Institutional Self Study and Application for Reaffirmation of Accreditation

March 2010

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

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Certification of the Self Study

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:

Randall C. Lawrence	President/Superintendent
Jim Hardy	President, Board of Trustees
Barry Russell	Vice President, Instruction
Robin Richards	Vice President, Student Services
Steve Crow	Vice President, Administrative & Information Services
Michael Graves	President, Faculty Senate
Rachael Shea	President, California School Employees Association
Steven Reynolds	Accreditation Liaison Officer
Kitty Lyons	Student Trustee

Abstract of the Report

Overview

Founded in 1957, College of the Siskiyous (COS) 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 about 45,000. The College comprises two campuses: the south county campus located in Weed and the north county campus located in Yreka. The rural nature of Siskiyou County certainly makes the District somewhat unique in California. For example, over 85% of the local population categorizes themselves as Caucasian as compared to about 41% for California, and the population density in Siskiyou County is about 7 individuals per square mile compared to about 217 for California.

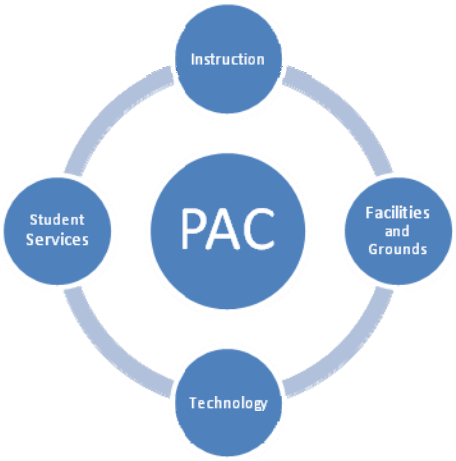
Over the past five years (since the accreditation site visit in 2004), the College has worked hard to address the Commission's recommendations as well as to continue to integrate the establishment and assessment of student learning outcomes for course, programs, and services into the budget and planning process.

Standard One: Institutional Mission and Effectiveness

The institution's mission guides the planning and decision-making. In 2004-05, the campus reviewed and revised its mission statement and established a process to conduct this review periodically. As part of this same process in 2004-05, the College's *2005-2010 Strategic Master Plan for Educational Programs, Services and Facilities* was developed. The plan includes measureable long-term goals. Each year, this master plan has been reviewed by the campus and the results presented to the Board of Trustees. Adjustments are made to the plan and the mission as indicated by the review.

Annual planning and program review activities at COS begin in the early fall. Each organizational unit or area of the College develops a Level One plan. These Level One plans include a review of the past objectives, a program review of what has happened over the past year, and identification of new objectives for the next year. 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, it gives all areas and personnel of the College the opportunity to provide input and feedback into decisions.

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, Student Services Council, Technology Council and the Facilities & Grounds Committee are groups that provide input and recommendations on a wide variety of issues to the Vice Presidents in those areas. Once the Level One plans have been reviewed and prioritized by the Level Two Committees they are forwarded to the Level Three Committee (President's Advisory Council) for further review and prioritization on a college-wide basis. The Level Three Committee included the President, Vice Presidents three faculty members (appointed by the Academic Senate), one classified staff member (from CSEA) and one administrative/management staff member (from ASM group).

Standard Two: Student Learning Programs & Services

College of the Siskiyous is committed to providing high quality instructional programs and services. The academic disciplines, student service programs and learning services participate in regular planning, program review and student learning outcome development and assessment processes.

The College offers a full range of course offerings using various delivery systems thus allowing students to earn certificates, degrees, transfer and become life-long learners. A general education philosophy has been developed to guide faculty in determining the appropriateness of each course for inclusion in the General Education curriculum.

Student learning outcomes have been developed for 97% of the courses and 100% of the academic programs as well as for the overall college. Work is now underway to map the program SLOs to the individual courses. Assessment activities both at the course level, program level and at the college-wide level are taking place.

To support and enhance student success, the College offers comprehensive student support services. Each of the student service areas has developed SLOs and are assessing them. These assessments are incorporated in the annual planning, program review and SLO process and are used to make program improvements. In 2008, a Categorical Site Visit was conducted of the campus and the recommendations from that document are being addressed.

The Library and Academic Success Center (ASC) at COS provide learning support for all students. Online database services provide excellent access to resources for students regardless of location. The Reading, Writing, Math and Computer Labs in the ASC work closely with the instructors and provide services to complement coursework. Tutoring support services as well as assistance with students with special needs is available throughout the Library and the ASC.

Standard Three: Resources

The Human Resources Department at COS works with all staff to employ qualified personnel and to assure that these personnel are treated fairly. Personnel policies are in place and evaluations of all staff and faculty are completed based on established procedures and written criteria. Training programs are provided to supervisors to assure evaluations are done equitably. The evaluation process for faculty contains criteria related to achieving student learning outcomes.

New and replacement positions are approved through the planning/budgeting process, which includes an Action Plan at Level One and approvals by Levels Two and Three (PAC). Utilizing the PAC in this manner ensures wider involvement with important decisions on campus (i.e. staffing).

Over the past five years, with the passing of the Measure A bond in November 2005, the campus has undergone major building additions. The new Tactical Training Center was built to house the extensive Fire/Emergency Response Technology Program. The Emergency Services Training Center houses the Paramedic, ADJ Program activities and general classroom needs. Finally, the Rural Health Sciences Institute (Yreka Campus) houses all of the Nursing Programs (CNA, LVN and LVN-RN Upgrade) and is slated for additional allied health programs over the next few years.

The Maintenance and Operations Department conducts program review and planning activities to assure healthy and safe learning environments for students. With the addition of the new buildings, there has not been a subsequent increase in the number of custodial staff. This was noted in the program review and plans are underway to address this.

To support student learning, the College has approximately 500 computers and 30 servers on the Weed and Yreka Campuses. An extensive videoconferencing system (8 sites) has been developed countywide (using primarily high school locations) to provide access for students who live in outlying areas. Providing state-of-the-art technology is a high priority and significant resources have been allocated to this area, both in staff and equipment. Extensive training opportunities are provided to staff as needed for changes in software (e.g. going from Microsoft 2003 to 2007). The Technology Services staff members work closely with faculty to assure the infrastructure meets learning needs.

This year, the College is migrating from our existing home-grown software system to the SunGard Banner system. The move will significantly improve the ability of the major departments (instruction, student services, financial aid, business office, and human resources) to integrate processes.

During the past six months (May – October 2009), the College has been asked to respond to major budget cuts, both with the District budget and in the categorical programs. Subsequent changes in the budget were addressed through the planning/program review processes. The Level One groups were asked to develop strategies for revising their budgets and given targets for reductions. These ideas were then discussed with the Level Two Committees and then the information was provided to PAC.

In the fiscal year ending June 2009, the College has managed to maintain a healthy reserve (to weather any mid-year cuts) and has been able to address any cash flow issues adequately. The annual audits conducted by an outside agency have not identified any problems in the financial management system.

Standard Four: Leadership and Governance

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

The President's Advisory Council (PAC) is a key participatory governance entity for the College. The group has functioned with its current configuration since 2004/05 and this year, the governance process is currently being evaluated by the campus. Surveys have been distributed to all staff to collect general opinions of how the process is working. The members of PAC also have the opportunity to identify what is working and what should be changed. A report on the outcomes of these research activities will be prepared.

One of the recommendations included in the last Site Visit report dealt with the College's policies and procedures and the need for systematic review. Beginning in Spring 2008 and using the Community College League of California (CCLC) guidelines, the College has completely revised all of its Board policies and Administrative procedures. A regular review process has been established to assure the currency of these documents.

Organization of the Self Study

Planning for the Self Study Report began during the Spring Semester 2008. In January and February, the Accreditation Liaison Officer (ALO) and the interim Superintendent/President invited members of the staff, managers group, and faculty to join the Accreditation Steering Committee. The ALO and Superintendent/President ensured that the Steering Committee had broad representation from the constituent groups on campus. The final membership of the committee comprised seven faculty members, six classified employees, fours managers, and two administrators. The President/ Superintendent, the three Vice Presidents, and the ALO (a faculty member) served as resources.

The ALO arranged a March 2008 training session for the Steering Committee presented by Jack Pond of ACCJC. Training involved frank discussions of the Standards and the themes inherent in the Standards as well as Commission expectations for the whole accreditation process and possible outcomes of the upcoming visit.

After the training, the ALO, President/Superintendent, and Steering Committee members recruited members for each of the Standards Committees. The co-chairs of the Standards Committees, the ALO, and the President/Superintendent and Vice Presidents made sure that each of these Committees also had broad representation from the constituent groups, including students. At an April 2008 meeting, the Steering Committee mapped out a timeline for completion of the Self Study. This timeline was adjusted several times over the course of the next year to reflect changing needs of the committee chairs.

Timeline of the Self Study Process

Spring 2008

- January 25-27: VP of Instruction, ALO, and three faculty members attend Accreditation Institute, sponsored by California Academic Senate and ACCJC.
- January-February: Recruit for Steering Committee, volunteers from all constituent groups
- March 24: Training for Steering Committee, presented by Jack Pond, ACCJC
- April-May: Steering Committee recruits volunteers for the Standards Committees
- May: ALO and interim Superintendent/President review Standards Committees rosters

Summer 2008

- June-August: Interim Superintendent/President continues recruiting and completes committee membership

Fall 2008

- August: Interactive accreditation website created and maintained by ALO, with discussion board and with links to all relevant documents.
- August 15: training of the complete Self Study team, including all members of the Standards Committees.
- August-December: Steering Committee meets regularly. Standards Committees meet regularly, gather evidence, and draft the "descriptions" sections for each of the Standards.
- September: Staff survey instrument developed by Steering Committee.

- October: Staff survey distributed using on-line survey tool.
- November: Accreditation staff survey results compiled and distributed to Steering Committee.
- December-January: Standards Committees meet to analyze and discuss their findings and to "measure" ourselves against the Standards.

Spring 2009

- December-April: Standards Committees draft the "evaluation" sections and "planning agenda" for each Standard
- April: Initial draft of Self Study developed and reviewed by Steering Committee

Summer 2009

- May-August: Committees continue to revise sections.
- August 15-September 5: Draft of Self Study compiled.
- August 18: Accreditation Liaison Officer makes presentation to the Board of Trustees

Fall 2009

- September 7-30: Draft of Self Study distributed for feedback to campus community
- September 24: Accreditation Steering Committee reviews draft and sets up forums and retreat
- September 28, 29 & 30: Campus forums conducted and input provided on Self Study
- October 2: Steering Committee conducts half-day retreat to finalize Self Study
- October 5-16: Final editing on Self Study
- October 19: Self-study distributed to the Board of Trustees
- November: Obtain Board approval and gather all signatures.
- November: Add artwork and prepare for printing. Also convert to PDF and create flash drives for the Visiting Team.
- End of November: Send to ACCJC.

In Fall 2008, the College began the Self Study process. The timeline was presented to the whole College at the August 14, 2008, Staff Orientation Day. The following day, a training workshop was held for all those who volunteered to work on the Standards Committees. In the months that followed, the Standards Committees met to discuss individuals' assignments. The Steering Committee met monthly to discuss progress and next steps. Members of the Standards Committees began working on their individual assignments.

In September 2008, the Steering Committee compiled the questions to be used in the Accreditation Staff Survey. The survey was conducted in October 2008, and the Steering Committee analyzed the data and distributed them to the Standards Committees for incorporation into the Self Study.

The initial draft sections were submitted throughout the first three weeks of March. From March 26 to April 6, the individual pieces of the Self Study were compiled into one document. The Steering Committee reviewed the document and discussed it at its April 8 meeting. The Steering Committee felt it needed more work, so the sections were returned to the Standards Committees for revisions. By August 15, the sections were resubmitted, and the Self Study Draft was compiled and edited for all-campus review.

At the August meeting of the Board of Trustees, the ALO informed the Board of the progress of the Self Study and stated the draft would be available for review by the campus community after September 7.

The revised and updated draft of the Self Study document was presented to the College community for an all-campus review September 7 through 30, 2009. This draft was placed online and its link emailed to all faculty, staff, administrators, and to student leaders. Print copies were made available for review in the staff lounge and in the library.

At its September 24 meeting, the Steering Committee assigned sections of the Self Study for in-depth review to Committee members. At the end of the month, the Steering Committee hosted three open campus forums (September 28, 29, and 30) at staggered times to solicit feedback from the college community. Faculty, staff, administrators, and students who could not attend one of the forums were invited to email their suggestions to the Steering Committee. At the forums, the Steering Committee welcomed the campus feedback and also discussed their own reactions to the draft.

On October 2, 2009, the Steering Committee held an editing and revising mini-retreat. For three hours, the Steering Committee reviewed the feedback from the open forums and from each other and then set about making revisions to the various sections. These edited sections were handed over to the editors for inclusion in the main document.

On October 19, a final draft of the Self Study was mailed to the Board of Trustees, who approved the document at their November 3 meeting. All necessary signatures were gathered, and the document was forwarded to the printer.

In November, the ALO conducted a survey with the Steering Committee to gather information about the strengths and weaknesses of the process of creating a Self Study. The intent was to find out what obstacles got in the way of the writing of the report and to solicit ideas for making the process run more smoothly six years from now.

The Standards Committees, Fall 2008 to Spring 2009

STANDARD 1: Institutional Mission and Assessment of Effectiveness	**STANDARD 2:** Student Learning Programs and Services		
	STANDARD 2A: Instructional Programs	**STANDARD 2B:** Student Support Services	**STANDARD 2C:** Library and Learning Support Services
co-chairs: Chris Vancil (F) Denise Dohrn (C)	co-chairs: Heidi English (F) Jeff Cummings (A)	co-chairs: Bruce Johnston (F) Vicki Wrobel (M)	co-chairs: Ernie Miller (C) Beatriz Vasquez (A)
David Carico (F)	Sean Abel (F)	Renata Funke (M)	Debra Chambers (C)
Lori Cleveland (F)	Casey Clure (C)	Martha Gentry (C)	Marlys Cordoba (F)
Jodi Dawson (C)	Li Collier (M)	Denis Hagarty (F)	Lindsay Falcone (S)
Maria Fernandez (F)	Cheryl Coppin (F)	Jennifer Powers (C)	Donna Farris (C)
Kim Lopez (F)	Christy Cummings (C)	Jim Pratt (C)	Dennis Freeman (M)
Sharon Swingle (C)	Geri Fedora (F)	Mike Read (F)	Linda Freeman (C)
Teresa Winkelman	Sean Firpo (S)	Rachael Shea (C)	Sunny Greene (F)
	Shirley Louie (F)	Ty Speck (C)	Kitty Lyons (S)
	Bethany McWilliams (C)	Stacey Westrum (C)	Jackie McNamara (F)
	Tony Osa (F)	Meghan Witherell (C)	Justine Mitrovich (C)
	Val Roberts (M)		Jerry Pompa (F)
	Charlie Roche (C)		Cindy Shipley (C)
			Eve Thompson (F)

STANDARD 3: Resources			
STANDARD 3A Human Resources	**STANDARD 3B** Physical Resources	**STANDARD 3C** Technology Resources	**STANDARD 3D** Financial Resources
co-chairs: Nancy Miller (M) Elaine Eldridge (C)	co-chairs: Mike Paddack (F) Randy Joslin (M)	co-chairs: Mike Midkiff (M) Larry Glenn (C)	co-chairs: Shawn Abbott (F) Connie Warren (C)
Vickie Donaldson (M)	Toni Bray (C)	Jesse Cecil (F)	Karen Chandler (C)
Sheila Grimes (C)	Doug Haugen (M)	Steve Crow (A)	Arielle Guest (S)
Bill Hirt (F)	Jan Keen (M)	Art Kameda (C)	Sean Kenny (F)
Roberto Mazariegos (F)	Linda Rogers (C)	Matt Latanzio (C)	Dawnie Slabaugh (C)
Michelle Van Aalst (F)	Eric Young (F)	Jalena Wallace (S)	
		Eric Yerkes (C)	

STANDARD 4 Leadership and Governance	**DISTANCE LEARNING**		
co-chairs: Dave Clarke (F) Debbie Dutcher (C)	co-chairs: Patrice Thatcher (F) Nancy Shepard (M)		
Daphne Bardling (S)	Jaimie Dillard (F)		
Andrea Castro (C)	David Donica (C/F)		
Dave Fontius (F)	Mike Graves (F)		
Mike Graves (F)	Ahmed Ismail (F)		
Ahmed Ismail (F)			
Mike Miller (M)			
Barry Russell (A)			

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

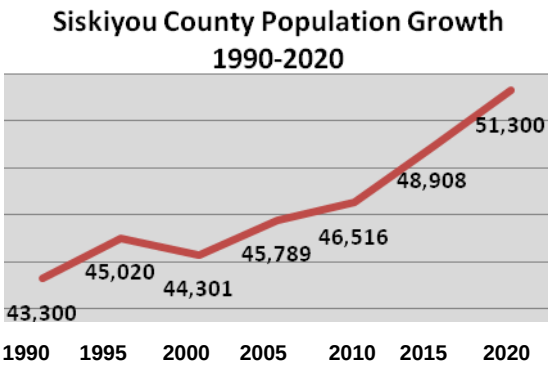
Descriptive Background and Demographics

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 217. The area hosts a variety of landscapes from rugged mountain ranges to river valleys, and includes 14,162-foot majestic Mount Shasta, the second highest mountain in the Cascade Range. More than 60% of the land in the District is managed by Federal and State government agencies.

Community Demographics

The population of the District is almost 46,000, with the majority of residents located in small towns dispersed across the region. Siskiyou County is the fifth largest county in the State, and is the size of Connecticut and Rhode Island combined. However, the County ranks number 44 out of 58 counties for population. Residents live in small rural towns, many of which are well over 100 miles from either the Weed or Yreka Campuses of College of the Siskiyous.

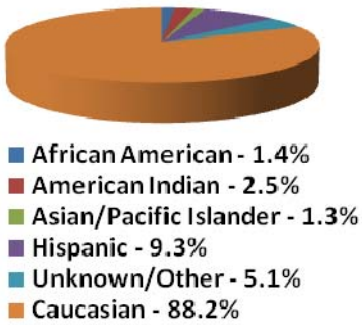


Source: U.S. Census Bureau

Between 1990 and 2000 Siskiyou County experienced 2.5% growth compared to the State average of 13.8% for the same period. It is projected that the County will grow 5.5% from 2000 to 2010 compared to a California growth rate of 14.7% in the same time period. Looking forward, Siskiyou County's population is projected to grow more rapidly to 51,300 by 2020, equaling over 15% growth over 20 years from the 2000 Census figures.

According to the U. S. Census Bureau, gender distribution is nearly equal between men and women in Siskiyou County. However, the ethnic breakdown of the County is much more skewed with over 88% of the population categorized as Caucasian, as seen in the chart at right. Over 50% of the population is of working age, between 21 and 64 years, while approximately 20% of the population is under the age of 18 years.

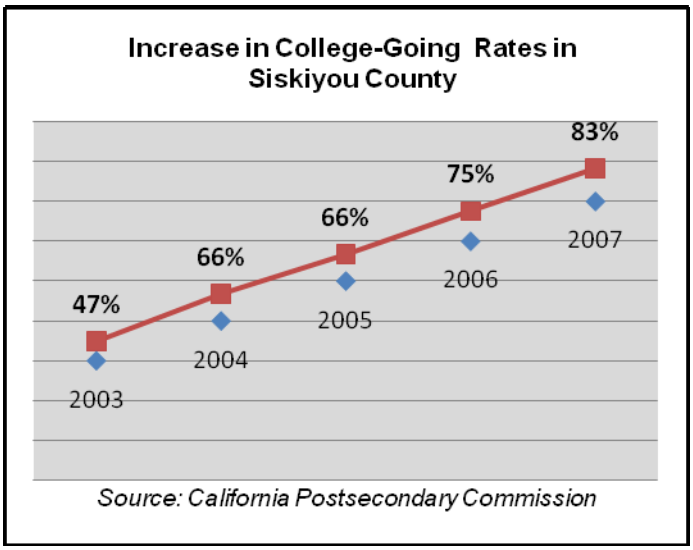
Siskiyou County Ethnicity 2007-08



Source: U.S. Census Bureau

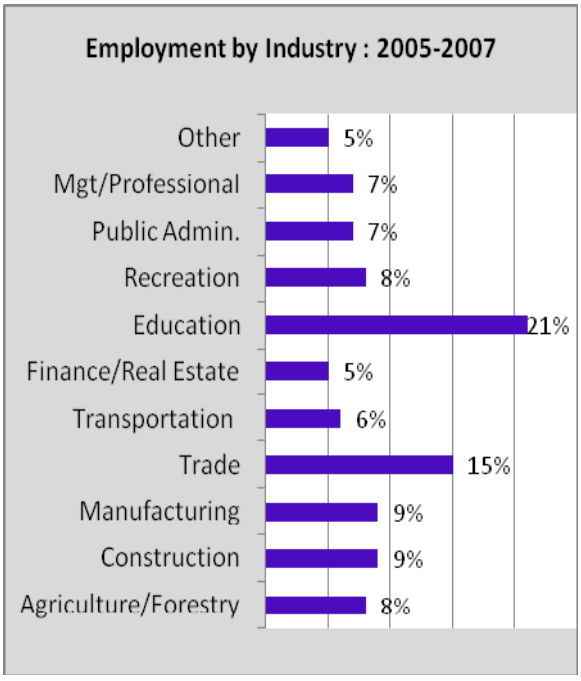
College-Going Rate

According to data published by the California Postsecondary Commission, there has been a significant increase in the college-going rates of Siskiyou County public high school students. COS was a key player in establishing the College Options Program within the County in 2003. Through collaborative efforts working with high school students to encourage them to attend college, COS, CSU, UC and the McConnell Foundation, have significantly increased the college-going rate from 47% in 2003 to 83% in 2007.



For the year 2007, when compared with California's other 52 counties, Siskiyou County ranked #1 in the state for the college-going rate of high school students. San Francisco County ranked second with a college-going rate of 71%, 12 percentage points less than Siskiyou County.

Economy & Employment

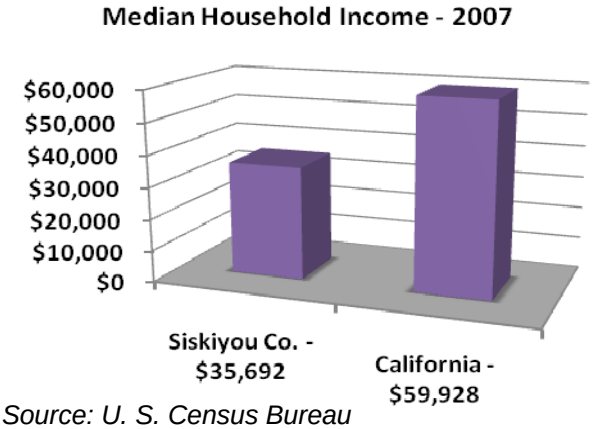


Source: U.S. Census Bureau, American Fact Finder

Historically the timber industry has been the major employer in Siskiyou County. However, due to a downturn in local timber production during the 1990's when legislation severely curtailed logging operations, many local lumber mills closed, and there was a loss of nearly 2,000 timber jobs. More recently, education (21%) and retail and wholesale trade (15%) have become the predominant employers.

The economic activities of the region are primarily related to tourism and forestry, resulting in a highly seasonal labor market. As a result, the unemployment rate of Siskiyou County, which was 14% for 2008, tends to be significantly higher than the State average which was 7.2% for the same period. The region's labor force also tends to be relatively seasonal with increased employment opportunities during the summer and fall

According to the U.S. Bureau of Census 2007, 17.7%, of Siskiyou County citizens are classified as living in poverty status as compared to the 12.4% average for the population of California. In addition, 40% of Siskiyou County families with single female householders live below the poverty line compared to the State average of 25%.



Source: U. S. Census Bureau

OUR CAMPUS

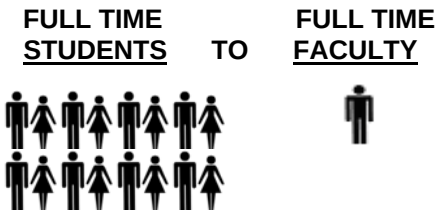
COS Facilities

Established in 1957, College of the Siskiyous (COS) is the only institution of higher education located in the Siskiyou Joint Community College District. The 260-acre main campus is located at the base of Mount Shasta in the town of Weed. Students enjoy a variety of modernized facilities in 23 buildings, including a 600-seat theatre, television studio, state-of-the-art fire tower, emergency services training facility, computer labs, a library, tutoring labs, distance learning facility, vocational education shops, science labs, a gymnasium, and numerous general purpose classrooms. In addition, COS has a satellite campus located 30 miles north of Weed in Yreka, the site of the College's new Rural Health Sciences Institute.

In November 2005, the residents of Siskiyou County passed Measure A, a $31 million bond, to support further development on campus. The key elements the bond has supported are: (1) the construction of three new buildings: the Tactical Training Center (Weed), the Emergency Services Training Center (Weed), and the Rural Health Sciences Institute (Yreka); (2) extension of the videoconferencing network to all high schools in outlying areas; (3) remodel of the two campus residence halls; and (4) improvement of campus technology.

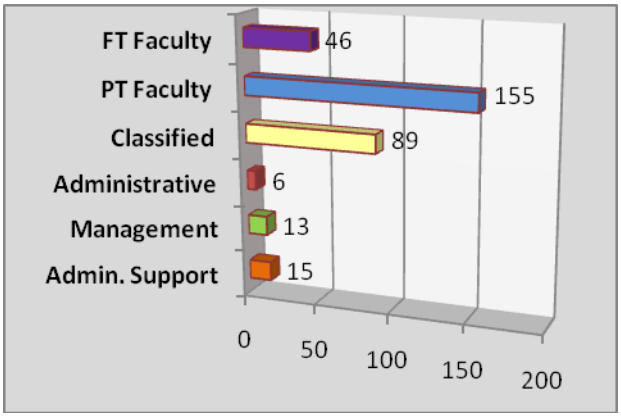
COS Faculty & Staff

The faculty and staff at COS offer students individualized attention in a familiar atmosphere where they commonly know students by name and maintain contact 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.



COS Financial Resources

The College obtains the majority of operating revenue from funding provided by the State of California. Due to the current budget crisis affecting the State, College of the Siskiyous 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 using predefined criteria stated in Board Policy 6200. A Budget Oversight Committee, chaired by the Controller, works through budget details and assists the campus in keeping on track.



Source: California Chancellor's Office Data Mart

Employee Counts by Type

COS is staffed with a stable workforce of employees, where less than 4% of all employees were hired within the last year. In addition, approximately 20% of COS employees are former graduates of the institution. In total, approximately 324 employees are committed to establishing an exceptional learning environment.

COS Programs & Courses

College of the Siskiyous is widely recognized for its excellent programs in humanities and the arts, sciences and technology, and athletics. COS also has outstanding vocational programs, including Fire/Emergency Response Technology, EMT/Paramedic, Administration of Justice, Environmental Resources, and Licensed Vocational and Registered Nursing Programs. Other certificate programs offered at COS include Accounting, Business Administration, Computer Science, Early Childhood Education, Graphic Design, Media Communications, Office Assistant, Theatre Arts and Welding.

