and student surveys. The Advisory Review Team component allows for others, who are not immediately involved with the program/service, to provide relevant feedback.

The Library has an Advisory Committee that consists of a faculty member from each of the 5 Areas, the Vice President of Instruction and the Library Director. This committee meets at least once a year.

### **PLAN**

The Level Three Committee will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of all current review processes.

Instruction Council will create a survey instrument that can be used at the mid cycle to determine progress toward the recommendations highlighted within the program reviews.

## **Standard I: Institutional Mission and Effectiveness**

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### **REFERENCES**

- Ref. 1.1. Institutional Planning Documents
- Ref. 1.2. Steps to approving course outlines
- Ref. 1.3. Course Proposal Forms
- Ref. 1.4. Chancellor's Office Program and Course Approval Handbook: September 2001 edition
- Ref. 1.5. Student Services Council Retreat
- Ref. 1.6. Agenda and Minutes Student Services Council
- Ref. 1.7. Minutes/Reports COS Planning Days
- Ref. 1.8. Program Plans and Program Reviews
- Ref. 1.9. 2001 Noel-Levitz Student Satisfaction Survey
- Ref. 1.10. Top ten measures reports
- Ref. 1.11. Previous Accreditation Document
- Ref. 1.12. Faculty and Staff Accreditation Survey
- Ref. 1.13. Mission Statement: Board Policies, Government Section #1
- Ref. 1.14. COS College Catalog (<http://www.siskiyous.edu/catalog/catalog0305.pdf>)
- Ref. 1.15. COS Student Handbook (<http://www.siskiyous.edu/info/studenthandbook2002.pdf>)
- Ref. 1.16. Strategic Plan
- Ref. 1.17. Classified Employee Handbook
- Ref. 1.18. Faculty/Adjunct Handbook (<http://www.siskiyous.edu/instruction/facultyhandbook.pdf>)
- Ref. 1.19. Original Mission Statement
- Ref. 1.20. Charrette Workshop Report

## **Standard I: Institutional Mission and Effectiveness**

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- Ref. 1.21. Fall 1993 Accreditation Report, p.37
- Ref. 1.22. IT Strategic Plan 2000-2003  
([www.siskiyous.edu/tech/planning/TechPlan 2000.doc](http://www.siskiyous.edu/tech/planning/TechPlan 2000.doc))
- Ref. 1.23. New Transfer Associate Degree
- Ref. 1.24. New General Education Associate Degree
- Ref. 1.25. New Occupational Associate Degree
- Ref. 1.26. COS General Education List
- Ref. 1.27. COS Educational Master Plan
- Ref. 1.28. COS Student Services Plan
- Ref. 1.29. Board Notes and Planning Goals
- Ref. 1.30. Faculty Evaluation Process
- Ref. 1.31. Student Services Learning Outcomes Planning Tools
- Ref. 1.32. COS website ([www.siskiyous.edu](http://www.siskiyous.edu))
- Ref. 1.33. DSPS, EOPS, VocEd, Categorical and Grant funded programs site reviews
- Ref. 1.34. Faculty and Classified Board Policies for evaluations
- Ref. 1.35. Comprehensive Annual Financial Reports (audits)
- Ref. 1.36. Maintenance Study Report
- Ref. 1.37. Minutes of Curriculum Committee
- Ref. 1.38. Minutes of Instruction Council
- Ref. 1.39. Minutes of Technology Council
- Ref. 1.40. Minutes of Academic Senate
- Ref. 1.41. Minutes of Classified Staff Meetings
- Ref. 1.42. Newsletters
- Ref. 1.43. Board Minutes



## **Standard I: Institutional Mission and Effectiveness**

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- Ref. 1.44. [Public Information Office \(on web\)](#)
- Ref. 1.45. [Level Three Minutes](#)
- Ref. 1.46. [Minutes of Library Retreat](#)



## Standard II: Student Learning Programs and Services

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**T**he institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**A.1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

#### **DESCRIPTION**

In order to achieve its mission—providing transfer education, vocational/occupational education, associate degree and certificate programs, general education, remedial education, and economic development—the College of the Siskiyous uses an array of assessment tools and research methods to identify the educational needs of its students and to assess their educational progress.

## **Standard II: Student Learning Programs and Services**

The efforts to make the associate degree meet student needs began in 1999 in the Educational Master Planning discussions. After input from more than half of the faculty, the three associate degree plans went to the Curriculum Committee and then the full Academic Senate. In 2002 the Academic Senate approved three associate degrees to meet our students' main educational needs: the General Studies Associate Degree, the Occupational Associate Degree, and the University Transfer Associate Degree. These efforts are the first step in revising our General Education menu and a more comprehensive discussion and evaluation of what constitutes the first and second years of college.

The College assesses the skill level of each student whose goal is to transfer or obtain a degree or certificate. Assessment tests are given for mathematics, English, and reading to ensure proper placement in courses, and an educational plan is constructed for students who are planning to transfer or obtain a degree or certificate. The online educational plan includes information concerning students' educational goals and interests, and also enables counselors and advisors to connect students with needed services such as financial aid, tutors, Extended Opportunity Programs and Services (EOPS), Student Support Services (SSS) and Math Engineering Science Achievement (MESA). Each student's progress is monitored, and the advising staff contacts students who receive an unsatisfactory progress report. Also, students placed on academic progress probation are notified and advised to meet with a counselor. Those who are on academic progress/dismissal are required to complete an academic contract.

The Enrollment/Registration Form identifies a student's educational goal, identifies members of special populations and lists any special services students may require.

COS has created a student profile database which tracks students' academic achievement throughout their enrollment at the College. Follow-up surveys are conducted for students who have received a certificate or degree or who have completed twelve units of vocational education. These surveys provide information concerning individuals' continuing education efforts, employment, and overall experience at College of the Siskiyous.

When the College considers adding new vocational programs, an Occupational Outlook Survey is sent to local employers to validate the need for the program, and each certificate program has an advisory committee that includes individuals from the industry or profession. Each advisory committee meets at least twice yearly to evaluate the program and provide guidance. Program proposals are then sent to the Occupational Educators Region I group for approval in order to prevent duplication of programs.

## **Standard II: Student Learning Programs and Services**

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As part of regularly scheduled program reviews, students complete surveys in which they evaluate existing courses. These surveys also include information on the demographic make-up of classes. As part of the program review process for some programs, the Research Office conducts focus groups to obtain input from students concerning the course content and structure, instructors' teaching methods, textbooks, equipment, and facilities. The focus groups also help determine whether the course is accessible to non-traditional or diverse populations.

The College also makes use of cohort studies, a Distance Learning Needs Assessment and Survey that was completed in 2002, and the Noel-Levitz Student Satisfaction Surveys taken in 1999, 2001, and 2003.

### **EVALUATION**

College of the Siskiyous is constantly working to evaluate and assess student learning, and, in its efforts, makes extensive use of the services of the College's Research Office ([Ref. 2.1](#)). Its placement tests are validated both internally and externally. Special programs such as EOPS, SSS, and DSPS continually assess their students' performance compared to other students. When changes in course structure are made—such as increasing the number of units of a course—student success rates are monitored in order to determine if the change has improved student learning. This information is forwarded to area faculty members and the Curriculum Committee for review and discussion. The Curriculum Committee will review the General Education requirements for all associate degrees and make appropriate recommendations for change.

### **PLAN**

Provide staff development activities beginning in 2003-04 to encourage more faculty-driven classroom assessments including pre and posttests, portfolios, and student self-assessments to measure student outcomes.

In order to share information and improve effectiveness, develop an assessment matrix, beginning in Fall 2004, that documents all assessment efforts currently in place on campus.

- A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students:

### **DESCRIPTION**

The widely dispersed population and mountainous terrain of Siskiyou County have led the College to develop a variety of delivery systems. These include on-site classes at the Weed and Yreka campuses and at other locations throughout the county; online/Internet courses; and

## **Standard II: Student Learning Programs and Services**

videoconference courses that connect several classrooms in the county to offer real-time interactive learning to students in Weed, Yreka, Happy Camp, and Tulelake. COS faculty employ a variety of modes of instruction including lecture, lecture with lab, discussion, collaborative groups, and problem-based learning. There is an increasing emphasis on learner-centered learning opportunities, and also an increase in the use of technology (examples: Power Point presentations, online grading, email). In Spring 2003, twenty faculty members enrolled in a series of classes designed to help them learn to teach online courses or to add online components to their existing courses. The classes were EDUC 52 Introduction to Online Learning, EDUC 53 Effective Online Teaching Strategies, and EDUC 54 Online Course Management.

### **EVALUATION**

The College is engaged in ongoing assessment of programs and delivery systems. An extensive Distance Learning Needs Assessment and Survey provided valuable information for planning for distance learning.

For example, the College has conducted more serious outreach efforts in the Tulelake area. The Tulelake community has been particularly interested in ECE classes; instructors have used videoconferencing to provide classes in this field to these students.

In Spring 2003 we offered our first Shadow Day which consisted of seventy freshman, sophomore, and junior students, primarily Hispanic, from a variety of high schools participating in a day-long activity on our campus. Several parents accompanied these students. The College held workshops for them on how college can be part of their child's future.

Data collected by the Research Office in 2002 compared the success rates of students enrolled in outreach classes with those of students taking the same classes online or through videoconference. The success rates of outreach students were significantly lower. Another recent campus study, which compared the success rates of students enrolled in classes taught in the classroom with those of students taking the same classes online or through the outreach program, revealed that the success rates of outreach students are significantly lower. Therefore, it was decided to eliminate the outreach program after the Spring 2003 semester and rely upon more successful modes of delivery, such as online and videoconference classes, to meet the needs of distance learning students. Flex faculty development activities have been offered in recent years to help instructors improve the use of technology in the classroom, to work effectively with diverse students, and to improve teaching methods.

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## **Standard II: Student Learning Programs and Services**

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### **PLAN**

Increase the number of online and videoconference classes where appropriate and within budgetary constraints.

The Instruction Office, in conjunction with the Curriculum Committee, will develop a new evaluation of alternative delivery modes during the 2003-04 academic year.

Expand staff development efforts to embrace different learning modalities and the new student learning outcomes.

- A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

### **DESCRIPTION**

Curriculum Development Handbook Item 9 (Ref. 2.2, p. 21) requires the faculty member developing the course outline to complete the following statement “Upon completion of the course the student should be able to...” Item 12 requires a listing of the various assessment methods used in the course. Item 13 requests specific examples of each assessment method. In the first day handout the course objectives are to be listed under Item 8. If any advisories or prerequisites are placed on a course, a matrix is required which lists entrance skills for the class needing the advisory or prerequisite and the exit skills from the prerequisite course.

As part of a Program Review the learning outcomes of each course (as well as the overall program) are assessed. This assessment is based upon input from the faculty member(s) preparing the document, the Area Director, the Vice-President of Instruction or Student Services, students involved in the program, peers both in and out of the specific area being assessed, outside peers (for transfer programs) or advisory committee (for certificate and occupational programs). As part of the process both the strengths and weaknesses are identified and a course of action is devised to improve the program.

Program Reviews are scheduled every six years, with a three-year midterm review. As part of both program review and faculty evaluations, course outlines are reviewed. If there is a slip up in the program review process, the Curriculum Committee will notify the specific faculty member when one of his/her course outlines is in need of review.

## **Standard II: Student Learning Programs and Services**

In addition, every two years, certificate program advisory committees provide important input toward identifying student learning outcomes for courses and programs and for ongoing refinement of the outcomes.

### **EVALUATION**

Even though course outlines have always required a listing of course objectives and assessment techniques, the new Curriculum Development Handbook 2002-2003 has reemphasized the importance of both of these items. This new edition of the Handbook has simplified the outline. Much of the required information is still on the outlines, but some of the details, such as a policy for makeup work, have been removed from the outline and placed on the first day handout. The new process places the content of the course outline more in line with the State requirements. According to several members of the Curriculum Committee, the new system has streamlined the process and improved the quality of course outlines. The new Handbook has been most helpful in either rewriting current outlines or writing outlines for new courses.

With each revision of the Program Review Document, improvements have been made. The program being evaluated must list the various course objectives, as well as assessment methods. Once that is done, the overall program objectives are considered and evaluated as to strength and weakness as well as suggestions for improvements. Another component of the Program Review is an assessment of the program effectiveness and suggestions for changes to improve the effectiveness. The biggest improvement in the current Program Review Document is the elimination of redundancies. The six-year program review process with a mid-term “mini-review” every three years assures a good evaluation and the effectiveness of the program.

With each change in both the Curriculum Development Handbook and Program Review Document, improvements have been made. Immediately after each program is reviewed, a request is made for feedback on both the process and the document. Such assessment practices will keep improving the process as well as the document.

### **PLAN**

No plan.

- A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or



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## **Standard II: Student Learning Programs and Services**

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other special programs, regardless of type of credit awarded, delivery mode, or location.

- A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

### **DESCRIPTION**

Procedures for designing, identifying learning outcomes for, reviewing, and approving courses are set forth in the College's Curriculum Development Handbook (revised 2002-2003). Similarly, procedures for delivering and administering courses are described in the "Instruction" section of the Faculty Handbook, which is updated annually. The College's faculty plays a central role in the development and improvement of courses and programs through (1) the work of its five representatives on the Curriculum Committee, and (2) its reviews of proposed changes to course and degree requirements (e.g., information competency, AA/AS degree requirements, etc.) Additional information about the curriculum committee's structure and procedures are available in the Curriculum Development Handbook (Ref. 2.2, pp. 11 and 40), and a record of the Academic Senate's recent discussions of course and program changes is available in the Senate minutes.

### **EVALUATION**

All courses, including short term training, study abroad, community education, as well as those associated with our primary missions, are reviewed through the established curriculum processes and evaluated according to standard evaluation procedures.

All faculty members have ready access to current guidelines for course design and evaluation through their copies of the Faculty and Curriculum Development Handbooks. According to the 2002 Accreditation Self Study Employee Survey, 81.3% of respondents agree or strongly agree that COS is committed to high standards of teaching. Only 4% disagreed or strongly disagreed with this statement.

### **PLAN**

Review and, where appropriate, develop specific student learning outcomes for all programs.

- A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates,

## **Standard II: Student Learning Programs and Services**

programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

### **DESCRIPTION**

Faculty members propose competency levels and measurable student learning outcomes during the development of new courses and the periodic revisions of existing courses that take place concurrently with faculty evaluations. Also, advisory committees meet biannually to review competencies and student learning outcomes for all occupational programs. The proposed competencies and learning outcomes are reviewed and modified as necessary by faculty members outside the programs under review: (1) every three years as part of the Curriculum Committee's course review process (Ref. 2.2, pp. 37-38); and (2) every six years as part of each program's Program Review Self-study (part II, section E). Student progress towards achieving the stated outcomes is assessed: (1) for each course and program on the basis of success and retention rates in Part X of the Program Review Self-study; and (2) for several vocational programs (nursing, EMT/paramedic, and fire technology) on the basis of success rates on State and national certification examinations.

### **EVALUATION**

During the 2002-2003 academic year, eighteen full-time faculty members, five part-time faculty members, two administrators, and one staff member participated in at least one of three workshops designed to explain and assist with the development of measurable student learning outcomes for courses and programs. From 2000 to 2003, seven full-time faculty, one part-time faculty, one administrator, and one staff member attended American Association of Higher Education (AAHE) assessment conferences. In addition, many staff and faculty have attended other professional development activities that focus on learning outcomes and assessments strategies. A workshop was provided for interested faculty on student learning outcomes in Spring 2003. Additional sessions will be held in conjunction with program reviews.

Occupational advisory committees are composed of volunteers who bring a strong background in the requirements of employment in their areas of expertise, but generally lack an understanding of how student learning outcomes are created and applied to instructional programs. More information regarding what student learning outcomes should be will be provided to these committees.

Current curriculum development processes and program review processes are effective in identifying and defining learning outcomes. However, the

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## **Standard II: Student Learning Programs and Services**

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College needs to look beyond success and retention rates for assessing the achievement of learning outcomes. Success is generally defined by passing grades, which assume the achievement of learning outcomes yet cannot articulate exactly the extent to which particular outcomes are achieved. Program success is also defined by the completion of a certain number of units, based on the Carnegie unit, but this system does little more than to identify success as seat time in a number of classes.

### **PLAN**

In 2003-04, the Faculty Senate will discuss and develop additional methods for assessing students' achievement of learning outcomes and for providing evidence that students have achieved those outcomes. The Senate will also assist faculty in implementing these methods.

The Director of Business and Technology will create workshops for the occupational advisory committees on the process of creating student learning outcomes for each area's certificate and degree programs.

In 2003-04, one or two additional occupational programs will be identified for the development of student learning outcomes related to certificates and degrees.

- A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

### **DESCRIPTION**

The College of the Siskiyou Curriculum Committee, which meets weekly, has been delegated the authority to approve new courses and new instructional programs. Course outlines must demonstrate five criteria for approval: (1) appropriateness of mission, (2) need, (3) quality, (4) feasibility and (5) compliance with all other laws applicable to it. The criteria are based on the information published in the California Community Colleges Chancellors Office's "Program and Course Approval Handbook" (Ref. 2.3). The criteria for courses and classes also conform to "Standards and Criteria for Courses and Classes," in Title 5 (California Code of Regulations), section 55002 (Ref. 2.4).

As part of the "Full Committee Review," the COS Curriculum Committee evaluates the scope and intensity of each course, the appropriate level of learning skills, critical thinking, work outside of the class, measurable objectives, appropriate content, assessment, grading, prerequisites and transferability. The quality, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all courses is included in the Curriculum Committee's review of courses.

## **Standard II: Student Learning Programs and Services**

The COS Curriculum Development Handbook is reviewed and updated every two years to meet changing laws, State expectations, and the needs of students.

### **EVALUATION**

The Curriculum Committee rigorously enforces these principles in the review of all courses using the criteria cited above and published in the Curriculum Development Handbook 2002-2003.

The course approval and revision process begins at the area/department level. From there the Curriculum Committee reviews each course and discusses all of the Title V mandates as well as more qualitative issues including how it fits into a particular certificate or degree program and how it supports general education.

After approval by the Curriculum Committee courses proceed to Instruction Council and finally to the Board of Trustees. At any of these levels, discussion about the rigor, synthesis of learning, appropriate breadth and depth can be and are raised. It is this opportunity for courses to be reviewed by a variety of groups that support a strong and well-balanced curriculum.

According to the Staff Survey, 81.3% of respondents agree or strongly agree that “COS is committed to high standards of teaching.” Only 4% disagreed or strongly disagreed with this statement (Ref. 2.25, item 3.1). In the same survey, less than 3% disagreed or strongly disagreed that “COS processes for curriculum and program development ensure the creation of high quality instructional programs” (Ref. 2.25, item 3.31).

### **PLAN**

No plan.

- A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

### **DESCRIPTION**

The widely dispersed population and mountainous terrain of Siskiyou County have led the College to develop a variety of delivery systems. These include on-site classes at the Weed and Yreka campuses and at other locations throughout the county; online/Internet courses; videoconference courses that connect several classrooms in the county to offer real-time interactive learning to students in Weed, Yreka, Happy Camp, and Tulelake; and outreach courses. COS faculty employ a variety of modes of instruction including lecture, lecture with lab, discussion, collaborative groups, and problem-based learning. There is an increasing emphasis on

## **Standard II: Student Learning Programs and Services**

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learner-centered learning opportunities, and also an increase in the use of technology (examples: Power Point presentations, online grading, email).

During the Spring 2003 semester, twenty faculty members enrolled in a series of classes designed to help them learn to teach online courses or to add online components to their existing courses. The classes were: EDUC 52 Introduction to Online Learning, EDUC 53 Effective Online Teaching Strategies, and EDUC 54 Online Course Management.

To support bringing courses to students in outlying areas, the new Distance Learning building opened in Fall 2003. The building expanded the number of distance learning classrooms from one to three ([Ref. 2.6](#)).

### **EVALUATION**

The College is engaged in ongoing assessment of programs and delivery systems. An extensive Distance Learning Needs Assessment and Survey provided valuable information for planning for distance learning. Flex faculty development activities have been offered in recent years to help instructors improve the use of technology in the classroom, to work effectively with diverse students, and to improve teaching methods.

According to the Staff Survey, 50% of respondents agree or strongly agree that COS provides ample distance learning opportunities to meet community needs; 16% disagreed or strongly disagreed with the statement ([Ref. 2.25, item 3.12](#)). In the same survey, 67.3% of respondents agree or strongly agree that COS uses a range of delivery systems and modes of instruction compatible with student needs; less than 3% disagreed with this statement ([Ref. 2.25, item 3.33](#)).

The College maintains a Technology Learning Center (TLC), which is staffed by two faculty members. They provide topical workshops to small groups of faculty on a variety of subjects dealing with the inclusion of technology in the classroom. In addition, they work one on one with faculty members.

The College has, through its Flex calendar activities and staff development funding, supported faculty in exploring new opportunities for delivery of student learning. A number of faculty members have learned to use Power Point presentations, portfolios and other techniques to better meet the learning levels of our students.

The staff survey numbers suggest that we have not necessarily done a good job of informing people about the intricacies of distance learning. The costs, as compared to direct classroom instruction, make offering great numbers of them difficult. Also, while distance learning is very successful

## **Standard II: Student Learning Programs and Services**

for some students, not all students learn best this way. Videoconferencing and Internet courses are not a panacea, yet must be part of the way we offer student learning.

COS is a small college and hence we have a number of academic departments with one full time faculty member. This is why staff development in the form of professional conferences is a high priority for funding. In the departments with multiple faculty members, particularly English and Mathematics, these departments meet at least monthly to discuss a variety of issues including effective teaching methods.

### **PLAN**

No plan.

- A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

### **DESCRIPTION**

College of the Siskiyous engages in multiple activities related to ongoing review and evaluation of courses and programs. All courses are reviewed and approved by the Curriculum Committee. Vocational programs are evaluated through focus group analysis every two years. All programs complete a program review process every six years. Advisory meetings are held biannually for all vocational programs where industry is provided opportunity for input and evaluation of programs. Campus wide student satisfaction surveys are conducted. Vocational Nursing is reaccredited every four years at the State level, and the State Fire Marshal reaccredits the Fire Program every six years. College of the Siskiyous completes a Self Study summary, analysis and plan every six years as part of the accreditation process. Courses and programs are also reviewed during the faculty evaluation process. Every three years faculty complete a tenured evaluation, which includes an evaluation of stated learning outcomes in the first day handouts. The Instructional Services Office also collects and evaluates the first day handouts of all adjunct instructors.

### **EVALUATION**

According to the Staff Survey, 64.7% of respondents agree or strongly agree that COS processes for curriculum development ensures the creation of high quality programs, while less than 3% disagreed or strongly disagreed (Ref. 2.25, item 3.31). In the same survey, 64.7% of respondents agreed or strongly agreed that evaluation results of program and service reviews are to improve institutional programs and support services; less

## **Standard II: Student Learning Programs and Services**

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than 3% disagreed or strongly disagreed with this statement (Ref. 2.25, item 3.36).

Although the curriculum process is strong and thorough, the College needs to establish student learning outcomes based on a more comprehensive way of assessing these. Key to this would be the review of our General Education philosophy and, subsequent to this, an examination of all of the General Education courses listed under the COS Associate degrees. Once done, the Curriculum Committee should establish a timeline for periodic review.