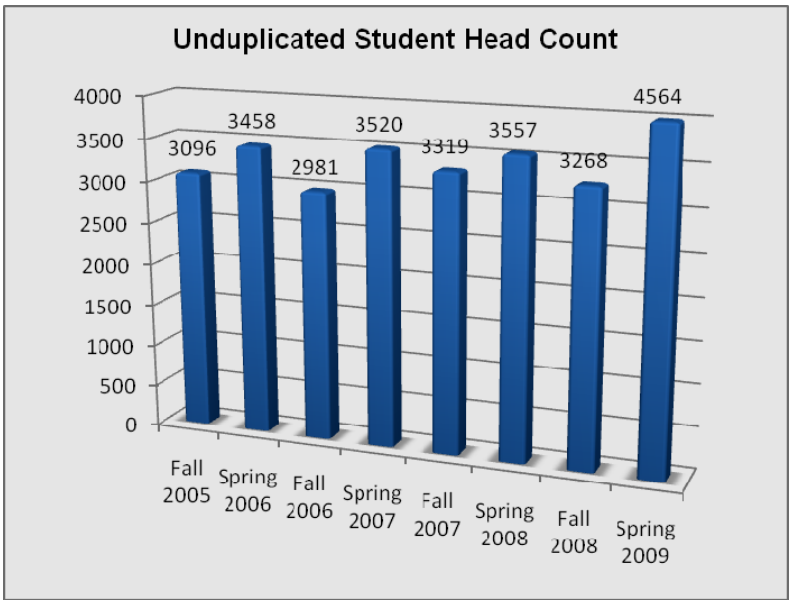
Programs at College of the Siskiyous are continually monitored and evaluated to determine effectiveness. Programs conduct annual program reviews which inform decision-making, planning, and ongoing monitoring for areas of improvement. Focus groups, student satisfaction surveys, and studies evaluating 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

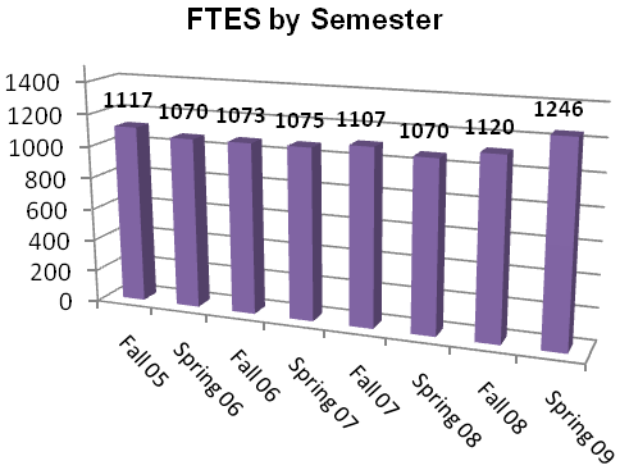
Students Served

The number 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 on the following page demonstrates that the number of individual students served at College of the Siskiyous has gradually increased since 2004, with a continued trend towards higher enrollment of students in the spring semesters. A likely explanation for this pattern is the seasonal labor market of Siskiyou County. On average, since 2004, approximately 3100 unique students attend the fall semester and 3500 unique students attend the spring semester. COS students come from a variety of backgrounds and enter the institution with different goals and objectives.



Source: California Chancellor's Office Data Mart

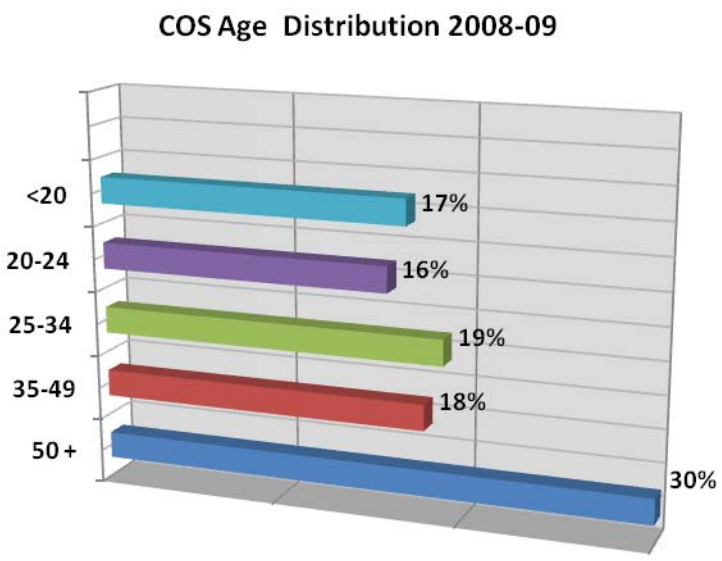
Even though the total number of students varies from fall to spring semesters, the number of full-time students has remained relatively consistent. Full-time students average approximately 26% in the fall and 20% in the spring; thus the chart below providing FTES by fall/spring reflects a different trend.



Source: California Chancellor's Office Data Mart

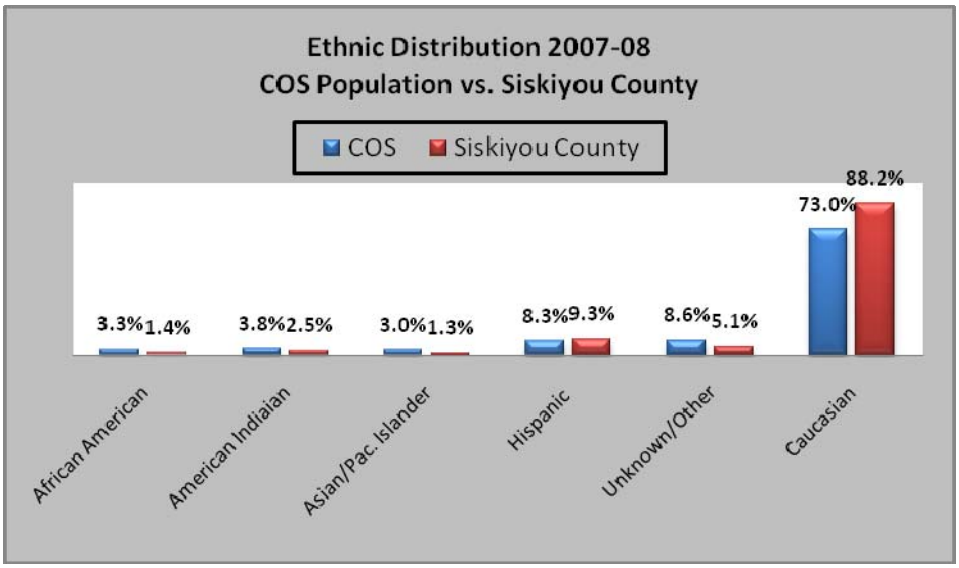
Age & Ethnicity

As is common for most California Community Colleges, the student population of College of the Siskiyous is slightly more female than male.



COS attracts students of all ages. As demonstrated in the chart above, they range from 17% in the less than 20 year-old category to 30% of those who are over 50 years of age. 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 at only 73% as compared to the County at 88% as indicated in the chart below. 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.



Source: U.S. Census Bureau and California Chancellor's Office Data Mart

Enrollment Trends

Term	All Enrollments	Student Drops	Retained Enrollments	Percentage Retention
Fall 2005	7962	1208	6754	85%
Spring 2006	8160	1171	6989	86%
Fall 2006	7668	1488	6180	81%
Spring 2007	8321	1519	6802	82%
Fall 2007	7974	1465	6509	82%
Spring 2008	8594	1389	7205	84%
Fall 2008	8050	1396	6654	83%
Spring 2009	10,363	1566	8797	85%

Source: COS 320 Reports

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 COS since 2005 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.

FTES dropped significantly at College of the Siskiyous between 2004 - 2007, but in academic year 2007-08, there was a positive trend and an increase of 9.8% in 2008-09, as indicated in the table below.

College of the Siskiyous FTES Trends

Report	Late Summer	Fall	Spring	Early Summer	Total	% Change
1998-99	148	896	999	154	**2197**	
1999-00	152	850	1143	160	**2305**	+4.9
2000-01	205	913	1088	205	**2412**	+4.6
2001-02	133	1033	1154	192	**2512**	+4.1
2002-03	175	1061	1230	139	**2605**	+3.7
2003-04	95	1074	1266	166	**2601**	-.15
2004-05	56	1131	1096	143	**2426**	-6.7
2005-06	55	1117	1070	141	**2383**	-1.8
2006-07	75	1073	1075	122	**2345**	-1.6
2007-08	102	1107	1070	146	**2430**	+ 3.6
2008-09	118	1128	1242	182	**2670**	+9.8

Source: COS 320 Reports

Distance Learning

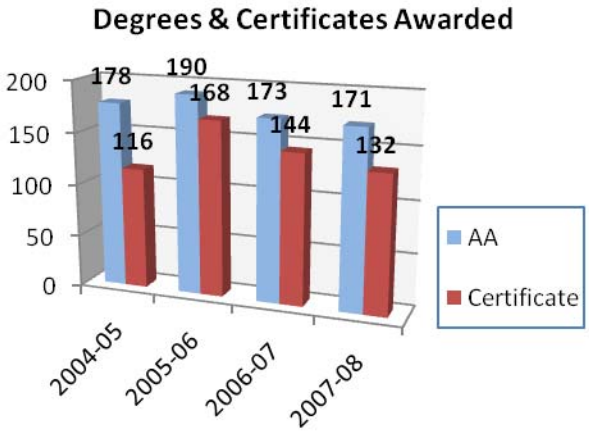
Due to the vast geographic area of the Siskiyou Joint Community College District, the College attempts to minimize the required travel for students by offering courses in a variety of locations. COS offers, distance learning courses via videoconferencing in Weed, Yreka, Dunsmuir, McCloud, Mount Shasta, Happy Camp, Tulelake, Etna and Dorris. Classes can also be taken from any Internet-connected computer, making them a good alternative for those who live at a distance from the campus or cannot be on campus during regular class hours. In the last several years the enrollment in distance learning courses has doubled, likely due to increased access and technological advancement of the community.

In 2007-2008, COS offered a total of 142 courses in distance modes with a total of 3,179 enrollments. Ninety courses were taught online over the Internet, 12 offered as in-class or online hybrid courses, and 40 courses were offered via two-way videoconferencing. This represents a 40% increase in the number of courses and a 45% increase in the number of students over the previous year. This demonstrates increases of 163% and 159% respectively over the past five years.

According to data from the California Chancellor's Office Data Mart, distance learning courses accounted for 93 FTES (8% of total) in the fall of 2005 and numbered 212 FTES (16% of total) in the spring of 2009.

Student Outcomes

Individual assessments of student learning are conducted in courses and programs around campus. At an institutional level, 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 have also been developed.



Each term the numbers of students that complete their AA/AS degrees or certificates fluctuate as shown in the chart above.

Student Success Rates	
Fall 2005	65%
Spring 2006	68%
Fall 2006	65%
Spring 2007	66%
Fall 2007	65%
Spring 2008	68%
Fall 2008	67%
Spring 2009	70%

Student Success Rate

The student success measure is defined as the percentage of successful students out of the total number enrolled, where success equals A, B, C and credit grades. Over the past four years the average success rate has been 67%.

(Source: California Chancellor's Office Data Mart)

Transfer

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.

The majority of full-time students attend College of the Siskiyous with the educational goal of obtaining a degree and/or transferring to another institution. Of all the students who stated an educational goal in Fall 2007, 21% intend to earn a degree or certificate and 17% plan to transfer to another institution. Approximately 24% of students are uncertain or undecided about their educational goals.

Over the past 18 years (1989-90 through 2007-08) the average number of COS students per year transferring to a UC campus has been 10 students, and to a CSU campus, 62 students respectively. In addition, significant numbers of COS students transfer to California independent universities and out-of-state universities. This information is tracked in the Transfer Center of the College's Counseling Office.

COS Most Common Transfer Institutions
CSU Chico
Southern Oregon University
Humboldt State University
Simpson University
CSU Sacramento
Oregon Institute of Technology

Due to College of the Siskiyous' close proximity to the Oregon border, many COS students transfer out-of-state to Southern Oregon University (SOU). In order to assist students in this effort, COS has developed an exchange agreement with SOU and the Oregon Institute of Technology 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.

Our Services for 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), access to computer, reading, writing and math labs, DSPS, CARE, EOPS, SSS, MESA. Residence hall facilities and childcare are also available on campus for COS students. Upward Bound and College Options 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.

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 needs 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 who are majoring in math, engineering, and science.

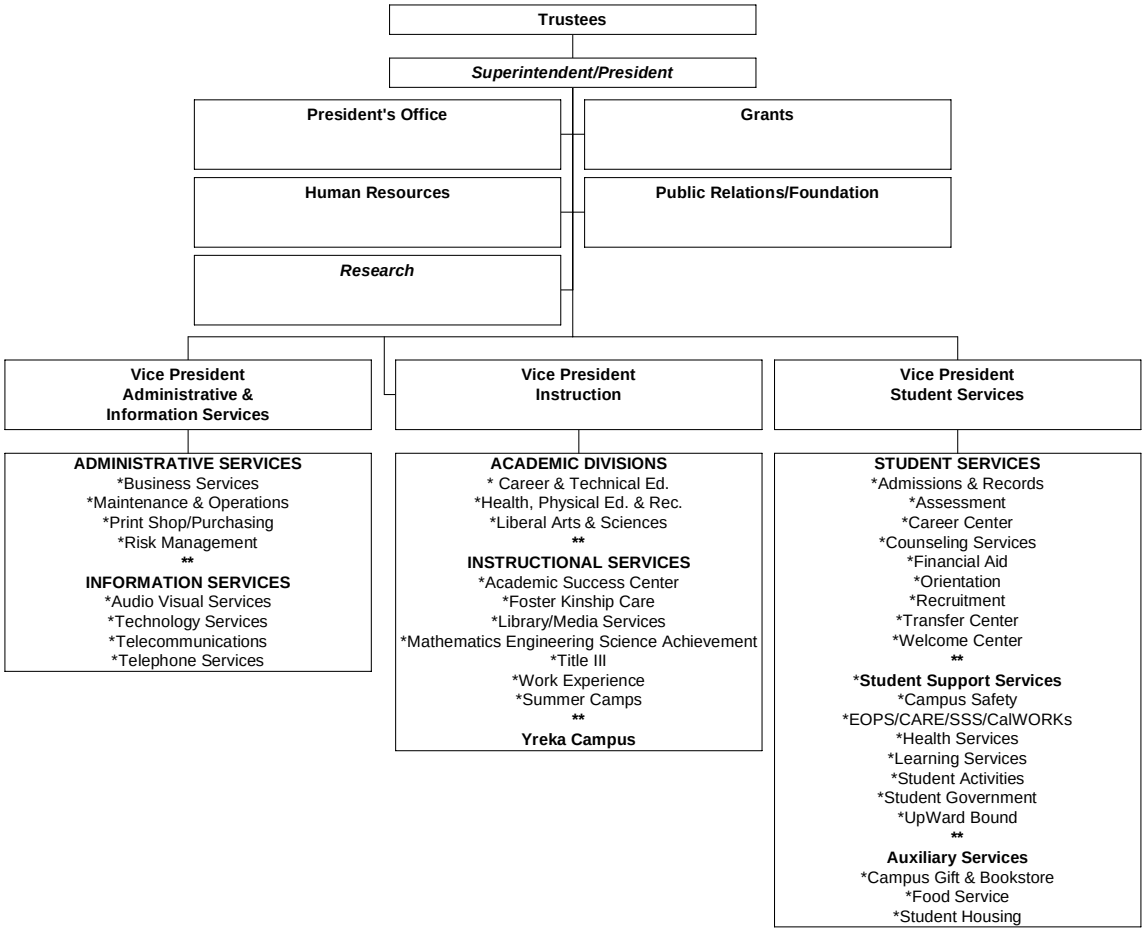
During the 2007-2008 academic year, COS distributed nearly $3.5 million in financial aid with over $45,000 in scholarships. Due to the large percentage of low-income students, this aid helps many COS students to attend college.

Student housing is available on campus in the residence halls. The two-building, co-ed residential facilities offer housing to 135 students.

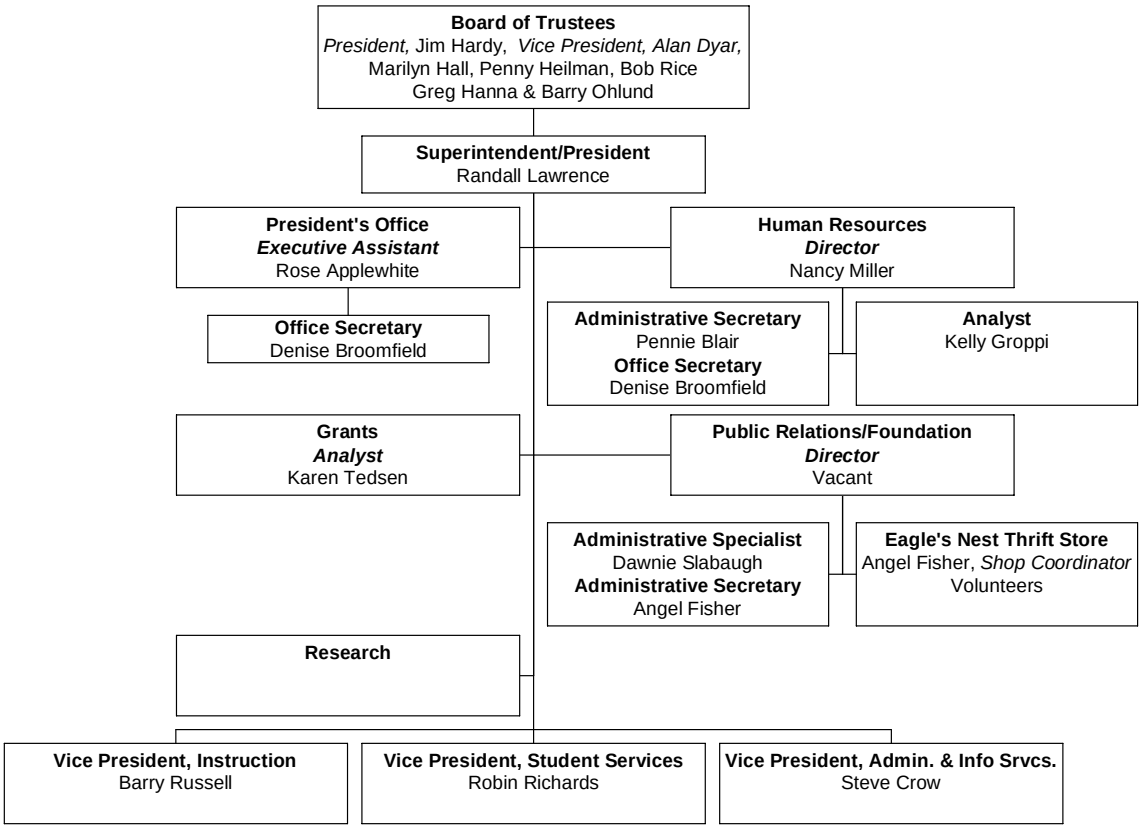
College of the Siskiyous strives to make access to and success in higher education a reality for all students. These student support services provide a helping hand to students to assist them in their efforts to achieve their educational goals.

Organizational Charts

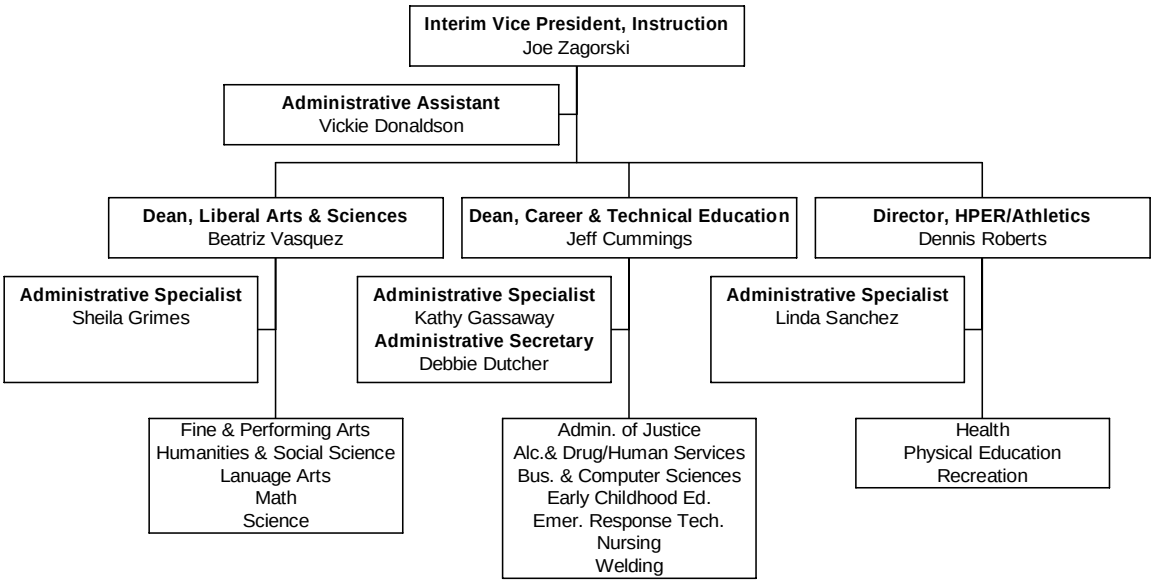
GOVERNANCE STRUCTURE



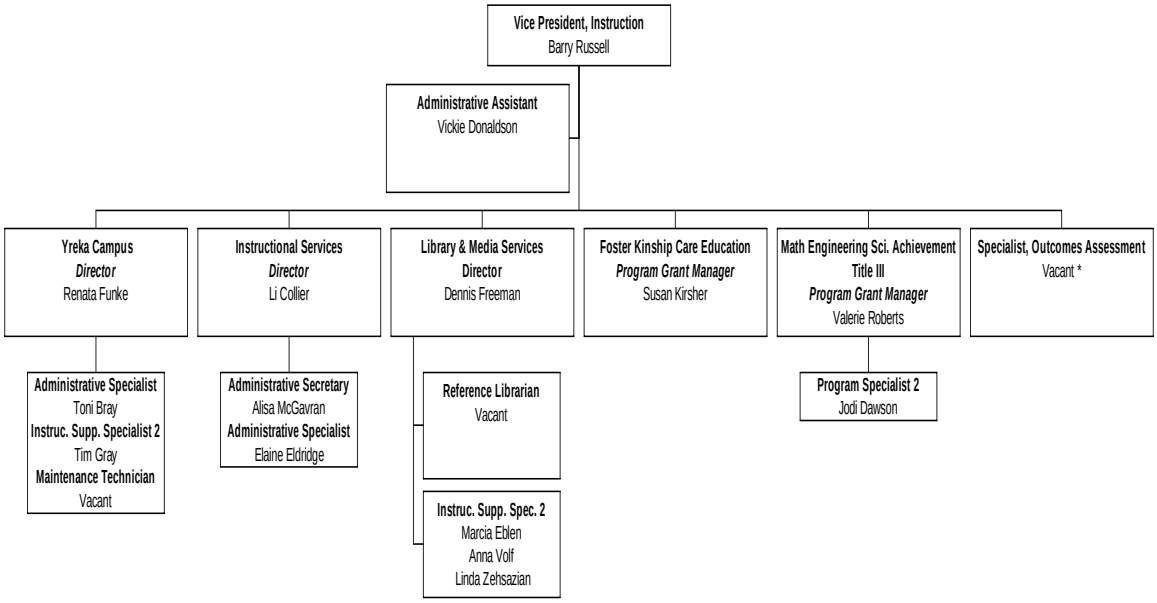
BOARD / ADMINISTRATION / INSTITUTIONAL SUPPORT SERVICES



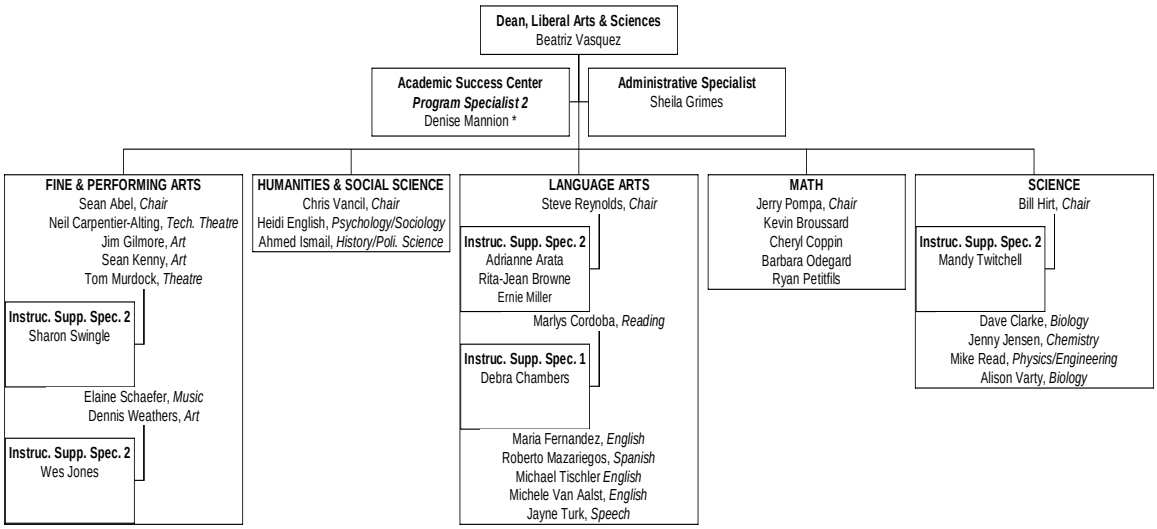
ACADEMIC PROGRAMS



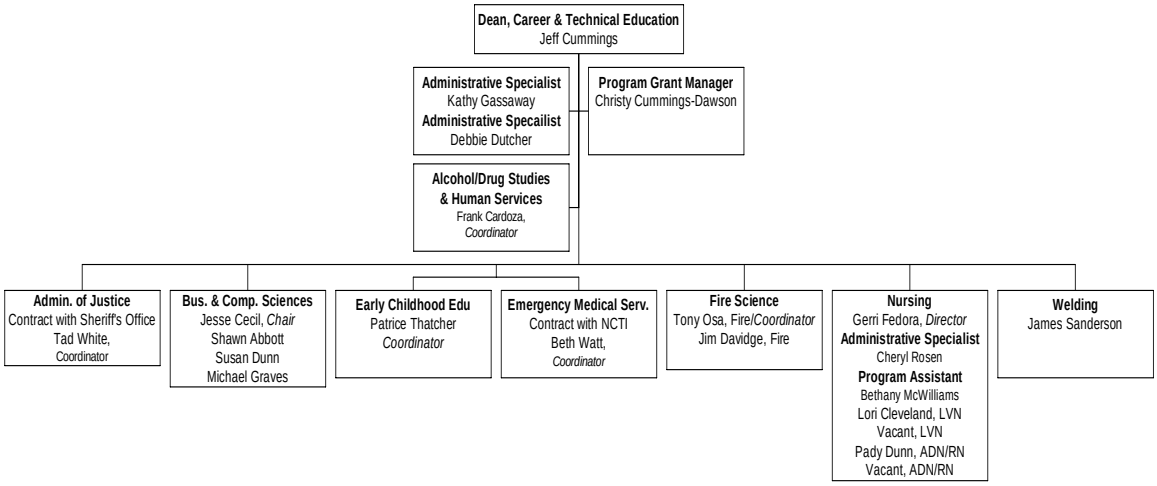
INSTRUCTIONAL SERVICES



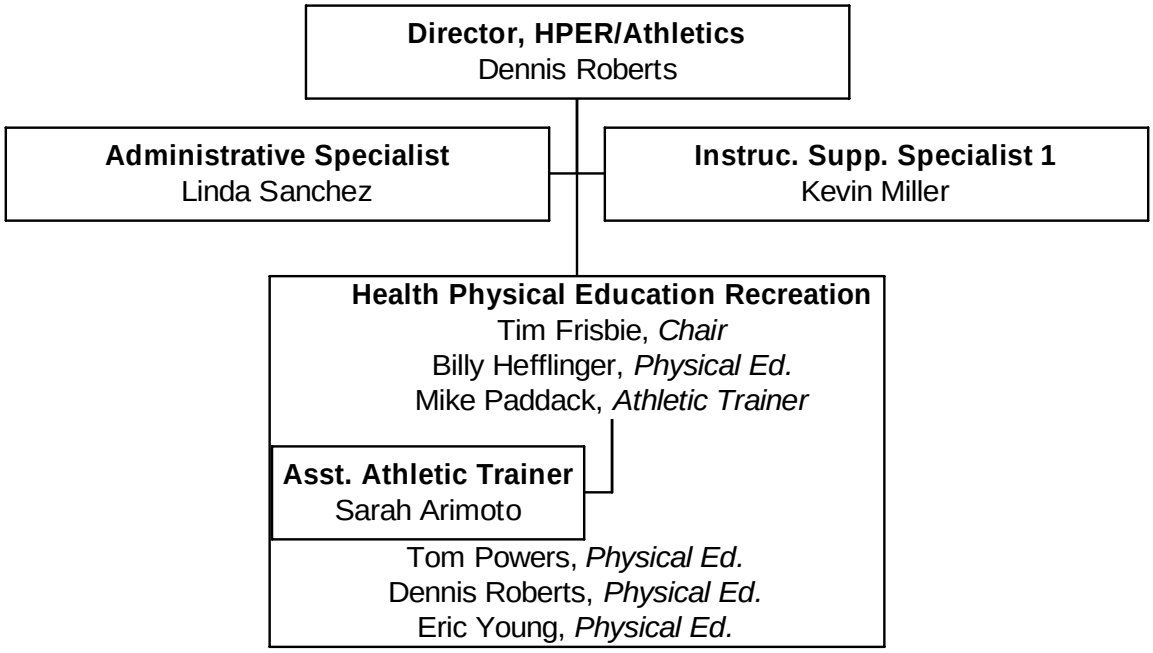
LIBERAL ARTS AND SCIENCES



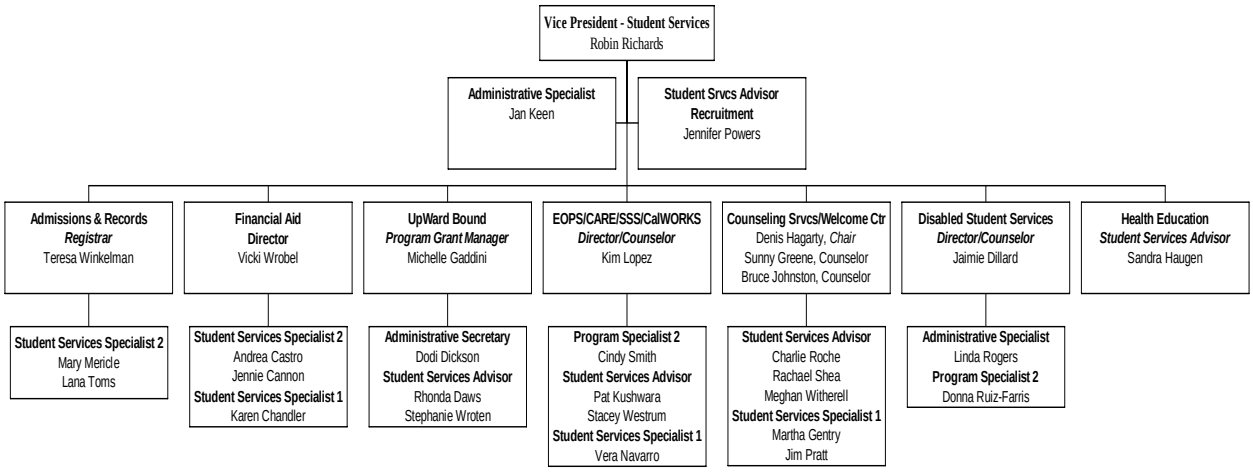
CAREER AND TECHNICAL EDUCATION



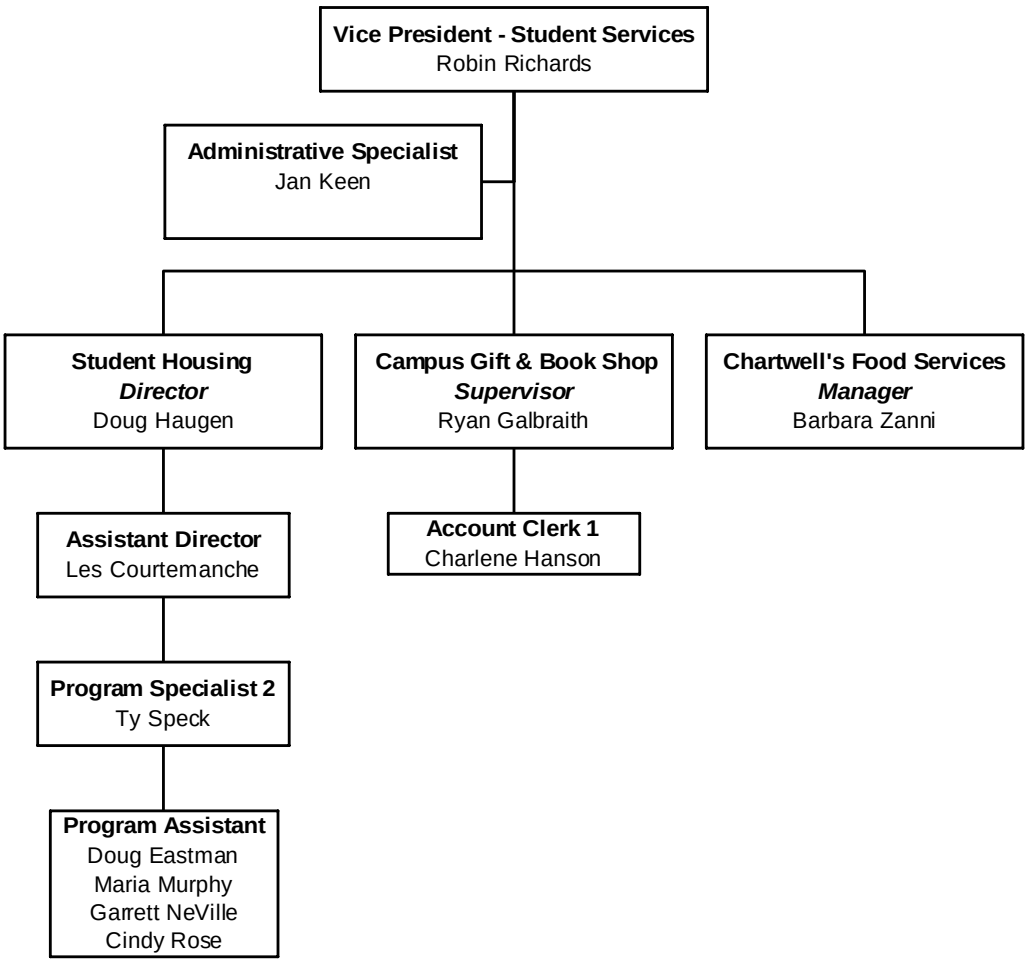
HEALTH, PHYSICAL EDUCATION AND RECREATION



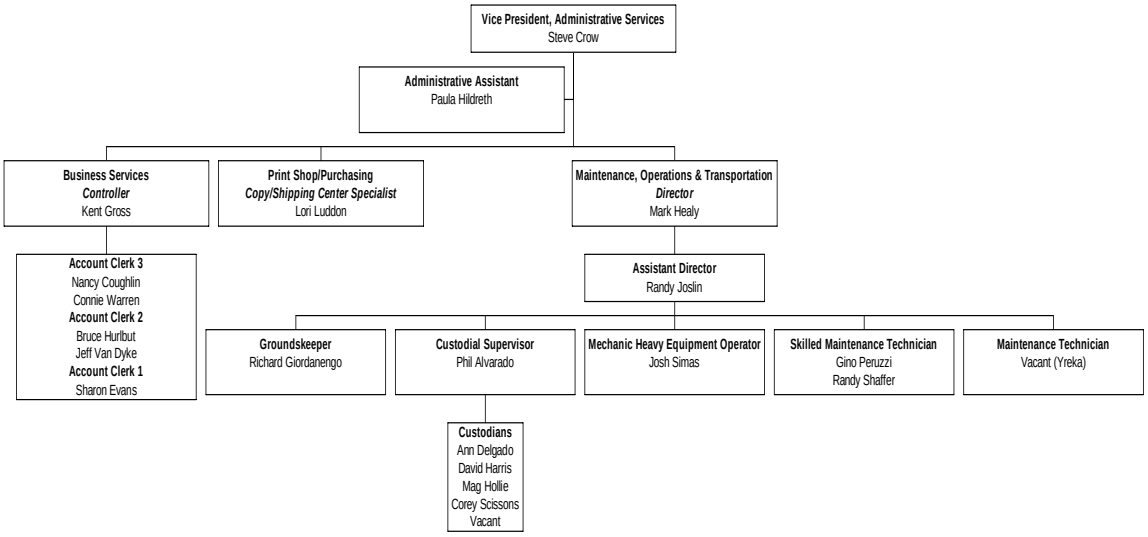
STUDENT SERVICES



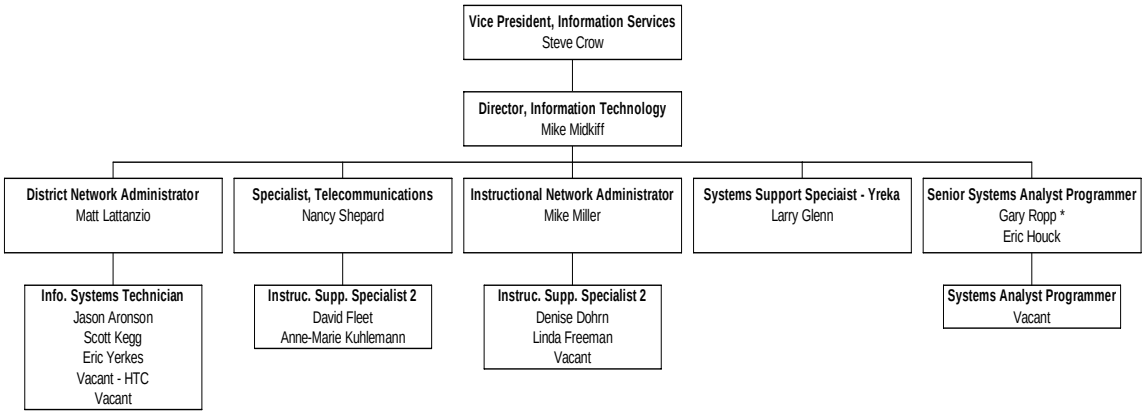
AUXILIARY SERVICES



ADMINISTRATIVE SERVICES



INFORMATION SERVICES



Certification of Continued Compliance with Eligibility Requirements

1. Authority

College of the Siskiyous 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 statements (mission, values, vision and function) clearly define College of the Siskiyous as a degree-granting institution of higher education that is committed to student learning. The Board of Trustees adopted the current mission statement in April 2005. It is published by the College Catalog, in the Board Policy Manual, in the Student Handbook, and online in the College of the Siskiyous website.

3. Governing Board

A seven-member Board of Trustees elected from communities within the College District governs College of the Siskiyous. 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 and adheres to board policy on conflict of interest.

4. Chief Executive Officer

The Superintendent/President of College of the Siskiyous 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 Siskiyous employs one Superintendent/President, three Vice-Presidents, several Deans and Directors, 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 4,000 students are enrolled at College of the Siskiyous per semester. Students attend for a variety of reasons including transfer, degree and certificate attainment, and skill building.

7. Degrees

College of the Siskiyous 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 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. Student Learning and Achievement

College of the Siskiyous publishes educational outcomes for each of its programs which are contained in the College Catalog and course/program outlines. These are systematically assessed every year through the program review process.

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 Siskiyous General Education program must demonstrate minimum competency in communication, reasoning, critical thinking and an introduction to some of the major areas of knowledge. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

College of the Siskiyous observes a strong commitment to academic freedom for faculty and students alike. This commitment is articulated in board policy and is printed in our catalog.

13. Faculty

College of the Siskiyous employs 46 full-time faculty members and approximately 155 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 2008), full-time faculty teaches 51.5% of the courses offered. Faculty members meet or exceed minimum qualifications are qualified by training and experience to support the educational programs. Roles and responsibilities of faculty members are clearly delineated in the Faculty Handbook.

14. 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 DSPS (Disabled Student Programs and Services), EOPS (Extended Opportunity Program and Services), and SSS (Student Support Services) to name a few.

15. 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.

16. 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. The Library/LRC also provides significant electronic resources that can be used by students at the Yreka campus and our distance learning sites.

17. Financial Resources

College of the Siskiyous documents a 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.

18. 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.

19. 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 an annual cycle. All of these programs rely upon data to validate and assess planning. While the institution is without a researcher, due to a resignation, it has used outside research to supplement in-house resources and has transitioned to a new, integrated software system that will make data collection and use in assessment much easier.

20. 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.

21. 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

The last comprehensive Accreditation visit occurred in March 2004. The Visiting Team that evaluated the College made the following five recommendations, which were confirmed by the Accrediting Commission for Community and Junior Colleges at their June 2004 meeting. The following describes activities engaged in by College of the Siskiyous to address these recommendations.

Recommendation 1

The College promptly review and revise its mission statement, so that the accreditation focus on student learning is incorporated into the statement. Once revised, COS should establish a regular review cycle for its mission statement that provides for updates to the mission as needed. The College also needs to develop a systematic and regular way to assess the achievement of its mission, and then communicate its progress to all of its constituents. (IA, IA.3)

Upon receiving the recommendations of the Accreditation Team, the District began a process to review and revise its mission statement to reflect the new focus on student learning outcomes and to reflect its applicability to the District and its future plans. The first conversations about the mission began at the President's Advisory Council (PAC) Retreat on November 9, 2004. Soon after this meeting, input on the College's mission and on the direction the College should take for the next five to ten years was solicited from the entire campus community at the Annual Planning Day, November 11, 2004.

The Strategic Master Plan Steering Committee tallied and compiled the people's ideas and comments into a mission statement, including statements of values, vision, and function. The values serve as the themes around which the goals of the Strategic Master Plan are organized. The vision statements elaborate those values and essentially restate the Mission in more specific terms. The function statement identifies concisely the primary means by which the District accomplishes its mission. These College values, vision, and function statements help make the mission operational.

The first draft of this comprehensive mission statement was presented to the campus for review in February 2005. Feedback was compiled and reported to the Strategic Master Plan Steering Committee, who put the mission statement in its final form. The mission statement was approved by the PAC and ultimately approved by the Board of Trustees in March 2005.

Once the mission statement was Board approved, the campus community met in forums (March 2005) to discuss details of the Strategic Master Plan. The Steering Committee consolidated the feedback (April 2005) and finalized the details of the complete Strategic Master Plan, which was approved by the Board of Trustees in May 2005.

In January 2006, the plan for the annual review of the College's mission and the Strategic Master Plan was revised and put into place. The first cycle of review occurred February 2006, and will occur every spring semester for the next four years. In Fall 2008, Board Policy 1200 was adopted which states that the mission will be reviewed and revised on a regular basis, and this policy contains the mission:

"College of the Siskiyous will serve our community and any student who can benefit from an exceptional learning environment which is safe, attractive and promotes a passion for learning, cultural enrichment and sense of belonging for all."

The current annual review process of the mission and the Strategic Master Plan, which has been put into place, involves having college staff review the mission and planning documents and then provide feedback to the PAC through campus forums open to all staff and students. The primary purpose of this inclusive review process is to obtain input on revisions to the mission, vision, values, and goals as well as to develop plans for projects to be carried out on campus and to ensure that such projects are aligned with the mission and the Strategic Master Plan.

The mission, values, vision, and function statements include language about student learning and are published in the following documents: the Strategic Master Plan, April 2005; the College Catalog (beginning 2007-09); the College Schedule of Classes (beginning Fall 2005); the Student Handbook (beginning 2005-06); and the College's official website (where a link to the mission is easily found in the Site Index).

Recommendation 2

The College develop a new broad-based strategic planning process that clearly incorporates the revised college mission into the plan. The process should provide the College with measurable, long-term goals and include a systematic cycle of evaluation, implementation, and reevaluation leading to improvement. (IA.4, IB.2, IB.4, IB.6)

Dialogue about creating a new Strategic Master Plan for the College began at the President's Advisory Council (PAC) Retreat in November 2004. Soon after this meeting, all college staff gathered for a one-day working session at the annual Planning Day, November 2004, to determine the directions of the College for the next five to ten years.

The Strategic Master Plan Steering Committee compiled the people's ideas and comments first into a mission statement—including statements of values, vision, and function—and also into a rough first draft of a Strategic Master Plan. After the Board of Trustees approved the mission and vision statements in March 2005, the Strategic Master Plan Steering Committee drafted a five-year comprehensive plan based on the approved mission and vision statements, a plan that provides clear direction on the priorities of the College. The annual and the five year plans are linked as parallel projections that support each other, the Strategic Master Plan providing guidelines and benchmarks for the annual plans.

This draft Strategic Master Plan identified goals, objectives, activities, timelines, and responsible parties. The draft was presented to college staff at several open forums in late March 2005. About sixty staff members attended these forums. In April 2005, the Steering Committee used the campus comments and feedback to revise and finalize the Strategic Master Plan, which was approved by the Board of Trustees in May 2005.

In January 2006, an annual review process for the Strategic Master Plan was developed. The annual review allows the College to assess the achievements of the mission and of the various elements within the Strategic Master Plan, and ultimately to fine tune any changes to the plan. The annual review serves as a short-term view of the College's efforts while the Strategic Master Plan gives a long-term, more global or all-encompassing perspective of current and future endeavors.

Annual reports for 2006, 2007, 2008, and 2009 are published on the College's website under Planning Documents and have been presented to the Board of Trustees at regular meetings. The accomplishments made toward the goals of the Strategic Master Plan and any changes which may have been recommended as part of the review process are presented to the Board. As indicated on the annual reports, significant progress has been made on some of the long-range goals. Most notably, the Strategic Master Plan was used as the basis for the successful Measure A Bond Campaign, November 2005. Without this Plan, the College would have been unable to go out for the bond. As a result of this new revenue, the College has added three new buildings and significantly improved various areas on campus.

The Strategic Master Plan (SMP) goals are incorporated in both our annual planning process and program review, as well as the action plan-budgeting process. Unit, program, and department goals identified in annual unit plans are related to the SMP goals, and Action Plans are also prioritized using the SMP goals. This cyclical, systematic review ties the SMP closely to the division and departmental plans. The Action Plans are then used to develop budgets for the coming year. A special notation on each Action Plan must denote which SMP Goal is being addressed by the action. In March, all annual plans with any Action Plans are presented to the President's Advisory Council, which recommends priorities and reviews the College's progress towards meeting the College's strategic planning goals.

Recommendation 3

The College develop an institution-wide process, with timelines and responsible parties, for the establishment of specific student learning outcomes and criteria for measurement and review. The plan should include the identification of student learning outcomes for courses, programs, general education, certificates and degrees, and for student services and learning support services; the assessment of student and employee achievement of those outcomes; and the utilization of the assessment results in a systematic way to make improvements. (IIA.1.c, IIA.2, IIA.3, IIB.1, IIB.4, IIC.1, IIC.2)

College of the Siskiyous has completed the steps involved in the "developmental" rubric provided by WASC for SLOs and is working on becoming "proficient." There has been a steady progression in efforts to establish student learning outcomes in all courses, programs, General Education, certificates and degrees, student services, and learning support services as well as to create a culture of assessment to measure student achievement of those outcomes and to use assessment results to make course, program, and institutional improvements. The activities conducted over the past six years are outlined in Table 1 below.

Planning

During 2004-2005, the College was involved in a large-scale strategic planning process. Of the twelve institutional goals established in the Strategic Master Plan, published April 2005, the first two goals center on student learning. After work had been conducted over the years on SLOs, Goal #1 was expanded in 2007 to include the items in italics:

- **Goal #1**: To have at least 75% of the students in each course meet each learning outcome in the course.
    - *To have at least 75% of the programs, services and courses demonstrate a clear connection of their SLOs with institutional SLOs.*
    - *To have 100% of the campus community aware of the institutional SLOs.*

- **Goal #2**: To achieve at least a 75% success rate for all courses at COS.

These goals imply that the College will be heavily involved in assessing student learning outcomes course by course and program by program. Thus, instructor by instructor and department by department, assessment results will be used to improve instruction and services.

Over the past five years, there have been extensive planning activities taking place within the various areas, in particular instruction and student services. All of the student services areas have developed SLOs and review them as part of the annual program review/planning process. As of 2008-09, 97% of the courses have identified SLOs and 59% of the courses have the SLOs assessed. Four college-wide, institutional SLOs have been identified, and the focus these past two years (2008-09 and 2009-10) has been on the "Responsibility" learning outcome. Faculty members were asked to assess the extent to which students took responsibility "for their own learning" and to report these data in TracDat. Additionally, the yearly Instructional Program Review provides a continuous accounting of the number of classes that have SLOS, how many are being assessed, and how many lead to improvement plans.

Table 1. Student Learning Outcome Implementation Activities

Year	Type of Activity	Key Activities	Responsible Individuals
2004-2005	Planning	• Strategic Master Plan developed; Goal #1 dealt with SLOs; Goal #2 with student success	• All Campus Staff
	Planning	• Student Services Retreat conducted to plan how to rethink what we do in student services	• All Student Service Staff
	Training	• Team attended VTEA Accreditation/Learning Outcomes Planning Workshop – developed plan	• Team of Four Faculty
	Planning	• SLO implementation plan approved by Academic Senate	• Academic Senate
	Process	• Course Review process includes SLOs (on-going)	• All FT/PT Faculty
	Process	• New program review process incorporates SLOs	• Academic Senate
	Development	• Institutional SLOs developed for General Education Program	• Academic Senate
2005-2006	Training	• FT faculty members attend intensive five-day Assessment Worth Doing Institute (August 2005)	• Three FT faculty leaders
	Training	• Student Services Staff attend "Learning Conversations Conference" at Valencia College	• 10 SS Staff
	Training	• All FT faculty, high school staff, student services staff participate in small group dialogue using the book: "The Outcomes Primer" (Fall 2005)	• 60 individuals
	Training	• All Staff Planning Day presentation on "The Outcomes Primer" (November 2005)	• 250 faculty & staff
	Training	• FLEX workshop to develop program level SLOs conducted	• FT faculty
	Development	• Student Services Retreat: Create four SLOs for all of our student services units	• All Student Services Staff
	Development	• All Program Level SLOs developed – Instruction	• Faculty, advisory committee members
	Evaluation	• Program reviews conducted include analysis and evaluation of SLOs	• Faculty conducting program review
2006-2007	Evaluation	• Student Services areas include SLOs in the planning/program review document	• All student services staff
	Development	• Library services identified three outcomes	• Library staff
	Evaluation	• Library uses assessment for SLOs (March 2007)	• Library staff

Table 1. Student Learning Outcome Implementation Activities			
Year	**Type of Activity**	**Key Activities**	**Responsible Individuals**
	Development Evaluation	• Curriculum review process requires inclusion of SLOs • All instructional equipment requests must have identified the need through SLO assessment	• Faculty • Faculty
2007-2008	Planning Evaluation Evaluation Evaluation Planning Evaluation Communication Evaluation Training	• Strategic Master Plan Goal #1 Revised to incorporate added goals for SLOs • Student Services areas conduct reviews of "Responsibility" SLO in program reviews • Categorical Site Visit conducted for Student Services (includes review of SLOs) • Library uses assessment for SLOs (March 2008) • Campus-wide SLO selected: "Responsibility." Assessment being planned • Academic programs use annual program progress report to address SLOs for programs • SLO and assessment website developed and information shared among staff • Financial aid completes cycle of development, implementation, assessment and program improvement • Training provided to several faculty and staff on assessment, student success and retention	• All Staff • Student services staff • Student services staff • Library staff • All Staff • Faculty • Title III SLO Coordinator • Student services staff • Faculty
2008-2009	Evaluation Evaluation Evaluation Evaluation	• Annual instructional program review process requires review of SLOs • Annual student services program review/planning process requires review of SLOs • Library uses assessment for SLOs (March 2009) • Institutional Learning Outcome – Taking Responsibility is introduced and "trial assessment" is completed in Spring 2009 for both Instruction and Student Services	• Faculty • Student services staff • Library staff • Faculty and Student Services staff
2009-2010	Evaluation Evaluation Development	• Student Services SLOs measured and input into Access database; results to be entered into TracDat • Annual Academic Program Review process includes evaluation of the SLOs (both campus-wide and for individual courses and programs • Institutional Learning Outcome – Taking Responsibility is the focus of a campus wide assessment process	• Student services staff • Faculty • Faculty and Student Services staff

Training

To help keep the institution moving forward and illustrate its commitment to student learning outcomes and assessment, the College has provided and continues to provide ongoing training for staff and faculty, especially for faculty, on issues related to SLOs and assessment. The College has also invested in sending members of the staff and faculty to off-campus training opportunities.

In February 2005, a small team from College of the Siskiyous attended the VTEA Accreditation/Learning Outcomes Planning Workshop. This team comprised one faculty member, one counselor, and three managers. As part of this training, the participants developed an SLO Implementation Plan.

In August 2005, three members of the full-time faculty attended an intensive, five-day "Assessment Worth Doing Institute," sponsored by the RP Group of the California Community Colleges. The faculty gained more information regarding SLOs and assessment at the course level, program level, and institutional level. They also gained more insights into the directions in which COS should be moving.

In September 2005, a group of ten student services staff members attended the "Learning Conversations Conference" at Valencia College and learned about the process they have been using to improve student success using SLOs.

In Fall 2005, all full-time faculty members participated in small group dialogs on SLOs and assessment, studying through the book *The Outcomes Primer* by Ruth Stiehl. The study of this book culminated in a one-day workshop in November 2005, facilitated by the author and attended by 100% of the College staff (administrators and managers, certificated faculty, classified staff, and in some cases, members from vocational advisory committees). The purpose of this project was to move the campus towards designing institutional and programmatic outcomes and then toward building strong course SLOs that directly impact the more global outcomes.

In January 2006 as a follow-up to the one-day workshop, faculty engaged in a work session to develop specific program-level student learning outcomes. Where appropriate, advisory committees, community leaders, and other campus staff participated with the faculty in this one-day workshop. By the end of March 2006, all instructional programs had identified program-level learning outcomes.

In October of 2006, College of the Siskiyous received a Title III grant that allowed the campus to hire an Outcomes Assessment Coordinator (OAC) to help with the process of assessing SLOs. The OAC provided direction to faculty on the assessment process. These professional development activities were done in small groups, through the website, or one-on-one when needed. The OAC met systematically with each department to assist them with the development of assessment guidelines.

On Staff Orientation Day, August 2007, the whole college participated in developing assessments of the newly adopted Institutional Learning Outcomes. An overview of the Institutional Learning Outcomes was provided by the Vice President of Instruction followed by a series of skits that provided a visual illustration of how these Institutional Learning Outcomes might be recognized in the daily life of a student or staff member. After the skit demonstrations, the whole college divided into small groups and discussed how they might each identify (assess) the Institutional Learning Outcome "Taking Responsibility."

In 2008-09, all instructional programs moved to a new annual program review process. A staff development day was used in October 2008 to prepare the faculty for the new format of the program review as well as the new requirement to report on SLO assessment.

Processes/Evaluation

Several processes have been put into place to ensure the College develop, measure, and review student learning outcomes.

1. *Course Review*

   The most prominent process is the review of Course Outlines of Record as new courses are proposed and as old courses are updated (every three years). As Curriculum

Committee members implemented this increased rigor in their monitoring of official course outlines, they engaged in much dialogue regarding the nature of SLOs, criteria for evaluating SLOs, and criteria for evaluating the assessment examples listed on the course outlines. Committee members came to consensus on what exactly they would look for in the course outlines.

These conversations led to a revision of the Curriculum Development Handbook, especially to a revision of all forms required in the curriculum approval process and a more detailed revision of the instructions for developing a course outline, including extensive explanations of how to write SLOs and how to document in the outline the assessment practices that will be used to evaluate student achievement of the SLOs.

Beginning September 1, 2006, all proposed new courses and all old courses needing to be updated must now undergo this more rigorous review process. One purpose of the increased rigor and the increased number of forms is to provide evidence that courses have been officially reviewed for the following:

- Units and hours are appropriately calculated.
- Student learning outcomes are clearly identified.
- Instructional methodologies are identified and are appropriate for the SLOs.
- Assessment methods are identified and are appropriate for the SLOs.
- Course content is detailed and specific.
- Course SLOs satisfy the College's General Education SLOs if the course is approved or proposed for General Education.
- Prerequisites are justified and valid.
- Courses offered via distance learning maintain the integrity of the SLOs, the instructional methods, the assessment strategies, and the course content.

2. *Instructional Program Review*

   During Summer 2004, work began on revising the program review reporting process so that it would inform faculty better what changes need to be made in their programs to improve student success and to improve student achievement of SLOs. The purpose of revising the program review process was also to make sure that program review reports provide data and analysis that are meaningful and useful for program improvements. Full-time faculty are responsible for completing program review within established deadlines.

   This program review process was used for the next four years. This experience gave the faculty insight as to how the program review process was working and what should be changed. As a result of this review of the process, it was determined that (1) the six year cycle was too long to make changes in courses and programs which should be much more dynamic and that (2) the information included in the program review document needed to be changed. A new annual program review process was developed, and faculty began using it for the 2008-09 academic year. Included in this annual report is a section on SLOs and Assessment Results. All programs now undergo this review each year.