As part of faculty tenure evaluation, the issue of student learning outcomes deserves more attention than just making sure that outcomes are listed on the first-day handout. The faculty evaluation process should also include discussion and reflection on how students achieve those outcomes, how faculty can provide evidence of such achievement, and how, based on such evidence, improvements can be made both to the outcomes themselves and to the instruction strategies employed by the instructor.

At times, faculty members do propose additions to the graduation requirements which reflect current trends in learning or values. For example, this past year the Curriculum Committee, the Academic Senate and the Board passed an information competency requirement for graduation. In the past, a reading and a wellness requirement were also passed and added to the graduation requirements.

### **PLAN**

The Academic Senate, working with the Curriculum Committee, will reexamine the General Education philosophy. Once that reexamination is complete, the Curriculum Committee will review all COS General Education requirements to reflect the philosophy. This should be completed by Fall 2004.

During 2003-04, the Academic Senate, in conjunction with the faculty bargaining unit, will determine how assessment of student learning outcomes will be incorporated into the evaluation process for full-time and adjunct faculty. (cf. plan for Standard III.A.1.c.)

- A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

## **Standard II: Student Learning Programs and Services**

### **DESCRIPTION**

Individual faculty members are responsible for assuring currency and achievement of stated learning outcomes for their courses. Course outlines, which include stated learning objectives, are reviewed every three years by the Curriculum Committee (Ref. 2.7). In addition, programs are reviewed every six years as part of the Program Review process (Ref. 2.8). The six-year Program Reviews are developed first by the faculty member(s) in the particular discipline. The quantitative data is provided by the Research Office. This data is then reviewed by the faculty completing the program's Self Study document and used in completing the report. The faculty member then selects an external reviewer, who is paid a modest stipend for his or her assistance. These individuals could be a faculty member at a senior institution, a colleague from another community college or a high school teacher. In addition, two faculty members on campus (selected at random) serve as internal reviewers. Once this is completed, the Self Study document is reviewed by the Vice President of Instruction, who then takes the completed review to the Board of Trustees for their information.

Mid term evaluations are done every three years. Occupational programs are reviewed every two years.

### **EVALUATION**

Focus groups, student satisfaction surveys and instructor evaluations assure that students' expected learning outcomes are addressed. Certificate programs have advisory groups from outside industry that keep programs current. Area Directors and the Vice President of Instruction are kept informed of all pertinent information.

According to the 2002 Staff Survey, there is a perception that the College does a good job of conducting ongoing assessment of students' achievement of learning outcomes and of making improvements to courses and programs when the evidence calls for improvements. Less than 3% disagreed or strongly disagreed that COS processes for curriculum development ensure creation of high quality programs (Ref. 2.25, item 3.31). Again, less than 3% disagree or strongly disagree that the evaluation results of program and service reviews are to improve the programs and services (Ref. 2.25, item 3.36).

During the 2002-03 academic year, the Curriculum Committee added a requirement that all first-day handouts, or syllabi, list specific learning outcomes. This will ensure that by the end of Spring semester 2005, every course will identify specific student learning outcomes.

The program review document now includes questions on student learning outcomes. These were present before in the data on retention, completion,



## **Standard II: Student Learning Programs and Services**

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and grade distribution, which were part of the document; however, other assessment measures were not clearly indicated.

Vocational/Occupational programs are assessed through feedback from advisory committees, core indicator reports and follow-up surveys by the Research Office success. Advisory committees provide key feedback on the curriculum and the programs in general. Data is provided to these committees for their review and comment.

The information on student success is used to assist faculty in modifying their courses to meet student learning needs more effectively. Since budget requests are tied to program review, the relationship between the review process and assessment is strong but could be stronger.

The Program Review documents are used to foster improvement through both an introspective review by the faculty in the program and external evaluation by both internal and external reviewers.

### **PLAN**

All first day handouts will include measurable student learning outcomes by Spring 2005.

- A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

### **DESCRIPTION**

The College does not use departmental course or program examinations.

### **EVALUATION**

Not applicable

### **PLAN**

No plan.

- A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

### **DESCRIPTION**

Requirements for credit are included in the course outlines (units, hours, total hours, etc.) The requirements for credit—48-54 hours of 1 unit of lab or 16-18 hours for 1 unit of lecture—are based on Title V of the California Code of Regulations, section 55002, and the California Community

## **Standard II: Student Learning Programs and Services**

Colleges Chancellor's Office's "Program and Course Approval Handbook," which bases its requirements for credit on the Title V regulations (Ref. 2.2).

Course outlines require stated course objectives and learning outcomes.

The Curriculum Committee compares course outlines for classes that are designed to transfer to existing California Community College, California State University and University of California courses for articulation purposes.

### **EVALUATION**

The COS Curriculum Committee rigorously enforces the credit requirement as well as grading policies when it reviews course outlines. They also do a good job of articulating transferable courses with senior institutions. The Articulation Officer, as a permanent member of the Curriculum Committee, maintains continuous contact with universities and keeps the Curriculum Committee updated on articulation matters and issues of equivalency in higher education.

According to the Staff Survey, only 62% of respondents agree or strongly agree that a typical "A" grade given at COS represents excellent student achievement of stated course objectives (Ref. 2.25, item 3.34). This indicates a perceived disconnect between grading and student achievement of learning outcomes. Grades assume student achievement of learning outcomes; nevertheless, units of credit are awarded to students who achieve passing grades.

The Academic Senate needs to engage in more dialog about the interrelatedness of assessing learning outcomes, assigning grades, and awarding credit.

### **PLAN**

In 2003-04, as part of their discussions about student learning outcomes, the Academic Senate will present workshops on assessment issues, such as the relationship between assessing student learning outcomes and assigning grades.

- A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

### **DESCRIPTION**

The requirement for degrees and certificates are listed in the College catalog. Stated learning outcomes are found under the program descriptions and in the College's General Education Philosophy. Learning outcomes are also stated in the individual course outlines.

## **Standard II: Student Learning Programs and Services**

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In departments where there are several faculty teaching in the same discipline, English and math, for example, learning outcomes are agreed upon by the department.

### **EVALUATION**

Students must petition for graduation or certificates. The petitions are reviewed by the Counseling Office and by an Admissions and Registration evaluator and then must be approved by the Registrar in order to assure that students have completed the necessary coursework for a degree or certificate, but these individuals do not determine if learning outcomes are met.

While course outlines do state learning outcomes, the College needs to undergo discussions about how these are assessed. Certain vocational programs and courses do use a variety of measurable assessment criteria for ascertaining student learning, but a number of our General Education classes do not. While the courses identify the objectives of the course and provide ways in which these are measured, more specific work both in a general and specific way are needed.

Also, the Curriculum Committee recently approved a list of majors, each major identifying a number of courses that students in that major should take. Learning outcomes are identified in the course outlines for each course within a major or program, but each area/department now needs to identify learning outcomes at the program level as well as assessment strategies for determining if students have achieved those outcomes.

In addition, modification of the General Education philosophy and a review of the courses in the COS General Education pattern will provide the underpinnings necessary for a more program and course specific review and further development of assessment of student learning outcomes.

### **PLAN**

The Academic Senate and the Vice President of Instruction will work together to develop learning outcomes for General Education courses and programs.

Discipline faculty will develop student learning outcomes in each major, and these will be widely distributed to students.

- A.3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for

## **Standard II: Student Learning Programs and Services**

inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

### **DESCRIPTION**

Vocational degree programs do have a component of general education. Associate degree concentrations are available in many areas making it possible for students in the vocational degree programs to obtain an AA, AS, or General Education degree (Ref. 2.9, p. 40). In 2002-03, the Academic Senate approved three designated degree options: the General Education degree, the Vocational/Occupational degree, and the Transfer degree. All three contain general education requirements based on the College's philosophy of General Education; the Transfer option also meets lower division General Education requirements for four-year institutions

### **EVALUATION**

According to the Staff Survey, 65.3% of respondents agree or strongly agree that the COS General Education program is based on a clear philosophy; only 4% disagreed or strongly disagreed and the rest were neutral (Ref. 2.25, item 3.7).

The Curriculum Committee, relying on the expertise of the discipline faculty and the Articulation Officer, developed majors for most of our General Education areas. These are reflected in the new College catalog. The next task is to develop learning outcomes for each of the majors and to review the learning outcomes in the vocational area to ensure that they reflect both the General Education philosophy and the labor market needs (in the case of vocational programs).

### **PLAN**

Discipline faculty will develop student learning outcomes in each major and these will be widely distributed to students (cf. plan for Standard II.A.2.i).

Review the General Education philosophy and match the courses to the philosophy.

Review the occupational programs to ensure that the learning outcomes are current. If not, they will be revised.

- A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

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## Standard II: Student Learning Programs and Services

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### **DESCRIPTION**

The COS General Education Philosophy includes these contents, methodology and major areas of knowledge (Ref. 2.9, p. 17) although the area of “Fine Arts” is included as a component within the “Humanities.”

- A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

### **DESCRIPTION**

Not all of these goals are currently included in the General Education Philosophy (Ref. 2.9, p. 17). However, many of these goals are included in the General Education pattern for students who are pursuing the Transfer degree option and who plan to transfer to a CSU.

- A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

### **DESCRIPTION**

This element is not currently a part of the General Education Philosophy (Ref. 2.9, p. 17).

### **EVALUATION**

The General Education ad hoc committee will develop student learning outcomes for General Education. This group will then recommend to the appropriate departments ways to coordinate program learning outcomes with the individual courses in their areas.

Currently the course outlines for General Education courses include outcomes that reflect the discipline-specific knowledge that a student in a General Education course needs. Since the General Education classes, particularly those on the California State University (CSU), Southern Oregon University (SOU) or Intersegmental General Education Transfer Curriculum (IGETC) list, easily transfer to these four year colleges as satisfying the requirements of discipline-specific courses, the knowledge students have by successful completion of these courses is present.

Fine Arts is contained in the Area D Humanities section for an Associates Degree. Hence a student could take a course in a humanities discipline to

## **Standard II: Student Learning Programs and Services**

fulfill the Area D requirement and not ever have a course in the Fine Arts. This is not true in either the IGETC or the CSU area requirements. In other words, students seeking the Transfer degree option and who follow the IGETC or CSUGE patterns will be exposed to both the Humanities and Fine Arts.

The General Education philosophy includes the elements contained above in sections II.A 3.b and II.A 3.c. The College has just approved an information competency requirement, which is housed in several existing courses (such as English 1A). There has been discussion about including a diversity requirement for graduation, but this has not been pursued except as part of program review.

In the program review document there is a question about diversity in discipline courses. There are a variety of opinions about how to include diversity in the curriculum. Some faculty support inclusion in existing courses whereas others would prefer separate courses, and still others believe we shouldn't add more requirements to the COS General Education pattern. With the large number of people trained in our Tools for Tolerance program, this topic needs to be reexamined again.

The other areas mentioned are covered in our General Education philosophy and our degree requirements.

### **PLAN**

The Academic Senate and the Vice President of Instruction will put together an ad hoc committee to review the General Education philosophy and revise it as needed. After establishing the philosophy, they will create some related student learning outcomes for the General Education program.

The ad hoc committee will share these General Education student learning outcomes with faculty in the various disciplines so that these General Education outcomes can be integrated into specific course outcomes.

The Academic Senate will discuss assessment strategies to determine students' achievement of the learning outcomes for the General Education program.

The Curriculum Committee will review the graduation requirements for the Associate degree to ensure that all of the recommended General Education areas are covered.

The Curriculum Committee and the academic areas will review the issue of diversity in courses and, if appropriate, recommend to the Academic Senate that a diversity component be added to the graduation requirements.

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## **Standard II: Student Learning Programs and Services**

- A.4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

### **DESCRIPTION**

Students can receive an AA or AS degree within an area of concentration with 20 units in: (1) A defined academic discipline or in a recognized occupational curriculum, OR (2) The lower division requirements of any regionally accredited college or university, OR (3) Evenly distributed General Education courses from A-H areas of the General Education requirements ([Ref. 2.9, p. 43](#)).

### **EVALUATION**

The College is revising the requirements for majors. Currently a major is awarded if a student completes “any 20 units” within a discipline and the other appropriate general education and graduation requirements. Under the revised plan, specific courses will be identified for majors.

### **PLAN**

Create a plan for majors in all appropriate subject areas and obtain approval from the California Community Colleges Chancellor’s Office as necessary.

- A.5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

### **DESCRIPTION**

The College currently has 14 vocational areas of study that offer 31 certificate options. Each prepares the student for employment. The program approval process for vocational programs at College of the Siskiyous is somewhat more comprehensive than the approval process for non-vocational programs ([Ref. 2.10](#)). The process includes the area faculty, the California Community Colleges Chancellor’s Office, a labor market study, approval of the regional vocational advisory committee, an employer survey, and a program evaluation plan and approval by the College’s Board of Trustees.

Vocational programs prepare students to meet all necessary external certification requirements, such as the Nursing Board Exam for Licensed Vocational Nurses; American Red Cross certification for Certified Nurses Assistants (CNA), National Registry for Emergency Medical Technicians (EMT/Paramedic), as well as the NorCal EMS exam for EMT-1 certification; California Certified Drug Alcohol Counselor/Interventionist (CDAC) accreditation for Alcohol and Drug Studies; and the California State Fire Marshall accreditation of the Fire Academy Program. Welding

## **Standard II: Student Learning Programs and Services**

students take a national certified welding test from the American Society of Welders (Ref. 2.11).

The California Chancellor's Office also receives required reports on core indicators for vocational programs, including: skill attainment, completion, placement, and retention. In addition, the College of the Siskiyou Research Office does a telephone follow-up of vocational students every two years to determine the former student's educational and occupational status, as well as their perception of their experience at COS. (Ref. 2.12)

### **EVALUATION**

One hundred percent (11 of 11 students) passed the National Council Licensure Examination for Practical Nurses in 2002. In the first year of the Paramedic Program, 2001-2002, the retention and pass rate of the first paramedic class was 78%. Twenty of the twenty-one students who have taken the National Registry Exam have passed and seventeen of the twenty obtained full-time employment in fire protection or Emergency Medical Services.

According to a VTEA Follow-Up Survey (2000) (Ref. 2.12) of former students who earned a degree or certificate in a vocational or technical area, or who completed 12 or more units of vocational education courses, about three fourths of the employed respondents said that the courses they took at COS were very beneficial in terms of preparing them for employment. An additional 14.5 percent said that COS courses were somewhat beneficial. Most of the responses in this study were from local residents. It is very difficult to track those who have left the area, but it is assumed that job placement for those who have left was better because of the limited opportunities in Siskiyou County.

The "Core Indicators" reports provided by the Chancellor's Office can be useful; however, in terms of job placement for some of the COS programs, the numbers are so insignificant that the results are meaningless (Ref. 2.13).

### **PLAN**

No plan.

- A.6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.



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## Standard II: Student Learning Programs and Services

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### **DESCRIPTION**

College catalogs are sent to all prospective students at no charge. All of the College's educational programs are listed in the current (2003-2005) catalog (Ref. 2.9, pp. 40-42). The transfer policies of College of the Siskiyous courses and their application to programs and other State colleges and universities are clearly indicated in the College Catalog, as well as the published Class Schedule. In addition, College of the Siskiyous courses are listed in ASSIST, a statewide student transfer database, and COS course numbers are linked to comparable statewide higher education courses through the California Articulation Number System (CAN) database.

The COS Curriculum Development Handbook (Ref. 2.2) states that a first day handout is required for all new courses and courses that undergo substantive change. It further states that course objectives must be included on the handout, and that they should be "specific and measurable, and include student opportunities for critical thinking." This handbook also includes a section, Appendix C, on writing measurable objectives. When instructors submit a course outline proposal to the Curriculum Committee, they are required to attach a copy of the First Day Handout for Curriculum Committee approval.

The COS Faculty Handbook (Ref. 2.14) addresses the issue of first day handouts in the section labeled "Course Information Bulletin." It states that the Curriculum Committee "suggests" that for each class the instructor ought to create and distribute a first day handout (syllabus), and among the items important to include are objectives of the course.

As part of each instructor's periodic evaluation he/she must give the evaluation committee copies of first day handouts for each class the individual is teaching during that academic year. Committee members are advised to make sure that the instructor "Provides for each student a current, complete course syllabus for each course taught, a copy of which will be maintained each year in the area/division office."

### **EVALUATION**

According to the Staff Survey, 71.3% of respondents agree or strongly agree that information in COS publications is clear and accurate; 9.3% disagreed or strongly disagreed with the statement; 28.1% marked neutral, NA or did not respond. (Ref. 2.25, item 3.11).

The presentation of educational programs on page 42 of the current Catalog is not as clear as it could be. The list of educational programs on page 42 of the current Catalog will be rearranged and made clearer in the 2003-2005 Catalog.

## **Standard II: Student Learning Programs and Services**

There are only five majors currently available to students; however, an effort is underway by the Instructional Services Office and the Counseling Office to establish majors with specific requirements in almost all academic areas. When this project is finished, there will be 36 majors instead of the five currently available.

The language in the Faculty Handbook does not clearly indicate that each class should have a first day handout, only that the Curriculum Committee “suggests” this. It also does not state that the objectives included on the first day handout must be consistent with those included on the approved Course Outline. Faculty members should indeed list the course objectives as a guide for students’ learning. The language in the Faculty Handbook should be stronger.

### **PLAN**

Revise the Faculty Handbook so that information regarding first day handouts and course objectives is consistent with the information included in the Curriculum Development Handbook.

- A.6.a. 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.

### **DESCRIPTION**

College of the Siskiyous accepts credit from accredited United States degree granting and non-degree granting institutions that are listed in the Accredited Institutions Postsecondary Education Directory published for the Commission of Recognition of Postsecondary Accreditation by the American Council on Education. In addition, College of the Siskiyous has articulation agreements with every public university in California and many independent colleges within, and outside of, California. Articulated agreements are made for individual courses. In order to assure that the expected learning outcomes for transferred courses are comparable to the learning outcomes of COS classes, credit to meet specific COS requirements must be approved by a counselor and, if necessary, the appropriate faculty member (Ref. 2.10, section 3.1.3). The transfer of credit policy is published in the College of the Siskiyous Catalog 2003-2005, p. 38.

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## **Standard II: Student Learning Programs and Services**

### **EVALUATION**

Dialog between COS and transfer institutions is healthy. All course outlines are continually reviewed and updated to maintain currency and transferability. As a permanent member of the Curriculum Committee, the Articulation Officer makes sure of this and serves as liaison between COS and other colleges and universities. For the sake of clarity, the Transfer Center has changed the name of the policy in the 2003-2005 catalog from “Acceptance of Transfer Credit” to “Transfer of Credit.”

The College does an effective job of maintaining currency with university transfer programs and courses. However, the College needs to establish a more uniform system of articulating transferability of vocational/certificate programs and courses with other two-year colleges.

### **PLAN**

In Fall 2003, the Curriculum Committee will consider accepting the college credit recommendations for training programs published by the American Council on Education.

- A.6.b. 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.

### **DESCRIPTION**

Few programs are eliminated or significantly changed each year. Students in continuous attendance may choose any catalog in effect during their attendance. Continuous attendance is defined as earning credit during consecutive academic years.

In addition, each semester the College staff—including counselors, academic areas, and the Instruction Council—reviews the schedule to look for conflicts and to see that the required classes are covered in a variety of time slots. Attention is paid to the idea that a two-year plan is developed for offerings. This process minimizes potential disruptions for students.

### **EVALUATION**

According to the Staff Survey, about 75% (of those who expressed an opinion) agree or strongly agree with the statement that “COS makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption” (II-A-6.b). Understandably, since few staff are affected by this issue, about 52.7% of those filling out the survey were either neutral, selected N/A, or did not respond to this question (Ref. 2.25, item 3.9).

## **Standard II: Student Learning Programs and Services**

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Nevertheless, though few programs are eliminated or significantly changed each year, the College makes sure that students can complete the programs. In the rare event that a program is eliminated, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. The Instruction Council will waive, or consider course replacements, as necessary, if certain required classes are no longer available (Refs. 2.15 and 2.9, p. 39).

### **PLAN**

No plan.

- A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

### **DESCRIPTION**

The College Catalog is published biannually, and the Class Schedule is published semiannually. Each area of the Catalog and Schedule is written or reviewed by the person in charge of that area. Every area of the Catalog and the Schedule is reviewed and updated with each new edition by many people, including the Vice Presidents of Instruction and of Student Services, the Curriculum Committee, the area directors, the articulation officer, the counselors, and the Board of Trustees. The Curriculum Committee, each area director, and the Instruction Office review course information. The text of the web versions of the Catalog and Schedule duplicates the print version; however, the online Schedule is updated daily.

Team Web, a subcommittee of the Technology Services Council with broad campus representation, strives to ensure that information on the College's Website is clear, accurate, consistent and easy to navigate ([Ref. 2.16](#)).

Recruitment literature and public information releases and documents are reviewed for accuracy and clarity by the staff of the departments involved.

The College Website is being made accessible for disabled persons. This is in compliance with Section 508 of the 1998 Rehabilitation Act.

### **EVALUATION**

The College Catalog and Class Schedule are the most important documents of the institution. With each issue, much attention is paid to the accuracy of the information.

## **Standard II: Student Learning Programs and Services**

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Current processes for the creation, review, and updating of key college publications appear to be effective.

### **PLAN**

No plan.

**A.7.** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **DESCRIPTION**

The institution's expectations of faculty regarding academic freedom and responsibility are found in the Faculty Handbook ([Ref. 2.14, pp. 30, 69](#)).

Upon hire, each full-time faculty receives a copy of the Faculty Handbook. The faculty member has the opportunity to discuss issues of academic freedom with his/her mentor, with the Vice-President of Instruction, and at new faculty meetings held monthly during the first year of the faculty's hire. Additionally, upon hire, all adjunct instructors receive a copy of the Faculty Handbook during Adjunct Faculty Orientation. The online [Faculty Handbook](#) was last updated in August 2003 ([Ref. 2.17](#)).

### **EVALUATION**

In the Staff Survey, 56% of respondents agreed or strongly agreed that "COS faculty present material fairly and objectively, while distinguishing between fact and opinion." Less than 4 % or 5 people disagreed or strongly disagreed with this statement, while 22% stated they were neutral and another 14% selected "N/A" and another 4% did not provide a response to this statement. Thus, the survey results indicate that COS faculty are doing a good job of meeting this requirement ([Ref. 2.25, item 3.4](#)).

In the 2002 Noel-Levitz Student Satisfaction Inventory, question no. 79 asks whether "COS teachers present course information fairly, objectively, and without excessive bias." Students ranked this question high in both importance and satisfaction.

Further indication that COS faculty are committed to presenting material fairly and objectively can be found in the Faculty Comment Section of the 2002 Staff Survey. Twenty-one faculty members listed specific examples

## **Standard II: Student Learning Programs and Services**

of how they assure their students that they will present instructional material fairly and objectively.

### **PLAN**

No plan.

- A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

### **DESCRIPTION**

The institution's expectations regarding student academic honesty and the consequences for dishonesty are found in the Student Handbook (Refs. 2.18 and 2.19). Penalties for plagiarism, cheating, etc. can include reprimand, disciplinary probation, suspension, summary suspension, and expulsion. The Student Handbook documents these procedures in detail. Also noted in the Handbook are the policies on Student Rights and Responsibilities (Ref: 2.18). In addition, the COS catalog contains a paragraph entitled "Student Rights and Responsibilities," which refers students to the Student Handbook for a detailed statement of their rights. Faculty are also required to include specific statements regarding penalties for academic dishonesty in their syllabus or first day handout; these subjects are usually also discussed during the first class session.

Grades are a significant measurement of student success, and written work is a major component of grades in courses across the disciplines. In Fall 2001, the COS Writing Lab staff began a subscription to Turnitin.com. The Turnitin.com service, as well as an effort by instructors and presentations by the Writing Lab, helps students learn about plagiarism and how to avoid it.

Each student in GUID 5, a course required for all new students completing education goals 1 through 5, receives a copy of the Student Handbook. Students may also request a copy of the [Student Handbook from Student Services](#), or they may view it online ([Ref. 2.18](#))

### **EVALUATION**

The Turnitin.com service compares student writing to material in its database, looks for similarities, and produces a comprehensive report indicating sources used and percent of paper appearing to be original. Although it varies from semester to semester, more than twenty faculty members make use of the service. This has helped ensure that work turned in by a student is more likely to be the student's own work. According to Writing Lab staff and instructors, it has greatly helped COS to stem the serious plagiarism problem common to all campuses. While it is possible for instructors to use Google.com or other free search engines to look for

## **Standard II: Student Learning Programs and Services**

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plagiarism, such a process takes much instructor time and does not result in a comprehensive search of paper mills and other relevant sources.

While students in GUID 5 classes receive the Student Handbook and are made aware of the academic honesty policy, there is not a procedure to inform students who have not taken the class, although the Handbook is available upon request and is published online.

According to the 2002 Noel-Levitz survey (Ref. 2.20), 78% of student respondents agree or strongly agree COS establishes and publishes clear expectations regarding student academic honesty and the consequence for dishonesty. Only 4% disagreed or strongly disagreed with this statement and 10.7% stated they were neutral while 7.3% selected “N/A” or did not provide a response to this statement.

### **PLAN**

No plan.

- A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

### **DESCRIPTION**

College of the Siskiyous is a public two-year college; therefore, it does not seek to instill specific worldviews.

However, insofar as codes of conduct are concerned, codes of ethical conduct are included in the Faculty Handbook and the Student Handbook. Presently neither administrators nor staff is given a handbook delineating these policies. The classified staff codes of conduct are listed in the California Education Code (Ref. 2.21: sections 87732, 87680, 88001, 88013, 88105) and Board Policy (Ref. 2.19, section 5.9.2) respectively, yet currently there is no handbook that gives clear notice of such conduct policies.

The institution’s expectations of student conduct are found in the Student Handbook (Ref. 2.19, section 3.12). Student rape, sexual assault (Ref. 2.19, section 3.10), sexual harassment, and academic honesty policies are discussed in detail. All incoming students are made aware of the Code of Conduct in the orientation course GUID 5, Student Success Skills. The Student Handbook is a required text for this class.

## **Standard II: Student Learning Programs and Services**

### **EVALUATION**

For consistency, the committee recommends that all COS employees and students receive a handbook addressing ethical codes. A staff handbook should be given to all new employees during their orientation. Only new students who are enrolled full time are given the Student Handbook. A procedure should be put in place where all students are made aware of the handbook.

### **PLAN**

Develop a staff handbook, which includes Board adopted codes of conduct. The handbook should be given to all new employees.

- A.8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

### **DESCRIPTION**

Not applicable.



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## Standard II: Student Learning Programs and Services

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### B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**B.1.** The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

#### **DESCRIPTION**

The Student Support Services mission is to facilitate the retention of students in their courses and to assist them in the successful completion of their educational goals. In support of this mission, a variety of support services are designed to meet the identified needs of the student population of COS. These services, which are continually monitored for effectiveness, include:

- Extended Opportunity Program and Services (EOPS), a State funded program, assists underrepresented students in need of educational and financial assistance.
- Student Support Services (SSS), a federally funded program, assists students with academic success and transfer to four-year institutions.
- MESA, a grant-funded program, offers assistance to eligible COS students majoring in math, science, engineering, and computer science.
- Re-ENTRY offers guidance, education and support for returning adult students.
- Disabled Students Programs and Services (DSPS) provide 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.
- 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.
- Residence Halls

## **Standard II: Student Learning Programs and Services**

- Child Care Center.
- Campus Bookstore.

Academic Support Services provides lab assistance in reading, writing, math, and computers. In addition, tutoring services are available.

### **EVALUATION**

Ongoing interaction with the community, as well as attendance at relevant conferences, helps Student Services staff and other College staff to identify emerging student needs. Existing programs are modified and updated based on changes in student populations and the results of program assessment tools. The Student Services Program Review examines student satisfaction levels and outcome data, which reflect the extent to which program goals and objectives have been met. Program strengths are identified and needed improvements are addressed. Based on the most recent Noel-Levitz Student Satisfaction Inventory (Ref. 2.22), COS is best meeting students expectations in terms of campus support services and the student centeredness of the campus. A recent ten-question academic advising services questionnaire was given to students at the registration windows. Less than 1% indicated dissatisfaction with the services they received (Ref. 2.23).

### **PLAN**

Analyze the findings of recent Program Reviews. Develop strategies to address the results and recommendations of the Program Review.

Increase the number of degrees and certificates by 5%. Suggested activities include:

- Automate awarding of certificates
- Continue to send letter regarding eligibility to receive degree and provide copies to counselors and advisors (Ref. 2.24)
- Provide information on degrees to instructors and advisors and ask their assistance in promoting them
- Provide information on options available to complete the wellness component of the associate degree and promote a “wellness program” college-wide (staff and students)
- Study the barriers faced by students in obtaining a degree or a certificate

Increase the number of UC Transfers from 7 to 12 per year. Suggested activities include:

- Promote TAA’s for UC Davis & UC Santa Cruz around campus and to the high schools
- Conduct college visits to northern California UC campuses

## **Standard II: Student Learning Programs and Services**

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- Place posters around campus promoting UC transfer
- Work to change the campus culture regarding UC transfer
- Invite UC representatives each semester to meet with prospective transfer students

Analyze “student drops.” Suggested Activities:

- Conduct exit interviews of students who leave to determine the reasons why students leave
- Explore the possibility of adjusting the drop date
- Determine if any academic contacts have been made for students who are here for 60% of the semester

Improve the “life skills” of our students. Suggested Activities:

- Determine essential “life skills” for our students
- Develop training programs for all staff on how to assist students in developing their life skills
- Obtain information about the Critical Incident Stress Management program
- Incorporate information into GUID 5
- Develop a list of classes that help teach life skills
- Develop a list of resources for referral
- Incorporate means of addressing “complaints” into the first day handout

**B.2.** The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions

## **Standard II: Student Learning Programs and Services**

- Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer
- c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found

### **DESCRIPTION**

The COS Catalog is published every two years and distributed broadly to college constituents. The Catalog is also available online (through the College web site). Review of the [2003-2005 College Catalog \(Ref. 2.9\)](#) confirms accurate publication of the information noted above, except the Academic Calendar, which is published semiannually in the Schedule of Classes. Each new catalog attempts to improve upon any prior ambiguities or format flaws. The current 2003-2005 Catalog was published in Summer 2003.

Before the publication of each new catalog, suggestions and updated information are solicited from the campus community. A Catalog Committee, facilitated by the Instructional Services office, oversees the development of each new catalog. The membership of this committee includes a broad cross-section of COS staff ([Ref. 2.26](#)).

### **EVALUATION**

Overall, the available employee feedback relative to the COS Catalog is favorable. In the 2002 Employee Survey, 71.3% of respondents agree or strongly agree that information in COS publications is clear and accurate ([Ref. 2.25](#)). Few, if any, substantive errors were detected in the 2001-2003 Catalog ([Ref. 2.27](#)). However, procedures to ensure that appropriate parties review the contents prior to publication remain somewhat incomplete.

Review of the current 2003-2005 Catalog ([Ref. 2.9](#)) reflects the correction of outdated (rather than erroneous) information (e.g. turnover in faculty, course revisions, course additions, and course deletions) contained in the previous catalog. However, procedures to identify outdated information could be strengthened. Much of the information is tracked and updated for future catalog publications through informal mechanisms ([Ref. 2.28](#)). Due

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## Standard II: Student Learning Programs and Services

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to the dynamic nature of the campus, the publishing frequency will naturally result in a certain amount of obsolescence by the end of the catalog cycle.

The 2001-2003 Catalog did not specifically address expected program lengths. The 2003-2005 Catalog corrected this omission.

### **PLAN**

Explore the possibility of providing catalog updates online, while still maintaining a two-year cycle for publication.

Establish formal procedures to ensure that relevant Program Review findings are automatically forwarded to the Instructional Service Office for inclusion in subsequent catalogs.

Formalize procedures for faculty and staff to review catalog contents prior to publication.

**B.3.** The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

B.3.a. 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.

### **DESCRIPTION**

The College promotes equitable access through a variety of student service programs: EOPS, SSS, CARE, CalWORKs, DSPS, MESA, Financial Aid, an on-site Child Care Center, Counseling/Transfer Services, Career Services, and Reading, Math, and Writing labs.

Students at the Weed campus benefit from the full range of services provided. Services are replicated at the Yreka campus as much as possible with the exception of the Child Care Center and the MESA Program, which exist only on the Weed campus.

The College's website ([Ref. 2.16](#)) provides extensive information to students. A wide-range of online services is available for all students, including disabled students and those using distance learning. The College Catalog, class schedule, library catalog, and student handbooks (including those for disabled students, residence hall student, and others) are all available on the website. Students may access their class schedules and unofficial transcripts online. Registration forms, transcript and tutoring requests, advising office forms, and DSPS forms are all available online.

## **Standard II: Student Learning Programs and Services**

Registration, counseling, and advising are also available by telephone to students who live more than 200 miles away and who are unable to come to campus. Students may also fax or mail registrations and use credit cards over the phone to pay fees.

Equitable access is provided for online materials by request through the Disabled Student Program Services. A non-district maintenance allowance (Ref. 2.29) is provided for students in outlying county areas to enable them access to the College. On campus housing is available with a computer lab and study hall for residents.

### **EVALUATION**

At the Weed campus, the complete range of services is provided. At Yreka, a more limited number of services are available. Services meet basic needs, but some students are frustrated at having to travel to Weed for meetings with EOPS and Financial Aid (Ref. 2.30). The Noel-Levitz study in 1999 showed that students were “less satisfied” with personnel at the registration office (Ref. 2.22). In response, several campus-wide customer service trainings were offered to benefit all areas. In Fall 2001 and Spring 2002, 73 staff members from both campuses, including classified, certificated, and administrative staff, participated in a .5 unit class using “Advanced Connections” for the curriculum (Ref. 2.31).

In Fall 2002, a \$14,000 grant was obtained for a needs assessment survey which addressed online and distance education. This extensive process involved town meetings in eleven communities. Surveys were distributed throughout the county and over 1,000 were returned. The results showed that some obstacles to taking distance classes appear to be time, lack of equipment, childcare, location, and financial aid information (Ref. 2.32). A discussion by the Student Services Council resulted in several suggestions, many of which have already been implemented (e.g. a team of counselors from DSPS and EOPS/SSS has traveled to Tulelake to do on-site counseling and advising).

A recent program review of DSPS (Ref. 2.33) by the Chancellor’s Office sited that the program was exceptional in the services it provides to the students. The EOPS Program Review yielded similar results. The campus is currently implementing an online registration system, which will greatly improve registration access and convenience. Preliminary data indicates a positive student response to online registration.

### **PLAN**

Monitor usage and effectiveness of online registration system.

## **Standard II: Student Learning Programs and Services**

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Identify appropriate staff member(s) to visit the Yreka campus monthly to meet identified students' needs.

Implement suggestions by the Student Services Council (proposed in response to the needs assessment survey) ([Ref. 2.34](#)) to increase accessibility for all students.

Prepare a distance-learning packet outlining services for students, and provide the same materials in Spanish.

- B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

### **DESCRIPTION**

Through campus clubs, course offerings, athletic programs, sponsorship of community and cultural events, and campus amenities, personal and civic responsibility, as well as intellectual, aesthetic, and personal development is fostered and supported for students and staff.

### **EVALUATION**

According to the 2002 Employee Survey, 69% of respondents agree or strongly agree that COS provides educational and cultural events that serve the needs of the community. Clubs such as Phi Theta Kappa; the Speech Forensics Club; the Intercultural Club; Latino Student Union; Black Student Union; the Assistive Technology Club; and the Intervarsity Club promote personal and civic responsibility on campus. The College is also host to numerous community events and forums (including forums on Behavior Health, Domestic Violence), debates and blood and voter registration drives. Effectiveness training classes and HIV peer education are avenues through which the campus promotes personal development for students. Aesthetic development is fostered through various library exhibits, the [Foundation's Performing Art Series](#) ([Ref. 2.35](#)), the Poetry Slam, student theatrical and musical productions, and various club activities. Unfortunately, despite the numerous cultural and civic offerings on campus, student turnout is frequently disappointing.

In addition, the College has a strategically located art gallery that rotates work from student and professional artists. This resource is very accessible and is appreciated by staff and students.

Numerous courses are available to meet the intellectual, aesthetic, and personal development needs of COS students and the surrounding communities ([Ref. 2.36](#)). Course offerings are discussed more thoroughly in the Instructional Programs portion of this document.

## **Standard II: Student Learning Programs and Services**

Civic engagement is modeled by many COS administrators, faculty, and staff who serve on community boards, such as Kiwanis, Rotary, Chamber of Commerce, etc. The ASB encourages student engagement in campus activities. Student leaders and officers participate in campus orientations as well as numerous activities.

Aesthetically, the campus is situated in a beautiful natural setting with a breathtaking view of Mt. Shasta. Surrounded by pines and cedars, students and the general public enjoy nature walks on the campus-maintained Bear Trail.

### **PLAN**

In order to encourage greater participation, ASB will solicit additional student input to identify appropriate activities and timing of events.

Encourage individual clubs to explore alternative, more productive, means of publicizing campus happenings.

As a campus community, work to maximize the opportunities presented by the natural setting of COS. Explore the development of environmental stewardships or partnerships.

Maintain and expand upon the existing student-driven musical, art, and theatrical offerings.

- B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

### **DESCRIPTION**

The College creates and reviews its counseling and advising programs in a thorough and comprehensive manner. Through program review ([Ref. 2.37](#)), monthly meetings of all academic advisors, separate bi-monthly meetings of counselors, and annual retreats, such programs are under constant review for improvement. The Chair of the Counseling group rotates each semester, and members take responsibility for knowing and implementing program specifics to assure students' success in meeting their educational goals. The procedures for hiring the faculty advisors are clearly stated in Chapter III of the Student Services Procedure Manual under Selection of Academic Advisors ([Ref. 2.38](#)).

### **EVALUATION**

Although the program review for Counseling Services is scheduled for the coming year, an on-going system of peer and personnel evaluation takes



## **Standard II: Student Learning Programs and Services**

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place via faculty evaluation, adjunct faculty advisor evaluations, and student input. There are eight counselors on campus. Most have numerous other responsibilities for programs and services. Seven to eight part-time faculty advisors also provide services during peak advising times and summer. To date, students have been served well by the number of available appointments during the extended registration period. Academic assessment is available on a walk-in basis most days on both campuses.

An Admissions and Records counter survey during Spring 2003 registration measured advisee/student satisfaction (Ref. 2.23). Of the 259 respondents reporting, 205 responded a number 5, “Excellent,” to “I feel I was advised into the appropriate classes to meet my educational goal.” Thirty-nine respondents rated this question a 4; only twelve a 3; and one each for 2, 1, and “not applicable.”

Further, in response to the statement “[My] advisor takes time to research questions he/she cannot answer,” 178 respondents indicated 5, or “Excellent,” whereas thirty-nine rated this item a 4, and nineteen a 3, with twenty-two selecting “not applicable.” This may indicate a need for more advisor training as did the following question’s responses: “(My) advisor is knowledgeable about campus services and makes the appropriate referrals,” with 188 ranking this 5 or “excellent”; fifty-five respondents a 4; thirteen ranking a 3; two respondents a 2; and two “not applicable.” .

There were a number of proposals in the 2002/2003 Level One Plans (Ref. 2.39) to address Counseling Department staffing increases to meet increasing student demand. Despite severe impending budget cuts, these positions remain strongly indicated in order to maintain the quality of counseling and advising for COS students. A Level One Plan was also developed to create a central Welcome Center as a point of first contact with the community and potential students. The Welcome Center officially opened at the start of the Fall 2003 semester. In light of current budget issues, the Welcome Center may prove an effective and efficient way to matriculate students with reduced staffing.

The 2002 Accreditation Self Study Employee Survey revealed that 57.3% of respondents agree or strongly agree that COS is effective in the placement of students.” Seventeen people, or 11.3%, disagreed or strongly disagreed with this statement, indicating a perception that effective placement for students can be improved. Follow-up data would be helpful to investigate this perception. Since 85% (128 employees) of the survey respondents have taken a COS class, and 36% of the respondents (54 employees) have graduated from COS, this response certainly bears more investigation. (Ref. 2.25)

## **Standard II: Student Learning Programs and Services**

The College's extended orientation course (GUID 5, College Success Skills) is offered through a variety of sections. During the Spring semester, with fewer new students, COS traditionally offers fewer sections.

The growing support for special population and mixed population classes for GUID 5 increases the orientation offerings for students. The GUID 5 instructors, under the guidance of the Critical Skills, Social Sciences, and Humanities (CSSH) Area Director, felt that designating certain sections of the course for specific populations would increase the interest and completion rates for this class. Specific populations included athletes, re-entry adults, international students, and a learning community for especially low-skilled students. Scheduling challenges often resulted in mixed populations for some target groups, however, with good results.

A team of GUID 5 instructors and their Area Director, with Vice President support, met throughout the last two years to evaluate and explore improvements for the GUID 5 course. As a result of this evaluation, GUID 5 will be a mandatory course as of Fall 2003 for all matriculating students. Numerous student positions in ASB, the Residence Halls, etc. will become contingent upon the successful completion of GUID 5. A post-course survey ([Ref. 2.40](#)) was created specifically to measure student learning outcomes as well as gather opinions for further refinement of the course. A pre-test survey for all GUID 5 students is being sought as well. Ongoing evaluations from GUID 5 students will further suggest the various ways the course is offered.

Overall, the counseling services and activities provided to COS students on both campuses are well established. These include academic, personal, and some career guidance appointments, including the GUID 91 and GUID 2 classes, specifically designed for career exploration. Also, the annual College/Career Day, in concert with visits from university representatives, and an occasional Career Fair complement the offerings. Further, many of the counselors or advisors are also club advisors, strengthening extracurricular connections and student involvement. Reductions in matriculation funding may change some of these positive activities, but that effect is unknown to date.

The electronic Education Plan program is assisting both students and their advisors to stay on target, while a continually improved electronic Advisor Handbook ([Ref. 2.41](#)) provides easy access to all counselors and advisors. Cross training and specializations for counselors and advisors further enhance the knowledge and skills in the ever-changing arena of assisting students to achieve their academic goals.

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## **Standard II: Student Learning Programs and Services**

### **PLAN**

Research and identify the learning support needs of the student population in the area of counseling and academic advising programs. Analyze and respond to most recent feedback (e.g. Self Study Employee Survey and Admissions and Records Counter Survey)

Assess the effectiveness of the newly completed Welcome Center as a cost-effective and student-friendly means of providing student matriculation.

Study other advising/counseling systems to determine best practices and opportunities for improvement at COS. (This will be the focus of a 2003-04 sabbatical project for a COS counselor.)

- B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

### **DESCRIPTION**

Specific course offerings, curriculum infusion, student clubs, and ethnically diverse cultural offerings play an important role in enhancing student appreciation and understanding of diversity. In addition, concentrated periods of awareness raising (e.g., Black History Month, Women's History Month, International Week) are celebrated throughout the school year. A campus-wide committee/program, Tools for Tolerance, is also instrumental in exploring and developing additional ways to promote an understanding of diversity on campus.

### **EVALUATION**

The College hosts and encourages a variety of intercultural clubs, such as the Interservice Christian Club, the Intercultural Club, as well as the Black Student and Latino Student Unions. The College promotes diversity through a range of classes (including History 44; English 12; English 38; Anthropology 8; Speech 3; Human Services 21, 40, 50, 51 and 54). The COS art gallery frequently displays ethnically diverse work. The sharing of diverse family cultures, traditions, and values is encouraged at the Discovery Children's Center. The Tools for Tolerance committee sponsors ongoing events, including an annual workshop, to promote the understanding and appreciation of diversity. This year's two-day workshop entitled "Creating a Tolerant Environment at COS" is open to all COS staff (Ref. 2.43). Feedback from last year's workshop was enthusiastic. In the 2002 Employee Survey, 66% of respondents agreed or strongly agreed that COS employees actively work to make multiculturalism a reality on campus (Ref. 2.25). In addition, the Academic Senate is currently researching possible ways to incorporate a diversity requirement into existing academic programs.

## **Standard II: Student Learning Programs and Services**

### **PLAN**

To further enhance student diversity, explore extending the Tools for Tolerance workshop opportunity to students.

Seek speakers from the Native American tribes in our area to discuss local history and culture.

- B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### **DESCRIPTION**

The Assessment Office maintains ongoing contact with the Chancellor's Office to ensure that COS is using approved admissions and placement instruments. Contacts with ACT, as well as workshop attendance, are employed to maintain currency on COMPASS testing. Students, instructors, and program managers are surveyed to obtain data and validity of current placement instruments.

### **EVALUATION**

The Assessment Office is housed in the Counseling and Transfer Centers, providing walk-in assessments every working day of the College. On the Yreka campus, an appointment is necessary, but availability is also excellent. The results of the computer-based testing are immediately available to students and to the online educational plan software used by all counselors and advisors. The COMPASS instrument has been approved by the Chancellor's Office and used at COS since April 1997. The following is a list of assessment-related research and related activities, supplied by the Research Office:

#### **College of the Siskiyous Test Validation**

- Spring 1997: COMPASS
- Summer 1997: Cut score validation– COMPASS
- Spring 1998 Faculty evaluation– COMPASS
- Spring 1999 Change math cut scores due to recommendation and study– COMPASS
- Spring 2001 Reading cut score review– COMPASS
- Fall 2002 in conjunction with ACT– COMPASS
- Spring 2003 Writing validation study (study in progress)– COMPASS

Both the Assessment Technician and the Research Office personnel have been involved in additional trainings as well. A prerequisite checking form is used for every student seeking admission to advanced English, Reading

## **Standard II: Student Learning Programs and Services**

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and Math classes, with follow-up and restrictions if the student has not been qualified by the multiple measures used for placement.

There are also laptop computers in the outlying centers served by distance education, as well as one in the Disabled Student Center, so that in general, the whole assessment program is running quite well with timely input from all concerned.

### **PLAN**

No plan.