3. *Student Services Program Review*

   The Student Services area has been working on student learning outcomes for the past seven years. Working with SLOs in Student Services has been a process of discovery as individuals become more aware of what "works" for the College.

In the initial stages, the various departments began by listing five to ten SLOs for each of their areas, with few or no assessment measures attached. Then, in December 2005, all of the Student Services staff members met and developed three key student learning outcomes themes for Student Services: Life Goals, Responsibility, and Values. Each department was then charged with developing one or two SLOs specific to the services it provides to students and specific to the knowledge and skills students should have as a result of receiving services from those departments.

The current focus for student services is the theme of "Responsibility." Each student services area develops SLOs on this theme and then discusses and identifies implementation strategies.

The annual Student Services Program Review/Planning/SLO process combines all of these activities into one document to be submitted in the fall each year. Each department prepares the annual document that includes (1) a review of key program data and an evaluation of the program (program review), (2) analysis of assessment results of one or two SLOs that address the area of "Responsibility" (SLO assessment), and (3) a plan for improving their services (action plans and budget). These documents are completed in the fall each year and reviewed by the Student Services Council.

4. *Library Services*

Regarding student learning outcomes for Library Services, library staff set to work to develop student learning outcomes for Library Services as a result of the campus-wide training in SLO development in October 2005 (the Ruth Stiehl workshop). Outcomes for focused workshops provided by library staff were developed first, along with assessment tools to measure student achievement of those workshop outcomes. In Spring 2006, library staff engaged in much dialog on the more complex issue of how to identify and assess appropriate student learning outcomes for typical library services. In November 2006 they finalized three outcomes and developed appropriate assessment tools to help them determine students' achievement of those outcomes. The first implementation of the library assessment tool occurred in March 2007, and subsequent implementations are to be completed in March each year.

5. *Institutional Review*

Review of institutional outcomes is built into the review processes for the Strategic Master Plan and the College mission. Review of institutional learning outcomes can also be found in review processes for General Education since General Education is an institutional goal that occurs within instructional courses and programs. SLOs for the General Education Program were established at the beginning of the 2004-2005 academic year and were officially approved by the Faculty Senate on September 9, 2004.

The General Education Philosophy and General Education SLOs are used as benchmarks for whether College of the Siskiyous courses developed as part of other programs are accepted into the General Education Program. The General Education Philosophy expresses the overarching goals of the College through its General Education Program. This philosophy is published in each College Catalog.

During August and September 2005, the Curriculum Committee redesigned the forms and processes that faculty members use when they submit courses for review. One such form pertains to the General Education approval. Faculty must ensure that the SLOs of

individual courses align with the institutional General Education SLOs if they are submitting a course to be included in the GE list. All new courses that are submitted for GE approval must be scrutinized and approved by a sub-committee of faculty members from disciplines within the specific general education area.

Also, to provide evidence that all courses on the GE list have been officially reviewed and approved for General Education, all courses that are already on the GE list and that are due for three-year curriculum review must also be reviewed for alignment with the GE SLOs.

The three-year curriculum review process was established to ensure that all courses and course outlines are reviewed and updated regularly for currency. To accomplish this task, the College's courses were divided into three groups so that each year one-third of all courses will be reviewed and updated by faculty. If the General Education SLOs for any one GE area change, then all courses on the GE list for that area will be required to be re-reviewed for GE alignment the next time the courses come forward for three-year curriculum review.

Institutional assessment processes for general education outside of what occurs in individual courses have not yet been developed or discussed. It is assumed that if a student passes a course in a particular GE area, then that student has achieved the required General Education SLOs for that area. The General Education SLOs would have been assessed as part of the regular assessments within that particular course.

Assessment of Student and Employee Achievement

In September 2003, an ad hoc committee of the faculty Senate began working on a revision of the tenure evaluation process. Part of this revision was influenced by the statement in the new Accreditation Standard III.A that "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."

Although the revised faculty evaluation process looks at faculty members' success with SLOs and assessment minimally, it is hoped that individual faculty members will take it upon themselves to include more discussion of SLOs and assessment in their dialogs with their peers and in their self-evaluations.

Recommendation 4

The College review its values, policies, procedures, and practices with regard to issues of diversity to enhance the learning environment and create a climate of mutual respect and appreciation. (ACCJC Policy Statement on Diversity, IIA.3.c, IIB.3.d, IIIA.4)

The College has reviewed its policies and procedures in regards to issues of diversity. This review began as a goal of the Academic Senate in August 2004. In September 2004 an ad hoc committee of the Academic Senate began creating a diversity requirement for COS students. After much debate among faculty members about how to incorporate diversity into instructional programs, the Senate decided in February 2005 that the diversity requirement should be included as part of the General Education Program. After more debates, in April 2005 the Senate added a new Diversity area to the General Education Program to go into effect beginning Fall 2005, including student learning outcomes that such Diversity courses should address.

Immediately following the passage of this Senate resolution, the Curriculum Committee formed procedures for courses to obtain approval as Diversity courses. Faculty members began submitting appropriate courses for approval, revising course SLOs to align more closely with the new Diversity SLOs. As of Spring 2009, thirteen courses have been accepted as satisfying the Diversity SLOs. They include:

- ADHS 26 – Understanding Disabilities
- ECE 26 – Serving Children & Families in a Multicultural Society
- ENGL 38 – Multicultural Communication
- ENGL44B – American Literature II
- ETHN 1 – Ethnic Studies
- GEOG 5 – California Cultural Geography
- MUS 33 – Survey of Jazz and Popular Music
- MUS 34 – Diversity in American Music
- PHIL 20 – World Religions: Western Cultures
- PHIL 21 – World Religions: Eastern Cultures
- PSY 4 – Psychology of Prejudice
- SOC 35 – Introduction to Women's Studies
- LVN-RN Step-Up

Besides this inclusion of Diversity as an important area of instruction, celebrations of diversity have also been addressed by the College's Diversity Council. The Diversity Council has been responsible for organizing special cultural events at the College, including but not limited to African American History Month, Women's History Month, Gay and Lesbian Awareness, and International Day. They have been instrumental in supporting local efforts to have the Tulelake Internment Center registered as a historical landmark. They also bring guest speakers to campus to speak to students and staff on issues of diversity and to have various artists from Peru, China, and the Karuk Tribe on campus.

In the Human Resources Office, diversity and equity are issues that are taken seriously. Every hiring committee includes an Equal Employment Opportunity Officer who is trained to ensure all hiring practices are equitable and who works with the hiring committee to ensure they understand expectations and requirements for equity and non-discrimination.

A new Board Policy (BP 7100) was adopted in August 2009. This new policy states:

> *The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.*

Recommendation 5

The College establish a process, including timelines and responsible parties, to systematically review its board policies and procedures on a regular basis to ensure their currency. (IVB.1.e)

Beginning in Spring 2008, the campus began a complete revision of all of its Board policies and Administrative procedures. These new policies were developed using the Community College

League for California (CCLC) Policy and Administrative Procedure Service. The policies will be reviewed on a bi-annual basis. The new Board policies were adopted by the Board as follows:

AREA	DATE ADOPTED	RESPONSIBILITY
1. District	September 2008	President
2. Board of Trustees	September 2008	President
3. General Institution	October 2008	President
4. Academic Affairs	October 2008	VP of Instruction
5. Student Services	August 2008	VP of Student Services
6. Business and Fiscal Affairs	November 2008	VP, Administrative and Information Services
7. Human Resources	August 2009	Director of Human Resources

Approximately 50% of the College Administrative Procedures have also been updated in this process. The rest of the procedures will be updated by January 2010. These changes in procedures are being tracked by the Vice President in each area and are being done systematically based on catalog, legal issues, and exigency. At the November 2, 2009, Board meeting, the cycle for comprehensive review of the policies and procedures was established to be completed on a four year cycle as follows:

CYCLE	YEAR	AREA	RESPONSIBILITY
Year One	2010-2011	Instruction	Instruction Area
Year Two	2011-2012	Student Services	Student Services Area
Year Three	2012-2013	Administration	Administrative and Information Services Area
Year Four	2013-2014	District, Board, General Institution and Human Resources	President's Office and Human Resources Area

Standard I: Institutional Mission and Effectiveness

The 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.

DESCRIPTION

College of the Siskiyous (COS) first adopted its mission statement in 1968, and since then it has been through several revisions. The mission statement was most recently updated after organized, College-wide conversations in 2004-05 and approved by the Board of Trustees March 1, 2005. Added to the mission were institutional core values, statements of how the institution envisions itself, and function statements by which the College carries out its mission. Currently, the mission statement reads as follows:

Mission

College of the Siskiyous will serve our community and any student who can benefit from an exceptional learning environment which is safe, attractive and promotes a passion for learning, cultural enrichment, and sense of belonging for all.

Values

Learning
Achievement
Innovation
Environment
Collaboration
Diversity
Accessibility
People

Vision Statements

College of the Siskiyous aspires to:

- Be a learning outcome-centered environment that transforms students from where they are to where they aspire to be.
- Offer a progressive, dynamic atmosphere that prepares students to thrive in a future that continues to unfold.
- Provide state-of-the-art facilities and aesthetically pleasing grounds that mirror the uniqueness of the surroundings.

- Conduct programs that effectively integrate the surrounding environment and energize the local economy.
- Maximize our effectiveness through collaborative efforts that promote community vitality, improve local economic health, and expand student learning opportunities.
- Celebrate diversity and strive to achieve a model for inclusion that can be emulated within our community and beyond.
- Provide a safe, open and welcoming environment where students are encouraged to challenge and overcome their physical, intellectual and socioeconomic barriers to success.
- Attract people who are passionate about creating an optimal learning atmosphere.
- Offer an outstanding setting where students receive encouragement and support to achieve their educational goals.

Function

The College of the Siskiyous is an open access, public educational institution providing the following:

- Associate Degree & Certificate Programs
- Basic Skills Education
- Career & Technical Education
- Economic Development
- Lifelong Learning Opportunities
- Transfer Education

EVALUATION

The mission has served as the foundation for the institution's strategic planning process, and the values and vision have served as the backbone of the current Strategic Master Plan. Because the last review of the mission occurred five years ago in 2004, completed with the publication of the mission and Strategic Master Plan in 2005, the President/Superintendent has embarked on a new "visioning" process to determine the College's direction for the next five, ten, and twenty years. The end of the visioning process will set the stage for the development of a new Strategic Master Plan.

PLAN

None

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' student learning programs and services are aligned with its purposes, its character and its student population. Specifically, COS offers a broad range of programs to meet an educationally diverse and rural population, including courses for students seeking transfer to a four-year institution; numerous degrees and certificates in vocational and technical education, including a Fire/Emergency Response Technology Program for those seeking to join the ranks of the California Department of Forestry and

Fire Protection; Basic Skills Education for students who are beginning their college education and need to work on their basic math and English skills before enrolling in higher level courses; and community education courses for its lifelong learners.

Students who test below college level skills are provided a variety of programs to support their learning:

- GUID 5, Student Success Skills (a course for first-year students)
- EOPS/CARE
- Disability Support Services
- Student Support Services (TRIO)
- CalWORKs Program
- MESA (Mathematics, Engineering, and Science Achievement program and services)
- Academic Success Center
- Reading Lab
- Math Lab
- Writing Lab
- Computer Lab
- Tutoring Services
- Counseling Services

COS programs are designed to meet the following functions described in the mission statement:

- Associate Degrees and transfer credits to meet the needs of transfer students and work related education.
- Basic Skills Education to help students as they strive to meet their educational goals.
- Career and Technical Education to provide future employees with the skills needed in future employment.
- Lifelong Learning Opportunities to provide Siskiyou County residents with a variety of education opportunities beyond transfer education.

Because Siskiyou County encompasses a large rural area, COS utilizes several methods and technologies to provide access to as many potential students as possible. For example:

- The College maintains two campuses, one in the town of Weed, the geographic center of Siskiyou County, and another in Yreka, the largest town in Siskiyou County and the county seat. Both campuses provide traditional classroom opportunities in a wide range of subjects. In addition, the Yreka Campus will house all Nursing Programs beginning August 2009.
- Videoconferencing is available for a wide range of classes each semester. Through two-way interactive videoconferencing, students in Weed, Yreka, Dunsmuir, Mt. Shasta, McCloud, Etna, Tulelake, Happy Camp, and Dorris can participate interactively in “real time” in a class offered from either the Weed or Yreka Campuses.

- The College has an active and ever growing online education program, enabling students to participate from any computer with internet access.

The College regularly assesses the educational and vocational needs of the surrounding communities. For example:

- The Dean and Program Directors in Career and Technical Education, and the Yreka Campus Director maintain contact with community leaders to ensure programs and courses that are chosen most closely match community needs. Advisory committees for several programs provide a similar function (Ref. 1.1: Advisory Committees webpage).

- Counseling Services staff work with the high schools to develop articulation pathways between high school and college programs. The Recruitment Office on campus and College OPTIONS staff maintain contacts in the high schools to provide a seamless transition for students.

- The Director of the Yreka Campus convenes a Yreka Advisory Group twice a year that provides input to the COS senior administrators on local job training needs; she is also involved in several local forums, including the Yreka Chamber of Commerce, the Community Services Council's Sub-Committee on Aging, the Family Resource Centers in Yreka and Montague (also in Hornbrook, Gazelle, and Big Springs), the Siskiyou Economic Development Center, and a collaboration on Adult Literacy Services with the County Library system.

- Distance Learning staff, instructors, and students maintain contact in several ways to ensure students are receiving the courses and support services they need. Each videoconferencing site has at least one staff person on site to serve as an intermediary between COS and their local students. To determine needs for classes in Siskiyou County, site staff asks students to fill out Course Request Forms to gather information that goes into the next semester's scheduling considerations. Counselors meet online, by phone, or by videoconference to determine distant students' needs. Principals and superintendents from area high schools meet regularly with college administrators to coordinate scheduling and support for distance classes and services for their sites.

EVALUATION

COS meets the above standard by offering a wide range of educational opportunities and vocational training programs which are specifically designed to meet the needs of its population. More than 85% of respondents to a recent staff survey agreed that COS was aligning itself to meet the needs of its student population (Ref. 1.2: COS Accreditation Staff Survey). It is further evidence that the College is meeting the standard by the student responses to the 2008 CCSSE survey in which 95.9% of students surveyed indicated that they would recommend COS to a friend or family member.

Regardless of the venue or delivery method through which a program is to be offered, the evidence demonstrates that before a program can be approved, it must be established that it serves the College's student population. For example, any proposal for a new course as part of a program is first discussed with the appropriate Dean. One of the Dean's primary concerns is the relevance of the proposed course and/or program to the College's mission. With the Dean's approval, a formal New Course Proposal may then be prepared. In this

Proposal, the "Need/Justification for this course" must be clearly stated and the course must prove that it meets the mission of the College. The completed proposal must then be approved by the Curriculum Committee, the appropriate General Education/Career & Technical Education Committee, the Instruction Council and finally the Board of Trustees, before it is offered as part of a COS program. At each level, the relevance of the proposed course or program to the College's mission is critical.

The results of the College's efforts to assess educational and vocational needs can be seen in such programs as the Fire/Emergency Response Technology, an Accredited Regional Academy of the California State Board of Fire Services, which is particularly tailored to the needs of rural, fire prone Siskiyou County.

College planning also provided the direction for the construction of the Rural Health Sciences Institute, development of new Allied Health Programs, and current research on health programs for continuing and community education.

COS has a large number of students who test at the basic skills level or below and responds to this need by providing effective student support services and instructional programs designed to assist students as they work towards college level performance.

PLAN

None

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

DESCRIPTION

The College of the Siskiyous mission statement is approved by the Board of Trustees and is published on the College's website (Ref. 1.3: Board Policy 1200 and Planning Documents), in the Student Handbook (Ref. 1.4), and in the College Catalog (Ref. 1.5).

EVALUATION

COS is currently meeting the standard. The Governing Board approves the mission statement, and it is published as Board Policy No. 1200 in Section I: Governance of the Board Policy Manual. The initial adoption date was March 7, 1968, with a revision date of March 1, 2005. The statement is published in the COS Catalog, in print as well as online. According to the November 2008 staff survey, 96% of the respondents answered that they were aware of the COS mission (Ref. 1.2: COS Accreditation Staff Survey).

Board Policy 1200 (former Board Policy 1.0) was not updated the last time the Mission was revised and approved by the Board of Trustees in 2005. Hence the March 2005 revision date for the Mission is not reflected in the current Board Policy 1200. When the Board Policy was reviewed and updated in 2008, this error of omission was not discovered.

PLAN

None

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

In response to the 2004 recommendations of the Accreditation Team, the District began a process to review and revise its mission statement to reflect the new focus on student learning outcomes and to reflect its applicability to the District and its future plans. This process occurred throughout the governance process. The first conversations about the mission began at the President's Advisory Council (PAC) Retreat in November 2004. Soon after, input on the College's mission and on the direction that the College should take for the next five to ten years was solicited from the entire campus community at the annual Planning Day in November 2004. The Strategic Master Plan Steering Committee tallied and compiled the people's ideas and comments into a mission statement, including statements of values, vision, and function. The values serve as the themes around which the goals of the Strategic Master Plan are organized. The vision statements elaborate those values and essentially restate the mission in more specific terms. The function statement identifies concisely the primary means by which the District accomplishes its mission. These College values, vision, and function statements help make the mission operational.

The first draft of this comprehensive mission statement was presented to the campus for review in February 2005. Feedback was compiled and reported to the Strategic Master Plan Steering Committee, who put the mission statement in its final form. The mission statement was approved by the PAC and ultimately approved by the Board of Trustees in March 2005. Once the mission statement was Board approved, the campus community met in forums (March 2005) to discuss details of the Strategic Master Plan. The Steering Committee consolidated the feedback (April 2005) and finalized the details of the complete Strategic Master Plan, which was approved by the Board of Trustees in May 2005.

The revised mission, values, vision, and function statements include language about student learning. The mission was published in its new form first in the following documents: The Strategic Master Plan, April 2005; all College Catalogs, beginning with the 2005-2007 edition; editions of the College's Schedule of Classes, beginning Fall 2005; all Student Handbooks, beginning with the 2005-2006 edition; and on the College's website. The new mission continues to be published in all current versions of the College Catalog, Student Handbook, and the College's website. It was not published in the latest Schedule of Classes.

The plan for the annual review of the College's mission and the Strategic Master Plan was revised and put into place in January 2006. Reviews have occurred thereafter in February 2006, April 2007, March of 2008, and June 2009. Plans are to continue this cycle of review every spring semester. At this time, there is not an official Board Policy governing the regular review of the mission or the Strategic Master Plan. The current annual review process involves having college personnel review the mission and planning documents and then provide feedback to the PAC through campus forums open to all staff and students. The primary purpose of this inclusive review process is to obtain input on revisions to the mission, vision, values, and goals as well as to develop plans for projects to be carried out on campus and to ensure that such projects are aligned with the mission and the Strategic Master Plan. This institutional review process is designed to encourage college personnel to use assessment results and data to evaluate the College's achievement of its mission. (Ref. 1.6: COS Strategic Master Plan, Ref. 1.7: President's Advisory Council, and Program Review Documents).

EVALUATION

As a whole, the institution reviews the mission statement and revises it as necessary. The institution engages in a college-wide dialogue that involves members of all governance groups on campus and includes voices by members of the community. The most recent discussion process concerning the College's mission occurred at Campus Planning Day in Fall 2004, a discussion which led to the creation of the 2005 Strategic Master Plan. Now that five years have passed since that last dialogue, the current President/Superintendent has convened a "visioning" group to conduct preliminary groundwork to look at the College's mission. This preliminary groundwork will be followed by college-wide forums and workshop activities at Campus Planning Day, Fall 2009.

PLAN

Complete the current visioning process leading to a possible revision of the College's Mission Statement.

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

DESCRIPTION

COS uses a three-level Institutional Planning Process to integrate the mission into the decision making processes of COS. A flow chart of the decision and planning making process can be found in the College's Institutional Governance, Planning and Budgeting Processes, dated April 2005 (Ref. 1.8).

Institutional Planning Process

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 daily basis. This systematic planning approach contains three levels:

Level One defines all discrete units, departments, and programs on campus. Program review and planning processes 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.

Level Two committees are:

- Instruction Council
- Student Services Council
- Technology Council
- Facilities and Grounds Council

Each year, these groups review the Level One plans and establish priorities among the Action Plans requiring budget changes. (Ref. 1.9 . Minutes of Instruction Council, Student Services Council, Technology Council and Facilities and Grounds Council)

Level Three is the President's Advisory Council and consists of the President/Superintendent, all Vice Presidents, three Faculty members, one Administrative Support/Management Group member, one CSEA/Classified member, and one student.

All prioritized requests from Level Two are 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 (Ref. 1.10: President's Advisory Council Minutes).

Strategic Master Plan

In 2005, COS approved a new five-year Strategic Master Plan which incorporated input from the entire campus community and included updated mission, vision, values, goals and objectives. The Strategic Master Plan includes the core principles and guidelines by which COS functions and plans for both the long term and the short term. The Master Plan is continuously evaluated by all levels and at campus events, like Campus Planning Day (Ref. 1.6: COS Strategic Master Plan).

Program Review

Each year all COS programs complete and submit an annual review of their progress. In that review, the department evaluates the previous year's goals, uses program data to determine new budget requests, and then sets new annual goals. All submissions are reviewed by Level Two and, as needed, by Level Three. The process is repeated annually. Each program review connects the mission of the College to the program mission and then links those to the budget and planning process.

EVALUATION

College of the Siskiyous is currently meeting standard IA4. The ideals of the institution's mission statement are reflected throughout all campus planning tools and decision-making processes. Governance Levels One, Two, and Three routinely ensure that their activities and the decisions they make are central to their planning processes. The Instruction Office, the Office of Student Services, Office of Administrative and Information Technology Services all keep the mission of COS central to their planning processes. One of the most visible areas of centralizing the mission is in curriculum development and program review where all faculty and staff are asked to explain how their course, department, or program fits into the mission of the College. In the most recent staff survey only about 4% of respondents did not believe that the mission was central to the planning process (Ref. 1.2: COS Accreditation Staff Survey).

PLAN

No plan

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

COS maintains an ongoing, collegial and self reflective dialogue about the continuous improvement of student learning and institutional processes through shared governance, committee work, open forums and the campus's open door policy. One of the most important aspects of this dialogue is the shared governance system in which staff, faculty, and administrators come together through various committees to reflect on the state of the College and recommend changes when necessary. Among those committees and organization are Instruction Council, Student Services Council, Academic Senate, and Campus Planning Day.

EVALUATION

The COS shared governance structure provides an excellent structure for on-going and self-reflective dialogue about student learning and other institutional issues and processes. Each of the four administrative areas—Instruction, Student Services, Administrative and Information Technology Services, and the Superintendent/President's Office—have committees and/or planning documents in place to guide the areas and the College towards improvement. Within that framework, some of the committees and meetings responsible for guiding the areas are:

- President's Advisory Council
- Instruction Council
- Student Services Council
- Technology Council
- Academic Senate
- Curriculum Committee
- Staff Development Committee
- Budget Oversight Committee
- Numerous short term temporary task forces
- Associated Students
- Department Meetings
- Campus Planning Day

The above groups produce a myriad of documents and recommendations that guide the institution in its day-to-day activities and in its short term and long term planning:

- Program reviews, which include an analysis of data related to student learning outcomes and the budget cycle
- Annual goals, projects, and plans

- Level Two plans and goals
- The Strategic Master Plan

These committees are composed of mixtures of staff, faculty and administrators who come together to discuss instructional process such as outcomes assessment. They then produce planning documents which guide the institution's goals for the upcoming academic year(s). All committee meetings are open to the public, and many committees post their minutes online for public consumption and comment. In addition, various groups on campus have delegates that report back to their constituencies.

Most recently, the entire campus has been involved in developing and implementing institutional learning outcomes that will be assessed by not only the faculty but also the campus community. The results will then be disseminated to the campus community, the data discussed and then a dialogue will occur on student improvement.

One of the most visible opportunities for the campus to come together and reflect on its progress is Campus Planning Day. Each semester COS holds a campus wide meeting when all faculty and staff meet to discuss issues pertaining to the College. In Fall 2008 the campus met and discussed (in breakout sessions) the role of communication and governance on campus. In Fall 2009, the whole campus community will engage in conversations to revisit the College's mission and to project how that mission needs to adapt to students' and the community's needs in the next five, ten, and twenty years. This broad, all-inclusive dialogue will guide the creation of the next strategic plan.

PLAN

No plan

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 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.

Perhaps the best example of goal setting at COS is the Institutional Learning Outcome. For the 2008-2009 Academic Year the Board of Trustees selected an institutional learning outcome which connected to the College of the Siskiyous Mission. Each instructor was then asked to ensure that their course learning outcomes and goals emphasized and measured that outcome. For the 2008 school year, each faculty member was provided with three ways to measure the ISLO, an excel workbook to track it and then the information will be placed in TRACDAT for evaluation. The process will be repeated each year and is widely discussed in venues such as the Board of Trustees, Academic Senate, and Instructional Council. Since this process is new, the extent to which it will be successful remains to be seen. However, the process has been widely discussed throughout the campus.

Another example of goal setting at COS is the annual program review. Each year, each program completes and submits an annual review of its progress toward the previous year's goals. In that review, the department evaluates last year's goals, uses the data to determine ways to improve the

program, creates new Action Plans for new budget requests, and then sets new annual goals. The process is repeated yearly and has provided an excellent method to review the previous year's program goals and the extent to which they were met.

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 enrollment and retention reports, student completion and success data, employee surveys, student exit forms, internal organizational and departmental reports, and reports to Federal and State authorities.

EVALUATION

COS sets goals to improve its effectiveness at various levels consistent with its stated purpose. The goals are measurable, and the members of the institution understand them and work collaboratively toward their achievement.

Goals are maintained at all levels of COS from the President's Office down to individual departments and units, and even student groups on campus. For most departments and units, these goals are found in the annual program reviews. The College employs numerous tools to set, disseminate, and evaluate achievement of goals consistent with its mission.

- Strategic Planning Process and the Strategic Master Plan
- Institutional Technology Planning Process and the Technology Master Plan
- Student Services Program Reviews and Action Plans
- Instructional Office/Instruction Council yearly goals
- Program reviews and annual departmental reports
- Program site visits
- Institutional policies and procedures, such as faculty and employee evaluations
- Institutional organizations, such as the Academic Senate, councils, and committees
- Data Management
- Student learning outcomes and assessment processes
    - Institutional student learning outcomes
    - Program-level student learning outcomes
    - Course-level student learning outcomes
- Accreditation process
- Categorical and grant programs program reviews and plans

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. Through this three-level planning process, the members of the institution look at data to determine the extent to which the College has achieved its goals. 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 division: instruction, student services, technology services, and facilities and grounds.

The **Instruction** area assesses the effectiveness of its various programs through analysis of assessment data generated in individual courses; analysis of enrollment, retention, and persistence data; analysis of completion and success data; and analysis of student equity data. These analyses are reported in the annual cycle of instructional program reviews (Ref. 1.11: Instructional Program Review documents).

The **Student Services** area assesses the effectiveness of its departments through analysis of enrollment, retention, and persistence data; analysis of assessment and other matriculation data; analysis of admissions and financial aid data; analysis of recruitment data; and analysis of graduation and transfer data. These analyses are reported in the annual cycle of Student Services departmental annual plans (Ref. 1.12: Student Services Annual Program Plans).

The **Technology Services** area assesses the effectiveness of its plans and projects through analysis of hardware and software usage, through periodic needs assessments, through analysis of the life expectancy of hardware and software applications, and through analysis of changes and trends in information technology industries. Technology Services reports its analysis in its Technology Plan (Ref. 1.13: Technology Plan, 2004-2007).

EVALUATION

The current assessment process works well at COS, and is based on the use of quantitative and qualitative data; however, various sections of the campus have identified further research necessary to enrich their planning, resource allocation and evaluation. The institution is currently in the process of hiring a professional researcher to respond to this need.

Facilities and Grounds assesses the effectiveness of its plan and projects through analysis of work orders through periodic needs assessment, through long-range facilities planning and analysis of trends in facilities and energy management usage. Facilities and Grounds reports its analysis in its Facilities and Grounds Plan.