- B.3.f. 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.

### **DESCRIPTION**

The College follows its policies and procedures regarding confidentiality and release of information. The College observes the provisions of the Family Education Rights and Privacy Act. In addition, Board Policy 3.7 (Ref. 2.44) and Procedure Manual 3.0.7 (Ref. 2.38) both address the provisions for the release of student records.

Daily computer backup, long-term microfiche storage, multiple data storage locations, and fireproof storage boxes contribute to the security and integrity of the COS student record keeping system. Student files (hard-copies) are kept in secure locations, which are locked when staff is not present. The policy for release of student records is clearly published in the College Catalog, in each semester's Schedule of Classes, and on the College web site.

### **EVALUATION**

The College makes every effort to assure the confidentiality of student information. In a process of ongoing improvement, it was recently determined that printing students' ID numbers (their social security number) on registration receipts was not necessary; consequently, that particular field was removed from the automated registration receipt system. This procedural change enhances student privacy. Transcripts after 1992 are maintained online. The entire College computer system, including the registration and transcript systems, is backed up daily, six times per week, Monday through Saturday, and copied onto tapes which are stored in the LRC Building. The most recent back-up tape is kept in a fireproof box. A monthly back-up tape is stored in a safe deposit box off campus.

## Standard II: Student Learning Programs and Services

### PLAN

No plan.

- B.4.** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### DESCRIPTION

The Student Services office monitors the effectiveness of its services through multiple instruments:

- **Program Review:** The program review cycle dictates a program review every 6 years. Recent Program Reviews include: Career Services, International Student Services, EOPS, and Recruitment. Program Reviews for Health Services, Residence Halls and Research are currently underway.
- **Learning Outcomes:** Learning outcomes were defined at the annual Student Services retreat in May 2002 (Ref. 2.45), and the unit is continually working to integrate these outcomes into planning, improvement and assessment activities.
- **Top Ten:** The top ten key assessment indicators have been identified and are monitored each year at the annual retreat (Ref. 2.46).
- **Noel-Levitz Survey:** The Noel-Levitz Student Satisfaction Survey is given every other year. Twenty percent of the overall student population responded to the 2001 survey. The survey results are reviewed at Student Services Council and recommended actions are taken.
- **Categorical Reports:** Categorical program directors prepare annual reports that outline the outcomes of their programs. Generally, reports are provided to the Board of Trustees annually.
- **Student Services Retreats:** Annual retreats of the Student Services Council bring the units together for planning and evaluation. This encourages the separate units to integrate services and work as a team.
- **Annual Planning Process:** In the 2003-04 Institutional Planning Process (plans were due December 2002) Level One planners were

## **Standard II: Student Learning Programs and Services**

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asked to incorporate learning outcomes into this on-going planning process.

- **Surveys:** Surveys are frequently used to assess student services. Other recently completed surveys include:
  - ❑ Residence hall exit survey ([Ref. 2.47](#))
  - ❑ Residence hall food services survey
  - ❑ Distance learning survey ([Ref. 2.32](#))
  - ❑ Employee survey for accreditation areas ([Ref. 2.25](#))
  - ❑ Transfer survey
  - ❑ Guidance courses survey ([Ref. 2.40](#))
  - ❑ Specific program review surveys

### **EVALUATION**

Specific categorical programs, such as EOPS and SSS, are evaluated through the following methods: EOPS and SSS Surveys ([Ref. 2.48](#)) are administered to all students enrolled in the programs at the end of each semester. The results of each survey are tallied and reviewed by the EOPS and SSS staff.

The EOPS Program completes a year-end report. This report is sent to the Chancellor's Office. The SSS Program completes a year-end report ([Ref. 2.49](#)). This report is sent to the Department of Education in Washington, D.C. The EOPS/SSS Director presents a summary of the EOPS and SSS year-end reports to the Board of Trustees. Both the EOPS and SSS year-end reports identify the program participants by eligibility, ethnic background, gender, and grade level ([Ref. 2.50](#)). In addition, both year-end reports outline performance outcomes in terms of objectives, project activities, and accomplishments.

Through the EOPS and SSS student surveys and the year-end reports, the EOPS/SSS staff examines, identifies, sets, and maintains quality and consistency of their programs. Each spring, the EOPS/SSS staff participates in an all day retreat to review the data collected from the student surveys and year-end reports. They identify, discuss, and brainstorm strategies to address any areas of concern. In response to performance outcomes and student survey results, the EOPS/SSS staff created the Student Census Academic Success Plan ([Ref. 2.51](#)) and the Student Probation Academic Success Plan ([Ref. 2.52](#)).

The Student Services office has numerous mechanisms in place to ensure ongoing evaluation of program offerings. The bulk of the data, however, can sometimes inhibit effective dissemination of findings. Incorporating student learning outcomes into the assessment process is a work-in-

## **Standard II: Student Learning Programs and Services**

progress. Significant strides have been made towards this goal in recent years.

### **PLAN**

Seek additional evaluation tools which focus on the achievement of identified learning outcomes.

Develop an effective means to distribute findings to relevant campus constituencies.

Establish focus groups for EOPS students (as a potential pilot project for other departments).

Analyze pre and post student assessment surveys for GUID 5 ([Ref. 2.40](#)).

Record student comments in a student follow-up database. Make effective use of data to enhance Student Services.



## **Standard II: Student Learning Programs and Services**

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### **C. Library and Learning Support Services**

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

**C.1.** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

#### **DESCRIPTION**

The COS Library houses more than 50,000 volumes and approximately 150 periodical subscriptions that are selected in accordance with the Library selection policy. Also available are audio and video recordings, slides and photographs, prints, microfilmed resources, newspapers, pamphlets, college catalogs, telephone directories, plays, maps, and a special collection of local history. A reserve collection includes textbooks, cameras, audio and video recordings, and assigned class readings. The Director of Library/Media Services accepts recommendations for materials from faculty, staff, and students, and the requests are reviewed to determine if they provide information necessary for class topics and/or topics of current interest. The Library currently provides 15 online subscriptions databases, as well as original documents and selected links on the library's website. The subscription databases include full-text articles from five major newspapers and more than 2,000 magazines and journals, as well as the online equivalents of multi-volume general and specialized reference encyclopedias. The Library catalog is online, and many of the databases are accessible off-campus to COS Library cardholders.

The Library is open Monday – Thursday 8:00 a.m. to 7:00 p.m., and Friday 8:00 a.m. to 4:00 p.m. during the Fall and Spring semesters, as well as Monday to Friday 9:00 a.m. to 1:00 p.m. during summer session. Due to budget limitations there are no weekend hours during the 2003-04 school year. The Library staff provides reference assistance during all open hours, and reference service is also available by telephone and email. Free interlibrary loan service is provided to students, faculty, and staff. Audio

## **Standard II: Student Learning Programs and Services**

cassette/CD players, TV/VCR units, and DVD players are available for use in the Library, as are a photocopier, microfilm reader/printer, and two scanners. The Library provides enough space to allow for over 125 individuals to study comfortably and provides two group study rooms that hold up to twelve students each. These group study rooms are equipped with a laptop computer and projector to provide library instruction. To serve the needs of disabled students, the library is equipped with an elevator, wheelchair accessible desk and computer station, appropriate software to assist disabled students, scanner, image-enlarging viewer, and a variable-speed cassette player. In addition, a computer workstation is equipped with software to improve accessibility for individuals with disabilities.

The Critical Skills Labs include the Computer Lab, Writing Lab, Reading Lab, and Math Lab. The Computer and Writing Labs are open during the semester on Monday – Thursday 8am to 8pm, Friday 8am to 4:30pm, and most Sundays from 1 to 4pm. The Reading Lab is open during the semester on Monday – Thursday from 8am to 4pm, and Friday from 8am to 1pm. The Math Lab is open during the semester on Monday and Friday from 8am to 2pm, Tuesday and Thursday from 9am to 2pm, and Wednesday from 8am to 3pm.

The Computer Lab at the Weed Campus houses 70 computers in the Critical Skills Lab area as well as 55 computers located in two classrooms on campus. The Yreka Campus houses 26 computers. The Computer Labs at both the Weed and Yreka Campuses have Pentium III and IV computers with Microsoft Office XP, Adobe Illustrator and Photoshop, as well as Internet Explorer 6.0. All computers are IBM compatible. The Computer Lab accesses the Internet through a T1 line. The software required in all courses is accessible through the Computer Lab. In Spring 2002, the Computer Lab had 2,215 enrollment in support hours (excluding math and reading) for other courses. These hours also included hours for the Writing Lab course (ENGL 30), as well as Language Arts (ENGL 66) and Becoming an Effective Student (GUID 70) courses. The Writing Lab uses Turnitin.com, which was used by 210 students in the Fall semester 2002. The Reading Lab has nine Pentium IV computers that have Microsoft Windows 98, which is the program needed to run the currently used software that supports the Reading classes. This software includes Diacriptive Reading, Speed Reader, and vocabulary, spelling and phonics skills enhancement programs. The Reading Lab also provides hard copy materials for practice in reading. The Math Lab has math-based software at varying levels. The Math Lab had a total hour count of 9,200 for the Fall 2002 semester (as per the lab timekeeper), but many students use the labs and do not log in to the timekeeper.

## **Standard II: Student Learning Programs and Services**

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Tutoring Services served 153 students in the 2002 Fall semester. Enrollment has been increasing steadily over the past semesters. All students who are employed as tutors are mandated by Learning Services to successfully complete a tutor training class that covers topics such as time management, communication skills, cultural diversity, and tutoring guidelines. These topics are updated each semester based on information gained through Learning Services staff attendance at workshops, conferences, and 2- and 4-year public and private institutions.

The Technology Learning Center (TLC) offers several short courses to help faculty and staff learn to utilize technology. These cohorts will last as long as it takes to achieve the goal of each specific cohort project (introduction to Dreamweaver, learning to use a digital camera, introduction to Access, etc). Once the cohort has met for a predetermined number of hours, the group is disbanded and new cohorts are formed. Most cohorts take two or three sessions, with each session typically lasting one or two hours long.

### **EVALUATION**

In the [Noel-Levitz Student Satisfaction Inventory of 1999 \(Ref. 2.53\)](#) the majority of students surveyed indicated a high level of satisfaction with the adequacy of Library resources and services. They also considered the Library staff to be helpful and approachable. In the 2002 Accreditation Self Study Employee Survey (Ref. 2.5), the majority of respondents agreed that the Library's collection and services currently meet the needs of students, faculty, and staff, and agreed the materials and services are available to individuals both on campus and off campus. The staff of the COS Library does strive to provide excellent resources, relying not only upon standard selection tools but also paying close attention to class assignments, instructors' first day handouts, and reference requests in order to purchase materials. The Library staff offers a Staff Development Workshop for Flex credit for faculty to weed outdated materials and order replacement resources, and in addition, the Library staff regularly weeds the collect and replaces materials with more current information when possible. Materials are not necessarily eliminated based on the age of the document, but rather on accuracy and obsolescence of the material. The Library has been able to integrate new technology into its collections, services, and processes, and to provide an increasing number of online resources. Statewide budget cuts in 2002-2003 have had an adverse impact upon the resources and services the Library provides. For example, Sunday and evening hours have been cut, and in order to maintain funding for student staffing, reductions have been made in the other budget categories.

In the [1999 Noel-Levitz Student Satisfaction Inventory \(Ref. 2.53\)](#), students were significantly more satisfied with the adequacy and accessibility of the

## **Standard II: Student Learning Programs and Services**

Computer Labs than the comparison group. This was true for both full and part time students and for both Weed and Yreka campus students. In the 2002 Accreditation Self Study Employee Survey (Ref. 2.5), nearly 61% of respondents agree or strongly agree that the schedule of the open hours in the learning centers meets the needs of most students, while 72% agree or strongly agree that the schedule of the open hours in the Computer Lab offers access to fit the needs of most students. In the same study, 87% of the respondents agree or strongly agree that COS Computer Labs offer computers and software that are in good condition and meet the academic needs of students, and nearly 87% agree or strongly agree that knowledgeable staff are available in the Computer Lab to assist students when necessary.

In the 2002 Accreditation Self Study Employee Survey (Ref. 2.5), nearly 76% of respondents agreed or strongly agreed that COS Tutoring Services help students to become more successful. The majority of respondents also agreed that Tutoring Services are well advertised and that computer resources and open hours meet with the needs of most students. The minority of respondents agreed or strongly agreed that the COS tutors are knowledgeable about the topic they are tutoring. Although the 2001 Noel-Levitz Student Satisfaction Inventory (Ref. 2.20) did not list specific findings regarding COS Tutoring Services, it does indicate that the majority of the students felt that academic support services in general are important to students and were satisfactory in meeting their needs.

The Technology Learning Center (TLC) Lab has been quite successful in accomplishing its original FSS grant objectives of helping faculty incorporate technology into the curriculum in ways that improve student success and retention. COS now funds the TLC and the TLC's goals and responsibilities have changed and broadened significantly. The TLC Lab reported an 80% faculty participation rate in 2000-01. A 2001 survey of faculty regarding the TLC showed that 100% of the respondents found that the TLC Lab services are responsive to their training needs, and the information about TLC services and training are made readily available. In addition, staff members have sufficient knowledge and communicate effectively and professionally with those seeking technical assistance. The majority of respondents indicated that TLC cohort sessions are useful and well structured.

### **PLAN**

- Tutoring Services will ensure tutors are knowledgeable about the topic they are tutoring through direct referral from instructors and successful completion of the tutor-training course.

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## **Standard II: Student Learning Programs and Services**

- The TLC Lab will increase the percentage of faculty participation rate by implementing the following (pending funding): expand TLC services to include visits to instructor's offices, offer a wider spectrum of cohort group topics and more comprehensive training software updates, include training for instructors and the software needed to offer eventually an AA degree option via distance education.

C.1.a. 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 of the institution.

### **DESCRIPTION**

The Library staff follows the College of the Siskiyou's Library Material Selection Policy when selecting books, periodicals, audio-visual, and electronic materials. Materials that provide information for current classes and information on current events are maintained. The Director of Library Services accepts requests from students, faculty, and staff. When faculty members make assignments, the Library staff use those assignments to select materials that will support the topics and subjects being assigned. The recommended reading lists included in textbooks used by faculty are also used as a tool for selecting current Library materials. The Faculty Handbook states that it is the faculty members' responsibility to select materials for their subjects. This information is shared at all New Faculty Orientation meetings as well. Faculty members are also given Flex credit through a Staff Development activity surrounding reviewing, weeding out, and requesting of Library materials.

Both computer hardware and software in the Computer Lab and Writing Lab at the Weed and Yreka Campus, as well as the Reading Lab and Math Lab at the Weed Campus is replaced through the computer replacement and update policy, which ensures that state-of-the-art hardware is available to students in the Critical Skills Labs. The faculty members who require software determine what type and version is used.

The Technology Learning Center (TLC) Services supports full-time and adjunct faculty members to utilize state-of-the-art technology with the goal of improving student retention and success.

### **EVALUATION**

Through the processes listed above, weeding of obsolete materials from the Library's collection and the acquisition of current print and audiovisual

## **Standard II: Student Learning Programs and Services**

materials and equipment by the Director and faculty continue to improve the currency and quality of books, databases, computers and other equipment. Most audio-visual programs are selected and purchased by faculty members using their AV supply budgets.

The computer replacement and update policy designates that student computer areas receive first priority (Ref. 2.54). Computers in the Critical Skills Labs are replaced at least every four years, as mandated by the plan, and software is updated as required by faculty.

The staff in the TLC Lab is certificated. Based on the selection of the technical tools used in the TLC Lab, the information learned by faculty supports student learning and enhance the mission of the campus.

### **PLAN**

No plan.

- C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

### **DESCRIPTION**

The Library provides instruction for students in a variety of ways. Staff members assist individual students with their research needs; they strive to model effective search strategies and evaluation techniques. Each semester, Library faculty offer (on average) 25 instructional sessions to various classes. Research skills workshops have been offered to Distance Learning students via video-conferencing, and the Library staff makes available in print and on the World Wide Web various research guides. In order to enhance information competency skills for faculty, librarians routinely offer flex workshops. The Library Director and the reference librarian are members of an ad hoc committee on Information Competency. This group has recommended that information competency skills be integrated into the following COS Associate degree General Education courses: ENGL 1A and BA 4, and into these certificate core courses: ADS 10, EMT 15, FCS 7, FIRE 1, HS 1, NUR 51, and WELD 1.

At both the Weed and Yreka Campuses, staff from the Computer and Writing Labs provide assistance to students in assessing credibility of Internet sites and give several overview presentations on the use of Turnitin.com each semester. The Writing Lab, Reading Lab, and Math Lab help students develop critical thinking skills.

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## **Standard II: Student Learning Programs and Services**

### **EVALUATION**

The Library has increased the number of formal instruction sessions it offers, and both students and instructors have been positive in their evaluation of these workshops. Evaluations of the flex workshops offered to faculty and staff in recent years have also been positive (Ref. 2.55). The Library Director and the Reference Librarian have been active members of an ad hoc committee on Information Competency working to develop an Information Competency graduation requirement. The Committee's plan has been endorsed by the Curriculum Committee, Library Advisory Committee, and the English Department, and was adopted by the Academic Senate in March 2003. The Information Competency requirement will take effect with the Fall 2003 semester.

Writing Lab staff are trained to provide instruction to students in methods of citation and avoidance of plagiarism. They also work with students to identify various instructors' preferred writing styles. Reading Lab staff are trained in the use of the software designed to enhance reading skills. However, the standards for documenting research change periodically, so staff must stay abreast of current practices.

### **PLAN**

- The library will offer additional instruction sessions to a variety of classes, including all Student Success Skills classes (a.k.a. GUID 5). The Reference Librarian will expand the assessment tools for instruction sessions.
- Both Writing lab and Reading Lab staff will receive training to ensure the quality and accuracy of service to students in the area of research assistance.

C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

### **DESCRIPTION**

The Library provides access to its services and resources for both on-site and distance users. The library is open 52 hours per week, Monday through Thursday, 8:00 a.m. – 7:00 p.m. The Library catalog is available on-line, 24 hours a day, as are the Library's selected web links and subscription databases. Individuals with COS Library cards can use many of the Library's online databases when off campus. Maintenance of the Library's online catalog and circulation system (SIRSI) as well as a number of online subscription databases are supported by special State funding called

## **Standard II: Student Learning Programs and Services**

Telecommunications Technical Infrastructure Program (TTIP). Should TTIP funding become unavailable, it will be necessary to shift to district funding. Library services to Yreka campus students and distance education students are publicized on the Library website, and by means of posters, fliers, and bookmarks; and materials can be delivered to the Yreka campus or mailed to distance education students. The Yreka Campus offers COS Library cards, and the catalog can be accessed online, library materials can be requested online, and materials can be delivered daily to the Yreka Campus.

The Computer Lab, Writing Lab, and Reading Lab all provide some level of service through their websites, which can be accessed from anywhere in the world. Standard services are not offered other than at the Weed Campus for the Reading Lab and Math Lab. Hours of operation for the Critical Skills Labs are noted in Standard C.1., and are available on each Lab's website.

Tutorial sessions are determined by the individual's schedule, the number of tutoring hours needed by the student, and the availability of tutors for the subject matter.

The TLC provides access to its services and resources during regular school hours and flex days. Days and hours are posted on the TLC website, on the office door, and in email memos.

### **EVALUATION**

The [Library's website](#) ([Ref. 2.56](#)) provides students and personnel access to the Library 24 hours per day regardless of the individuals' locations if they have Internet access. The Library offers an array of online databases.

The Reading Lab, Writing Lab, and Math Lab staff feel services are not appropriate for online or distance learning. However, a College Reading course is offered online.

Resources do not allow for the software necessary to do this type of tutoring on-line.

There are no services provided by the TLC off-campus and very few through distance education so far. The hours that the TLC is open allow off-campus staff to utilize its services only if off-campus staff are able to travel to the Weed Campus. However, during the Spring 2003 semester, the TLC offered its first online cohort to train faculty on how to create and manage an online course.



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## **Standard II: Student Learning Programs and Services**

### **PLAN**

Tutoring Services will develop and implement a survey to assess the possible problem areas, concerns, and needs of the College's distance education students in regards to tutoring and other assistance.

The TLC will develop more online training cohorts for staff and faculty.

- C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

### **DESCRIPTION**

The Library relies upon Maintenance Services for building cleaning and general maintenance, and upon the College's Technology Services Department for support of computers, printers, networks, and college supported software. The Library has contracts for maintenance and repair of other equipment and software such as photocopier, book theft security system, microfilm reader printer and library specific software.

All Critical Skills Labs are protected and secure. All Critical Skills Labs at both the Weed and Yreka Campus are protected by security alarm systems, and there are video cameras established in four lab areas on the Weed Campus that can be viewed live from the Internet 24-hours a day. In all Labs, students using the facilities and software must be enrolled in at least one class. In the Reading Lab, all student files are kept in locking file cabinets. The Maintenance and Technology Services staff is responsible for the maintenance and upkeep of the Lab areas.

Tutorial Services provides effective security for both documents and equipment. It relies upon Maintenance Services for cleaning and maintenance of the office area.

The TLC lab relies upon the Maintenance Department for cleaning and maintenance and utilizes security measures.

### **EVALUATION**

Several facility repairs and improvements need to be made in the Library, including replacing worn carpet, remodeling the circulation desk, improving window seating, replacing some windows, and upgrading the Learning Resource Center's fire alarm system.

The Critical Skills Labs, Tutoring Services, and the TLC Lab provide adequate protection and maintenance.

## **Standard II: Student Learning Programs and Services**

### **PLAN**

The facilities repair and improvement projects will be addressed in the Institutional Planning and budgeting processes.

- C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

### **DESCRIPTION**

The Library does not rely upon other institutions or sources, but directly provides a full range of services to its users.

No formal agreements with other institutions or outside agencies are in place for any of the Skills Labs, Tutoring Services, or the TLC.

### **EVALUATION**

N/A

### **PLAN**

N/A

- C.1.f. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### **DESCRIPTION**

In order to evaluate its services the Library uses the Noel-Levitz Student Satisfaction Inventory (Refs. 2.20 and 2.53) and the 2002 Accreditation Self Study Employees Survey (Ref. 2.5). The Director also responds to comments left in the Library's suggestion box. A Library Advisory Committee, consisting of faculty members from each academic area, a representative from the ASB, and the Vice President of Instruction, meets annually to review the Library's policies and planning goals and provides input to the Library Director. This Committee also meets as necessary in accordance with Library policy to address situations and issues related to Library Services. Through pre- and post- testing, Library Instruction Student Evaluation Forms are used to determine if instruction sessions are effective in improving students' skills and knowledge of Library Services

## **Standard II: Student Learning Programs and Services**

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(Ref. 2.57). Questions include knowledge of the services provided by the Library, methods for determining credibility of Internet sites, how to conduct on-line searches, etc.

The various methods used by the Critical Skills Labs to evaluate its services are available in detail in the 2002 Accreditation Self Study Employee Survey (Ref. 2.5) and the 1999 and 2001 Noel-Levitz Student Satisfaction Inventory (Refs. 2.20 and 2.53). Several of these methods are noted here. The Weed and Yreka Campus Computer Lab and Writing Lab, as well as the Weed Campus Reading Lab, and Computer Lab are reviewed through the COS Program Review process. At the Weed Campus, students are surveyed for satisfaction and a suggestion box is available. At both the Weed and Yreka Campus there is a strong collaboration between the Skills Labs and faculty; a Lab staff member is assigned to a faculty member who frequently uses the Labs (Weed Campus only), Labs are supported by Instruction. Faculty/staff provide feedback on lab services, which are evaluated and changes are made when needed and appropriate. In addition, Lab staff collaborate with staff from other campuses/institutions for new information on how to best provide services to students. The Reading Lab does pre- and post- testing for students using software required in reading courses.

The College uses tutor and tutee survey questionnaires as well as an overall Learning Services departmental evaluation to evaluate its services (Ref. 2.58).

The TLC uses several methods to evaluate its services. These include survey questionnaires, short-course evaluations, and faculty evaluations (Ref. 2.59).

### **EVALUATION**

As described above, the Library and other learning support services use several evaluation methods to ensure that its services are meeting identified student needs. Changes are made when needed and appropriate, such as extended lab hours at peak times, Library materials purchased to address topics assigned by various faculty members, more tutors hired in the area of math, what topics faculty would like to have offered through the TLC that will enhance their effectiveness in the classroom. Student needs are identified by students themselves, as well as by faculty. However, the Library and the other learning support services have not clearly identified specifically how they contribute to the achievement of student learning outcomes.

## **Standard II: Student Learning Programs and Services**

### **PLAN**

The Library and other learning support services will identify concrete ways to provide evidence that they contribute to students' achievement of learning outcomes.

## **Standard II: Student Learning Programs and Services**

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### **REFERENCES**

#### **Instructional Programs**

- Ref. 2.1. [COS Research Office website](#)
- Ref. 2.2. Curriculum Development Handbook, 2002-2003
- Ref. 2.3. [California Community Colleges Chancellor's Office's Program and Course Approval Handbook](#)
- Ref. 2.4. Title 5 (California Code of Regulations), Section 55002
- Ref. 2.5. 2002 Accreditation Self Study Employee Survey, Survey Results Report
- Ref. 2.6. [Distance Learning Building website](#)
- Ref. 2.7. Curriculum Committee Handbook, 2002-2003
- Ref. 2.8. Program Review Procedure Manual
- Ref. 2.9. [College of the Siskiyous Catalog, 2003-2005](#)
- Ref. 2.10. College of the Siskiyous Procedure Manual
- Ref. 2.11. Dennis DeRoss (Interview)
- Ref. 2.12. VTEA Follow-up Survey, Summary of Results, August 25, 2000
- Ref. 2.13. [Core Indicator Reports, California Community Colleges Chancellor's Office \(website\)](#)
- Ref. 2.14. [COS Faculty Handbook](#)
- Ref. 2.15. Peggy Moore (memo) Catalog Rights, October 28, 2002
- Ref. 2.16. [COS website, Home Page](#)
- Ref. 2.17. [Online Faculty Handbook \(http://www.siskiyous.edu/instruction/facultyhandbook.pdf\)](http://www.siskiyous.edu/instruction/facultyhandbook.pdf).
- Ref. 2.18. [COS Student Handbook \(also available online at http://www.siskiyous.edu/info/studenthandbook2002.pdf\)](http://www.siskiyous.edu/info/studenthandbook2002.pdf)
- Ref. 2.19. COS Board Policy Manual

## **Standard II: Student Learning Programs and Services**

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Ref. 2.20. 2001 Noel-Levitz Student Satisfaction Inventory

Ref. 2.21. California Education Code

### **Student Support Services**

Ref. 2.22. Noel-Levitz Student Satisfaction Inventory, as summarized in Board Report No. 3674

Ref. 2.23. Results from Spring 2003 Admissions & Records Counter Survey (Advising Service Questionnaire)

Ref. 2.24. Standard letter indicating eligibility to receive degree

Ref. 2.25. COS 2002 Accreditation Self Study Employee Survey

Ref. 2.26. 9/16/02 agenda for Catalog Committee meeting (identifying committee membership)

Ref. 2.27. 2001-2003 College of the Siskiyous Catalog

Ref. 2.28. Interview of Eden Dahlstrom by Shawn Abbott (11/19/02)

Ref. 2.29. Maintenance Allowance for Nondistrict Students

Ref. 2.30. Interview with Yreka Staff

Ref. 2.31. Enrollment data for .5 unit course "Advanced Connections"

Ref. 2.32. Needs Assessment Survey results (online and distance education)

Ref. 2.33. Executive Summary, Results of the Review of Access, Programs and Services for Students with Disabilities at College of the Siskiyous, 1/03

Ref. 2.34. Minutes, Student Services Council (addressing Needs Assessment Survey findings)

Ref. 2.35. <http://www.siskiyous.edu/pio/performingarts.htm>

Ref. 2.36. Schedule of Classes (various dates)

Ref. 2.37. Career Services Program Review December 2000

Ref. 2.38. Student Services Procedure Manual

Ref. 2.39. Student Services Plan 2003-2004

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## **Standard II: Student Learning Programs and Services**

- Ref. 2.40. Post-course survey for Guid 5
- Ref. 2.41. Advisor Handbook
- Ref. 2.42. Welcome Center Training Module
- Ref. 2.43. Memo from Robin Richards extending invitation to all staff to attend 2003 Tools for Tolerance Workshop
- Ref. 2.44. Board Policy 3.7
- Ref. 2.45. Service Area Learning Outcomes, developed May 2002
- Ref. 2.46. Top Ten Key Assessment Indicators, identified at Student Services Retreat
- Ref. 2.47. Residence Hall Exit Interview Form
- Ref. 2.48. EOPS/SSS Semester-End Program Evaluation Form
- Ref. 2.49. SSS Online 2000-2001
- Ref. 2.50. SSS Gender/Ethnicity/Age Distributions
- Ref. 2.51. Student Census Academic Success Plan
- Ref. 2.52. Student Probation Academic Success Plan

### **Library and Learning Support Services**

- Ref. 2.53. 1999 Noel-Levitz Student Satisfaction Inventory
- Ref. 2.54. COS Computer Replacement and Update Policy
- Ref. 2.55. Flex Workshop evaluations (recent years)
- Ref. 2.56. COS Library Website (<http://www.siskiyous.edu/library/>)
- Ref. 2.57. Library Instruction Student Evaluation form
- Ref. 2.58. Learning Services Tutor and Tutee Survey Questionnaire
- Ref. 2.59. TLC evaluations





## Standard III: Resources

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**T**he institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

### A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

**A.1.** The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U. S. Institutions are recognized only if equivalence has been established.

#### **DESCRIPTION**

Criteria and qualifications required for any open position are included in the job announcement, which is sent out to numerous publications and to anyone who requests a copy; and it is posted on the College's web site. The Personnel Office has a one-sheet "Hiring Procedures Information" page, which is used as a guideline for the hiring process. Board Policy 5.12,

## Standard III: Resources

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General Hiring Provisions (Ref. 3.1), addresses responsibility for hiring and miscellaneous hiring-related provisions. Classified staff and Classified Managers and Administrative Support position descriptions are reviewed and revised where necessary and as part of a classification study conducted every six years. Duties, responsibilities, and authority are included in this process. Board Policy, No. 5.0, Lines of Authority (Ref. 3.2), outlines specific lines of authority and appropriate salary ranges for senior positions. The Personnel Office keeps and updates organization charts that detail other lines of authority. Procedures Manual No. 5.5, Faculty Hiring Procedures (Ref. 3.3), states that a proposed job description is developed “within the appropriate area with the advice and majority consent of affected faculty.” A teaching demonstration may be included. The Faculty Handbook (Ref. 3.4), p. 69, item 10, states that the instructor is responsible for “maintaining currency in his/her field.” If an institution is not recognized by the Personnel Department as accredited by WASC or if the institution is outside the U.S., the Personnel Department will research and confirm qualifying accreditation.

### **EVALUATION**

Job announcements, application forms, and some personnel policies and procedures are easily found on the College’s web site. Some documents do not currently exist in web-accessible form and will need to be converted. Personnel staff supplies these documents upon request. Board Policy 5.12.1, entitled “Hiring Procedures for Faculty” (Ref. 3.5), has a similar title to Procedure Manual 5.5, entitled “Faculty Hiring Procedures” (Ref. 3.3), which may cause some confusion. Policy 5.12.1 also refers to Administrative Rules and Regulations, including separate mentions for Contract Faculty and Adjunct Faculty.

Job descriptions adequately describe position duties and responsibilities, reporting authority, salary range, and benefits. The relationship of these positions to the institutional mission and goals lies with the College administration group, which discusses them as a group before authorizing a position to be opened. Policy 5.12.1 does not include mention of the College’s mission and goals in hiring practices.

### **PLAN**

Personnel Services will review existing hiring documents for currency and consistency between policies and procedures that refer to these.

The balance of the personnel policies and procedures will be uploaded to the COS web site.

## Standard III: Resources

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Language will be included in hiring policies and documents that ensures hiring is consistent with the mission and goals of the College.

Board Policy, No. 5.12.1 will be updated to include mention of the College's mission and goals in hiring practices.

Board Policy, No. 5.0, Lines of Authority will be updated to reflect current staffing.

A review of resources used to check accreditation status for U.S. institutions to ensure currency will be conducted.

A review of the procedure for checking degrees from non-U.S. institutions to assure equivalency would be met for these cases will be conducted.

- A.1.b. 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.

### **DESCRIPTION**

#### ***Faculty***

The College has established written criteria for the evaluation of faculty in the performance of their assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. This criterion is agreed upon by the faculty and administration, and appears in the Collective Bargaining Agreement between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Appendix D (Ref. 3.6). The intent, process, and timelines for faculty evaluations as defined in the Collective Bargaining Agreement between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Article 7 (Ref. 3.7), are distributed annually to all full-time faculty, as outlined in the faculty contract. Adjunct Faculty Evaluation Procedures (Ref. 3.8) are distributed to those full- and part-time faculty involved in adjunct evaluations. Policy elements in Collective Bargaining Agreement between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Article 7 (Ref. 3.7), are intended to ensure quality and the improvement of instruction through the evaluation of tenured, non-tenured, and adjunct faculty.

## Standard III: Resources

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It is the responsibility of the Vice President of Instruction, Area Directors, Director of Instructional Support Services, and the designated evaluation committee Chairs to ensure that faculty evaluation activities and follow-up are formal, timely, and documented. All faculty evaluations are expected to address areas for improvement in a constructive manner, which will later be re-examined as the starting point for the subsequent evaluation. In the case of non-tenured faculty, the evaluation serves as the basis for contract renewal recommendations to the Board of Trustees.

### ***Second Level Administration***

The College has established Board Policy 1.7.2, “Evaluation of District Staff” (Ref. 3.9), for the evaluation of Second Level Administrators in the performance of their assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. The criteria for evaluation have been agreed upon annually by the Superintendent/President, and the individual being evaluated through an annual discussion and update of individual and institutional performance goals. The evaluation, including the criteria, is to be discussed and included in board reports for the June or July board meeting.

### ***Chief Executive Officer***

The College has established Board Policy 1.7.1, “Evaluation of Chief Executive Officer” (Ref. 3.10), for the evaluation of the Superintendent/President in the performance of his/her assigned duties, participation in institutional responsibilities, and other activities appropriate to his/her expertise. In this document, the “Principles” for the evaluation are clearly written with six specific elements in order to ensure effectiveness and improvement of the Superintendent/President. Also included are the “Policy Elements” which formally outline the timelines, procedures, and authorize the board to develop criteria and set goals for the Superintendent/President. It is the responsibility of the Board of Trustees to ensure that the Superintendent/President evaluation activities and follow-up are formal, timely, and documented.

### ***Board of Trustees***

The College has established Board Policy 1.4.5, “Self-Evaluation of Board of Trustees” (Ref. 3.11), for the self-evaluation of the Board of Trustees in the performance of their duties, institutional responsibilities, and as a policy decision-making body. The “Principles” section contains twelve written elements, which formally outline the criteria for evaluation. The Policy states that the self-assessment be held annually.

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## Standard III: Resources

### *Classified Staff*

Permanent employees shall be formally evaluated at least annually by their immediate supervisor on or before May 1, per the District/CSEA Contract, Article 10 (Ref. 3.12). All classified employees are evaluated using the same Classified Performance Appraisal, negotiated as part of the Classified Contract with significant input from classified employees. Effectiveness in several areas is rated on a scale of 1-5 and areas of needed improvement are listed. An employee may respond in writing within ten working days to any part of the evaluation and this will be placed in his/her file attached to the evaluation. Any further questions go to the Personnel Director for resolution or, if questions still remain, to the area administrator and then to the President/Superintendent.

### *Classified Managers and Administrative Support Employees*

Classified Managers and Administrative Support Employees are evaluated on the same schedule as other Classified Staff. The Classified Managers and Administrative Support group re-worked the standardized evaluation form in June of 2000 to make it more consistent with the types of tasks and responsibilities inherent in their positions. This can be supplemented or supplanted by self-evaluation at the discretion of the supervisor and/or staff member. Several areas of responsibility are rated for effectiveness.

### **EVALUATION**

The evaluation process for all employees of the College seems to be well established and consistently carried out. Board Policy 5.9.2, "Disciplinary Action" (Ref. 3.13), outlines conditions under which staff and faculty may be suspended, demoted, or dismissed, and the Collective Bargaining Agreement Between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Article 7 (Ref. 3.7), outlines evaluation process for faculty.

### **PLAN**

No plan.

- A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

### **DESCRIPTION**

Official Course Outlines for all classes taught at College of the Siskiyous include student learning outcomes under the heading "Objectives of the Course." Course outlines with the stated learning outcomes are readily available to all faculty and others directly responsible for student progress. The examination of specific course outlines is required during the evaluation procedure of faculty according to Collective Bargaining

## **Standard III: Resources**

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Agreement Between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Article 7.2.6 (Ref. 3.14). Faculty are required to list these student learning outcomes on the first day handouts for all classes that they teach. These first-day handouts are also reviewed during the faculty evaluation process.

A core skills list has been developed and forwarded to the Curriculum Committee and Faculty Senate for further action.

### **EVALUATION**

Currently as part of the faculty evaluation process, there is more attention paid to teaching skills and teaching style than to student learning outcomes. Evaluation teams make sure that learning outcomes are listed on first-day handouts but may not necessarily discuss with the instructor how well students achieve those outcomes in their classes nor require of the instructor any evidence that students are achieving those stated learning outcomes.

Some faculty members address student learning outcomes in their self-assessments, which are a part of the evaluation process. As a result of their self-assessments, these instructors devise plans for improving student outcomes in their courses. However, evaluating faculty for effectiveness in producing learning outcomes is not yet a formal component of the evaluation process.

Though the effectiveness and progress in producing student learning outcomes by full and part time faculty is generally assumed during the evaluation procedure, and the specific stated learning objectives are listed in every Course Outline and are readily available through the Office of Instructional Services; these outlines have not been consistently supplied as part of the evaluation materials.

Various other instructional support staff evaluations, such as classified instructional aides and academic advisors also would benefit from the inclusion of a list of stated learning outcomes.

### **PLAN**

During the 2003-04 academic year, the faculty bargaining unit, in conjunction with the Academic Senate, will decide how the issue of student learning outcomes will be infused into the evaluation process for full-time and adjunct faculty.

During the 2003-04 academic year, supervisors of instructional support staff, such as classified instructional aides and tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.

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## Standard III: Resources

The Office of Instructional Services will provide Official Course Outlines to members of faculty evaluation teams as a regular part of the evaluation process. Likewise, the Office of Instructional Services will provide Official Course Outlines to evaluators of adjunct faculty.

- A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

### **DESCRIPTION**

No specific codes of professional ethics exist for faculty or staff, though several documents touch on aspects of expected behavior. The Faculty Handbook (Ref. 3.4), p. 69, "Responsibility of Faculty Members," addresses the type of learning situation that must be established by an instructor. Board Policy 5.0, "Lines of Authority" (Ref. 3.2), states, "All staff are expected to behave professionally in the discharge of their duties." Board Policy 5.9.2, "Disciplinary Action" (Ref. 3.13), includes in reasons for actions against faculty "immoral or unprofessional conduct," and for staff, "discourteous, offensive, or abusive conduct or language," "dishonesty," and "personal conduct unbecoming an employee of the District." There is no Code of Ethics wording in the Board Policies related to evaluation of the Board (Board Policy 1.4.5, "Self-Evaluation of Board of Trustees") (Ref. 3.11), Superintendent (Board Policy 1.7.1, "Evaluation of Chief Executive Officer") (Ref. 3.10), or other staff (Board Policy 1.7.2, "Evaluation of District Staff") (Ref. 3.9).

### **EVALUATION**

The Personnel Department has looked at several examples of faculty and staff codes of ethics from other institutions, which go into much more detail than any documents used at COS. At the faculty planning day retreat in Fall 2002, the possibility of establishing a written code of ethics for faculty was discussed and a majority of those present were in favor of moving ahead with writing a code of ethics. An ad hoc committee of the Academic Senate was formed in Spring 2003 to continue the discussion.

### **PLAN**

Complete the development of a faculty code of ethics by June 2004. A code of ethnics should be developed for staff by June 2005.

- A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

## Standard III: Resources

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### **DESCRIPTION**

All faculty, both contract and adjunct, meet minimum qualifications or the equivalent for their field as established by the Equivalency Committee at the time of employment (Ref. 3.15). Of the full-time faculty, eight have doctorate degrees, thirty-nine have masters degrees, three have bachelors degrees, and one has an associate degree. Vocational instructors also have specialized training and occupational experience in addition to academic preparation.

In the Fall 2003, the College employed 50 full-time faculty, 134 part-time faculty, 125 staff members, and 6 administrators. All employees meet the qualifications for their positions.

Qualified, full-time faculty teach more than 75% of the faculty contact hours at College of the Siskiyous in compliance with the Education Code 84750 and 87482.7 (Ref. 3.16). Most of the day classes on the main campus, and some at the Yreka campus, are taught by contract faculty. Qualified adjunct faculty also teach at the Weed and Yreka campuses as well as in locations throughout the District.

Currently, the College is not automatically replacing vacant faculty positions due to present State budget limitations. Instruction Council has identified and prioritized a need for faculty positions. As with many small colleges over the past two years, the College has not filled four full-time faculty positions as they became vacant. During this same time FTE has continued to increase (Ref. 3.17). The decrease in State funding has affected staff positions as well, but sufficient numbers of staff and administrators exist to support the College's mission and purposes (Ref. 3.18, p. 37).

### **EVALUATION**

All full-time staff have at least the minimum qualifications for their positions. Many staff continue their education while employed at COS to increase their skills or work toward a degree (Ref. 3.18, p. 4). While the College hires the most qualified people available, the economics of the county and already sparse population sometimes result in small hiring pools when it comes to adjunct and part-time staff.

### **PLAN**

Develop a plan to attract a larger pool of qualified applicants for faculty and staff positions.

- A.3.** The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.



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## Standard III: Resources

- A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
- A.3.b. 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.

### **DESCRIPTION**

Personnel policies and procedures that result from negotiated agreements are included in Board Policy (Ref. 3.19) or in the Procedure Manual (Ref. 3.20). All policies are reviewed by the President/Superintendent and are then forwarded to the Board of Trustees for final approval.

Personnel records are maintained in locked cabinets under the control and within sight of the Personnel Department. The senior administrators (Vice President, Instruction; Vice President, Student Services/Research; Vice President, Administrative and Information Services) and the Superintendent/President are authorized to view personnel files. The authorized staff listed above must sign out a file if it is removed from the Personnel Office. Individual employees may review their own personnel files in the Personnel Office during regular business hours. The completeness of the files is verified by an independent audit firm annually (Nystrom & Co.). Archived personnel files are kept in a locked storage area.

### **EVALUATION**

In order to administer personnel practices consistently and equitably, Personnel Services staff follows College policies and procedures, bargaining unit agreements, and federal and State laws. In the absence of a written document to deal with a particular issue, staff relies on the past practices of the District.

At the present time, there is a lack of documentation regarding implementation of various policies and procedures, which requires significant staff time to research past practices of implementing various policies or procedures (i.e., family care leave, pregnancy leave, catastrophic leave, etc.).

Faculty Handbooks (Ref. 3.4) are distributed to new faculty (including adjunct faculty) upon being hired. They are updated annually and include information regarding some of the personnel policies and procedures. The last Classified Employee Handbook (Ref. 3.21) was distributed in the 1980's; therefore, there is no up-to-date document that provides general information that is typically included in an employee handbook. Some personnel information is included in the Classified Bargaining Agreement

## Standard III: Resources

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providing limited information to bargaining unit employees. In addition, policies and procedures are being placed on the web to provide easy access to that information.

### **PLAN**

Develop written documentation regarding the College's implementation of various policies and procedures and laws.

Develop a Classified Employee Handbook by June 2004.

- A.4.** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
- A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
- A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
- A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

### **DESCRIPTION**

College of the Siskiyous demonstrates its understanding of and concern for issues of equity and diversity in its policies and practices. Its written policies ensure appropriate programs, practices and services that support its diverse personnel. This is documented in Board Policy 5.11 (Ref. 3.22), 5.12 (Ref. 3.1), 5.12.1 (Ref. 3.5). In addition, the College states its position on equal opportunity on each job announcement. The College of the Siskiyous Strategic Plan, 2000 (Ref. 3.23, p.4) addresses the College's plan and strategic intents regarding civility and diversity.

The Equal Opportunity Officer meets with every hiring committee to address the College's commitment to fairness in its hiring practices. A trained member of the Faculty and Staff Diversity Committee sits on each hiring committee to monitor the process. This committee is in the process of being reorganized to comply with changes in State laws regarding Equal Opportunity. The reorganization is due to be completed in Spring 2003.

The College provides special accommodations to all interviewees and staff as needed, i.e. large print screens, automatic door openers, etc.

The College established the Tools for Tolerance Task Force in July 2001. The mission of this program is to promote an educational and professional atmosphere that both examines existing belief and attitudinal systems and

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## Standard III: Resources

ensures respect, mutuality and tolerance for all peoples. Their objectives are to ensure that policies and procedures support an environment of tolerance, create staff development opportunities to promote tolerance and respect, improve our staff recruitment and retention functions, promote an across-the-board curriculum infusion of diversity-related topics, promote across-the-board workplace infusion of diversity-related training programs, conduct a broad range of student activities which promote a community climate of tolerance and respect, and promote community involvement in the campus tolerance activities. Currently 65 staff are participating.

### **EVALUATION**

The progress of the institution is monitored annually in the Management Information System Employee Ethnicity Report (Ref. 3.24). In the 2002 Accreditation Self-Study Employee Survey: Survey Results Report (Ref. 3.18, item 4.8) 71.4% responded, strongly agree, agree or were neutral to the statement “COS upholds a written code of ethics for employees insuring fair treatment of all employees.”

While concern for equity and diversity are addressed in both written policy and appropriate programs, changes at the State level will necessitate change in practice at COS. The State of California is scheduled to release a model plan for equity and diversity for Community Colleges in Spring 2003.