The assessment stage of the Planning Process requires reflection upon the goals set forth in the previous year and asks divisions and departments to determine appropriate program improvements. From this annual report, divisions and departments develop Action Plans for projects to be implemented in the coming year.

The review of assessment results and the creation of Action Plans are tied to division and departmental review of the College's mission, Strategic Master Plan, Institutional and Program Student Learning Outcomes and from the Action Plan of the prior year. Action Plans are prioritized in February by the appropriate planning body (Level Two) for each division. The College Level Two groups are as follows:

Administrative Services Level Two (Ref. 1.14: Administrative Services webpage):

- Assists the Vice President of Administrative and Information Technology Services in prioritizing Action Plans submitted by the Maintenance, Business Office and Purchasing Departments

Institutional Support Council:

- Serves as the Level Two planning process to prioritize Level One Action Plans from the following areas: Resource Development Office, Public Relations Office, Human Resources and the Presidents Office
- Reviews and revises annual plans

Instruction Council (Ref. 1.15: Instruction Council web index):

- Assists the Vice President of Instruction in developing and administering the instructional program of the College
- Reviews all proposed courses and programs after the Curriculum Committee and before they are taken to the Board of Trustees
- Review and approves designated petitions dealing with the academic program of the College
- Reviews all policies and procedures dealing with the academic program of the College prior to review by the President's Advisory Council
- Assists in the development of the schedule, catalog and academic calendar
- Provides guidance in matter dealing with support services to instruction
- Assists in providing direction to the education programs of the College
- Review and approves the program review documents
- Reviews the instructional requests during the budget and planning cycle

Student Services Council (Ref. 1.16: Student Services Council web index):

- Serves to assure the student services areas work together as a cohesive unit through information-sharing and coordination of activities
- Provides advice and support for each other's programs and strives to assure that COS remains friendly and accessible.
- Provides input to the Vice President of Student Services on ways to improve the quality of our services and communicates ideas and recommendations to the President's Advisory Council
- Creates, reviews and revises policies and procedures dealing with recruitment, retention and success services at the College prior to approval by the President's Advisory Council or the Board of Trustees
- Serves as the key communication group to link all the student services programs
- Provides guidance and support in matters dealing with the academic program
- Assists in providing direction to the student services programs of the College
- Serves as the Matriculation Committee for the College and makes recommendations regarding, assessment, advising, admissions/registration, orientation, research, coordination and follow-up
- Reviews the Student Services Level One requests during the annual planning cycle

Technology Council (Ref. 1.17: Technology Council webpage):

- Assists the Vice President of Administrative and Information Services in prioritizing plans and actions that affect the students, faculty and staff computing and technology purchases and use and long range planning.

- Planning for Facilities and Grounds is modeled after Technology Council.

In March all annual reports and Actions Plans are presented to the President's Advisory Council (Level Three), which reviews the College's progress towards meeting the College's strategic planning goals and establishes funding priorities for the coming year. In the ensuing academic year, the Action Plans are implemented and the review cycle begins again in the following January. Instructors assess the instructional needs of their programs based on the previous year's performance and then request equipment or funds for the next academic year to aid them in meeting their program goals, which are based on data from the previous annual plan and from evaluation of course and program learning outcomes. Although qualitative measures are often available to the institution, much of the quantitative data needed is not widely available because COS does not have an institutional researcher.

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

COS has open committee meetings, many of which are open to the entire Siskiyou community, as well as the broad-based constituent representation on their committees and release time permitted participate in the governance process. The broad-based planning process is evidenced in the following:

- President's Advisory Council (PAC) membership includes representatives from constituent groups from the whole college. (Ref. 1.18: PAC website)
- Instruction Council membership (a Level Two committee) includes faculty and staff, managers and program directors, and second and third level administrators who work in instructional areas.
- Levels One and Two of the planning process involve faculty, staff, and managers and directors in all departments.
- Institutional Budget Oversight Committee is another committee whose members represent the various constituencies on campus.
- Institutional Safety Committee involves representative members from all constituent groups.
- Student Services Council includes faculty and staff, managers, and program directors who work in Student Services and also includes a faculty representative from Instruction.
- Technology Council includes technicians and staff, faculty, and managers who work with technology (Ref. 1.19: Technology Council Minutes).
- Career and Technical Education Advisory Committees are composed of community members, industry leaders, and faculty.

- Constituent meetings such as CSEA, ASM, Faculty Association, and Faculty Senate (Refs. 1.20, 1.21, 1.22, 1.23) also include discussions related to planning, evaluation, and institutional effectiveness.

COS offers opportunities for input by appropriate constituencies which are evidenced in COS Planning documents and minutes of meetings from the various planning groups.

EVALUATION

Agendas and minutes of council and constituent meetings are posted on the COS webpage in order to inform our constituencies (Ref. 1.24: Committees webpage). Through the efforts of the 2008 COS Accreditation Survey, all college employees will have an additional opportunity to participate in the evaluation of the planning processes. This survey is used to evaluate the planning process and look for ways to improve procedures.

College Planning Day, which is a required Flex activity, provides the College an opportunity to review the mission, goals and objectives to determine if changes to the Institutional Strategic Master Plan need to be made. Open forums are also held on campus to allow staff and students an opportunity to provide comments. This cycle of review moves COS steadily forward in creating a culture of assessment to measure student achievement of those outcomes and use assessment results to make course, program, and institutional improvements. The College has also invested in sending faculty and staff members to off-campus conferences and seminars that focus on assessment such as the intensive five-day *Assessment Worth Doing Institute* sponsored by the RP Group of the California Community Colleges.

In 2008, the District purchased a commercial document tracking and reporting program (TracDat) that will assist in assessing how we are achieving student learning outcomes throughout the College.

As a result of planning and assessment in the 2007-2008 Academic Year, the College adopted four institutional learning outcomes which will help focus the efforts of COS faculty and staff as they work toward improving student success. Review of institutional outcomes is also built into the review processes for the Strategic Master Plan, College Mission and the annual program reviews. The four learning outcomes adopted as Institutional Student Learning Outcomes (ISLO's) are:

College of the Siskiyous students:

- Take responsibility for their learning.
- Use critical thinking in their learning.
- Work and communicate effectively as members of diverse communities.
- Embrace life-long learning to thrive as citizens of the world.

At the request of the Academic Senate, the Board adopted a resolution directing the College to incorporate the ISLOs in their strategic master plan and begin working on the ISLOs with an emphasis on assessing the first ISLO (students take responsibility for their learning) beginning the Fall Semester of 2008.

While the planning process is very broad based and does allow for a tremendous amount of input from various constituencies, the College could do a better job of reporting assessment results and institutional improvements.

PLAN

The College will develop clear assessment and planning reporting procedures for all departments and programs, including timelines and persons responsible.

B.5: The institution uses documented assessment results to communicate matter of quality assurance to appropriate constituencies.

DESCRIPTION

COS communicates its assessment through the following institutional organizations and documents:

- Academic Senate
- Administrative Services Level Two
- Budget Oversight Committee
- Curriculum Committee
- Facilities and Grounds
- Instruction Council
- President's Advisory Council (PAC)
- Safety Committee Minutes
- Student Services Council
- Technology Council
- Career and Technical Education Advisory Committees
- Classified Staff meetings
- Accreditation Survey reports
- Newsletters
- Progress-to-Date and Yearly Reports
- Program Reviews
- Board meetings
- Board Reports
- Press releases (newspaper and radio)
- Campus wide correspondence (e-mail)
- CSEA and employee groups
- Research projects and presentations
- College of the Siskiyous Website

EVALUATION

College of the Siskiyous utilizes a number of resources and tools for assessment and evaluation of college performance. In addition there are multiple constituencies who perform these assessments and provide various avenues for dissemination of information. However, COS does not meet the standard, in part, because information of quality assurance is not reported in a regular, reliable, organized manner. Reporting is done in different manners by different departments. Expectations for reporting are not uniform across campus. Some departments are more thorough in their reporting than others. For example, instructional program reviews have attempted to report assessment results and to tie those results to program plans and

improvements. On the other hand, Student Services annual planning documents report that the various departments have assessment methods in place, but data on the assessment results are provided on a limited number of programs.

It is felt that an institutional researcher is needed to pull the information together in an organized manner and circulate it to the campus and community and to assist the College in collecting, analyzing, interpreting, and reporting assessment and other data. The lack of an institutional researcher means that much of the documented assessment results which could be communicated to various constituencies may not be because it either does not exist or lacks a centralized location from which to disseminate. Except for the 2007-2008 academic year, the College has limped along without a researcher since Fall 2004.

PLAN

In order to assist COS in gathering institutional data for planning, assessment and evaluation processes, a full-time institutional researcher should be added to the staff at COS.

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

COS reviews its planning and resource allocation each year in an on-going cycle of review and make changes when necessary. The review takes place in the following areas: Strategic Master Plan; Level One, Two and Three planning groups; Campus Planning Day; Program Reviews; and Departmental Action Plans.

EVALUATION

COS is flexible and does make changes when necessary to its planning and resource allocation processes. For example, the Instructional area historically conducted a major Program Review of all instructional areas on a six year cycle. In the intervening years, faculty waited for the next review cycle. In 2005, the VP of Instruction required program faculty to complete mini-program reviews which reviewed goals and relevancy during the intervening years. This process identified equipment and staffing needs not identified within the regular Annual Planning process.

Program review was again revised in the Fall of 2007, and a new more streamlined process was developed which requires completion of annual program reviews. This new process includes reporting and analysis of SLO assessment results at the course and program levels. Once completed, the Program Review documents and their accompanying Action Plans are forwarded to Level Two and Level Three where projects with budgetary implications are prioritized then used to plan the budget for the following fiscal year.

The Strategic Master Plan is also reviewed and evaluated on an annual basis. Once each spring, the full campus community is invited to participate in focus groups to provide feedback on the Strategic Master Plan. The Plan is altered as needed to accommodate changes in community needs, changing demographics, changing employment opportunity data, and changes in other areas that affect the College's programs and services.

However, the standard is not being met because COS does not systematically review all parts of the planning and assessment cycle. Instead, some reviews are conducted on an as-needed, ad hoc, or impromptu basis and not on a systematic cycle. Nevertheless, when changes do need to be

made, COS has proven to be flexible and adaptable as can be seen by the shift to the annual review process.

PLAN

The President's Advisory Council will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process.

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

COS does not have a systematic and formal process for assessing its evaluation mechanisms at this time. Instead, most assessment of evaluation instruments takes place on a more informal level in the classroom and in other areas. Long term assessment practices are not yet in place; consequently the College is unable to determine if assessment and evaluation methods have led to overall program and institutional improvements.

Review of short term assessments and evaluations have revealed some improvement in student achievement of learning outcomes. However, more years of data gathering are needed before meaningful conclusions can be drawn.

EVALUATION

Instructional Programs and Student Support Services

Annual program reviews and plans serve as one of the institution's primary sources for reviewing programs and services for effectiveness. All instructional and student services programs are currently reviewed annually. As each program is reviewed, new goals and areas for improvement are identified and then incorporated into the College's budget and planning process in order to improve the effectiveness of the specific program and service. The program review is evaluated at all three levels of the institution's planning process. The Program Review Committee (formerly the College Outcomes and Assessment Team, or COAT) works to coordinate SLO assessments institution wide. In addition, Student Services recently completed a "technical assistance site review" by the Chancellor's Office. This comprehensive program review covered most of the student services areas and provided technical assistance. Once TRACDAT is implemented it will provide a place where faculty and staff can access SLO data to further determine institutional effectiveness.

Library and Other Learning Support Services

The library primarily uses surveys and informal input from the students and staff to determine library 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.

The standard is not yet being fully met. COS is in the infancy stage of implementing continuous, ongoing, and systematic assessment practices for course level, program level, and institutional level outcomes. Data is currently being collected in individual courses, but there have been no concerted efforts to discuss the need for ongoing assessments. In the 2008-2009 Academic Year, the institution also completed its first round of assessing an Institutional Student Learning Outcome. Once that data is released, the Academic Senate will discuss the evaluation instrument and make changes to it as needed. However, a lack of an institutional researcher and student

learning outcomes coordinator make it difficult to systematically review the institution's evaluation mechanisms.

PLAN

COS needs to develop specific instruments to assess its evaluation mechanisms to be used in systematic, ongoing evaluations. The addition of a full time researcher and SLO coordination officer would provide the institutional support necessary to assure implementation of such evaluation procedures.

REFERENCES

Ref. 1.1. Advisory Committees webpage

Ref. 1.2. COS Accreditation Staff Survey

Ref. 1.3. Board Policy 1200 and Planning Documents

Ref. 1.4. Student Handbook page 5

Ref. 1.5. College Catalog page 4

Ref. 1.6. COS Strategic Master Plan

Ref. 1.7. Presidents Advisory Council

Ref. 1.8 College's Institutional Governance, Planning and Budgeting Processes

Ref. 1.9. Minutes of Instruction Council, Student Services Council, Technology Council and Facilities and Grounds Council

Ref. 1.10. President's Advisory Council Minutes

Ref. 1.11. Instructional Program Review documents

Ref. 1.12. Student Services Annual Program Plans

Ref. 1.13. Technology Plan, 2004-2007

Ref. 1.14. Administrative Services webpage

Ref. 1.15. Instruction Council web index

Ref. 1.16. Student Services Council web index

Ref. 1.17. Technology Council webpage

Ref. 1.18. PAC website

Ref. 1.19. Technology Council Minutes

Ref. 1.20. CSEA,

Ref. 1.21. ASM,

Ref. 1.22. Faculty Association, and

Ref. 1.23. Faculty Senate

Ref. 1.24. Committees website

Standard II: Student Learning Programs and Services

The 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.

DESCRIPTION

In order to achieve its mission—"to serve our community and any student who can benefit from an exceptional learning environment which is safe, attractive and promotes a passion for learning, cultural enrichment, and sense of belonging for all"—College of the Siskiyous provides transfer education, vocational/occupational education, associate degree and certificate programs, general education, remedial/basic skills education, and economic development. This mission is expressed in Board Policy 1200, and it serves as the basis of all instructional programs and services.

To this end, Board Policy 4020 on Program and Curriculum Development establishes that the College is committed to meeting this mission through the establishment of its programs and services, and through the establishment of all procedures related to the creation, implementation, and evaluation of those programs and services.

EVALUATION

Although Board Policy 4020 does not state outright that all programs and services will align with the College's mission, this notion is implicit in the fact that all programs and curricula must be, as stated, "relevant to community and student needs." This aligns perfectly with the College's mission "to serve our community and any student."

Also, in accordance with Board Policy 4020, all procedures related to the creation, approval, implementation, and evaluation of programs and curricula are intended to

"ensure quality and currency," thus upholding the College's integrity as an institution of higher education.

PLAN

No plan

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

The College uses an array of research tools and methods to identify the educational needs of its students and to assess their educational progress. The identified educational needs help the College to determine which programs and courses to offer, and when and how those programs and courses should be offered.

College of the Siskiyous uses both formal and informal processes to provide input on curricular offerings. Input is generated from faculty, staff, and off-campus entities. The following committees work (as described below) to ensure that course and program content is appropriate to the goals of the College.

Curriculum Committee

The Curriculum Committee primarily ensures that the educational needs of students are met through a prescriptive process of establishing required program and course elements (student learning outcomes, course content, course descriptions, etc.). The committee responds directly to statutory and regulatory directions for the California Community College Chancellor's Office.

The Curriculum Committee is composed of a minimum of five faculty members representing the College's General Education and vocational disciplines, a student senator, the Vice President of Instruction, and one counselor, who also serves as the articulation officer. The Curriculum Committee meets once a week to ensure that all courses and programs, including General Education, vocational, short-term training, study abroad, and community education, are reviewed and evaluated using established curriculum procedures.

Whenever a new course or program is presented to the Committee for approval, the course or program must provide a justification for its addition to the College curriculum. The committee members and the faculty and dean who are proposing the new course or program discuss the rationale and feasibility of offering the course or program. They discuss how the new course or program is aligned with the College's mission and how it will serve our students. If the new course or program is intended to be transferable, the dialog includes a discussion of comparable courses or compatible programs at four-year institutions. If the new course is intended as a vocational or career program, the dialog includes discussion of employment potential for students who complete the course or program.

The Curriculum Development Handbook sets forth procedures for the identification and design of content, learning outcomes, instructional methods, deliverance, and assessments of courses and programs. The Curriculum Development Handbook also instructs users how to complete the design and approval process thoroughly and efficiently. However, within the past two years there have been many changes to the various required forms; there have been a number of recent changes to Title V regulations which guide the curriculum approval process; and most of the required forms have been replaced by an online automated statewide system (http://www.curricunet.com/cnet_home/).

Instruction Council

After the Curriculum Committee has approved a new course or program, the new course or program is forwarded to Instruction Council for its approval. The Instruction Council is one of the participatory governance committees composed of four faculty representatives, a student senator, the Director of the Yreka Campus, the Dean of Liberal Arts and Sciences, the Dean of Career and Technical Education, the Athletic Director, the Director of Library Services, the Vice President of Student Services, and the Vice President of Instruction. Keeping the College's mission in mind and how the new course or program will serve students, the Council approves all courses, general and vocational education programs, certificates, and degrees. The Instruction Council also reviews and approves all instructional program reviews, which provide Instruction Council with data on institutional, program, and course student learning outcomes (SLOs). Program reviews also provide Instruction Council with data on whether learning outcomes are being assessed and whether this information is being used by faculty to improve student learning (i.e., "closing the feedback loop").

Career and Technical Education Advisory Committees

Career and Technical Education Advisory Committees ensure ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of stated student learning outcomes for vocational courses, certificates, programs, and degrees. The College has eight Career and Technical Education advisory committees for the following programs: Administration of Justice, Alcohol and Drug Studies/Human Services, Business/Computer Arts/Computer Science, Early Childhood Education, EMT/Paramedic, Fire/Emergency Response Technology/Paramedic, Nursing, and Welding. These advisory committees meet at least once a year to review and evaluate data, including enrollment trend data.

Other Sources of Data

The College also gathers information from the community. The College conducts formal and informal surveys of county residents and businesses, and the College analyzes economic development data and employment trends.

Another method of identifying curriculum needs is based on a review of entry requirements and students' scores on placement tests. College of the Siskiyous was an early adopter of the CalPASS Program that provides data on students as they transition from high school to College of the Siskiyous and beyond. This information is studied by a Professional Learning Council (PLC), a committee of high school and college faculty, who then make recommendations to align curriculum so that students are not unduly repeating or skipping important competency development.

Regarding the process of scheduling courses, the College's administration relies heavily on input from the Department Chairs and the Counseling Department. Research is provided in the form of enrollment statistics, placement scores, and advisory committee input. As this information is gathered, it is aligned with the layout of curriculum patterns for various General Education and core curriculum sequences. This analysis provides for a schedule that meets the needs of students while also guiding them through their necessary curriculum patterns.

Program Review Process

All College programs are reviewed according to established procedure (See Section IIA.2.f). As of the Fall of 2008, all programs undergo annual program review due to the Instruction Office each October. Prior to Fall 2008, a less comprehensive "annual report" was required of every program in addition to a comprehensive six-year Program Review.

EVALUATION

Curriculum Committee

Regarding new course and program development, the Curriculum Committee is performing its mission at the College. Faculty uses the aforementioned online database when creating new courses. The Curriculum Chair offers faculty training in this online database several times a month. The Curriculum Development Handbook, however, needs to be updated and made available online.

Instruction Council

Instruction Council currently is performing its mission at the College.

Career and Technical Education Advisory Committees

The Career and Technical Education Advisory Committees are currently performing their mission at the College (Ref. 2.1: Meeting Minutes).

Program Review Process

Currently, instructional program reviews are required to have student learning outcomes (SLOs) identified and assessed at the course and institutional levels (but not program-level outcomes). Faculty within a program also is required to discuss how their assessment data could improve student learning in the next program review cycle. Because the College implemented the annual program review cycle in 2008, comprehensive data on whether all instructional programs are currently "closing the feedback loop" will not be available until after October 2009. However, evidence demonstrates that faculty is "closing the feedback loops." For example, the Theatre and English Programs both requested the hiring of a full-time faculty member in their respective 2007-2008 program reviews. Full-time faculty in each program were hired prior to the Fall 2009 Semester.

The College also purchased TracDat to assist with its assessment and analysis of progress toward achieving stated learning outcomes for all courses and programs. As the campus implements the TracDat system, course outcomes will be connected to program and institutional outcomes. Where appropriate, TracDat will also connect General Education, transfer, and vocational program outcomes. Currently, however, TracDat is not well utilized by faculty and an evaluation should be made as to why it is not being used.

Other Sources of Data

Currently, the College does not have an institutional researcher. Faculty in all disciplines are relegated to using raw data provided either by an external consultant or data provided at the California Community College Chancellors Office Data Mart. While such data provides a baseline of information, it is not easy for faculty to analyze or contextualize such data, for example, for program review purposes.

PLAN

The College will hire an institutional researcher by March 2010.

The College will update its Curriculum Development Handbook to reflect recent changes in State regulations and recent changes in the course development system. Once updated, the Curriculum Development Handbook should be made available online to various stakeholders, particularly to faculty.

The College must determine whether TracDat is a viable resource for collecting course, program, and institutional assessment data, and for reporting on whether programs are "closing the feedback loop" in order to improve student learning.

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

College of the Siskiyous has made a strong commitment to delivering educational opportunities throughout its expansive service area. The widely dispersed population and mountainous terrain of Siskiyou County have led the College to continue to develop and expand a variety of delivery systems beyond the traditional classroom setting as an integral part of fulfilling its mission to "serve our community and any student who can benefit from an exceptional learning environment which is safe, attractive and promotes a passion for learning, cultural enrichment, and sense of belonging for all." These include on-site classes at the Weed and Yreka Campuses and at other locations throughout the County; online/Internet courses; and two-way interactive video courses that connect several classrooms in the County to offer real-time interactive learning to students in Weed, Yreka, Happy Camp, Tulelake, Butte Valley, Etna, and the rest of the Scott Valley. The new Emergency Services Training Center in Weed (open Spring 2009) and the Rural Health Sciences Institute in Yreka (open Fall 2009) will add videoconferencing rooms, allowing COS to increase the number of course offerings to students in outlying areas.

In November 2005, voters joined in the College's commitment to bring educational opportunities to every community in the county and approved a bond measure that provided the resources to expand the distance learning system by equipping every high school in the county with videoconferencing equipment. The purchasing and implementation process was fast and the sites were up and running within a year. Subsequently, meetings have been held with superintendents, principals, counselors, and community members to determine which courses are needed by the students in each community. The course scheduling process includes this information.

For its online courses the campus uses the ETUDES course management system. Training is provided for all faculty and a support person is provided every semester to assist faculty with the operation of their online classes.

Whether teaching in the traditional classroom setting or one of the distance learning settings, COS faculty employ a variety of modes of instruction including lecture/discussion, lecture with lab, whole group and small group discussion, collaborative group projects, problem-based learning, and computer-assisted learning. They continue to emphasize student-centered learning opportunities, and to increase and refine their use of technology— SMART classrooms, simulation labs, PowerPoint presentations, online homework systems, online grading, clickers, e-mail, capture technology such as Camtasia, and textbooks linked to online resources.

Year	Internet Courses	Internet Enrollments	Hybrid Courses	Hybrid Enrollments	Video Courses	Video Enrollments	Total Courses	Total Enrollments
2001-02	19	399	*	*	15	389	34	788
2002-03	28	613	*	*	26	614	54	1,227
2003-04	47	1,109	8	130	16	418	71	1,657
2004-05	55	1,209	9	184	25	711	89	2,104
2005-06	57	1,221	11	213	24	601	92	2,035
2006-07	64	1,478	7	97	25	610	96	2,185
2007-08	90	2,031	12	191	40	957	142	3,179
2008-09	112	2,814	12	195	34	827	158	3,836

** Hybrid courses were not offered until 2003-04.*

EVALUATION

College of the Siskiyous demonstrates its commitment to meeting the current and future needs of its students by positively impacting students both inside and outside of Siskiyou County through the use of the delivery methods mentioned above. Geographically isolated students, working students, students with distinct schedules, and advanced high school students are able to expand, enrich, and enhance their learning by utilizing the various distance learning modes for classes previously unavailable to them.

According to the 2008 Accreditation Staff Survey, 67% of the respondents agree or strongly agree that COS provides many distance learning opportunities to meet community needs; 8% disagreed with the statement and none strongly disagreed (Ref. 2.2).

The College demonstrates its commitment to all students by supporting faculty in exploring new technologies and delivery modes. Each year College regularly funds several Flex calendar activities and staff development opportunities for staff and faculty to learn these new technologies and how to use them effectively for teaching. A number

of faculty members have learned to teach in the videoconferencing environment and to teach (or supplement courses) online with Etudes.

Beyond simply providing distance learning opportunities for students, the College is committed to ensuring that those learning opportunities are *appropriate* for distance learning delivery systems. The Curriculum Committee is responsible for ensuring this appropriateness. It has developed a clear process whereby each course that is proposed for non-traditional delivery must include an explanation of how the traditional aspects of classroom management and teaching methods will be adjusted in the electronically mediated environment (Ref: 2.3: Form F of the curriculum process). No course is offered using non-traditional delivery methods without having Distance Learning approval by the Curriculum Committee. It is important to note that this process also includes a review of the needs of students with special needs.

The College continually evaluates student demand in the area of delivery modes. The Counseling Department makes recommendations to the faculty for courses that need to be offered online, as hybrid courses, as videoconference courses, and/or at off-campus locations to accommodate student needs. The goal of this work is to have all General Education coursework offered in a manner to accommodate students unable to attend classes on campus. Thus, "Area of Emphasis" degrees in Liberal Arts and Sciences or the General Education portion of all Career and Technical Education degrees could be earned from virtually any remote area served by COS.

There is a clear trend of student enrollment in non-traditional methods such as online courses and hybrid courses (in which instruction takes place both face-to-face and online). The College continues to encourage online course development though the offering of funds for such development and reimbursement for training in effective online course management.

After Implementation, are These Delivery Systems and Modes of Instruction Compatible and Appropriate to Student's Needs?

While the College provides a variety of non-traditional courses based on student demand (as described above), it is less evident whether students are actually successful in or satisfied with these courses or whether such courses are the equivalent of traditional face-to-face courses. In fact, it appears that after courses are approved by the Board of Trustees, no further attempts are made by the College to collect evidence or data demonstrating that the delivery systems and modes of instruction outlined above actually are compatible and appropriate to the current and future needs of the College's students.

PLAN

The College should ensure that the non-traditional courses it offers students lead to student success and satisfaction, and that these courses, while state-of-the-art, are the equivalent in quality to traditional face-to-face courses taught at the College. Enrollment, retention, and success data should be examined for non-traditional courses and such courses should be compared, if possible, with their traditional face-to-face counterparts. Student surveys assessing satisfaction could be another method of assessing that such non-traditional courses are compatible and appropriate to students' current and future needs.

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

College of the Siskiyous has developed procedures to assure that student learning outcomes are identified for courses, programs, certificates, and degrees. The curriculum development process, which does so, also includes mandatory identification of assessment methods for those outcomes. The information gained from the assessments is used in the program review process to identify improvements to programs through the planning and budgeting process.

Courses

The process begins with the curriculum development process. Since Fall 2003, all course outlines have had their course objectives written as student learning outcomes. The basic statement to be completed for each outcome was (and still is) "Upon Successful completion of the course, students will be able to . . . ." In Fall 2006, after a faculty professional development workshop that included discussion of course objectives versus student learning outcomes, a new course outline template was developed which replaced the term "Objectives" with the term "student learning outcomes." This solidified the emphasis on student learning outcomes for courses rather than discrete learning objectives. Beginning in Fall 2006, the official course outlines for all new courses and for all courses due for three-year review must include student learning outcomes and must also identify recommended teaching strategies and relevant assessment strategies mapped specifically to each outcome (Ref. 2.4: Curriculum Form B).