The Tools for Tolerance Committee is improving cultural understanding at COS. Workshop and forum attendance has been strong. Forums in Summer 2002, Fall 2002, and Spring 2003 were attended by a cross section of the campus community. Those who attended requested more activities. In addition, in January 2003 sixteen staff members attended a Flex activity entitled “The Tulelake Internment Camp.” There was also a comprehensive two-day workshop in May of 2003.

The Tools for Tolerance Committee’s goal is to follow through on the 13-point Equity and Diversity Memo of November 27, 2002 (Ref. 3.25), and continue to increase the number of trained staff every year with a goal of at least 50 percent by 2005.

Personnel Services will improve tracking from pre-employment through application, screening and hiring using expanded database capabilities. The statistics generated will be used to improve equity and diversity practices in areas of human resources.

### **PLAN**

Restructure hiring committees to reflect State changes in equal opportunity.

## Standard III: Resources

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Adjust practice to coordinate with State model plan for diversity. Currently this plan will be due back to the State by Spring 2004.

**A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

A.5.a. The institution plans professional development activities to meet the needs of its personnel.

A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **DESCRIPTION**

The institution plans professional development activities to meet the needs of its personnel, such as faculty Flex activities, training in the Technology Learning Center (TLC), classified staff development activities, and Classified Managers and Administrative Support activities. Administrators attend professional conferences and when money is available, other professional activities.

The professional development activities have been funded by three main sources: Staff Development, Partnership for Excellence, and Staff Diversity monies.

With the assistance of the staff, through faculty Flex evaluations, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **PLAN**

Seek ways to provide staff development opportunities to all staff.

**A.6.** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

### **DESCRIPTION**

The three-level Institutional Planning Process advises and helps direct the institution in the effective use of human resources. At every level of this process, human resource needs are discussed; and from these discussions, decisions are made.

## **Standard III: Resources**

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### **EVALUATION**

The planning process is adequate for advising and directing the institution in effective use of human resources.

### **PLAN**

No plan.

## Standard III: Resources

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### B. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**B.1.** The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

#### **DESCRIPTION**

The Maintenance and Operations Department is responsible for the maintenance and custodial services at the institution's two campuses. Custodial Services is guided by the Custodial Staffing and Standards Study (Ref. 3.26). The campus Safety Committee meets monthly to inspect the campus. In addition, both the Weed and Yreka campuses are inspected annually for safety by Keenan and Associates (Ref. 3.27). The Instructional Services Office is responsible for securing a signed Facility Rental Contract (Ref. 3.28) for all off-campus locations, which guarantees that each contracted facility is covered by fire insurance. The Maintenance and Operations Department is responsible for water safety testing, concrete walkway repair and replacement, fire extinguisher maintenance, and snow removal and spreading ice melt on walkways during winter months.

The technology infrastructure has been significantly upgraded in the past few years including a new phone system and wiring as well as computer network, which includes a fiber-optic backbone.

The Long Range Site Development Plan (March 2000) (Ref. 3.29) is a ten year plan which addresses physical planning issues, including an assessment of then current conditions, identified needs (at that time) and projected future interests. The College is guided by the District Scheduled Maintenance Five-Year Plan (December 17, 2001) (Ref. 3.30) and the California Community Colleges Scheduled Maintenance Five-Year Plan Summary (Ref. 3.31), which outlines and prioritizes the College's capital maintenance requirements and provides estimated costs for each year of the plan.

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## Standard III: Resources

### **EVALUATION**

The Facilities and Maintenance Department should act in concert with the Instruction Office to improve long range planning to support instructional needs. It is imperative that the Instruction Office be included in the earliest planning for instructional needs so that they can plan support, funding, and scheduling for instructional endeavors.

The results of the Long Range Site Development Plan ([Ref. 3.29](#)) determined that the Weed campus facilities, based on State building allocations, were sufficient to meet the 10 year anticipated enrollment growth. It was also noted that there is a need for “attention to laboratories,” replacement of some older insufficient classroom buildings, and “replacement of some aging classroom buildings” (v).

The four original campus buildings are well past their life expectancy. The facilities condition index clearly supports replacement of these buildings. The need for replacement is more of a function of the age and type of construction rather than the ability of the facility to support existing programs. The buildings in question lack the flexibility to provide support for rapidly changing demands for future programs.

The College does not have any formal safety requirements for leased facilities.

### **PLAN**

All campus personnel should be empowered to address some safety issues; for example, access to safety related resources such as ice melt should be made available in central locations, to all employees,

The College will provide information to the Chancellor’s Office regarding possible building replacement needs for possible inclusion in the Capital Outlay.

The College will develop formal safety standards for leased facilities.

- B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

### **DESCRIPTION**

COS facilities are maintained through a system of service requests which are entered into a computerized tracking system. A study undertaken in 2002 determined Weed campus custodial needs and developed strategies to make the best use of current staff in providing the campus with consistent

## Standard III: Resources

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high-quality service (Ref. 3.26). The maintenance and custodial services are guided by the Custodial Staffing and Standards Study, which outlines routine custodial services.

Accessibility issues are addressed in the Architectural Barrier Removal binder (Ref. 3.32), which is kept in the DSPS office. The binder contains all related material and plans dating back to 1992. Project 2001 section of the binder contains a list of student accessibility requests and maintenance assignments for completing the requests. The College hired an outside contractor to remodel restrooms, install automatic doors, and provide wheelchair access to common areas. Funding has not been forthcoming from the Chancellor's Office to complete the most costly projects.

An on-staff locksmith provides lock and keying service to assure the security of our campus.

### **EVALUATION**

Several comments on the 2002 Self Study Employee Survey: Survey Results Report suggest that there is a perception that the custodial effort is falling short due to insufficient staffing to adequately maintain buildings and grounds. (Ref. 3.18, pp. 36, 47, 50)

A range of responses from heavy users of the computerized maintenance reporting and tracking system suggest that the system is partially effective. Some users report that the system does not always send an automatic acknowledgement of repair requests, and others report that the system does not allow for flexibility in prioritizing requests.

There are still accessibility items that need to be completed.

### **PLAN**

Implement the Custodial Staffing and Standards recommendations, including the prioritization of work requests. Develop a method to utilize the computerized work requests to improve response to maintenance requests. Meet with the campus community to carefully match needs and expectations with available resources.

The Accessibility Committee will prioritize completion of the remaining accessibility items to ensure accessibility for all students.

- B.2.** 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.



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## Standard III: Resources

- B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
- B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

### **DESCRIPTION**

The College has undertaken a complete inventory of all equipment including all capital assets (with dollar value). In December 2002, 3DI was contracted to conduct a Facilities Condition Analysis (Ref. 3.33) that will be used to determine the condition of buildings on both the Yreka and Weed campuses. The information from the study will be used to provide recommendations for building replacement or renovation to the State Legislature.

The COS District Scheduled Maintenance Five-Year Plan, dated December 17, 2001 (Ref. 3.30), contains a detailed list of critical needs by category and is updated annually. The plan provides information about the building to be repaired, estimated cost of repair, and year to be funded. The College also has 2002-03 Scheduled Maintenance Project Funding Proposals (Ref. 3.34) through the Chancellor's Office for several large-scale maintenance projects (roof, utilities and mechanical categories).

Physical resource planning is conducted within the Institutional Planning Process. The institution is also guided in planning by the District Scheduled Maintenance Five-Year Plan (Ref. 3.30). The Vice President of Administrative and Information Services meets regularly with the maintenance department to discuss and prioritize maintenance needs of the College.

The College is pursuing private funding sources to remodel the residence halls.

### **EVALUATION**

The College utilizes the three-level Institutional Planning Process to effectively evaluate the ongoing physical resource needs. Physical resource needs are quickly identified at Level One and forwarded through the rest of the planning process. After the plans have been implemented, the success or effectiveness of the projects is often assessed informally. However, more attention is being paid to creating formal assessment practices.

## Standard III: Resources

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For example, the College just recently completed remodeling a section of the Student Center as a Welcome Center, a one-stop shop for all student support services. Student Services recognizes the importance of assessing the effectiveness of the remodel and plans to survey students and staff on the functionality of the new space.

### **PLAN**

Develop formal assessment strategies for all renovations, capital projects, and physical resources.

## Standard III: Resources

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### C. Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**C.1.** The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

#### **DESCRIPTION**

The District has adhered to the Information Technology Strategic Plan (IT Strategic Plan) (Ref. 3.35), which the Technology Council evaluates, addresses and revises as necessary.

C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

#### **DESCRIPTION**

The College has approximately 565 computers and 33 servers on the Weed and Yreka campuses. The network primarily serves student computing labs, including Critical Skills Lab, Reading/Writing Lab, Math Lab, Business Computer Lab, Graphic Arts Lab, the Library, a mobile laptop wireless classroom, and Yreka site classrooms and computer lab. The network also serves Weed and Yreka staff. The Wide Area Network that serves the Weed and Yreka campus is protected from the Internet using multiple firewalls.

The College has recently upgraded from 10 megabit to 100 megabit switches to service the Ethernet network on the Weed Campus. Throughout the District COS maintains 4 Cisco routers supporting 17 network segments with 32 high-speed Cisco switches. Fiber optic cable, multi-mode and single mode is used where appropriate to connect Local Area Networks using Cat 5 star topology. Currently, twenty-six servers running Windows 2000 Server are located in a secure environment, protected from power surges. The servers have applications that support student labs, administrative computing, and web delivered content. The data on the servers is backed up daily and monthly stored off-site (Ref. 3.36).

The College's Technology Services Department provides the following staff for computer support for students, faculty and staff:

- Two Computer Technicians
- One Audio Visual Technician

## Standard III: Resources

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- One Assistant Technician
- Vice President, Administrative and Information Services
- Administrative Assistant, Information Technology
- Class Network Administrator
- District Network Administrator
- Two System Analysts
- Instructional Technology Assistant
- Telecommunications Specialist

If staff is experiencing a technical problem, they send email to [repair@siskiyous.edu](mailto:repair@siskiyous.edu) and a technician contacts them as soon as possible.

The Distance Learning Center became fully operational in Fall 2003. This allows the College to enhance its existing distance learning program, which now includes a total of 45 courses serving more than 700 students. Of those 45 courses, 18 are taught via two-way videoconferencing, and an additional 15 are Internet courses ([Ref. 3.37](#)).

### **EVALUATION**

Based on the 2002 Accreditation Self Study Employee Survey: Survey Results Report, 88% of faculty and staff agree or strongly agree that the Technology Services Department provides effective services with reasonable response time. 0% or no one disagreed with this statement. 88% of respondents also agree or strongly agree that COS provides sufficient computer access and network connectivity to perform job duties ([Ref. 3.18](#)). Nevertheless, technology must always stay upgraded in order to serve all the needs of the campus community.

### **PLAN**

The current Technology Plan will be thoroughly reviewed by January 2004, at which time a new Information Technology Strategic Plan will be implemented for 2004-2006.

- C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

### **DESCRIPTION**

The College offers a number of computer classes, including courses in Office XP 2002 and all of the Microsoft Office programs, web publishing, Internet basics, PC repair and programming ([Ref. 3.38](#)).

The Technology Learning Center (TLC) is located on the Weed campus with two employees available to work with instructors and staff. Cohorts offered include digital camera, screensaver, Dreamweaver, posting grades

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## Standard III: Resources

online, Access database, web page presentation, on-line faculty coursework, and PowerPoint (Ref. 3.39).

### **EVALUATION**

In the Noel-Levitz Student Satisfaction Inventory Summary (Ref. 3.40), a student satisfaction survey conducted in Fall 2001, students gave high ratings for the computer labs, indicating they are adequate and accessible. COS students were more satisfied than other community college students with the services provided.

In the 2002 Accreditation Self Study Employee Survey: Survey Results Report (Ref. 3.18), sixty percent of faculty and staff agree or strongly agree that COS provides adequate software program training for employees to effectively perform their job duties. Nevertheless, some full-time faculty expressed an interest in more PowerPoint training. Classified staff and Classified Managers and Administrative Support expressed the greatest interest in Access training. Even though these topics are covered in training provided by the TLC, faculty and staff have expressed an interest for more. During the Fall 2002 and Spring 2003 semesters the TLC offered three Access and several PowerPoint training cohorts to address the staff requests for additional training for these software programs.

### **PLAN**

No plan.

- C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

### **DESCRIPTION**

The College replaces computers for faculty and staff every 3-1/3 years. The replacement schedule was previously every four years. This change was first discussed at Technology Council in September 2001 (Ref. 3.41). Computer equipment such as printers also need to be on a replacement schedule. Approximately 125 computers were replaced during the 2002-2003 budget year. Computers are ordered in groups of ten and scheduled with staff for timely replacement.

The College's policy is to offer the choice of a laptop or a desktop to all full-time faculty (Ref. 3.36). Technology Services also has a mobile computer lab, which consists of a secure cart with 30 laptops with a wireless network connection available for classroom use.

The College has a strong videoconferencing network that supports its own video bridge and is able to have interaction between as many as eight sites

## **Standard III: Resources**

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at a time. Equipment used to support distance learning includes an electronic white board and a document camera. A SMART Symposium, which is a smaller, more versatile version of the white board, has been purchased for the Distance Learning Building (Ref. 3.43).

Students, faculty, and staff are increasingly using LCD projection units with laptops for presentations. There are at least three of these units available for checkout and seven permanent LCD projection units in classrooms on the COS campus (Ref. 3.44).

Bobby software is used to check the accessibility of the COS web pages. Technology Services will continue to evaluate and purchase software to monitor website accessibility (Ref. 3.43).

### **EVALUATION**

By identifying computer users that require only email and financial client software, Technology Services has been able to lengthen the replacement cycle of some computers to users which enables us to provide higher technology computers where needed.

The computer replacement program has worked satisfactorily for PCs and laptops, but it has not adequately addressed other associated technology, including the network infrastructure and networked printers.

Over half of the COS faculty responded to the 2002 Accreditation Self Study Employee Survey: Survey Results Report that a laptop would better meet their needs than a desktop system.

### **PLAN**

The 2003-2006 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignments of computers, and the inclusion of associated technology within the computer/technology replacement cycle.

- C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

### **DESCRIPTION**

Requests for new technological equipment are made through the College's Institutional Planning process; in addition, these requests are also forwarded to Technology Services to ensure compatibility and efficient deployment.

The Technology Council serves as the advisor to the Vice President of Administrative and Information Services and as Level Two for the Planning

## Standard III: Resources

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Process for Technology. Faculty and staff are represented on these committees.

### **EVALUATION**

The Technology Strategic Plan maintains a positive learning environment by taking priorities from faculty and staff, by providing the equipment and services needed to support existing programs, and by anticipating the needs of emerging programs (Ref. 3.35).

### **PLAN**

No plan.

- C.2.** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

### **DESCRIPTION**

Technology planning is very much integrated with the institutional planning at College of the Siskiyous. The process of evaluation begins with the Information Technology Council, which is chaired by the Vice President of Administrative and Information Services. This is the information technology coordinating structure of the College. The Technology Council has fifteen members, representing all areas of the College. It currently meets every month to address various IT issues. The roles of Technology Council are:

- To serve as an advisory body to the Vice President of Administrative and Information Services;
- To review and revise campus-wide technology plans;
- To review the needs to upgrade software;
- To review and prioritize the deployment of new computer equipment;
- To review and discuss the needs for technology and related policies.

In addition to the Technology Council, there is also a Team Web Committee, which reports to the Vice President of Administrative and Information Services. The primary function of the Team Web Committee is to provide general guidelines on faculty and staff web page development. The Committee also exchanges and discusses newer technologies for web authoring and management.

There is a yearly retreat for a cross-functional team to reexamine and discuss the IT Strategic Plan based upon the outcomes of departmental planning (Level One of the Institutional Planning process).

## **Standard III: Resources**

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The Vice President of Administrative and Information Services may establish additional standing or ad hoc technology-related committees as required.

### **EVALUATION**

In the past three years, COS has made major strides in upgrading and stabilizing its information technology infrastructure. The IT Strategic Plan, to ensure that the technology is integrated into the campus community, is balanced to provide needed upgrades to existing technology and to consider innovations throughout all disciplines. As the IT Strategic Plan is implemented, minor adjustments or major changes are made to the plan based on feedback from staff and faculty on the effectiveness, support, and overall functionality of the intended uses of the technology.

The IT planning process involves input from many different sources within the organization; the need for continuous feedback and revision of the IT Strategic Plan based on changes in the environment is absolutely necessary. The environment is constantly changing as new technologies are being developed, as new sources of electronic information are being made available, and as the College itself changes to meet the ever-growing demands of its customers. The IT organization must plan for regular and ongoing review of the elements in the IT Strategic Plan.

### **PLAN**

In order to achieve continuous feedback from the customer communities and therefore evaluate the basis for improvement, the College plans to use the following strategies:

Present the new IT Strategic Plan to departments within the College for input and feedback.

Develop customer feedback mechanisms for the Technology Council, Technology Team, and other technological professionals within the College, as part of the three-year planning process.



## Standard III: Resources

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### D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

**D.1.** The institution relies upon its mission and goals as the foundation for financial planning.

D.1.a. Financial planning is integrated with and supports all institutional planning.

D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

D.1.d. 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.

#### **DESCRIPTION**

The District is committed to the principle that financial planning is an ongoing process that occurs at all levels of the District, from the Board of Trustees to the departmental 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 the development of basic assumptions based on district goals and current State budget information. These assumptions include important concepts of reserves and expenditures balanced to revenues.

## Standard III: Resources

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The District's financial support comes primarily from State apportionment, which incorporates into one, system-wide formula, the State general apportionment, property taxes, State timber yield, resident enrollment fees, Oregon interstate agreement enrollment fees, and categorical and grant funded programs (Upward Bound, DSPS, EOPS, VTEA, and PFE). The District's Budget Oversight Committee seeks to minimize the negative effects of State economic and political fluctuations by utilizing internal and external information sources to identify district resources and to provide budget recommendations to the administration to ensure optimum fiscal support for the goals identified in the District planning process.

The District plans for the retirement of long and short-term debt as well as future liabilities. Annual budgets always include the necessary transfer of funds to support capital outlay and deferred maintenance plans, the Technology Plan, and the District's self-insurance plan, including partial offsets for that plan's associated unfunded liability. Approved risk management techniques are employed to minimize unnecessary liabilities.

### **EVALUATION**

The District's Chief Financial Officer (CFO) is the Vice President of Administrative and Information Services, who works closely with the President, Board of Trustees, and other administrators in financial planning. To ensure the integration of financial planning into all programs and activities, the CFO participates in all major planning efforts. While there is a new Institutional Planning Process that is integrating financial planning into all programs and activities, this is the first full calendar year it has been used. The Institutional Planning Process, from Level One to Level Three, allows input from all departments, programs, and constituent groups for resource allocation. At Level Three, decisions are made regarding final fiscal allocations in the form of a recommendation to the President who then recommends to the Board of Trustees.

### **PLAN**

No plan.

**D.2.** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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## Standard III: Resources

- D.2.b. Appropriate financial information is provided throughout the institution.
- D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
- D.2.d. 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.
- D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.
- D.2.f. 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.<sup>5</sup>
- D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

### **DESCRIPTION**

The responsible use of finances, as well as the financial integrity of the College of the Siskiyous is outlined and monitored by a series of checks and balances. The Board of Trustees is presented with a monthly financial report, which includes documents outlining cash flow, fund balances, expenses and revenues. In addition, the Board conducts an intensive review each June and September of all financial resources. An external accounting firm (Nystrom and Company, LLP) conducts an exhaustive audit annually, ensuring that these documents are accurate. In addition, the accounting firm regularly makes recommendations to the Board regarding internal controls. The financial reports, intensive reviews, comprehensive audits, and accounting recommendations are made available to the public. The accounting office keeps copies available for timely perusal.

As noted above, the institution's financial information, budgets, reviews, audits, recommendations, and reports are made available through the accounting office. The College has also integrated a computerized financial document program, Fundware, which will allow faculty and staff to read financial reports and budgets with greater ease. This system is available to staff 24 hours, seven days a week.

## Standard III: Resources

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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 over Compliance in Accordance with OMB A-133” (Ref. 3.45). Next, the independent auditors submit a report on “State Compliance Requirements.” The Grants Office and Financial Aid office undergo similar scrutiny as dictated by Educational Code (Ref. 3.46), Title V regulations (Ref. 3.47), and various federal, State, and private grant institutions. The Foundation Office is also subject to an audit, which is less intensive. Oversight of all “fund 12” accounts are subjected to these same guidelines. Contractual relationships are also monitored by Title V Regulations, California Education Codes, and the Public Contract Code. In terms of limits on expenses, Vice Presidents have authority to authorize expenditures up to \$5,000 and the President of the College can authorize expenditures up to \$10,000. Only the President of the College, with the supervision of the Board of Trustees, has authority to establish contracts with external organizations (Ref. 3.48). In a similar fashion, 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.

### **EVALUATION**

In the wake of severe budgetary shortfalls at the State level, the financial health of the College of the Siskiyous is at some risk, yet financial pressures here are not as severe compared to other community colleges in the State. This is partially due to strong financial management and supervision by the President/Superintendent, Vice-Presidents, and the Board of Trustees.

The adoption of new financial software in the accounting office has been relatively successful. Some documentation is easier to interpret and budget. However, there have been several applications that do not “blend” or conform to the accounting model provided by the software. Several people in Technology Services have worked very hard to integrate these non-conforming functions. However, there is still room for improvement in the College’s commitment to supporting financial accounting software.

The Research and Development Office (RDO) has been working with the President/Superintendent and the administrative team to create a grant request form that parallels our Institutional Planning process. Before seeking a grant, the requester will have to explain how their request fits into the planning process. The request will then go to Level Three for final

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## Standard III: Resources

approval. Also, the intention is that the RDO and the Foundation help to support the projects that have emerged as priorities through the Institutional Planning process, but that COS is currently unable to fund.

Once we receive funds, the RDO helps to ensure that the funds are used appropriately. The Grants and Contracts Analyst keeps all the rules and regulations for each grant on file, and the office tracks when the reporting deadlines for each grant take place. There are numerous checks and balances in place between the supervisor, the grant manager, the RDO and the Administrative Services to ensure that all funds are spent as they were intended and that they are spent in accordance with the legislation.

Consequently, the office serves two roles: to support the grant manager and to protect the interests of the District.

### **PLAN**

No plan.

- D.3.** The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

### **DESCRIPTION**

The College currently has in place a three-tiered Institutional Planning process, which encompasses the planning for financial resources annually. Level One reviews currently funded services to determine if the services are adequate and efficient. In this particular year (2003), the Level Three committee did a thorough review of many services on campus. The services were selected based on recommendations from members of the Level Three group. Analyses of cost/benefits, etc., of these programs were developed and reviewed to determine if they were using district resources effectively.

### **EVALUATION**

A review of the effective use of financial resources is done on an inconsistent basis. The College has an excellent planning process, which encompasses the entire campus and which could easily be modified to include the assessment of the use of financial resources by incorporating key questions for each department to address.

With budget reductions, this past year has provided an excellent example of the way the College can utilize the three-level Institutional Planning Process to incorporate assessment and evaluation as a basis for improvement.

## **Standard III: Resources**

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### **PLAN**

Formally integrate into the planning process an evaluation of how effectively funds are being used within each department.

### REFERENCES

#### Human Resources

- Ref. 3.1. [Board Policy 5.12 – Hiring Procedures](#)
- Ref. 3.2. [Board Policy 5.0 – Lines of Authority](#)
- Ref. 3.3. [Procedure Manual 5.5 – Faculty Hiring Procedures](#)
- Ref. 3.4. [Faculty Handbook](#)
- Ref. 3.5. [Board Policy 5.12.1 – Hiring Procedures](#)
- Ref. 3.6. [Collective Bargaining Agreement Between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Appendix D](#)
- Ref. 3.7. [Collective Bargaining Agreement Between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA, Article 7](#)
- Ref. 3.8. [Adjunct Faculty Evaluation Procedures](#)
- Ref. 3.9. [Board Policy 1.7.2 – Evaluation of District Staff](#)
- Ref. 3.10. [District Board Policy 1.7.1 – Evaluation of CEO](#)
- Ref. 3.11. [Board Policy 1.4.5 – Self-Evaluation for Board of Trustees](#)
- Ref. 3.12. [Agreement Between Siskiyou Joint Community College District and California School Employees Association, Article 10](#)
- Ref. 3.13. [Board Policy 5.9.2. – District Action](#)
- Ref. 3.14. [Collective Bargaining Agreement Between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Assoc./CCA/CTA/NEA – Article 7.2.6](#)
- Ref. 3.15. [Board Policy 2.1 – Faculty Service Areas, Competency Standards, and Minimum Qualifications for Faculty](#)
- Ref. 3.16. [California Education Code 84750 and 87482.7 and Title 5, Chapter 4, Subdivision 53300](#)
- Ref. 3.17. [Institutional Planning Process](#)

## **Standard III: Resources**

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- Ref. 3.18. 2002 Accreditation Self Study Employee Survey: Survey Results Report
- Ref. 3.19. Board Policy (all sections include pertinent information except the Student Services & Information Technology sections)
- Ref. 3.20. Procedure Manual (all sections include pertinent information except the Student Services & Information Technology sections)
- Ref. 3.21. Classified Employee Handbook
- Ref. 3.22. Board Policy 5.11 – Non-Discrimination and Affirmative Action
- Ref. 3.23. College Strategic Plan, 2000
- Ref. 3.24. Management Information System Employee Ethnicity Report
- Ref. 3.25. Equity and Diversity Memo, dated 11/27/2002

### **Physical Resources**

- Ref. 3.26. Custodial Staff and Standards Study
- Ref. 3.27. Keenan and Associates Safety Inspections
- Ref. 3.28. Facilities Rental Contract
- Ref. 3.29. Long Range Development Plan, March 2002
- Ref. 3.30. District Scheduled Maintenance 5-Year Plan, December 2001
- Ref. 3.31. California Community Colleges Scheduled Maintenance Five-Year Plan Summary
- Ref. 3.32. Architectural Barrier Removal Binder
- Ref. 3.33. Facilities Condition Analysis
- Ref. 3.34. 2002-03 Scheduled Maintenance Project Funding Proposals

### **Technology**

- Ref. 3.35. Information Technology Strategic Plan 2000-2003
- Ref. 3.36. Interview with Steve Crow, VP, Administrative and Information Services, on 11/20/02



## Standard III: Resources

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- Ref. 3.37. <http://www.siskiyou.edu/distancelearning/building/intro.htm>
- Ref. 3.38. [Spring 2004 College of the Siskiyou Schedule of Classes](#)
- Ref. 3.39. <http://www.siskiyou.edu/tlc/cohorts.htm>
- Ref. 3.40. Noel-Levitz Student Satisfaction Inventory Summary, Fall 2001
- Ref. 3.41. Technology Council Minutes, September 27, 2001
- Ref. 3.42. Technology Council Minutes, January 30, 2002
- Ref. 3.43. Interview with Nancy Shepard, Telecommunications Specialist on 11/21/02
- Ref. 3.44. Interview w/ Glenn Smith, Tech Services Technician – 11/20/02

### Financial Resources

- Ref. 3.45. Comprehensive Annual Financial Report
- Ref. 3.46. California Education Code, Section (get from Paula)
- Ref. 3.47. Title 5, Section (get from Paula)
- Ref. 3.48. [District Board Policy 4.2 - Expenditure Authority and Purchase Request Process](#)



## Standard IV: Leadership and Governance

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**T**he institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

### A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**A.1.** Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

#### **DESCRIPTION**

In September of 2003, the Board adopted three goals intended to serve as the guidelines for the school for the following year (Ref. 4.1). These goals are listed below:

- COS is a place where students are motivated to learn and where barriers to learning are removed when encountered.
- COS offers high quality, affordable educational opportunities for every student in Siskiyou County.
- State leaders have a thorough understanding of the impact of their decisions on COS and other small colleges prior to making those decisions.

These goals and goals residing in the last Strategic Plan (Ref. 4.2) are used to guide the planning process.

In Fall 2001, the institution adopted a new planning process (Ref. 4.3) which is designed to encourage participation from the entire campus

## Standard IV: Leadership and Governance

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community. The newly implemented planning structure is the best testimony to the institution's systematic participative process for planning. This "three-level" Institutional Planning Process is intended to provide the District with the necessary tools, knowledge, and insights from all aspects of the campus community to make recommendations to the College President. This will be a continuous process.

The planning process at College of the Siskiyous involves four structural and functional levels:

**Level One:** Individual Area Plans (Departments, Services, Offices)

**Level Two:** Setting Priorities and Making Recommendations (VP Councils, and department directors who report directly to President)

**Level Three:** Finalizing The Plan (President's Advisory Council)

**Level Four:** Policy Development (Board of Trustees)

The process is designed to work as follows: annually, all individual departments, offices, etc. complete a Level One plan in which they identify strengths and areas of improvement. All Level One plans, which include needed resources (staffing, equipment, facilities, etc.), are forwarded to the appropriate Level Two body. Level Two then prioritizes all of the areas' plans and forwards those priorities to the Level Three committee. Level Three reviews the plans and makes recommendations about how the District should allocate resources. Level Four (the Board of Trustees) is involved in this process when Level Three recommendations that the President accepts effect changes that result in policy development, staffing changes, and other issues that customarily need Board approval. The Board of Trustees also adopts a set of objectives each year that guides planning activities for that year.

In addition to the four-tiered planning process, the areas of Instruction and Student Services regularly conduct (every 6-years) comprehensive program reviews. These program reviews are often used to drive the planning process at Level One.

### **EVALUATION**

The College conducted a survey of all employees from September 30 to October 18, 2002 (Ref. 4.4). A total of 150 employees, both full-time and part-time, responded to the survey. Fifty-eight employees also responded to a follow up survey on issues that needed more clarification.

There were two areas that may be identified as needing improvement: the Board of Trustees and the Planning Process. Each of these areas will be

## Standard IV: Leadership and Governance

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addressed below in general terms only. Specific comments and their corresponding statistics can be gleaned from the Employee Accreditation Survey itself.

### ***Board of Trustees:***

While most of the survey respondents are satisfied with the Board of Trustees, about a quarter are dissatisfied with some aspect of the Board's performance.

- About one fourth of respondents indicated that the Board does not create an environment for empowerment, innovation, and institutional excellence (survey results 5.1).
- Nineteen percent of respondents indicated that the Board does not take the initiative in improving the practices, programs, and services in which they are involved (survey results 5.10).
- Twenty-one percent indicated that the Board did not provide effective leadership and governance (survey results 5.30).

There is general consensus among the administrators and constituent group leaders, that most employees are not fully aware of the exact role of the Board in the campus community. Board minutes indicate few employees attend Board meetings. Together these two points may explain the survey results and some of the comments.

In response to the above concerns, in his opening day address to all faculty and staff (August 2003), the President described the role of the Board. It remains to be seen if this description provided the campus community with clarification about the Board's role.

### ***Planning Process:***

While most respondents are satisfied with the planning process, a significant minority (28 percent) indicated dissatisfaction with some aspects of the process. More specifically, comments accompanying the survey indicate dissatisfaction with the composition of the Level Three committee and the communication surrounding its actions. In response to these concerns, the agendas and minutes are now published and distributed in a timely fashion, and the Level Three membership has been expanded to represent the campus community. In addition, Level Three meetings are now open for the campus community to attend.

### **PLAN**

Resurvey faculty and staff to see if the perception of the Board has changed following the President's clarification of the Board's role.

## Standard IV: Leadership and Governance

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**A.2.** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

### **DESCRIPTION**

The primary body for institutional governance, planning, and budgeting is the Level Three committee. This committee consists of the four senior administrators, three representatives of the Academic Senate, two staff representatives, and one student representative.

#### ***Faculty:***

The Academic Senate, in compliance with Title 5 Article 2 Section 53200 (Ref. 4.5), is recognized by the COS Board of Trustees in Board Policy 1.15 – Shared Governance as being a faculty organization whose primary function is to make recommendations with respect to academic and professional matters. All contract faculty are members of the Academic Senate. The Academic Senate publishes the minutes of all monthly and special meetings.

The President of the Academic Senate is a member of the Level Three committee.

The Vice President of the Academic Senate is a member of the Instruction Council (Ref. 4.6) which is the primary advisory group to the Vice President of Instruction. Deliberations in the Instruction Council often result in policy and procedure recommendations. The Instruction Council has seven members who are faculty representatives. Minutes of weekly and special meetings are published. The Instruction Council makes annual prioritized lists of Instructional area funding requests, including staffing and equipment.

Faculty members are also members of the other Level Two planning committees. The Planning Document details the composition of the committees at Levels 2 and 3; these committees reflect the substantive roles of administrators and faculty.

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## Standard IV: Leadership and Governance

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Each Instructional Area also serves as the Level One planning committee that produces annual plans and funding requests which are forwarded to Instruction Council (Level Two).

***Administration:***

In addition to their seats on Level Three, the Vice Presidents chair their respective Level Two committees, sit at the table during Board meetings, and sit on a variety of other campus committees.

***Staff:***

CSEA functions as the Classified Senate at College of the Siskiyous. As such, a CSEA representative sits at the Board table and CSEA is represented on Level Three. Non-CSEA staff also have a representative at the Board table and have representation on Level Three. In addition to this representation at the highest levels, staff members actively participate in relevant committees and councils.

***Students:***

Students are represented at the Board table, Level Three, and the Curriculum Committee. In addition, students participate on Level Two and other relevant campus committees and councils.

**EVALUATION**

As noted in A.1, most respondents to the Fall 2002 survey are satisfied with the planning process. A significant minority (28 percent) indicated dissatisfaction with some aspects of the process, including some concerns about the composition of the Level-3 committee and about communication. In response to these concerns, the agendas and minutes are now published and distributed in a timely fashion, and the Level Three membership has been expanded to better represent the campus community. In addition, Level Three meetings are now open for the campus community to attend.

**PLAN**

Develop an annual evaluation of the planning process, to be implemented each fall.

- A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**DESCRIPTION**

[Board Policy 1.15 \(Ref. 4.7\)](#) establishes that the Board will collegially consult with the faculty on decisions about student learning programs and services. Board minutes reflect that the Board generally accepts the

## **Standard IV: Leadership and Governance**

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recommendations of the Academic Senate on these matters. The Senate has primary responsibility in the areas of academic and professional matters as stipulated in the Education Code.

- The Academic Senate representative sits at the Board table with Board Members and is available to explain faculty recommendations and differences of opinion.
- Six faculty members comprise the majority of the Curriculum Committee that meets weekly to make decisions and recommendations regarding curricular matters to the Academic Senate and the Vice President – Instruction.
- The chair of the Curriculum Committee is always an instructional faculty member who is elected by the committee membership.
- All Area Directors are full-time faculty.
- Faculty are amply represented on Student Services Council and Instruction Council.

### **EVALUATION**

Board minutes indicate that the Board accepts Academic Senate recommendations regarding matters of instruction. Generally, faculty have extensive opportunities for input into student learning programs and services. The new Institutional Planning Process promises increased opportunity for faculty participation in institutional decisions.

### **PLAN**

No plan.

- A.3.** Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

### **DESCRIPTION**

College of the Siskiyous has a planning process which facilitates input from all constituent groups. Specifics of this process are described in IV.A.1 and IV.A.2 above. The Level Three committee, in addition to planning and budgeting functions, serves as the primary shared governance body of the College and as a vehicle for the free exchange of ideas through which various works areas present input, receive information and provide feedback. Level Three reviews, clarifies and makes appropriate recommendations (if necessary) on policies, procedures, regulations, and campus issues. Representatives disseminate information to their constituents. Agendas and minutes are published (Ref. 4.8).



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## Standard IV: Leadership and Governance

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### **EVALUATION**

Level Three continues to meet on a regular basis to discuss campus planning, budgeting, and governance issues. Agendas and minutes of these meetings are distributed to the campus community.

### **PLAN**

Develop an annual evaluation of the planning process, to be implemented each fall (cf. plan for IV.A.2.a.).

- A.4.** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

### **DESCRIPTION**

The institution has relationships with a variety of local, State, and national agencies. The College surveyed a number of these agencies with regard to their experience with College of the Siskiyous as advocating and demonstrating honesty and integrity in its relationship to them. In addition, this topic is addressed at business and industry advisory committee meetings.

The College has many formal and informal relationships with federal, State and local agencies. We have partnerships with business and industry that provide technical support as well as financial resources for our instructional programs. In 2002, the College received two distinct statewide-level awards for maintaining outstanding partnerships for our Fire Technology program. The California Community College Association of Occupational Education Administrators (CCCAOE) recognized COS for its joint partnerships between the California Department of Forestry and Fire Protection (CDF), the City of Weed, and the City of Mt. Shasta. In addition, CDF presented the College with “The Partnership Award,” which is given to one agency in the State each year to acknowledge an outstanding partnership with CDF. These awards demonstrate how COS builds and maintains healthy relationships with external agencies.

### **EVALUATION**

The College moves expeditiously to respond to recommendations made by the Accrediting Commission of Community and Junior Colleges (ACCJC). The supporting evidence for this statement can be confirmed by the delivery of this Self Study to ACCJC in a timely manner. The College has not received notification of being deficient in producing a report to ACCJC or in responding to a request from ACCJC. The November 2000 Midterm

## Standard IV: Leadership and Governance

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Report provides more evidence that the College maintains a positive relationship with ACCJC. The institution takes recommendations of ACCJC seriously and has acted immediately to address the Evaluation Team Report (Ref. 4.9) from the previous site visitation.

The College acknowledges that it is paramount to the execution of our mission that we cultivate relationships with external agencies based on trust. A review of the responses to the statement, “The institution advocates and demonstrates honesty and integrity in its relationships with external agencies,” reveals an external agency appreciation of our honesty, integrity and commitment to serving the community (Ref. 4.10). Excerpts from agency responses follow:

- *“College of the Siskiyous has proven to be a great partner in providing healthcare training for our local population. In all cases the College has acted with honesty and integrity in our dialog, the creation of new programs, and the education of the students. It is a pleasure to work with College of the Siskiyous and together we have been able to create great opportunities for our community.”*  
**Morris Eagleman, Vice President Patient Care Services,  
Mercy Medical Center Mt. Shasta**
- *“Not only does COS advocate and demonstrate honesty and integrity in its relationships with external agencies, it is a catalyst in positive change and a participant in performance.”*  
**Barbara M. Dillman, Superintendent of Schools,  
Siskiyou County Office of Education**
- *“The College of the Siskiyous has been an active participant in many community issues. In terms of ‘honesty’ and ‘integrity’ there is no doubt that the College has exhibited these traits. The administrators and staff have an excellent rapport with the regional community.”*  
**R. Howard Moody, Siskiyou County Administrator**
- *“Your relationship with the City is one I would describe as having active participation with mutual respect and trust.”*  
**Earl Wilson, Weed City Administrator**
- *“We are the recipients of the spoils. The College has responded quickly and moved more in the direction of vocational training. We are always sending people to the College for refresher courses. You address people’s needs with the Yreka campus and online classes. It*

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## Standard IV: Leadership and Governance

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*is becoming harder to find people with good skills. COS is influential in the business community.”*

**Susan Duchi, Owner, Personnel Preference**

The responses to the survey on how agencies perceive the “honesty and integrity” of COS and the recent receipt of statewide partnership awards validate what we already know. The College maintains healthy partnerships with public and private agencies to offer strong vocational and academic programs and services.

### **PLAN**

No plan.

- A.5.** The role of leadership and the institution’s governance and decision-making structures 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.

### **DESCRIPTION**

The Board of Trustees prepares a self-evaluation annually ([Board Policy 1.4.5](#)) ([Ref. 4.7](#)). The Board’s evaluation includes feedback from all constituent groups on campus. [Board Policy 1.4.5](#) stipulates that the Board will evaluate itself in closed session; there is no provision for communicating the self-evaluation to the rest of the campus community. However, the Board self-evaluation process culminates in a new set of planning statements, which are shared with the campus community.

The Board also conducts an annual evaluation of the College President ([Board Policy 1.7.1](#)) ([Ref. 4.7](#)). The President in turn evaluates second-level administrators annually based on [Board Policy 1.7.2](#) ([Ref. 4.7](#)). The evaluation process of the senior administrators also results in a set of goals for each administrator. These goals are not currently shared with the campus community.

Processes to evaluate our current decision making and shared governance structure are currently being developed ([Ref. 4.8](#)).

### **EVALUATION**

The College currently evaluates all leadership entities (Board and senior administrators); however, the results of those evaluations are not communicated to the campus community, with the exception of the Board’s planning statements.

## **Standard IV: Leadership and Governance**

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### **PLAN**

The College will develop a system for publicizing the annual goals for senior administrators.

## Standard IV: Leadership and Governance

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### B. Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**B.1.** The institution has a governing board that is 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. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

#### **DESCRIPTION**

[Board Policy 1.3 \(Ref. 4.7\)](#) states that the Board shall establish, maintain, operate, and govern the community college District and its campus locations consistent with the law and the mission of the community college District. In all of these matters the Board represents the citizens who compose the District. [Board Policy 1.4.5 II.J \(Ref. 4.7\)](#) stipulates that the Board shall act as a whole. Each voting district within Siskiyou County is represented by a Board member. Board members represent the entire county.

#### **EVALUATION**

Board Minutes reflect that the Board acts as a whole, and there is no evidence that the District is subject to undue influence.

#### **PLAN**

No plan.

B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

## Standard IV: Leadership and Governance

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### **DESCRIPTION**

[Board Policy 1.2 \(Ref. 4.7\)](#) states that the Board may initiate and carry out any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with the mission statement of the institution. [Board Policy 1.3 \(Ref. 4.7\)](#) states that the Board shall establish, maintain, and govern the District consistent with the law and the mission of the community college District.

### **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.

### **PLAN**

No plan.

- B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

### **DESCRIPTION**

Board Policies [1.8](#) and [1.3II](#) (Ref. 4.7) clearly identify the Board as being financially responsible for the District. While there is no language specifically referring to ultimate legal responsibility, the rest of [Policy 1.3 \(Ref. 4.7\)](#) indirectly addresses legal responsibility.

### **EVALUATION**

While implicitly the Board is ultimately responsible for legal and financial matters, that responsibility should be encoded in policy. There is no policy accepting ultimate legal responsibility.

### **PLAN**

The District will explore whether policy language specifically addressing legal responsibility needs to be created.

- B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

### **DESCRIPTION**

The Board's bylaws ([Board Policy 1.4 \(Ref. 4.7\)](#)) are published and available in the Board Policy Manual. The District's operating procedures are published in the Procedure Manual. Copies of both manuals are available in many offices on the campus. Both documents have recently been placed on the campus website.

## Standard IV: Leadership and Governance

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### **EVALUATION**

Policy and procedure manual access is adequate.

### **PLAN**

No plan.

- B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

### **DESCRIPTION**

Board minutes indicate that it acts in a manner consistent with its policies and bylaws. Minutes also indicate that policies are revised. The Board has recently embarked upon a review of policies. However, there is no established mechanism within Board policy or procedure to regularly evaluate policies and practices.

### **EVALUATION**

While policies and practices are often revised, those revisions are generally not the result of any regular proactive evaluation process, but rather are reacting to an external stimulus. This lack of pro-activity can lead to scenarios in which a situation arises for which the policy or practice is inadequate. In fact, this kind of situation is often the prompt to revise a policy or practice.

A more proactive regular examination of policies and practices by the appropriate members of the campus community would enable the College to respond to demands more effectively and expeditiously.

### **PLAN**

By December 2003, the District will establish a formal system to evaluate regularly and, when necessary, revise policies and practices.

- B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### **DESCRIPTION**

While there is no explicit program for Board development or new member orientation, [Board Policy 1.4.5 \(Element IV\) \(Ref. 4.7\)](#) directs the Board to “annually identify seminars, conferences and topics of Board retreats to upgrade their boardmanship skills.” There is an annual Board retreat at which new members receive informal training from their Board colleagues and from the college President. Past new members have taken advantage of the Trustee Orientation presented by Community College League of

## **Standard IV: Leadership and Governance**

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California (CCLC). The Board maintains active membership in CCLC, California Community College Trustees Association, American Association of Community Colleges, Siskiyou County School Boards Association, and League for Innovation in the Community College.

[Board policy 1.4.1 \(Ref. 4.7\)](#) details that no more than four of the seven trustee seats will be up for election in any one election cycle

[Board policy 1.4.3 \(Ref. 4.7\)](#) details the process by which an election may be held to fill a vacancy. However, while the policy makes reference to filling a vacancy by appointment, there is no process in place to do so.

### **EVALUATION**

Board members have stayed active in extra-district issues with their participation in a variety of conferences. The annual Board retreats also function as development activities.

Continuity of Board membership is ensured by the staggered nature of the four-year terms. However, in the event of vacancy there will always be a period of time during which the vacant seat will stay unfilled. This occurs because, in the absence of a mechanism to fill the vacancy by appointment, it will always be months before an election can be held. In addition, special elections can negatively impact district resources, conceivably to fill a seat for a few months.

### **PLAN**

The District will document and formalize trustee development and orientation procedures by December 2003.

The District will develop a procedure to fill a Board vacancy by appointment by December 2003.

- B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

### **DESCRIPTION**

Board Policy 1.4.5 (Ref. 4.7) addresses self-evaluation. The policy includes a list of minimum elements by which they measure their performance. Past practice has been that each trustee fills out an evaluation form prior to an evaluation retreat. This policy also directs the board to "seek input from other individuals who sit at the Board table." A procedure is being implemented to do so.



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## Standard IV: Leadership and Governance

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### **EVALUATION**

Since this is the first time the Board has solicited feedback from college constituents, there is nothing as yet to evaluate.

### **PLAN**

The Board will evaluate this newly implemented process by December 2003, and make changes as necessary.

- B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

### **DESCRIPTION**

[Board Policy 1.4.4 \(Ref. 4.7\)](#) describes the Board code of ethics. There is no policy for dealing with ethical breaches by the Board.

### **EVALUATION**

This standard does not ask the College to evaluate the code of ethics itself, only to verify its existence. It also asks the College to include a policy element dealing with consequences for violating the code, but currently COS does not have such a policy.

### **PLAN**

The District will amend its ethics Board policy to include dealing with behavior that violates its code by December 2003.