Beginning Fall 2008, the course outlines are now created using an electronic curriculum development program--a database which is linked to other college functions, such as the development of the College Catalog and the semi-annual publication of the Schedule of Classes. Just like the manual course development forms, the electronic curriculum development program requires course developers to identify specific course-level student learning outcomes, specific teaching methods for each learning outcome, and assessment strategies for each learning outcome. This electronic curriculum development program also allows course developers to map course-level learning outcomes to General Education (GE) Learning Outcomes if the course is intended to satisfy a GE requirement. Training sessions have been held for all full-time faculty and staff who were working on curriculum projects. Initially, adjunct faculty were given an orientation to the new process. Subsequently, adjunct faculty who want to develop new courses or update old courses have been targeted for additional training. The Chair of the Curriculum Committee provides semi-monthly training on the software.

Programs

Student learning outcomes for all Vocation and General Education Programs were created by faculty in January 2005. Assessment data for courses and programs are to be reported in annual program reviews (Ref. 2.5: Instructional Program Review template). This data are used to determine program or course changes and improvements. These proposed changes are identified in the annual program reviews, and serve as the basis for Action Plans which may or may not have budgetary implications. Thus learning outcomes and assessments are clearly linked to program planning and improvement.

Certificates and Degrees

Currently, student learning outcomes for all certificates and degrees have not been identified, nor has student achievement of such outcomes been assessed (See section 2.A.b. also for an evaluation of this issue).

EVALUATION

College of the Siskiyous has made great strides towards full implementation of the student learning outcomes and assessment process. Official course outlines identify SLOs and assessment methods. Faculty members instruct students with the direct intention of having students achieve the learning outcomes. Student achievement of stated learning outcomes is assessed in individual classrooms by the instructors. Faculty implement the assessment methods identified on the official course outlines and report the results in their program reviews. And faculty and administrators use the assessment results to plan for improvements to programs and courses.

With that said, there are still a number of items that need to be completed.

1. **Complete the three-year curriculum review cycle, which requires that SLOs and assessments be established for every course.**

   The table below presents the progression of courses and programs with SLOs identified and assessed as reported in the College of the Siskiyous annual accreditation reports:

	2006-07	2007-08	2008-09
% of courses with SLOs identified	43	58	97[3]
% of courses with assessments defined	26	58	?[2]
% of courses with ongoing assessment	3	28	59
% of programs with SLOs identified	75	81	100
% of programs with SLOs mapped to courses[1]	38	41	?[2]
% of programs reporting ongoing assessment	0	28	71

[1]Although the faculty have identified the courses in which program-level outcomes are covered, these program-level outcomes have not yet been mapped to specific course-level outcomes.

[2]The latest edition of the annual accreditation reporting form from ACCJC did not ask for these data, so the College did not tally this information for the 2008-09 academic year.

[3]This number of course-level SLOs was determined by examining all course outlines, including those dated prior to 2006 when the section heading on the course outline template changed from "Objectives" to "Student Learning Outcomes." Official course outlines that were revised or updated between Spring 2004 and Fall 2006 were required to include SLOs even though on the form they were still called "Objectives." To arrive at the 97% calculation, all course outlines since January 2004 were reviewed for the specific wording "Upon successful completion of the course, students will be able to . . . ." and the stated objectives were analyzed to ensure that they were indeed student learning outcomes and not teaching objectives. However, from Fall 2003 to Spring 2006, these older outlines did not identify assessment methods that were matched to

specific learning outcomes. Therefore, the percentage of courses in 2008-09 with defined assessment methods is less than the percentage of courses with stated learning outcomes.

2. **Appropriate links between course- and program-level student learning outcomes have not been clearly established.**

   When faculty identified program-level learning outcomes for their programs in January 2005, they also determined that program-level learning outcomes should be embedded in courses so that these SLOs could be assessed within the context of the courses. After completing the project of establishing program SLOs, faculty were then asked to determine in which courses students encountered those program-level outcomes. They identified the courses, but were not required to match program SLOs to specific course SLOs. The table above reveals that the project was not completed by 2007-08. Regardless, even those programs that do have the program SLOs mapped to courses have not mapped the program SLOs to specific course SLOs; therefore, this project is incomplete.

   With the purchase of Trac Dat, the College has the capability to match course-level learning outcomes to program-level learning outcomes. However, the necessary data entry is only partially completed. In addition, faculty have not yet been asked to review official course outlines to match course-level SLOs to program-level SLOs. Faculty also need to engage in conversations to determine if program-level SLOs are synonymous with degree- and certificate-level SLOs. This is especially important in programs that offer multiple degrees and certificates (See section A.2.b. for an evaluation of this issue as well).

3. **Once program SLOs have been mapped to specific course SLOs, program reviews will be able to provide more meaningful analysis of the effectiveness of curriculum and classroom instruction.**

   In Spring 2008, the College implemented a Department Chair structure. The oversight of the curriculum and program review process is now more closely guided by input from the Department Chairs. It is anticipated that stronger oversight in these areas will provide more timely responses from faculty concerning SLOs, assessments, and program review.

   The Program Review Committee in conjunction with the Vice President of Instruction has worked on refining the Program Review template to ensure that the information the document provides is meaningful and useful to faculty and to the institution. However, several issues have been identified with the program review process (See section A.2.b.) which should be examined.

PLAN

The Curriculum Committee, in conjunction with department chairs, deans, and the Vice President of Instruction, needs to determine what action is to be taken if the curriculum review process is not followed. They need to determine what incentives can be provided for those who complete the process and what penalties can be paid for those who do not complete the process. Currently, the Curriculum Committee Chair is addressing this issue.

Program-level student learning outcomes need to be mapped to specific course-level student learning outcomes in order to fully implement course-embedded program SLOs.

The Academic Senate needs to examine the relationship between program-level student learning outcomes and certificate/degree-level student learning outcomes. If these SLOs are distinct, student learning outcomes need to be identified and assessed for all certificate and degree programs at the College.

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 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

The College follows its established procedures to design, identify learning outcomes for, administrate, deliver, and evaluate courses and programs; and the faculty carries most of the responsibility for establishing quality and for making decisions about the best ways to improve courses and programs.

Design and Identify Learning Outcomes

Procedures for designing courses and programs and for identifying student learning outcomes (SLOs) are published in the Curriculum Development Handbook. The procedures for course and program development are as follows:

1. Discipline faculty work with department chairs and deans to determine if a course or program is needed. In some cases, the need is determined by the deans or administrators who then request a faculty member to develop the course or program. In vocational areas, a qualified professional in the vocational field may be asked to develop a course or program if the College does not already have a qualified faculty member in that discipline.
2. The faculty member completes the first draft of the course outline of record, which includes details regarding justification for the course, identification of prerequisites, measurable SLOs, recommended teaching methods, assessment methods matched to the SLOs, detailed course content, required and/or recommended textbooks, and other necessary data elements. In the case of new programs, the faculty member(s) must create all courses in the program prior to submitting a New Program Proposal. The Chair of the Curriculum Committee is available during the course construction phase to train the faculty member on use of the Curriculum Development Program.
3. The faculty member submits the first draft to his or her respective dean for an administrative review. The dean reviews the course to ensure that the course and all its elements satisfy an educational need for students. The dean provides feedback to the instructor.

4. The faculty member makes any recommended revisions and then submits the draft of the course to the Curriculum Committee for a technical review. In a technical review, more commonly known as "tech review," one of the faculty members of the Curriculum Committee will conduct a close reading of the proposed course outline, ensuring the quality of the course's construction and making sure that SLOs, assessments, course content, course descriptions, and units and hours are meaningful, appropriate, and logically aligned. The tech reviewer will provide feedback to the originating faculty member and will work closely with the faculty member if needed to fix rough spots.
5. After the faculty member has revised the proposed course outline, the course goes to the full Curriculum Committee for close reading, discussion, and (hopefully) approval.
6. After the Curriculum Committee approves the course, the course then has several other layers of approval to travel through—(1) Instruction Council, (2) the Board of Trustees, and (3) the Chancellor's Office for the California Community College system. These last layers of approvals occur fairly quickly as these bodies trust that the Curriculum Committee has done a thorough job of reviewing the proposed course. Changes in Title V have all but eliminated sending courses to the Chancellor's Office for approval. Currently, the only courses that need to be forwarded to that level are Non-Credit courses. All other courses need only local approvals; then the course data elements are forwarded to the Chancellor's Office so that the course data can be entered into the statewide curriculum system.
7. Once a course has been approved by the COS Board of Trustees, and not before, it can be offered to students.

Administration

Administration of courses and programs follows established procedures through the management of the College Curriculum database, known as the Course Master File. The Instruction Office oversees the management of the Course Master File. As new courses are approved and as established courses are updated, changed, or archived, the new data is entered into the system. The data in this system is regularly used in many College functions, such as the creation of the biennial College Catalog, the creation of the semi-annual Schedule of Classes, registration processes, transcript generation, etc.

Delivery

Delivery of courses and programs follows established procedures through the course scheduling process. At the beginning of each semester, the Instruction Office publishes a schedule for the creation of the subsequent semester's Schedule of Classes. This schedule is distributed to all instructional deans, program directors, and department chairs. The schedule identifies timelines and responsible parties. All parties adhere as closely as possible to this schedule to ensure the timely delivery of the Schedule of Classes into students' hands.

The other aspect of course delivery also follows established procedures. Instructors who teach the courses meet with their classes as scheduled, create and follow syllabi that establish day-to-day activities and deadlines for students, conduct assessments as scheduled, conduct final assessments according to the Final Exam Schedule, and follow all procedures and deadlines for reporting enrollment and retention data as well as final grades. Procedures for first-day handouts and syllabi, for ongoing record keeping, and

for submitting final grades are spelled out in the Faculty Handbook (Ref. 2.6: Faculty Handbook).

Evaluation

Procedures for evaluation of courses are established on an individual basis course by course or instructor by instructor. Using the syllabus, each instructor is responsible for creating and following his or her own assessment schedule. However, more systematic evaluation procedures are in place for instructional programs through the use of the program review process (See section A.2.f). At the end of each semester, instructors keep track of their course-by-course assessment results. In the beginning of each Fall semester, faculty begin collecting their assessment results and aggregating the data, in order to complete a program review for their program. The faculty follows an established set of deadlines for completion of the program reviews. They also use an established template for reporting and analyzing their assessment results (Ref. 2.5: Instructional Program Review template). The completed program reviews are forwarded to the respective deans for approval. The documents are then forwarded to Instruction Council for review. If improvement projects have budget implications, they are written as Action Plans, and Instruction Council reviews and prioritizes the Action Plans for budget consideration.

Evaluation of courses also occurs through the Three-Year Curriculum Review process. All courses in the College of the Siskiyous curriculum must be reviewed according to a three-year rotating cycle of review. Each year, the faculty must review and update as needed one-third of all course outlines of record. (Ref. 2.7: Three-Year Review spreadsheet)

Central Role of Faculty

The faculty plays a significant role in most of the procedures above. In addition to individual faculty members being responsible for the design, delivery, and evaluation of their own courses, numerous faculty members play leadership roles in the design, administration, delivery, and evaluation of courses and programs:

- The **Curriculum Committee** is composed of a minimum of five faculty members representing the College's liberal arts and sciences and its vocational disciplines. This committee oversees the design and evaluation of course outlines of record.

- The **Curriculum Committee Chair** (always a faculty member) establishes procedures for the Committee's tasks. He or she also oversees training and staff development for curriculum issues, including training instructors and others how to use the online Curriculum Development program.

- The **General Education (GE) Subcommittees** are composed of faculty members from disciplines related to the nine GE areas. These faculty collaborate with the Curriculum Committee to ensure that General Education courses have course-level learning outcomes linked to GE learning outcomes, assuring that courses are appropriate for inclusion in the list of GE courses. (Ref. 2.19: Curriculum Development form E2)

- The **Program Review Committee** was originally ratified by the Academic Senate in November 2004 as an ad hoc committee known as the SLO and Assessment

Committee. In the Fall of 2007, the committee was renamed the College Outcomes and Assessment Team (COAT) and had the mission of being a "faculty-driven resource that assists the College in developing institutional, program, and course student learning outcomes; selecting effective assessment techniques; using assessment results to improve student learning; and coordinating efforts with campus planning and reporting" (Ref. 2.8: COAT blog). In the Fall of 2008, the committee was renamed the Program Review Committee.

- **Instruction Council** contains four members of the faculty. Thus faculty have input into program and course approval measures and into program improvement and budget decisions.

- **Department chairs** are involved in the approval phase for proposed new courses and programs. They also oversee the program review process. Department chairs are members of the full-time faculty.

EVALUATION

Curriculum and General Education Committees

The Curriculum Committee meets once a week to ensure that courses and programs, including General Education, vocational, short-term training, study abroad, and community education, are reviewed and evaluated using established curriculum procedures (Ref. 2.9: Curriculum Committee minutes). General Education (GE) courses are further reviewed and evaluated by subcommittees of faculty who ensure that course-level learning outcomes are linked to GE learning outcomes.

New courses and existing courses requiring three-year review are not approved by the Curriculum Committee until course-level learning outcomes have been identified along with corresponding assessment techniques.

3-Year Review

As the data below suggest, faculty need to be more diligent in following the three-year curriculum review cycle. The table below shows approximately how many courses requiring 3-year review actually got approved by the Curriculum Committee from Fall 2006 to Spring 2009:

Academic Year	Number Requiring 3-Year Review	Number Approved	Percentage
2006-07	205	42	20%
2007-08	202	51	25%
2008-09	201	65	32%

As the above data indicate, the majority of courses being taught at the College have not been reviewed and approved by the Curriculum Committee during the past four years. On average, 26% have been reviewed and approved by the Curriculum Committee as part of the 3-year review process.

New Courses

The following table shows how many new courses were approved by the Curriculum Committee in the past three years.

Academic Year	Number of New Courses Approved
2006-07	8
2007-08	25
2008-09	71

As the above data indicate, the Curriculum Committee has approved at least 104 new courses during the past three years. These data suggest that faculty have been extremely motivated to create and diligent in designing new courses for the College.

Institutional Learning Outcomes

During the Fall of 2007, the Program Review Committee (under the COAT Committee charter) identified four institutional student learning outcomes (ISLOs) which were approved by the College in the Spring of 2008. To date, the institutional outcomes have not been linked to course- and program-level outcomes. More discussion is needed by the faculty to determine how or if the ISLOs should be linked to course- and program-level outcomes.

Regardless, faculty has been instructed to assess the institutional learning outcome of "student responsibility" during the Spring 2009 semester and to enter the data into TracDat (an assessment data management system) by June 2009. To date, no faculty has used TracDat to track course- and program-level learning outcomes assessment results.

Program Review

All College programs are reviewed according to established procedure (See section A.2.f). As of the Fall of 2008, all programs undergo annual program review and are due in October. Prior to Fall 2008, a less comprehensive "annual report" was required of every program in addition to a comprehensive six-year Program Review.

Faculty Handbook

All full-time and adjunct faculty members have online access to the Faculty Handbook (revised August 2007). The Handbook specifies how courses should be "designed, administered, and delivered." The Handbook also specifies that course-level outcomes be listed on all First Day Handouts (page 17) and provides a sample of a First Day Handout (page 116). However, the Handbook does not specify that full-time and part-time faculty must evaluate course- and program-level learning outcomes in their courses (pages 72 and 91). The Handbook also does not provide instruction or guidance in how to design and evaluate learning outcomes. (Ref. 2.6)

2008 Accreditation Self Study Survey Results

According to the 2008 Accreditation Self Study Survey Results, 49.5% (n = 121) of faculty and staff either agreed or strongly agreed with the following item: "When COS establishes instructional programs, it is careful to ensure there is alignment of the program or course purpose and the needs of the student population." Of the 121 respondents, 13.2% either disagreed or strongly disagreed. About 37% marked "did not know." (Ref. 2.10)

PLAN

Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and persons responsible, and the College must hold faculty accountable. The Academic Senate included this issue in its October 2009 agenda. In addition, the current Curriculum Chair is brainstorming innovative ways of addressing this issue.

The Faculty Handbook must be updated to reflect the above-cited admissions.

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

DESCRIPTION

Career and Technical Education Advisory Committees

Because the College's vocational programs are federally funded with Carl Perkins funds, they are each required to have an Advisory Committee comprising business and industry representatives, as well as local and regional agency partners, who serve a two-year term. The College has eight Career and Technical Education advisory committees for the following programs: Administration of Justice, Alcohol and Drug Studies/Human Services, Business/Computer Arts/Computer Science, Early Childhood Education, EMT/Paramedic, Fire/Emergency Response Technology/Paramedic, Nursing, and Welding Programs.

The committees are typically formed during the development of a new program and have the task of "identifying competency levels and measurable student learning outcomes" for that particular program. This includes identifying trends, reviewing curriculum, and identifying precisely what students should be able to do upon completion of the program. The committees also provide industry-relevant feedback and information in order to ensure that each program is meeting the needs of that particular industry. Each committee meets bi-annually, once during the fall semester and once during the spring semester.

Curriculum Committee

Discipline faculty have the primary responsibility to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The Curriculum Committee oversees and assists faculty with this responsibility, and they are also responsible for approving or disapproving the final curriculum for all proposed new courses and for existing courses undergoing three-year review. Minor or major curriculum-related changes in courses or programs (i.e., credit hours, prerequisites, catalog description) must also be evaluated and approved by the Curriculum Committee. Likewise, proposed new courses, certificates, programs, and degrees must be evaluated and approved by the Curriculum Committee.

General Education (GE) Subcommittees

General Education (GE) Subcommittees are composed entirely by faculty members who teach in the different GE areas. The Curriculum Committee relies on their expertise to ensure that General Education courses have course-level learning outcomes linked to GE learning outcomes and to ensure that courses are placed appropriately in their respective GE areas.

Program Review Process

Assessment of student learning occurs in the classroom. Discipline faculty with expertise in their fields design the assessment methods appropriate for their courses and appropriate for their student populations. Program review provides the mechanism by

which faculty report their assessment results and use those results to guide their program planning and improvements.

Prior to Fall 2007, all programs underwent six-year, formal program reviews and yearly "annual plans." As of 2008, all General Education and Vocational Programs undergo annual, formal program review, requiring faculty to document the design, identification, and assessment of course- and program-level learning outcomes in order to improve their courses and programs. The current program review procedure is as follows:

1. Full-time faculty members complete the annual program review in October using the Annual Program Review document (Ref. 2.5: Program Review Template). (NOTE: This document goes by several names: the Program Review Template, the Program Feedback for Planning and Budgeting Report, and the Program Planning and Budgeting Template.)
2. The appropriate Department Chair reviews the program review and, if necessary, collaborates with the faculty member in making corrections or additions.
3. After approval by the Department Chair, the program review is forwarded to the appropriate Dean/Program Director. The Dean/ Program Director, collaborating with both the faculty member and the Department Chair, ensures that the program review meets the standards set by the Instruction Office.
4. After approval by the appropriate Dean/Program Director, the program review is forwarded to the Instruction Council for review.
5. After approval by the Instruction Council, the program review is forwarded to the President's Advisory Council (PAC) for review.
6. After review by PAC, the program review is forwarded to the Board of Trustees for review and approval.

As part of the program review in 2009, faculty must identify if the course-level SLOs that have been assessed are linked to GE SLOs and/or to program-level SLOs. Once the TracDat program is fully implemented, assessment data from multiple courses can be analyzed for student achievement of GE or program-level SLOs. Currently such data can be reported only on a course-by-course basis.

EVALUATION

Career and Technical Education Advisory Committees

The Career and Technical Education Advisory Committees fulfill their missions as mandated by Ed Code and by their grant regulations (Ref. 2.11: Meeting Minutes, Carl Perkins' reviews).

Curriculum and General Education Committees

The Curriculum Committee is diligent to ensure that all courses and programs are reviewed and evaluated for their competency levels and measurable student learning outcomes. General Education (GE) courses are further reviewed and evaluated by subcommittees of faculty who ensure that course-level learning outcomes are linked to GE learning outcomes. Established courses requiring three-year review are not approved by the Curriculum Committee until course-level learning outcomes have been identified along with corresponding assessment techniques. However, the faculty has not been

diligent in updating courses requiring three-year review (See section A.2.a. for the evaluation of this issue).

Instruction Council

The Instruction Council meets every week to discuss instructional matters as well as to approve courses and programs that have gone through Curriculum Committee evaluation and approval. Instruction Council, however, cannot approve courses requiring three-year review if faculty has not updated these courses.

Program Review Process

The program review process created in 2008 is currently in place and fulfilling its mission, with the exception of the issues discussed below (Also discussed in section A.1.c.). The Vice President of Instruction held an in-service for all full-time faculty in October 2008, the purpose of which was to provide training on the new process. The Annual Program Review document was provided electronically to full-time faculty, as well as enrollment, retention, and success data, in order to assist faculty in completing their program reviews.

Because this process is new, data are unavailable on if and how faculty are "closing the feedback loops," but data will be available after October 2009. It is already evident that some programs, however, have been "closing the feedback loop." For example, both the Theatre and English Programs requested the hiring of a full-time faculty member in their respective 2007-2008 program reviews. Full-time faculty in each program were hired in August 2009.

Also because the process is new, data regarding institutional student learning outcomes (ISLOs) were not reported in the 2007-2008 program reviews, but will be available in the 2008-2009 program reviews.

The following evaluation examines vocational and General Education Programs that have undergone systematic review of their courses for the 2007-2008 academic year:

Career and Technical Education Programs

The following nine vocational programs submitted 2007-2008 program reviews, all of which systematically reviewed courses and programs to ensure relevance, appropriateness, achievement of learning outcomes, and currency, and to identify future needs and plans:

- Administration of Justice
- Business and Economics
- Computer Science
- Early Childhood Education
- Emergency Medical Technician (EMT)
- Fire/Emergency Response Technology
- Nursing
- Welding
- Work Experience

No data are available for analysis regarding the Alcohol and Drug Studies/Human Services Program. Courses in this program are taught exclusively by adjunct faculty, and there is no program director or department chair to oversee the program review process.

General Education Programs

The following 20 General Education Programs submitted 2007-2008 program reviews, 19 of which systematically reviewed courses and programs to ensure relevance, appropriateness, achievement of learning outcomes, and currency, and to identify future needs and plans:

Programs within Social Sciences and Humanities

- Anthropology
- History
- Humanities
- Psychology
- Sociology

Programs within Visual and Performing Arts

- Art
- Media Communication
- Music
- Theatre

Mathematics

Programs within Language Arts

- English
- Foreign Languages
- Reading
- Speech

Health, Physical Education, and Recreation (HYPER)

Programs within Sciences

- Biology
- Chemistry*
- Earth Sciences
- Physics/Physical Science/Engineering

*The Chemistry Program did not assess student learning outcomes (as reported in its Program Review). The full-time faculty member responsible for assessing SLOs for the 2007-2008 academic year retired in Spring 2008. The 2008-2009 Chemistry Program Review, however, will have data to report.

Issues with the Current Program Review Process

1. 2007-2008 program reviews do not address program-, degree-, certificate-, or general education-level assessments of clearly identified student learning outcomes. Program-level learning outcomes were created by the faculty in 2005-2006 for all instructional programs. However, no distinctions were made between "program" learning outcomes and "degree" or "certificate" learning outcomes. This lack of distinction is evident in programs, such as the

Fire/Emergency Response Technology Program, which offers multiple degrees and certificates, each with discrete learning outcomes.

2. In addition to the above issue, many programs, and their respective 2007-2008 program reviews, are discipline-specific. For example, the Psychology Program consists of discipline-specific courses. Conversely, the College offers an associate of arts degree in psychology containing core courses not discipline-specific to psychology, such as biology and statistics. Every year, the discipline-specific courses in the Psychology Program get reviewed; the Psychology AA degree and its core courses, do not get reviewed.

3. During the 2008-2009 academic year, the College assessed one of the four Institutional Student Learning Outcomes (ISLOs) called "student responsibility" (ISLO data will be available in the 2008-2009 program reviews). The College has decided to continue to assess "student responsibility" in order to "close the feedback loop" on this ISLO. However, given that there are four Institutional Student Learning Outcomes, it might be inefficient to assess only one ISLO every two years at the College.

4. Many programs at the College are taught exclusively by adjunct faculty, such as the Sociology Program and Anthropology Program. Adjunct faculty are not required to complete program reviews for a variety of reasons, one being lack of stipends to pay adjuncts. Because of this, full-time faculty are required, as part of their contract, to write program reviews not only for their discipline-specific programs, but for programs in which they do not teach nor of which they have institutional knowledge. This "solution" is not deemed sustainable.

PLAN

The College should either use TracDat, or purchase an alternative data management system, that will track learning outcomes (course-level, program-level, institution-level, General Education, certificate and degree-level) across disciplines. This data management system must be user-friendly to faculty in order to assist them in analyzing assessment data for the purpose of program improvement.

The Academic Senate needs to discuss the issue of program and degree/certificate learning outcomes and the distinction, if any, between the two. If a distinction exists, degree/certificate learning outcomes need to be identified and assessed by the College.

The Academic Senate and College administration need to examine whether the current annual program review process is efficient and sustainable. This would include examining the policy of requiring various full-time faculty to complete program reviews outside their disciplines. It also would include examining whether or not assessing one ISLO every two years is efficient.

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 relies on the expertise of its faculty and its Advisory Committees to ensure that all courses and programs are characterized by high-quality instruction and, appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The hiring processes of the College are designed to attract the highest quality

faculty in order to provide high quality instruction and adhere strictly to the State's policies on minimum qualifications. The College has established an Equivalency Committee which addresses the issue of minimum qualifications which sometime arise with a potential candidate for hire, including adjunct faculty.

To ensure that the Career and Technical Education Programs are characterized by the above criteria, the College has established Career and Technical Education Advisory Committees for the following eight programs: Administration of Justice, Alcohol and Drug Studies/Human Services, Business/Computer Arts/Computer Science, Early Childhood Education, EMT/Paramedic, Fire/Emergency Response Technology/Paramedic, Nursing, and Welding. These committees are composed of industry-specific experts who semi-annually review and evaluate vocational courses and programs. These advisory committees also evaluate and assist in the development of proposed vocational courses and programs prior to Curriculum Committee review.

In addition to the discipline faculty who take pride in the high quality of their work, the Curriculum Committee ensures that all courses and programs are characterized by the above criteria. The Curriculum Committee is composed of a minimum of four faculty members as well as the College's Articulation Officer (also a faculty member) and the Director of Instructional Services.

The Curriculum Committee uses criteria for approval of new courses and programs set forth in the California Community Colleges Chancellor Office's Program and Course Approval Handbook" (Ref. 2.12). The criteria include (1) appropriateness of mission, (2) need, (3) quality, (4) feasibility, and (5) compliance with all other laws applicable to the course or program. The Curriculum Committee also uses criteria set forth by the Title 5 Standards and Criteria for Courses and Classes (Ref. 2.13).

The Curriculum Committee addresses the "breadth, depth, rigor, sequencing, time to completion, and synthesis of learning" of new courses by evaluating the following elements within the course outline of record for every proposed new course and every course that is due for three-year review:

- units and hours required to complete the course
- prerequisites and advisories
- transferability
- justification and need for the course
- identification of and assessment methods for student learning outcomes, which must be linked to General Education Learning Outcomes if the course is a GE course
- work required outside the class
- outline of the course content
- instructional materials
- distance learning criteria

Proposed General Education and Vocational Programs are evaluated similarly with particular concern for and emphasis on the "sequencing, time to completion, and synthesis of learning" of courses within a proposed program.

EVALUATION

The Equivalency Committee and the Career and Technical Education Advisory Committees fulfill their mission as designed.

The Curriculum Committee meets once a week to ensure that all new courses and programs meet the above criteria and also conform to the Chancellors Office's and Title 5 requirements.

According to the 2008 Accreditation Self Study Survey, 49.5% (n = 121) of faculty and staff either agreed or strongly agreed that "when COS establishes instructional programs, it is careful to ensure there is alignment of the program or course purpose and the needs of the student population." Only 13.2% either disagreed or strongly disagreed with this statement.

Additionally, 78.5% (n = 121) of faculty and staff either agreed or strongly agreed that "COS is committed to high standards of teaching." Only 8.3% disagreed with this statement.

PLAN

None

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, Etna, Dorris, and Tulelake. The recently passed bond measure includes funds for additional videoconferencing sites at most county high schools.

COS faculty employ a variety of modes of instruction, including lecture, lecture with lab, whole group and small group discussion, collaborative work in groups, problem-based learning, and computer-based learning. They continue to emphasize learner-centered learning opportunities, and to increase and refine their use of technology (examples: SMART classrooms, online homework systems, clickers). Basic Skills math instructors are piloting modularized courses that combine online homework with small group lectures so that students can learn at their own pace. Instructional methods are indentified on Course Outlines of Record along with their corresponding SLOs and assessment methods.

Disabled Students Programs and Services (DSPS) provides academic support services, specialized counseling and instruction, and educational accommodations to students whose documented disabilities are determined to result in educational limitations.

Courses and workshops are offered for faculty and staff in the use of technology to reach students at other sites and to improve learning for students on campus. (Ref. 2.14: List of flex workshops in the last 3 years.)

The new ESTC building (open in Spring 2009) and the Rural Health Sciences Institute (open in Fall 2009) in Yreka will add more classroom equipped for video-conferencing, allowing COS to increase courses offerings to students in outlying areas.

EVALUATION

According to the Staff Survey, 67% of the respondents agree or strongly agree that COS provides ample distance learning opportunities to meet community needs; 8% disagreed with the statement and none strongly disagreed.

The College has, through its Flex calendar activities and staff development funding, supported faculty in exploring new opportunities for delivery and assessment of student learning. A number of faculty members have learned to teach in the videoconferencing environment, to use clickers to quickly assess student learning, and to teach (or supplement courses) online with Etudes.

COS is a small college. We have a number of programs with only one full-time faculty member, and some with only adjunct instructors. We are also geographically isolated. Staff development in the form of professional conferences has been a high priority in the past; however, current budget difficulties have resulted in a decrease in the staff development support for these conferences. The programs with multiple faculty members, such as English and Math, make a point to schedule meetings at least monthly to discuss a variety of issues including effective teaching methods. Recently the Basic Skills instructors from Reading, Math, and English have also been meeting to discuss methods that are effective with this particular group of students.

DSPS assesses the effectiveness of programs and services through an annual program review process, student and staff surveys and participation in community and campus committees designed to optimize student academic success.

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

All courses and programs are scheduled to be evaluated on a regular basis. Courses are reviewed once every three years and programs are reviewed annually through the program review process.

Course Review

The Curriculum Committee evaluates courses every three years through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The Instruction Office maintains a three-year schedule for the review of all approved courses. This schedule is distributed to Department Chairs. Department Chairs facilitate the assignment of courses to be reviewed. Department faculty review their assigned courses and, in the case of disciplines with more than one full-time faculty member, discuss course updates with other discipline faculty. Updated courses are then forwarded to the appropriate Deans for

review; then after they receive dean approval are forwarded to Curriculum Committee for review. The Curriculum Committee reviews the courses for relevance, currency, improvements, and feasibility. They also ensure that SLOs, teaching methods, and assessment methods are updated as needed.

Program Review

All Liberal Arts and Sciences and all Career and Technical Education Programs are required to undergo annual program review in which courses and the programs themselves are systematically reviewed for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. As of 2008, the program review procedure is as follows:

1. A designated full-time faculty member completes the annual program review by the end of October using the Annual Program Feedback for Planning and Budgeting Report form (Ref. 2.5: Instructional Program Review template).
2. The appropriate Department Chair reviews the program review and, if necessary, collaborates with the faculty member in making corrections or additions.
3. After approval by the Department Chair, the program review is forwarded to the appropriate Dean or Director. The Dean or Director, collaborating with both the faculty member and the Department Chair, ensures that the program review meets the standards set by the Instruction Office.
4. After approval by the appropriate Dean or Director, the program review is forwarded to the Instruction Council for review. The Instruction Council reviews the program review and discusses the merits of any proposed changes to the program as well as any program improvements that will have budgetary impact.
5. After approval by Instruction Council, the program review is forwarded to the President's Advisory Council (PAC) for review. The PAC also reviews the program reviews for their budgetary impact and makes decisions within the context of all program needs across the whole College.
6. After review by PAC, the program review is forwarded to the Board of Trustees for information.

In addition, twice a year the Career and Technical Education Advisory Committees systematically review their programs' relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

EVALUATION

Course Review

The following data summarize how many courses requiring 3-year review were actually reviewed and approved by the Curriculum Committee from 2006 to Spring 2009:

Academic Year	Number Requiring 3-Year Review	Number Approved	Percentage
2006-07	205	42	20%
2007-08	202	51	25%
2008-09	201	65	32%

As the data indicate, many courses listed in the College's Catalog have not been reviewed by the Curriculum Committee during the past four years. No research or analysis has been done to determine the reason for these low percentages. The processes are in place, but the courses are not being updated by faculty or are not making it all the way through the review process.

It is assumed that the review process is lengthy, so for 2009-2010, the Chair of the Curriculum Committee has established strict timelines for the Curriculum Committee members and faculty members to complete their assigned tasks. There has also been informal discussion of what the appropriate consequences should be when faculty or Committee members do not complete their tasks on time.

Program Review Process

The program review process created in 2008 is currently in place and fulfilling its mission in its first year of implementation. The Vice President of Instruction held an in-service for all full-time faculty in October 2008, the purpose of which was to provide training on the new process. The Annual Program Review document was provided electronically to full-time faculty, as well as enrollment, retention, and success data, in order to assist faculty in completing program reviews by the end of October.

The following is an analysis of the Vocational and General Education Programs that have undergone systematic review of their courses and programs for the 2007-2008 academic year (See section A.2.b. above for a more detailed description and evaluation of the program review process).

Vocational Programs

Nine out of 10 vocational programs submitted 2007-2008 program reviews, all of which systematically reviewed courses and programs to ensure relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. In addition, the faculty of these programs discussed their program's assessment data and, in turn, created goals and action plans for the next program review cycle. Data on whether or not faculty have "closed the feedback loop" will be evident in the 2008-2009 program reviews.

General Education Programs

All 20 General Education Programs submitted program reviews for the 2007-2008 academic year. Of these, nineteen (95%) identified and assessed course-level learning outcomes. In addition, the faculty of these programs discussed their program's assessment data and, in turn, created goals and action plans for the next program review cycle. Data on whether or not faculty have "closed the feedback loop" will be evident in the 2008-2009 program reviews.

PLAN

No plan

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.

DESCRIPTION

The instructional area has a process for systematically developing and measuring student learning outcomes. Courses and programs are evaluated on a regular basis and the SLOs are incorporated into each course outline as part of the curriculum process. The institution uses a number of groups and processes to make results available. These include: Career and Technical Education advisory committees, Instructional Council, and departmental program review processes.

The College's eight Career and Technical Education advisory committees annually review and evaluate data, including enrollment trend data, and student learning outcomes.

The Instruction Council is a Level Two planning committee comprising faculty and administrators who review and approve all courses, certificates, general and vocational education programs, and degrees. The Instruction Council also reviews and approves all program reviews.

All programs undergo annual, formal program review, which is the College's "ongoing, systematic evaluation and integrated planning process to assure currency and measure achievement of its stated student learning outcomes for courses and programs." 1The purpose of this process is to improve student learning.

The program review process is closely tied to the College planning and budgeting process. In the program review document, faculty identify improvements to courses and programs that are needed in order to improve student achievement of learning outcomes;

in essence, each program review is a Level One plan. If the improvements identified in the program review are curricular changes with no budget implications, the proposed changes are simply reported in the program review document and the faculty implement the changes as planned once the program review has been approved and accepted by one of the appropriate academic dean or director. If the improvements have budgetary implications, then the improvement plan is written as an Action Plan. Program reviews and their accompanying Action Plans are reviewed by the Level Two planning body, which for instructional departments is the Instruction Council. Instruction Council prioritizes all the submitted Action Plans and submits this prioritized list to the President's Advisory Council (PAC). Thus, Action Plans that are submitted to Instruction Council enter the planning and budgeting pipeline.

In 2007, the Research Office staffed a full-time Institutional Researcher and a full-time Student Learning Outcome (SLO) Coordinator, both of whom made the results of ongoing and systematic evaluation available to appropriate constituencies. However, both positions were vacated in 2008 and have not been refilled. To address the data needs, a consultant was hired in Fall 2008 to prepare necessary information for program review.

EVALUATION

The Career and Technical Education Advisory Committees play a significant role in the ongoing, systematic evaluation and integrated planning process of the College's eight vocational programs. The committees meet at least once a year to evaluate data, including enrollment trends. The advisory committees are continuing to improve their review of data, and as SLO assessment results become available, they will be evaluated.

As a Level Two planning committee, the Instruction Council meets once a week to discuss instructional matters. Once all Program reviews and Action Plans have been submitted, Instruction Council determines the priority list of Action Plans. They prioritize these Action Plans based on the impact the proposed improvements will have on student learning. Generally, the projects that will impact the greatest number of students or that can promise the greatest gain in student achievement of learning outcomes are the projects that receive the highest priority.

All College programs are reviewed according to the established procedure created in Fall 2008. The use of the outside consultant to provide program review data met the minimum requirements; however there is a need to develop the research function more fully. Even in these difficult budgetary times, the College is planning to replace the researcher. In the interim, we have pieced together resources (e.g. Registrar, Programmer Analyst) to meet the data requirements.

PLAN

No plan

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

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

Requirements for credit (hours per unit) are included in each Course Outline of Record. These requirements for credit (48-54 hours per 1 unit of lab or 16-18 hours per 1 unit of lecture) are based on Title V of the California Code of Regulations section 55002.5 (Ref. 2.16) and the COS Curriculum Handbook. 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.

In individual courses, instructors assess student achievement of learning outcomes. Instructors assign grades based on students' demonstration that they have achieved those outcomes.

EVALUATION

The COS Curriculum Committee rigorously enforces the credit requirement as well as grading policies when it reviews course outlines and articulates 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.

Passing grades imply student achievement of student learning outcomes within the course or program, and units of credit are awarded to students who earn passing grades.

All course outlines identify the number of units that students will earn upon successful completion of a course. These units of credit for each course are publicized in the College Catalog and in the Schedule of Classes. Instructors also include this information on their first-day handouts and syllabi. Explanations of grades and how credit is awarded are also contained on page 146 in the College Catalog (Ref. 2.17).

The College also awards credit in accordance with Board Policy 4100 (Ref. 2.18).

PLAN

No plan

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

DESCRIPTION

As stated in A.2.h, course outlines require stated student learning outcomes. In departments where there are several faculty teaching in the same discipline, English and Math, for example, student learning outcomes are agreed upon by the department. Instructors submit grades for each course based on the students' level of achievement in the various stated student learning outcomes through demonstrated proficiency. The institution awards credit based on a recorded passing grade issued according to the uniform standards of section 55023 of Title V of the California Code of Regulations (Ref. 2.15).

The Curriculum Committee approves programs, degrees, and certificates, as well as the lists of specific courses. Student learning outcomes for programs, degrees, and certificates are embedded in the courses; therefore, students' successful completion of all the courses required for the degrees and certificates offered by College of the Siskiyous would guarantee the student has achieved a program's stated learning outcomes. Program level student learning outcomes are identified in the 2009-2011 College Catalog in the program description sections beginning on page 29.

Students must petition for graduation or certificates. The petitions are reviewed by the Counseling Office and by an Admissions and Records evaluator and then must be approved by the Registrar in order to certify that students have completed the necessary coursework for a degree or certificate. That said, these individuals do not determine if learning outcomes are met because such achievement is assumed when the instructors of the required courses submit satisfactory final grades.

EVALUATION

Currently all the programs have identified student learning outcomes. Several programs have multiple degrees and certificates. Program level student learning outcomes are both broad and general, and therefore can be applied to any degree and certificate within that program area. Program level outcomes are mapped to specific courses within the program. However, course outlines of record do not yet require course SLOs to be mapped to specific program SLOs.

While program outcomes satisfactorily identify the learning outcomes that students should achieve upon completion of a program, they may not be specific to a particular degree or certificate within that program. It has been suggested locally that perhaps faculty should discuss the potential benefits of specific and distinctive student learning outcomes for each degree and certificate and do away with the notion of program level outcomes except in the broadest terms. This is especially apparent in the new Environmental Resources Program with offers three very distinct degrees with distinctively different learning outcomes for each: Environmental Resources Technology, which emphasizes forest management; Power Generation Technology, which emphasize alternative energy sources; and Sustainable Communities, which emphasizes environmentally responsible business and home management.

PLAN

Course outlines of record should be updated/revised to include course-level SLOs that are mapped to program-level SLOs, but only after the faculty has determined whether program-level SLOs are acceptable or whether they should be revised and updated as degree and certificate SLOs.

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

DESCRIPTION

In 2004, the College of the Siskiyous Academic Senate approved the following General Education Philosophy:

> As citizens of the world, our students will be confronting complex personal, social, cultural, and political issues. Our purpose is to prepare them to thrive in this world. Students will need a wide variety of skills, understandings, sensitivities, and perspectives from all the academic disciplines: Natural Sciences, Social and Behavioral Sciences, and the Humanities and Fine Arts. They will need to understand the basic principles of these academic disciplines, their methods of inquiry, their history and impact on society, and their relationships to each other.
>
> Our students will also need a set of skills that transcend the traditional disciplines. They will need to think critically, to communicate effectively, to reason using quantitative models, and to maintain their physical and mental well-being.
>
> It is our belief that completion of the College of the Siskiyous' General Education requirements will help to prepare our graduates for life as informed, active and ethical citizens of this multicultural world.

The establishment of this Philosophy statement included nine areas, including a new area called "Diversity." This area was approved by the Academic Senate in Spring 2006 to encourage all students to participate in studies that brought new understanding of the global world and how historical and cultural perspectives impact their lives (Ref. 2.17: 2009-2011 College Catalog, page 23).

General Education (GE) components based on this General Education philosophy are included in all academic and vocational programs that lead to an Associate's Degree. All proposed GE courses are reviewed first by established subcommittees identified for each GE area A through I. Once these subcommittees approve a course for inclusion in the GE list, the Senate's Curriculum Committee ensures that the course's SLOs reflect the General Education SLOs in that area (Ref. 2.19: Curriculum development forms E1 and E2). All existing courses on the COS GE List are evaluated by the Curriculum Committee as part of the three-year curriculum review process to reaffirm the courses' effectiveness in addressing the General Education SLOs.

Students can receive an AA or AS degree in one of 39 majors. Each major requires students to complete a minimum of 18 units in a defined academic discipline or in a

recognized occupational curriculum. Students also have the option to earn an AA or AS degree in Liberal Arts and Sciences within one of four areas of emphasis. Each area of emphasis requires students to complete a minimum of 18 units from a list of courses in select disciplines related to GE areas B, C, D, E, and I. The 39 majors and the four areas of emphasis are all currently approved by the California Community College Chancellor's Office. In addition to completing the unit requirements for a selected major or area of emphasis, students earning an AA or AS degree must also complete a minimum of 23 units of General Education. The list of approved COS GE courses is published in each edition of the College Catalog and in every edition of the Schedule of Classes. (Ref. 2.17: 2009-2011 College Catalog, pages 22, 99-102).

Faculty members maintain the primary responsibility for determining which courses belong on the General Education list. Faculty members for the respective instructional disciplines in General Education areas A through I review course outlines to ensure there is a good match between the course SLOs and the GE area SLOs. The Curriculum Committee, which is composed primarily of faculty members from across several disciplines, reviews the recommendations of the area faculty to make the final determination of GE appropriateness.

EVALUATION

College of the Siskiyous has done an admirable job in establishing the General Education curriculum to address student learning outcomes. The faculty has a thorough system to evaluate, assess, and incorporate new General Education courses into the curriculum. The three-year course review process also engages the faculty in ongoing systematic review of the appropriateness of all General Education courses. Curriculum Form E2 identifies the members of the faculty who serve on the subcommittees for each GE area (Ref. 2.19: Curriculum Form E2).

According to the 2008 Institutional Report for College of the Siskiyous, 76% of faculty believes students' experiences in their selected course sections contribute either quite a bit or very much to the development of their knowledge, skills, and personal development in acquiring a broad general education. Seventy-one percent of students agreed with this result. Therefore, it is apparent that faculty and students alike agree that College of the Siskiyous is providing degrees with a solid general education core.

Currently the course outlines of record for courses included on the COS GE list contain student learning outcomes that are mapped to the GE Student Learning Outcomes that were created by GE area faculty in 2004; expanded in 2005 with Area I, Diversity; revised in 2007 in Area C, Natural Sciences; revised in 2008 in Area G, Wellness. The student learning outcomes for each GE area are identified in the Curriculum Committee document E2, "General Education Student Learning Outcomes." Faculty in the different GE areas review the GE outcomes periodically to ensure their relevance and currency. In addition to COS GE, the College also maintains articulation agreements for General Education with the California State University system (CSUGE), with Southern Oregon University General Education requirements (SOUGE), and with the Intersegmental General Education Transfer Curriculum (IGETC), which satisfies GE requirements for both the UC and CSU systems. The College's Articulation Officer follows all procedures to ensure that the CSUGE, SOUGE, and IGETC courses are regularly reviewed and approved to remain on those GE lists. Academic advising for transfer students ensures that the students follow the appropriate GE patterns depending on their target transfer

institutions as well as complete the COS GE degree requirements if their intention is to complete an AA or AS Degree prior to transferring.

General Education Learning Outcomes are assessed at the course level. General Education SLOs are embedded in the courses approved for each GE area. For a course to be approved for a GE area, its course-level SLOs must address all the approved GE SLOs for that particular area. GE assessments are therefore embedded in course assessments. However, reporting of GE assessment results have so far been limited simply to identifying in instructional program reviews whether a course-level SLO assessment was or was not also a GE SLO assessment. Most program reviews have not included meaningful discussion of these GE assessment results. And no efforts have yet been made to compare GE assessment results across disciplines that assess the same or similar GE outcomes.

PLAN

The College will create an assessment plan that will coordinate GE assessment efforts across the disciplines, determine reporting processes for assessment results, and use GE assessment results to inform planning and improvements in the GE areas. This assessment plan will identify responsible persons and timelines for putting these processes in place.

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.

DESCRIPTION

The COS General Education Philosophy addresses the need of students to possess skills, understandings, sensitivities, and perspectives from all academic disciplines, including Natural Sciences, Social and Behavioral Sciences, and the Humanities and Fine Arts (Ref. 2.17: 2009-2011 College Catalog, page 23, and Ref 2.20: Fall 2009 Schedule of Classes, page 13). General Education SLOs based on this philosophy are embedded in the course SLOs of the individual GE courses.

In the creation of the GE areas that students must satisfy prior to graduation, the faculty has currently identified 34 courses in nine disciplines in Natural Sciences, 36 courses in ten disciplines in Social and Behavioral Sciences, and 55 courses in twelve disciplines in Humanities and Fine Arts. These 125 courses provide ample opportunity for students to complete their General Education requirements.

EVALUATION

The curriculum review process is used by COS faculty to make certain that each course outline of record, including GE courses, incorporates individual course SLOs, methods of instruction, methods of assessment, and course content that reflect the established General Education Philosophy (Ref. 2.21: Course Master webpage). In addition, faculty specialists in each general education area provide oversight to maintain appropriate standards.

Department chairs and the Dean of Liberal Arts and Sciences make conscientious efforts to ensure that these General Education courses are spread throughout each semester's course schedule to provide students with many options for completing their GE

requirements. The General Education requirements are comprehensive and clearly address the humanities and fine arts, the natural sciences, and the social sciences.

PLAN

No plan

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

An analysis of the College GE pattern (Ref. 2.17: 2009-2011 College Catalog, page 23) and of the apprioved SLOs for each GE area (Ref. 2.19: Curriculum Form E2) reveals that the skills below are folded into the GE requirements, if not stated explicitly:

- Oral communication skills are included in Area F, Communication and Analytical Thinking.
- Written communication skills are the focus of GE Area A, English Composition.
- Information competency skills are contained within the Area A courses. The SLOs for the Area A courses explicitly identify these skills.
- Computer literacy is included in Area F. In addition, many courses in many disciplines have a component of computer literacy included in that instructors teach word processing, spreadsheet applications, presentation software, database management, e-mail, and the Internet skills students need for success in their classes.
- Scientific reasoning is covered in Area C, Natural Sciences.
- Quantitative reasoning is covered in Area B, Mathematics.
- Critical analysis/logical thinking is the focus of Area F, Communication and Analytical Thinking. In addition, critical thinking has long been a required component for all courses at the College regardless of whether they are included among the GE requirements. A review of SLOs in course outlines of record reveals a breadth of critical thinking expectations relevant to the content and outcomes for each individual course.
- The ability to acquire knowledge through a variety of means is accomplished through students' achievement of the SLOs in each of the GE areas as they progress toward their degree objectives.

EVALUATION

A broad and multi-faceted educational experience is an integral part of the degree completion requirements and provides the foundation for our Institutional SLOs (2009-2011 College Catalog, page 4)

The General Education Philosophy clearly addresses most of these skills. Though the GE Philosophy does not directly address information literacy, this skill is assumed in the Philosophy statement regarding "methods of inquiry" that students learn in the GE areas identified in Standard A.3.a. The breadth and depth of instruction required for degree

completion through various GE patterns strategically exposes students to a wide variety of general and specific skill sets needed to be productive and successful in the expanding global culture. (2009-2011 College Catalog, pages 23-26).

Regarding computer literacy skills, even though these skills are covered in courses listed in Area F, Area F does not have explicit SLOs related to computer literacy. Consequently, realizing the importance of computer literacy, the Academic Senate has recently taken up the discussion again and has included this topic in their top five goals for 2009-2010.

Plan

None

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

The College recognizes the importance of teaching students "what it means to be an ethical human being and effective citizen." These notions are reflected in the COS General Education Philosophy, in the GE learning outcomes, and in the College's institutional student learning outcomes. All of these qualities—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—are introduced and reinforced in various courses throughout the curriculum and also through a wide variety of student clubs, organizations, events, and other learning opportunities. All these activities are meant to complement classroom learning. Some of the activities and special learning opportunities are listed here:

- **History Club:** The History Club conducts viewings of major films and documentaries to encourage discussion of key aspects of the American philosophy and thought. They also hold "game night" periodically during the semester to create a sense of camaraderie and encourage participation from throughout the campus.

- **Earth Day:** The ASB has hosted Earth Day events in 2007 and 2008 to focus attention on the environment.

- **Travel Study Programs:** College of the Siskiyous has hosted trips to foreign countries as well as key American destinations. The purpose of these trips is to learn another language, increase understanding of a cultural aspect of a group of people, increase understanding of a historical perspective, or a combination of these activities.

- **Work Experience:** Courses are offered as Work Experience when a degree program has identified that students need a hands on experience in their field of study. Many times, this experience translates into employment opportunities.

The basic experience is one where students apply expectations of the workplace that are taught in the classroom to real-world work experience situations, expectations such as "civility and interpersonal skills" or "appreciation of ethical principles." Nearly every career and technical program includes a Work Experience course.

EVALUATION

For the most part, College of the Siskiyous meets this standard. The faculty and administrators have been reviewing and revising General Education SLOs, which are incorporated into specific course level SLOs.

- Appreciation of ethical principles: This topic is embedded throughout College programs and practices. One specific application of this topic is in the faculty's adoption of a plagiarism policy (Ref. 2.17: College Catalog, page 151, and Ref. 2.22: COS Student Handbook, page 23). This policy provides definitions and examples, and faculty use these definitions and examples when instructing students about academic honesty. The Student Code of Conduct also emphasizes ethical behavior (Ref. 2.17: College Catalog, page 151, and Ref. 2.22: COS Student Handbook, page 26).

  The first of the Institutional SLOs—"Students will take responsibility for their learning"—implicitly reinforces ethical principles and positive work ethics (Ref. 2.17: College Catalog, page 4). During the 2008-09 and 2009-10 academic years, faculty and staff in Instruction and Student Services are conducting assessments of student learning in regards to taking responsibility.

  Ethical principles are explicitly stated in the SLOs for GE area A: "Demonstrate an understanding of the ethical and legal principles surrounding information and information technology, including plagiarism and copyright." This particular aspect of ethical principles is thus a required learning outcome for all COS degree recipients (Ref. 2.19: Curriculum Form E2).

- Civility and interpersonal skills: Student learning in these topics is implicit in two Guidance courses which are recommended though not required of first-year students: GUID 1, Collegiate Orientation, and GUID 5, College Success Skills. Civility issues are included in the Student Code of Conduct in the Student Handbook, which is used as a textbook in both these Guidance courses.

  Interpersonal skills are explicitly identified among the learning outcomes in GE Area F, Communication and Analytical Thinking, thus all COS degree recipients have learned skills needed for civil discourse (Ref. 2.19: Curriculum Form E2).

- Respect for cultural diversity: Learning outcomes for respect for cultural diversity are explicit in GE Area I, Diversity (Ref. 2.19: Curriculum Form E2). Currently, these learning outcomes can be achieved in 12 courses across the curriculum.

- Historical and aesthetic sensitivity: Learning outcomes for these two issues are explicitly stated among the SLOs for Area D, Humanities, and Area E, Social and Behavioral Sciences (Ref. 2.19: Curriculum Form E2).

- Willingness to assume civic, political, and social responsibilities locally, nationally, and globally: Learning opportunities related to civic, political, and social responsibility are offered through the extracurricular activities and clubs listed above. In addition, several courses that are included among the GE listings contain learning outcomes related to these issues, for example POLS 1, American Government; POLS 7, World Politics; HIST 17A/B, U. S. History; and PHIL 15, Philosophies of Non-Violence. Moreover, the College as just recently approved a brand new program in Environmental Resources–Sustainable Communities. However, learning outcomes related to "willingness" have not been created.

Plan

None.

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 one of four areas of emphasis or one of thirty-nine majors with a minimum of 18 units in that major or area of emphasis. In addition, students must complete general education and elective courses totaling a minimum of 60 units. To receive the degree, students must earn a minimum grade of C in each course within the major or area of emphasis (Ref. 2.17: 2009-2011 College Catalog, page 22). The four areas of emphasis and all thirty-nine majors are currently approved by the California Community College Chancellor's Office.

EVALUATION

Beginning with the publication of the 2009-2011 College Catalog and in accordance with 2008 changes in state regulations through Title V, COS now requires that *all* AA and AS degree recipients complete a major course of study or specified courses within an area of emphasis in Liberal Arts and Sciences. The College has revised requirements for current majors and incorporated changes for new majors. The most recent changes and revisions are published in the current College Catalog. Specific courses are identified for majors and areas of emphasis.

The faculty and administrators have been reviewing and revising General Education Philosophies and have established General Education Student Learning Outcomes, which have been being incorporated into specific course level student learning outcomes. Within these discussions are plans for addressing assessment strategies and graduation requirements. The College has revised the requirements for majors and increased its majors from 5 to 39. Student learning outcomes have been established for each program and are being followed up with wide distribution to the student community. Vocational education programs will be reviewed and revised as warranted.

PLAN

No plan

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 19 vocational areas of study that offer 34 certificate options. Each program 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. 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 students take a national certified welding test from the American Welding Society (AWS).

The College also sends to the California Chancellor's Office required reports on core indicators for vocational programs, including skill attainment, completion, placement, and retention. In addition, research is done to follow up on 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.

In the College of the Siskiyous Career and Technical Education Division, three programs are specifically designed to prepare students for successful completion of a state or national licensing examination. These programs are Vocational Nursing, Registered Nursing, and Paramedic. Furthermore, two of our programs prepare students for a state certification necessary for employment. The Fire program prepares students for certification through the State Fire Marshal. The Administration of Justice program prepares students for certification through POST–Peace Officer Standards and Training.

EVALUATION

The Vocational Nursing Program at COS has maintained an average National Council Licensure Examination pass rate of 98.38% between 1999 and 2007. Data for the 2008 graduating class is not conclusive as of this report. COS started an LVN-RN Step-Up program in 2006 and the first graduating class of 16 had a 100% NCLEX pass rate. Pass rates for the second graduating class are still inconclusive; 20 of the 22 graduates passed the NCLEX on their first attempt, one failed on the first attempt and passed on the second, and the status of the final student is unknown. All 16 graduates from the first LVN-RN Step-Up class found job placement as Registered Nurses. Eight of the 16 graduates responded to a survey distributed after graduating. Of these respondents, 71.7% felt the RN Program prepared them well or extremely well for the state board exam, and 75% felt the program curriculum prepared them well or extremely well with the necessary skills to perform in their RN positions. Advisory group members representing community healthcare providers consistently provide positive feedback regarding the level of preparation of COS nursing graduates entering the workforce.