- B.1.i. The governing board is informed about and involved in the accreditation process.

### **DESCRIPTION**

Board minutes reflect regular reports regarding accreditation status. The Board reviews a draft of the Self Study, which gives them the opportunity to provide feedback to the Accreditation Steering Committee. Several sections of Standard IV required Board input; accordingly, a list of questions was generated and distributed to the trustees with a request to respond. Instead of individual responses, the Board chose to respond to the questions speaking as a whole in open session.

### **EVALUATION**

The Board is adequately informed at all stages of the process.

### **PLAN**

No plan.

- B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known

## Standard IV: Leadership and Governance

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as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

### **DESCRIPTION**

The responsibility for selecting the President is not specifically detailed in Board policy. However, [Board Policy 1.3 \(Ref. 4.7\)](#) notes that the Board has ultimate control of district personnel, including hiring all personnel; and [Board Policy 1.7 \(Ref. 4.7\)](#) specifies that the District hires the President/Superintendent and delegates to that individual all administrative duties and responsibilities consistent with State statute. There is no formal procedure, however, for selecting a new President.

In the 2001-02 academic year, the District searched for and hired a new President. The Board retained a consultant to design the hiring process though the Academic Senate formally disagreed with the consultant's recommendation as to the composition of the search committee (see Board Minutes).

[Board Policy 1.7.1](#) specifies that the Board will annually evaluate the Superintendent/President.

### **EVALUATION**

Employee evaluations and a chronology of events over the past three years reflect that the College personnel's perception of the Board was that, prior to 2001-2002, it had not performed adequate oversight of the President. During academic year 2001-2002 an Interim President was in place. The current President has been in place just over one year, and consensus is that it's too soon to judge whether the Board is practicing an appropriate amount of oversight on the President ([Ref. 4.4](#)).

A committee composed of representatives of employee groups on campus was convened by the President to develop an evaluation instrument to be used as part of his annual evaluation. The evaluation instrument was drawn from the annual goals adopted by the Board in Fall 2002 for the President. The instrument was made available to all employees. Results, including comments, were compiled and delivered to the President and to the Board for use in their evaluation of the President. The Academic Senate's concerns about Senate representation on the hiring committees for administrators have not been addressed.

## Standard IV: Leadership and Governance

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### **PLAN**

An abbreviated version of the Accreditation Employee Survey will be administered in Fall 2003.

The Academic Senate will engage in discussion with the President to resolve its concerns about faculty representation on hiring committees for administrators.

- B.2.** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
- B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

### **DESCRIPTION**

The President has inherited the current structure, so it would be inaccurate to say he planned it.

The Personnel Office maintains organizational charts, which describe the administrative structure. These charts, along with appropriate job descriptions, are available in Section 5 (“Organizational Charts”) (Ref. 4.11) of this Self Study.

While there is no documentation of the President delegating authority to the Vice Presidents, weekly administrator meetings reflect regular contact and communication between the District’s senior administrators.

### **EVALUATION**

There are two aspects to this standard. First is to judge whether or not the organization structure is appropriate for our institution. Second is whether the President delegates authority appropriately.

In response to the latter, the Vice Presidents indicate that they feel the President appropriately delegates authority to senior administrators ([Ref. 4.4](#)).

In response to the former, the employee survey indicates some dissatisfaction with the administrative structure in the Instructional Area. A supplemental survey asking for comments confirmed that impression.

## **Standard IV: Leadership and Governance**

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### **PLAN**

The District will evaluate the effectiveness of the area director form of academic administration, and implement changes if necessary, by the end of the 2003-04 academic year.

B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

### **DESCRIPTION**

The President has made an active effort to communicate the College's goals and values to the campus community, community organizations, and media outlets.

Under the President's leadership, student learning is always the primary focus in planning and resource allocation. Level Three minutes (Ref. 4.8) indicate that discussions and recommendations are informed by research and data. Minutes also indicate that the President has not been reluctant to require additional evidence before decisions are made.

The President's access to the Research Office is generally through the Vice President of Student Services/Research, to whom the Research Coordinator reports.

### **EVALUATION**

With a relatively new college President, the institution has not yet had a chance to formally evaluate the President's influence in these areas.

### **PLAN**

The institution will conduct an evaluation of the President's influence in institutional improvement of the teaching and learning environment that is independent of his annual evaluation process. This independent evaluation will take place by May 2004.

## Standard IV: Leadership and Governance

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- B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

### **DESCRIPTION**

The California Community College Chancellor's Office (CCCCO) communicates directly with the various peer groups (Chief Academic Officers, Chief Business Officers, etc.) when there are changes in statutes, regulations and governing Board policies that impact local campuses. These communications often come in the form of emails, usually with hard copy follow-up. Whatever the form, the Chancellor's Office sends copies to the college presidents/superintendents so that they are also informed of changes.

The College's planning process helps to ensure that COS acts in accordance with its mission and policies. Each year the Board is asked to formulate a set of goals that relate directly to the mission statement. These goals guide campus planning and budgeting for the year. The goals serve to "operationalize" the mission for that year. Requests for funds are prioritized upon how the requests relate to the mission and to the Board's goals for that year.

### **EVALUATION**

So far, the system by which the CCCCCO communicates with the President has worked well. Information updates and policy changes are forwarded to the appropriate Vice President with a request for a status report. Vice Presidents generally know about these changes or new pieces of information via their peer group meetings or informal conversations, and are well on the way toward implementing the needed changes. The institution is not aware of having received any negative actions (e.g., an audit criticism) because of a lack of awareness of a change in State level policy.

The College's Institutional Planning process is still a new process on campus; therefore the budgeting and planning process is difficult to evaluate adequately. The Board's involvement in the process was refined this year based upon the experience of the interim President, the Board, and observations from the new President. In addition to the change in Board involvement, the expansion of the Level Three group to more fully represents all areas of campus should better insure that decisions are in keeping with the College mission and Board goals.

### **PLAN**

No plan.

## **Standard IV: Leadership and Governance**

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B.2.d. The president effectively controls budget and expenditures.

### **DESCRIPTION**

[Board Policy 1.7 \(Ref. 4.7\)](#) directs the President to supervise the preparation of the budget and administer implementation of the approved budget.

### **EVALUATION**

Both the initial Fall 2002 survey and subsequent follow up survey indicate overall satisfaction with the President's leadership in budgetary matters.

### **PLAN**

The Accreditation follow up survey scheduled to be administered in Fall 2003 will include a section that will effectively evaluate this manner.

B.2.e. The president works and communicates effectively with the communities served by the institution.

### **DESCRIPTION**

The President works and communicates with the communities served by the institution. The President of COS is an Executive Committee member of the Weed Community Center Board, an Executive Committee member of Leadership Siskiyou County, a member of the Siskiyou Economic Development Council, a Board member of the Siskiyou Regional Development Association, a Board member of Klamath Health Services, Inc., and the Vice President-elect of the Weed Rotary.

In addition, he has met individually with every high school principal in the county as well as every superintendent that has a high school in his/her district. He also meets regularly with the county public school superintendents at monthly meetings. He has spoken to the Weed Rotary, Kiwanis Clubs, and the Siskiyou Economic Development Council. He has met with the Weed City Council, Siskiyou County Board of Supervisors, and the Chairman of the Karuk Tribe of California. He has also met with State Senator Aanested and State Assemblyman LaMalfa.

### **EVALUATION**

The employee survey indicated overall satisfaction with the President's ability to communicate effectively with the communities served by the institution. The President feels it is too early to evaluate the effectiveness of his communication with these communities, as these relationships are still relatively new.

## **Standard IV: Leadership and Governance**

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### **PLAN**

The institution will formally solicit feedback regarding communication between the President and organizations and communities with which he has contacts by December 2004.

## Standard IV: Leadership and Governance

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### REFERENCES

- Ref. 4.1. Board Minutes (Sept., 2003)
- Ref. 4.2. Strategic Plan
- Ref. 4.3. Planning Document
- Ref. 4.4. 2002 Accreditation Survey Results
- Ref. 4.5. Title 5 (Article 2, Section 53200)
- Ref. 4.6. Academic Senate Constitution
- Ref. 4.7. Board Policies (1.15, 1.4.5, 1.7.1, 1.7.2, 1.3, 1.4.5 II J, 1.2, 1.3, 1.8, 1.3 II, 1.4, 1.41, 1.43, 1.44, 1.7)
- Ref. 4.8. Level Three agendas and minutes (9/18/03)
- Ref. 4.9. Accreditation Mid-Term Report
- Ref. 4.10. Standard 4 Community Survey
- Ref. 4.11. Campus Organizational Chart



# Planning Summary

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As a result of undergoing the Self Study for Accreditation, College of the Siskiyous has developed the following plans for improvement.

## **Standard I: Institutional Mission and Effectiveness**

### **A. Mission**

1. Include wording on New Course Proposal Form that reflects the importance of aligning courses with the mission, the character, and the needs of the students and community we serve.
2. Provide training to new and existing Curriculum Committee members regarding the importance of monitoring the New Course Proposal Form to ensure that it is used consistently in the development of new curriculum.
3. Clearly delineate the supporting elements or guiding principles from the mission statement itself when including it in publications.
4. Expand employee exposure to the mission statement by (1) including it in the Employee Handbook and the full-time and adjunct Faculty Handbook, (2) including specific reference to the mission statement in trainings and orientations for new employees, and (3) formally including it in orientation of full- and part-time faculty by Spring 2004.
5. The Level Three Committee and the Board will develop an official policy outlining how often and by what process the institution will review and revise as necessary its mission statement by Fall 2004.

### **B. Improving Institutional Effectiveness**

1. Ensure that information is accessible to all constituency groups through the distribution of committee agendas and minutes and through the posting of all important committee and planning documents on the COS website.
2. The Level Three Committee will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process and its use for allocation of resources by the end of Fall 2003.
3. The Level Three Committee will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of all current review processes.

## Planning Summary

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4. Instruction Council will create a survey instrument that can be used at the mid cycle to determine progress toward the recommendations highlighted within the program reviews.

### **Standard II: Student Learning Programs and Services**

#### **A. Instructional Programs**

1. Provide staff development activities beginning in 2003-04 to encourage more faculty-driven classroom assessments including pre and posttests, portfolios, and student self-assessments to measure student outcomes.
2. In order to share information and improve effectiveness, develop an assessment matrix, beginning in Fall 2004, that documents all assessment efforts currently in place on campus.
3. Increase the number of online and videoconference classes where appropriate and within budgetary constraints.
4. The Instruction Office, in conjunction with the Curriculum Committee, will develop a new evaluation of alternative delivery modes during the 2003-04 academic year.
5. Expand staff development efforts to embrace different learning modalities and the new student learning outcomes.
6. Review and, where appropriate, develop specific student learning outcomes for all programs.
7. In 2003-04, the Faculty Senate will discuss and develop additional methods for assessing students' achievement of learning outcomes and for providing evidence that students have achieved those outcomes. The Senate will also assist faculty in implementing these methods.
8. The Director of Business and Technology will create workshops for the occupational advisory committees on the process of creating student learning outcomes for each area's certificate and degree programs.
9. In 2003-04, one or two additional occupational programs will be identified for the development of student learning outcomes related to certificates and degrees.
10. The Academic Senate, working with the Curriculum Committee, will reexamine the General Education philosophy. Once that reexamination is complete, the Curriculum Committee will review all COS General Education requirements to reflect the philosophy. This should be completed by Fall 2004.

## Planning Summary

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11. During 2003-04, the Academic Senate, in conjunction with the faculty bargaining unit, will determine how assessment of student learning outcomes will be incorporated into the evaluation process for full-time and adjunct faculty. (cf. plan for Standard III.A.1.c.)
12. All first day handouts will include measurable student learning outcomes by Spring 2005.
13. In 2003-04, as part of their discussions about student learning outcomes, the Academic Senate will present workshops on assessment issues, such as the relationship between assessing student learning outcomes and assigning grades.
14. The Academic Senate and the Vice President of Instruction will work together to develop learning outcomes for General Education courses and programs.
15. Discipline faculty will develop student learning outcomes in each major, and these will be widely distributed to students.
16. Discipline faculty will develop student learning outcomes in each major and these will be widely distributed to students (cf. plan for Standard II.A.2.i).
17. Review the General Education philosophy and match the courses to the philosophy.
18. Review the occupational programs to ensure that the learning outcomes are current. If not, they will be revised.
19. The Academic Senate and the Vice President of Instruction will put together an ad hoc committee to review the General Education philosophy and revise it as needed. After establishing the philosophy, they will create some related student learning outcomes for the General Education program.
20. The ad hoc committee will share these General Education student learning outcomes with faculty in the various disciplines so that these General Education outcomes can be integrated into specific course outcomes.
21. The Academic Senate will discuss assessment strategies to determine students' achievement of the learning outcomes for the General Education program.

## Planning Summary

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22. The Curriculum Committee will review the graduation requirements for the Associate degree to ensure that all of the recommended General Education areas are covered.
23. The Curriculum Committee and the academic areas will review the issue of diversity in courses and, if appropriate, recommend to the Academic Senate that a diversity component be added to the graduation requirements.
24. Create a plan for majors in all appropriate subject areas and obtain approval from the California Community Colleges Chancellor's Office as necessary.
25. Revise the Faculty Handbook so that information regarding first day handouts and course objectives is consistent with the information included in the Curriculum Development Handbook.
26. In Fall 2003, the Curriculum Committee will consider accepting the college credit recommendations for training programs published by the American Council on Education.
27. Develop a staff handbook, which includes Board adopted codes of conduct. The handbook should be given to all new employees.

### **B. Student Support Services**

1. Analyze the findings of recent Program Reviews. Develop strategies to address the results and recommendations of the Program Review.
2. Increase the number of degrees and certificates by 5%. Suggested activities include:
  - Automate awarding of certificates
  - Continue to send letter regarding eligibility to receive degree and provide copies to counselors and advisors ([Ref. 2.24](#))
  - Provide information on degrees to instructors and advisors and ask their assistance in promoting them
  - Provide information on options available to complete the wellness component of the associate degree and promote a "wellness program" college-wide (staff and students)
  - Study the barriers faced by students in obtaining a degree or a certificate
3. Increase the number of UC Transfers from 7 to 12 per year. Suggested activities include:
  - Promote TAA's for UC Davis & UC Santa Cruz around campus and to the high schools

## Planning Summary

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- Conduct college visits to northern California UC campuses
  - Place posters around campus promoting UC transfer
  - Work to change the campus culture regarding UC transfer
  - Invite UC representatives each semester to meet with prospective transfer students
4. Analyze “student drops.” Suggested Activities:
    - Conduct exit interviews of students who leave to determine the reasons why students leave
    - Explore the possibility of adjusting the drop date
    - Determine if any academic contacts have been made for students who are here for 60% of the semester
  5. Improve the “life skills” of our students. Suggested Activities:
    - Determine essential “life skills” for our students
    - Develop training programs for all staff on how to assist students in developing their life skills
    - Obtain information about the Critical Incident Stress Management program
    - Incorporate information into GUID 5
    - Develop a list of classes that help teach life skills
    - Develop a list of resources for referral
    - Incorporate means of addressing “complaints” into the first day handout
  6. Explore the possibility of providing catalog updates online, while still maintaining a two-year cycle for publication.
  7. Establish formal procedures to ensure that relevant Program Review findings are automatically forwarded to the Instructional Services Office for inclusion in subsequent catalogs.
  8. Formalize procedures for faculty and staff to review catalog contents prior to publication.
  9. Monitor usage and effectiveness of online registration system.
  10. Identify appropriate staff member(s) to visit the Yreka campus monthly to meet identified students’ needs.
  11. Implement suggestions by the Student Services Council (proposed in response to the needs assessment survey) ([Ref. 2.34](#)) to increase accessibility for all students.

## Planning Summary

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12. Prepare a distance-learning packet outlining services for students, and provide the same materials in Spanish.
13. In order to encourage greater participation, ASB will solicit additional student input to identify appropriate activities and timing of events.
14. Encourage individual clubs to explore alternative, more productive, means of publicizing campus happenings.
15. As a campus community, work to maximize the opportunities presented by the natural setting of COS. Explore the development of environmental stewardships or partnerships.
16. Maintain and expand upon the existing student-driven musical, art, and theatrical offerings.
17. Research and identify the learning support needs of the student population in the area of counseling and academic advising programs. Analyze and respond to most recent feedback (e.g. Self Study Employee Survey and Admissions and Records Counter Survey)
18. Assess the effectiveness of the newly completed Welcome Center as a cost-effective and student-friendly means of providing student matriculation.
19. Study other advising/counseling systems to determine best practices and opportunities for improvement at COS. (This will be the focus of a 2003-04 sabbatical project for a COS counselor.)
20. To further enhance student diversity, explore extending the Tools for Tolerance workshop opportunity to students.
21. Seek speakers from the Native American tribes in our area to discuss local history and culture.
22. Seek additional evaluation tools which focus on the achievement of identified learning outcomes.
23. Develop an effective means to distribute findings to relevant campus constituencies.
24. Establish focus groups for EOPS students (as a potential pilot project for other departments).
25. Analyze pre and post student assessment surveys for GUID 5 ([Ref. 2.40](#)).

## Planning Summary

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26. Record student comments in a student follow-up database. Make effective use of data to enhance Student Services.

### **C. Library and Learning Support Services**

1. Tutoring Services will ensure tutors are knowledgeable about the topic they are tutoring through direct referral from instructors and successful completion of the tutor-training course.
2. The TLC Lab will increase the percentage of faculty participation rate by implementing the following (pending funding): expand TLC services to include visits to instructor's offices, offer a wider spectrum of cohort group topics and more comprehensive training software updates, include training for instructors and the software needed to offer eventually an AA degree option via distance education.
3. The library will offer additional instruction sessions to a variety of classes, including all Student Success Skills classes (a.k.a. GUID 5). The Reference Librarian will expand the assessment tools for instruction sessions.
4. Both Writing lab and Reading Lab staff will receive training to ensure the quality and accuracy of service to students in the area of research assistance.
5. Tutoring Services will develop and implement a survey to assess the possible problem areas, concerns, and needs of the College's distance education students in regards to tutoring and other assistance.
6. The TLC will develop more online training cohorts for staff and faculty.
7. The facilities repair and improvement projects will be addressed in the Institutional Planning and budgeting processes.
8. The Library and other learning support services will identify concrete ways to provide.

### **Standard III: Resources**

#### **A. Human Resources**

1. Personnel Services will review existing hiring documents for currency and consistency between policies and procedures that refer to these.
2. The balance of the personnel policies and procedures will be uploaded to the COS web site.

## Planning Summary

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3. Language will be included in hiring policies and documents that ensures hiring is consistent with the mission and goals of the College.
4. Board Policy, No. 5.12.1 will be updated to include mention of the College's mission and goals in hiring practices.
5. Board Policy, No. 5.0, Lines of Authority will be updated to reflect current staffing.
6. A review of resources used to check accreditation status for U.S. institutions to ensure currency will be conducted.
7. A review of the procedure for checking degrees from non-U.S. institutions to assure equivalency would be met for these cases will be conducted.
8. During the 2003-04 academic year, the faculty bargaining unit, in conjunction with the Academic Senate, will decide how the issue of student learning outcomes will be infused into the evaluation process for full-time and adjunct faculty.
9. During the 2003-04 academic year, supervisors of instructional support staff, such as classified instructional aides and tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.
10. The Office of Instructional Services will provide Official Course Outlines to members of faculty evaluation teams as a regular part of the evaluation process. Likewise, the Office of Instructional Services will provide Official Course Outlines to evaluators of adjunct faculty.
11. Complete the development of a faculty code of ethics by June 2004. A code of ethnics should be developed for staff by June 2005.
12. Develop a plan to attract a larger pool of qualified applicants for faculty and staff positions.
13. Develop written documentation regarding the College's implementation of various policies and procedures and laws.
14. Develop a Classified Employee Handbook by June 2004.
15. Restructure hiring committees to reflect State changes in equal opportunity.



## Planning Summary

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16. Adjust practice to coordinate with State model plan for diversity. Currently this plan will be due back to the State by Spring 2004.
17. Seek ways to provide staff development opportunities to all staff.

### **B. Physical Resources**

1. All campus personnel should be empowered to address some safety issues; for example, access to safety related resources such as ice melt should be made available in central locations, to all employees,
2. The College will provide information to the Chancellor's Office regarding possible building replacement needs for possible inclusion in the Capital Outlay.
3. The College will develop formal safety standards for leased facilities.
4. Implement the Custodial Staffing and Standards recommendations, including the prioritization of work requests. Develop a method to utilize the computerized work requests to improve response to maintenance requests. Meet with the campus community to carefully match needs and expectations with available resources.
5. The Accessibility Committee will prioritize completion of the remaining accessibility items to ensure accessibility for all students.
6. Develop formal assessment strategies for all renovations, capital projects, and physical resources.

### **C. Technology Resources**

1. The current Technology Plan will be thoroughly reviewed by January 2004, at which time a new Information Technology Strategic Plan will be implemented for 2004-2006.
2. The 2003-2006 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignments of computers, and the inclusion of associated technology within the computer/technology replacement cycle.
3. In order to achieve continuous feedback from the customer communities and therefore evaluate the basis for improvement, the College plans to use the following strategies:
4. Present the new IT Strategic Plan to departments within the College for input and feedback.

## Planning Summary

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5. Develop customer feedback mechanisms for the Technology Council, Technology Team, and other technological professionals within the College, as part of the three-year planning process.

### **D. Financial Resources**

1. Formally integrate into the planning process an evaluation of how effectively funds are being used within each department.

## **Standard IV: Leadership and Governance**

### **A. Decision-Making Roles and Processes**

1. Resurvey faculty and staff to see if the perception of the Board has changed following the President's clarification of the Board's role.
2. Develop an annual evaluation of the planning process, to be implemented each fall.
3. Develop an annual evaluation of the planning process, to be implemented each fall (cf. plan for IV.A.2.a.).
4. The College will develop a system for publicizing the annual goals for senior administrators.

### **B. Board and Administrative Organization**

1. The District will explore whether policy language specifically addressing legal responsibility needs to be created.
2. By December 2003, the District will establish a formal system to evaluate regularly and, when necessary, revise policies and practices.
3. The District will document and formalize trustee development and orientation procedures by December 2003.
4. The District will develop a procedure to fill a Board vacancy by appointment by December 2003.
5. The Board will evaluate this newly implemented process by December 2003, and make changes as necessary.
6. The District will amend its ethics Board policy to include dealing with behavior that violates its code by December 2003.
7. An abbreviated version of the Accreditation Employee Survey will be administered in Fall 2003.

## Planning Summary

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8. The Academic Senate will engage in discussion with the President to resolve its concerns about faculty representation on hiring committees for administrators.
9. The District will evaluate the effectiveness of the area director form of academic administration, and implement changes if necessary, by the end of the 2003-04 academic year.
10. The institution will conduct an evaluation of the President's influence in institutional improvement of the teaching and learning environment that is independent of his annual evaluation process. This independent evaluation will take place by May 2004.
11. The Accreditation follow up survey scheduled to be administered in Fall 2003 will include a section that will effectively evaluate this manner.
12. The institution will formally solicit feedback regarding communication between the President and organizations and communities with which he has contacts by December 2004.