For the period of 2002 through the Spring 2009 Semester, job placement for Firefighter 1 Academy graduates averaged 78%. The job placement for graduates of the spring academies is higher (86%) than the overall average. The reason for the higher job

placement rate for graduates of the spring academies may be because seasonal hiring by local fire agencies/departments takes place during the end of the spring semester. Graduates of the fall academies are several months removed from the hiring period and may have moved out of the area and/or accepted other jobs. 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.

Students who successfully complete the Firefighter 1 Academy are eligible for California State Fire Marshal certification as a State Firefighter 1 once they complete six months of paid, full-time fire experience, or twelve months of volunteer or part-time experience. There are no data on how many of our academy graduates continue on to receive their state certification, but it is assumed that the number is high since the state certification allows the student many more opportunities for job placement.

The College's Administration of Justice Program has undergone significant rebuilding in recent years including a formal partnership with the Siskiyou County Sheriff's Office. COS currently offers Level Three and Level Two POST certified Academies. Student data from 2002 to 2008 indicate a student success rate of 99% to 100% with between 10 and 34 students completing the academies annually. The students then proceed to Butte College to complete their Level One Academy before being eligible for employment as a peace officer. Student progress is not tracked in the Level One Academy; however, placement in local law enforcement agencies is high indicating a positive success rate.

According to a VTEA Follow-Up Survey, 2000 (Ref. 2.23) 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.

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.

DESCRIPTION

The sources of information for students include:

- Catalog
- Schedule

- ASSIST/CAN
- 1st day handouts
- Counseling Services/Orientation
- Student Handbook

Two key documents which address what should be provided to students include:

- Curriculum Development Handbook
- Faculty Handbook

The College Catalog is the primary publication from which students and prospective students can gather information about courses, programs, transfer policies, and graduation requirements. The College Catalog is published once every two years; it is distributed to students in April of odd numbered years. The most recent version is the 2009-2011 Catalog. Degrees and certificates are clearly listed in the Catalog (page 27). The requirements for each of the 37 associate degrees and 28 certificates, and options within programs, are explicitly described in the Catalog (pages 29-145), including the student learning outcomes for programs. Program-level SLOs have been added to the program descriptions beginning with the 2009-2011 Catalog. In addition to specific degree and certificate requirements, the Catalog describes and lists the General Education requirements for students who intend to receive an AA or AS (pages 22-23). The Catalog also lists transfer GE requirements for CSU, UC, and SOU (pages 24-26). Transfer policies are described in full in the Catalog (page 148). For the ease of students to interpret Catalog Rights, which are explained in detail in the Catalog (page 150), the three most recent catalogs, covering six years of service to students, are available for viewing through the College's website. (Ref. 2.24: College Catalog homepage)

The Schedule of Classes (Ref. 2.20) is published twice per year and contains detailed information about the courses that are offered each semester. Summer courses are included in each printed Fall Schedule of Classes. The Schedule of Classes lists all degrees and certificates that can be obtained at COS (Summer/Fall Schedule 2009, page 12), but it does not present detailed information about programs, degrees, or certificates. General Education requirements for the College and other transfer institutions are also included in each semester's schedule (Summer/Fall Schedule 2009, pages 13-16). The Schedule of Classes presents accurate information regarding all courses offered during each term, including descriptions of the courses, prerequisites and co-requisites, units and hours, times, locations, instructors, and special fees or requirements if needed. Sometimes, classes are added, changed, cancelled, or closed as the registration period for a term progresses. All such changes to the Schedule of Classes are updated daily in the online Searchable Schedule of Classes. This Searchable Schedule provides a color key to help students see at a glance which courses have been added, closed, or cancelled and which classes provide special information regarding fees, prerequisites, other requirements, or special announcements, such as whether a class is part of a Learning Community.

In the Student Handbook there is a general description of the structure of an Academic program and students are directed to the Catalog for further information (Ref. 2.22: page 9,). First time students are also required to meet with the Counseling Services staff to develop an educational plan and to ensure they are clear on program/degree/transfer requirements.

The College requires that each instructor for each class provide students with a first day handout. The information required on the handout is outlined in the Faculty Handbook (Ref. 2.6: page 17) and includes the following:

1. Course Title, Course Number, and Code Number
2. Instructor's Name and Contact Information
3. Office Hours
4. Number of Units
5. Support Hour Information
6. Class Meeting Times and Location
7. Prerequisites, Co-requisites or Advisories
8. Texts and/or Materials Needed for the Course
9. Student learning outcomes/Course Objectives
10. Course Content or Topics, and dates covered
11. Date and Time of Final Exam, other important due dates
12. Grading Criteria
13. Attendance/Withdrawal/Incomplete
14. Cheating & Plagiarism Policy or Academic Integrity Policy
15. Make-up Policy for Missed Work
16. Late Assignment Policy
17. Accommodations for Students with Disabilities
18. Cell Phone and Electronic Device Policy
19. Other

For item #9, faculty is expected to copy the student learning outcomes directly from the approved Course Outline of Record. This expectation is stated explicitly in the Faculty Handbook: "The instructor of each course will be expected to conform his/her offering to that outline" (page 16). Also, instructors must also supply "[a] copy of [his or her] first day handout . . . to the appropriate Dean or Director's office by the end of the first week of classes, and a courtesy copy should be provided to the Library" (page 17). Student learning outcomes are listed in the Faculty Handbook as one of the elements of the first day handout. In the Student Handbook, students are instructed to "read and understand the course syllabus" (page 12). The Student Handbook also states that students have the right to "obtain comprehensive information about College regulations, procedures, programs and services available" (page 22) and "insist that course content be reasonable and consistent with the course description presented in the College Catalog" (page 22).

Each program is on an annual year review cycle. The Program review consists of a Self Study portion and then is submitted for review and eventually to the Board. This review process helps to ensure that programs are kept up to date and that all requirements (i.e. first day handouts and student learning outcomes) are being met. There is also a periodic review of course outlines "The Office of Instruction will maintain a master list of all courses with the approval date. This list will be reviewed at the beginning of each fall semester by the Curriculum Committee to determine those courses due for review for that academic year." (CDHB, 37). There is a question on the COS Student Evaluation of Instruction Survey that states: "Are there sufficient devices (tests, reports, class assignments) to evaluate your knowledge of the subject?". Also, students are asked "Did the instructor issue a first day handout explaining grading procedures and course content?"

EVALUATION

The College Catalog and the Schedule of Classes undergo a thorough process of review for accuracy and thoroughness of the information presented. Schedules of the prepublication tasks are printed and distributed to all the parties involved in the writing and review of each publication, with timelines and persons responsible. The College Catalog and Schedule of Classes are readily available online and are kept up to date regularly in their electronic format. The College Catalog is not kept up to date online; however, plans are being developed to periodically update the Catalog. These updates will be posted online. The Schedule of Classes webpage interface is clear and user friendly for students.

At the beginning of each academic year at every back-to-school orientation for full-time and adjunct instructors, all faculty are reminded to include the course's officially approved student learning outcomes on their syllabi. However, not all adjunct instructors are able to attend that back-to-school orientation. Though the majority of first day handouts are collected by the deans and directors, they are not thoroughly reviewed for compliance. However, first-day handouts are reviewed for compliance as part of the faculty evaluation process for both full-time and adjunct instructors.

PLAN

No plan

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

The College Catalog addresses acceptance of transfer credit (page 148). Specific details include the requirement of official transcripts, accreditation of institutions, transfer unit limits, evaluation of foreign transfers, and residency requirements. Articulation of high school credit is also discussed in the Catalog (page 149). Students transferring from another college to College of the Siskiyous are directed to meet with Counseling Services to verify transferability of credit. The services of the Transfer Center are discussed in the Catalog (page 157). A number of resources available at the Transfer Center are listed. Also, university articulation is covered in the Catalog (page 157). This University Articulation section mentions ASSIST, California's official statewide repository of transfer information (page 157). ASSIST provides a website where students can enter the institution they are transferring from and the one they would like to transfer to and view a list of transferable courses. The California Articulation Numbering Agreement (CAN) is another way for students to see which courses are comparable at various institutions. CAN assigns a standard number to comparable courses at various institutions, thus making transferability easier. Articulation agreements are also in place with institutions in Oregon, including Southern Oregon University and Oregon Institute of Technology.

The Schedule of Classes directs students to the current Catalog for program requirements, and to Counseling Services (page 4). Transferability is also addressed in the College's

course numbering system. Courses numbered 1-49 are transfer or baccalaureate level courses; those numbered 50-99 are mostly vocational and meet associate degree requirements (page 9). In the Student Handbook, students are directed to Counseling Services for an advising appointment. They are also directed to the current Schedule and Catalog for specific program requirements.

EVALUATION

College of the Siskiyous is effective in providing academic counseling to its students to guide them in the process of transfer. The Transfer Center within Counseling Services provides clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College's Counseling Office is comprehensive and assists students by making appointments with the appropriate counselor or academic advisor to ensure individual student transfer, and course articulation needs are addressed accurately. Student education plans are developed with articulated transfer degree patterns and student goal in mind. Student education plans are updated each semester when a student sees a counselor or an advisor. The institution develops articulation agreements as appropriate to its mission, and students are well supported in having student learning outcomes well defined.

PLAN

No plan

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

The College has processes for making arrangements for students to complete their education. For example, the Catalog contains the responses to the following question:

> What policies does the institution have to address elimination of or major changes in programs?

- "In the event a class is cancelled, efforts are made to help students relocate in other classes consistent with their interests."
- If an appropriate substitute course is not available, "A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements."
- These petitions must be approved by the appropriate Dean and the Instruction Council.
- Students are directed to the Welcome Center or Admissions and Records to obtain the appropriate forms.
- Catalog rights are discussed in the Catalog.
- A student is permitted to choose the program requirements listed in any Catalog in effect during their attendance at the College, as long as that attendance is continuous. "Continuous attendance is defined as learning at least half unit of credit during consecutive academic years." Students who do

not maintain continuous attendance must conform to the program requirements in the Catalog, in effect "at the time of the awarding of a certificate or an associate degree."

- Students are directed to the College's website, www.siskiyous.edu, to obtain updated program and degree requirements. They are also directed to Counseling Services.
- Students are directed to Counseling Services for specific program requirements. Website is also cited as a source. (Ref. 2.17: 2009-2011 College Catalog, pages 19-27).

EVALUATION

College of the Siskiyous is committed to student success and to maintaining the highest quality programs possible. The College administration and faculty takes program closure very seriously and looks closely at the ramifications that a program closure will have on the students involved in the program. The last program that the College closed was the Cosmetology Program in 2006. The program was phased out due to lack of a training facility and staff that met the high standards of the College. Students in the program were allowed to finish the program before it was closed permanently.

Student requests to waive a course or substitute a course within their program degree or certificate are reviewed at several levels including the faculty, counseling, the Division Dean, the VP and the Instructional Council. Every effort is made to accommodate waiver and course substitutions in order to support students in their program completion.

The Program Closure Policy is being revised to more accurately reflect current practices, and the budgetary need to scrutinize the viability of low performing programs.

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 updated and reissued every two years. The schedule of classes is updated and issued each semester. Both the current catalog and recent past issues are available on the College's website: http://www.siskiyous.edu/catalog/.

The College Catalog contains general information about our college, the mission, vision, functions, and institutional learning outcomes of the College, and guidelines to students. The Programs and Courses section provides information about our programs and courses which include program descriptions, learning outcomes, career options, program requirements, and specific course information. Students receive syllabi from their instructors. It is expected that the instructors provide course syllabi to students based on the approved course outlines.

Career and Technical Education division maintains its own website at http://www.siskiyous.edu/cte/ where prospective and current students can find information about programs offered in that division and the resources available.

The Schedule of Classes is printed twice a year, once for the Summer/Fall Semester and once for the Spring Semester. The current Schedule of Classes is also available online as a PDF document and in a searchable version http://www.siskiyous.edu/schedules.htm. Unlike the printed version of the Schedule, the online version is a dynamic document and provides the most up to date course information.

The Student Handbook is updated and reissued at the beginning of every school year. A statement of the College's Mission, Vision and Function is available online at http://www.siskiyous.edu/mission/missionstatement.pdf. This statement comes from the COS Strategic Master Plan. Board policies are available at www.siskiyous.edu/policies, and the procedures manual is available at www.siskiyous.edu/procedures/governance. Board Policy and Procedure 2410 (Ref. 2.25) directs the review of policies and procedures. The District also states that each academic year, at least one section will be reviewed. This schedule will be established by the President/Superintendent. The administrator in charge of the relevant area will be in charge of leading the discussion. Any proposed changes to the policies are submitted to the President's Advisory Committee (PAC). If PAC and the President approve the changes, they are brought to the Board for final approval.

Student achievement is published in the President and Dean's lists for academic achievement. Program graduation information is published for specific programs such as nursing. Some scholarship recipient information is also published. When registering, students have the option to refuse the publishing of their information and achievements. All publicity is run through the College's Public Relations office. It is their job to verify and disseminate information related to publicity.

EVALUATION

The College strives to provide accurate information to students and the public. Staff, faculty, and administration work together to develop and to insure the accuracy of the College Catalog, Schedule of Classes, and other publications. The Instructional Services and Counseling Services Offices keep track of program and course changes. Students are informed of those changes through the counselors.

Information on class schedules is updated through an online searchable version at http://www.siskiyous.edu/schedules.htm. However, since the Catalog is published every two years, some program and course information may become outdated during the two-year period.

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, professional ethics, and responsibility are found in the Faculty Handbook (Ref. 2.6: pages 26, 28).

Board Policy 4030 (Ref. 2.26), adopted 2/5/87 and last revised 11/4/08, addresses academic freedom. The policy is part of the Board Policy Manual and is available to faculty, staff, and the public on the COS website. The policy includes the principles and responsibilities of academic freedom and discusses the rights of "instructors and students…to investigate, form conclusions, and express judgments and opinions without impediment." It further states that faculty must objectively present material and impartially examine evidence while showing respect for the opinions of others.

All full-time faculty are made aware of the online Faculty Handbook during College of the Siskiyous' hiring process. New faculty meetings are held monthly during each faculty member's first year of instruction, during which new faculty have the opportunity to discuss academic freedom. Faculty members are also assigned personal mentors who answer questions and provide guidance on college policies, and the Vice-President of Instruction is also available to provide guidance. All adjunct instructors who attend the Adjunct Faculty Orientation are made aware of the online Faculty Handbook. If new adjunct instructors are unable to attend the Adjunct Faculty Orientation, it is the responsibility of their area Dean or immediate supervisor to meet with them and introduce them to college policies and procedures, and acquaint them with the online Faculty Handbook. The online Faculty Handbook was last updated in August 2007.

EVALUATION

When tenured, tenure-track, and adjunct faculty members go through the evaluation process, the peer evaluation is an opportunity for fellow faculty members to document the instructional method of others, review the syllabus for the course, and observe instructor interaction with the class. If course content was being presented in an inappropriate manner, this fact could be documented in the peer report for COS administration to review.

In the 2008 Staff Survey, 50.8% of respondents agreed or strongly agreed that "COS faculty present material fairly and objectively, while distinguishing between fact and opinion." Five people, or 4.2%, disagreed or strongly disagreed with this statement, while 22.5% stated they were neutral, and another 22.5% stated they didn't know enough about the question to respond. The survey results indicate that from the viewpoint of the majority of staff and faculty, COS faculty are doing a good job of meeting this requirement.

In the 2002 Noel-Levitz Student Satisfaction Inventory referenced in the previous Self Study, students indicated they were satisfied with their instructors in terms of objectivity. The 2008 Community College Survey of Student Engagement (*CCSSE*) given to students did not include specific questions related to satisfaction, but more importantly, focused on student engagement. The student evaluation form used in evaluations of adjunct instructors poses the following question: "Does the instructor encourage individual thinking and differences of opinion in class?" The student evaluation form for full-time faculty asks whether instructors are respectful of individual students or if any students are

treated differently. No data has been compiled from the completed faculty evaluations to determine any trends in students' perceptions of academic freedom at COS.

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 lists its expectations regarding student academic honesty and the consequences for dishonesty in the Student Handbook pages 25-28 (Ref. 2.22). A comprehensive list of categories describes actions that would require disciplinary action. Actions that would require penalties include cheating, plagiarism, dishonesty, forgery, or unauthorized disbursement of academic material for any commercial purpose. Disciplinary action might include reprimand, disciplinary probation, suspension, summary suspension, and expulsion. Students are allowed appeals and have the right for their case to be reviewed by an Appeals Committee. The Student Handbook presents all of this information in detail. Also noted in the Handbook are policies on Student Rights and Responsibilities (pages 13, 15).

The College Catalog also includes a detailed statement of student responsibilities (Ref. 2.17: pages 151-53). The Faculty Handbook requires faculty to include a cheating and plagiarism policy or academic integrity policy in their first-day handouts (page 17). Specific statements regarding penalties for violating these policies are also included, and faculty generally discusses these subjects when they distribute the first-day handout.

Each student in GUID 1, a course required for all new students completing education goals 1 through 5, receives a copy of the Student Handbook, as well as students who attend SOAR (Siskiyous Orientation, Advising, and Registration) sessions. Students may also request a copy of the Student Handbook from Student Services or view it online.

Board Policy 5500 addresses student conduct, discipline, and appeal. This policy is available online to staff, faculty, students, and the public (Ref. 2.27).

The COS Writing Lab maintains a subscription to Turnitin.com and makes this service available to instructors. The Writing Lab staff and instructors work together to make students aware of what is considered plagiarism and how to avoid it. Many faculty require that students submit their work to Turnitin.com, which compares the student's work to other materials and alerts the instructor in cases of plagiarism.

EVALUATION

The College has published clear expectations about academic honesty. According to the Turnitin.com website, the service checks citations throughout the student's work while contrasting it with databases of web pages, other student papers, newspapers, magazines, journals, reports, and books. This service helps students gain a better understanding of academic honesty while appreciating originality. The number of faculty members who use the service varies each semester; however, many instructors bring problem papers to the Writing Lab staff to have the papers through the service. This process helps many instructors make certain student work is original. Writing Lab staff and instructors feel

this service has been a great aid in combating the plagiarism troubles experienced by all campuses.

The CCSSE survey again did not include any specific questions about student understanding of COS' expectations regarding student academic honesty and the consequences for dishonesty.

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

Because College of the Siskiyous is a public two-year college, it does not attempt to instill specific worldviews to staff, faculty, administrators, or students.

Codes of ethical conduct are included in the Faculty Handbook and the Student Handbook (Refs. 2.6 and 2.22). The classified staff codes of conduct are listed in the California Education Code (Ref. 2.28) and COS Board Policy (Ref. 2.29). A professional ethics statement is also listed on the Academic Senate webpage (Ref. 2.30).

College of the Siskiyous' Human Resources Department is in the process of compiling a Code of Conduct Handbook including information from staff and faculty contracts and Board policies and procedures. This handbook is due to be completed by the end of Summer 2009 and will be distributed to all staff.

EVALUATION

College of the Siskiyous' guidelines regarding student conduct are clearly outlined in the Student Handbook. Student rape, sexual assault, sexual harassment, and academic honesty policies are addressed. All incoming students who attend SOAR (Siskiyous Orientation, Advising, and Registration) sessions, are made aware of the Code of Conduct found in the College Catalog and in the Student Handbook. They are also made aware the Student Handbook is available online. Guidance classes such as GUID 1 also give students this information, as do program orientation sessions for programs such as Fire, Administration of Justice, and Nursing. It is possible for students to register online without receiving a handbook; however, a link to the online handbook is posted on the MyNavigator page students would use to register.

Sixteen per cent of students who responded to the CCSSE survey stated their experience at this college very much "contributed to their knowledge, skills, and personal development developing a personal code of values and ethics." Twenty-seven percent said they were affected "quite a bit," 33% responded "some," and 24% responded "very little." Based on this feedback, 43% of the students, feel they have improved their values and ethics from their experiences at the College. This number has not been interpreted as a low number even though it looks like less than half of COS students have been influenced positively. No comparison data has been analyzed to determine if students

who experienced little or no ethical influence entered the College *already* having a solid ethical foundation.

PLAN

No plan

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.

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.

DESCRIPTION

As a California Community College, College of the Siskiyous recruits and admits a diverse student body through its open access policy in accordance with the Education Code sections 76000 and 76001. The first provision requires the admittance of any applicant possessing a high school diploma, or the equivalent, and California residency. It also permits the admission of any nonresident possessing a high school diploma or the equivalent. Additionally, it allows the admission of any person having achieved the age of 18 "who can benefit from an exceptional learning environment which is safe, attractive and promotes a passion for learning, cultural enrichment, and sense of belonging for all." (Ref. 2.31: COS Mission Statement)

College of the Siskiyous also enrolls concurrently enrolled high school students on a part-time basis, not to exceed 11 units per term. This policy is in accordance with Education Code section 76001. Students enroll under this provision to access courses or supplement their education in ways not available to them at their K-12 institution. These special admissions students are required to complete the same assessments as our regularly admitted students if the academic content of the course has math, reading, or English proficiency requirements. They are exempt, however, from the counseling and orientation components of the matriculation process.

EVALUATION

College of the Siskiyous implements a comprehensive and mandatory matriculation process which assesses the current educational level of new students in the areas of reading, writing, and math. Based on intake assessment data, academic advisors and counselors recommend appropriate coursework. In addition to this, the College requires new students to complete a personalized orientation program—Siskiyous Orientation, Advising, and Registration (SOAR)—that gives them information on college expectations, availability of financial aid, and learning support services such as the Academic Success Center. These policies are consistently enforced for new students ensuring that every new COS student has ample opportunity to succeed.

To ensure that admitted students are achieving their goals, the institution monitors student progress and achievement rates, persistence and completion rates. All students who receive "unsatisfactory" progress reports in any of their classes at first and second census are sent letters of notification advising them to meet with their instructor or contact their counselor/advisor for assistance. Special populations, such as DSPS and EOPS/CARE, are required to make personal contact with the support service and plan a strategy for improvement.

Student Services in particular has embedded student success into their planning/program review model. Data-driven program reviews for the individual departments point out areas of success and areas needing improvement. Each year the Student Services Council considers the institution's student learning outcomes, selects a "theme" for their annual reviews and then develops student learning outcomes for their service areas around which to plan goals, strategies and assessments. Each cycle begins by reviewing the previous year's outcomes and deciding whether the goal was achieved or a new approach is warranted.

The 2009 Accountability Report for Community Colleges (Ref. 2.32) shows that of the three general indicators of student success, *Student Progress and Achievement Rate, the Percent of Students Who Earned at Least 30 Units, and Persistent Rate,* have been fairly consistent over the past years, performing close to the peer group average. Successful Course Completion Rate for basic skills courses improved from the previous year. Improvement shows the ongoing effort of the College as a whole in providing students more support. The College received a Title III grant in 2006, which has been heavily invested in the Basic Skills Program and the Academic Success Center. A Student Success Team comprising faculty, deans, counselors, the Vice Presidents of Instruction and Student Services, and representatives for special populations, monitors the progress of various programs such as Summer Bridge, Learning Communities, and activities associated with a coordinated first year experience working to improve student success.

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

Student Services is a division within the College and is a critical component in student learning. The array of services help students matriculate and achieve their educational goals. Student Services includes Admissions and Records; Assessment; Orientation; Academic, Career, and Personal Counseling; Financial Aid; Health Services; Transfer Center; Student Activities; and the Academic Success Center.

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

- **Extended Opportunity Program and Services (EOPS),** a State funded program, assists underrepresented students in need of educational and financial assistance.
- **Student Support Services (SSS),** a Federally funded program, assists students with academic success and transfer to four-year institutions.
- **Math, Engineering and Science Achievement (MESA)** offers assistance to eligible COS students majoring in math, science, engineering, and computer science.
- **Disabled Students Programs and Services (DSPS)** provides assistance to students with permanent or temporary disabilities to help them overcome physical and educational barriers allowing access to the College's regular programs and activities.

- **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.

Some of these programs assist students in defining educational goals, identifying and utilizing resources, and providing academic assistance. Other support services provide the facilities and services needed for campus life.

These appointments are available on both campuses through face to face and phone sessions, and are available at both traditional and non-traditional hours, especially during registration weeks. College of the Siskiyous also serves the needs of many outlying areas in the County. These needs are met through phone appointments and videoconferencing.

During the 2008-09 academic year, Student Services has focused on the Responsibility Learning Outcome. For example, the Financial Aid Office tracks student enrollment data to determine if students are taking responsibility for registering in time for the first critical payment of each semester. EOPS is using a responsibility matrix to identify student behaviors such as registration for classes, identification of an academic goal, and enrollment in necessary courses within that goal as a means of evaluating responsibility. At year's end, these assessments will be evaluated by each department and a determination as to whether or not they are resulting in the desired outcomes will be known.

Student support programs collect student evaluations to determine if needs are being met. A recent evaluation revealed that Student Services needs to include a focus on teaching successful student behaviors in their overall list of learning outcomes. "20 Suggestions to Be a Successful Student" is now a popular teaching aid and jumping-off point for discussion in College Success Skills classes, also known as GUID 5. Similarly, the Financial Aid Office sends a colorful flyer with each award letter entitled, "How to be a Successful Financial Aid Student" which focuses on behaviors such as attending class, reapplying for aid and enrolling early, and being knowledgeable about their rights and responsibilities as financial aid recipients.

EVALUATION

The quality of student support services is assured in many ways: All Student Services support programs participate in annual program reviews and are modified and updated based on the findings (Ref.: Student Services Program Reviews). In 2005, programs in student support services identified student learning outcomes in an effort to better focus efforts toward specific goals. Three areas were identified and expectant timelines for achievement in each area were set. They included Values, Responsibility, and Life Goals.

In addition to the main campus in Weed, the Yreka Campus also meets the student's Admissions and Records needs, offers general counseling and provides regularly available appointments with representatives from EOPS, Financial Aid, and Disabled Student Services.

Some programs also undergo reviews by their funding or accrediting agencies. In 2008, COS went through an extensive evaluation with a Student Services Program Review and Technical Assistance Site Visit for its categorical programs (Ref. 2.33). The College received many commendations for the quality of its services and their effective

integration with the other Student Service areas. The recommendations centered on program enhancements with only one finding in the area of compliance concerning validity testing for the math sequence under matriculation.

During the 2007-08 academic year, only three student complaints were directly related to dissatisfaction with a student service or personnel.

COS participates in the Community College Survey of Student Engagement (CCSSE), which includes a support services component. In the 2008 CCSSE Survey, when students were asked their level of satisfaction with COS Student Services, the responses for full-time students exceeded the national mean for the following services: academic advising/planning; career counseling; peer or other tutoring; financial aid advising; transfer credit assistance; and services to students with disabilities. Part-time students expressed higher satisfaction levels than the national mean for the following services: academic advising/planning; career counseling; peer or other tutoring; and services to students with disabilities.

PLAN

The College will follow up regarding the recommendation from the categorical site visit with validity testing for the math sequence.

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
   - 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 new 2009-2011 College Catalog contains accurate information covering the criteria listed above, except for the Academic Calendar which is published semi-annually in the Schedule of Classes. The semi-annual Schedule of Classes also updates information on fees, financial aid, academic regulations, and related items that may have changed since the last catalog publication date (Refs. 2.17 and 2.20).

Each new catalog attempts to improve upon any prior ambiguities or format flaws. Every two years a Catalog Committee with broad campus representation reviews all the information and updates it. A catalog editor in the Instruction Office oversees the development of the new catalog. The editor receives input for catalog improvements from the Catalog Committee. The editor also seeks input from students, advisors, counselors, academic department chairs, and faculty.

EVALUATION

The information contained in the College Catalog is thorough, accurate, and up-to-date at the time of printing.

Overall, the available employee feedback relative to the COS Catalog is favorable. In the 2008 Employee Survey, 77.5% of respondents agree or strongly agree that information in the COS Catalog (the 2007-09 Catalog) is clear and accurate. Based on staff comments from the employee survey there was some feeling that the catalog could be better organized and that it had errors, particularly in the Index. The new 2009-2011 Catalog addresses these concerns. In addition, the catalog editor assured that appropriate parties reviewed the catalog prior to publication.

PLAN

No plan

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.

The College of the Siskiyous Matriculation Program is a comprehensive series of activities that support new students from the point that they express interest in attending the College and submission of an application through assessment, orientation, to meeting with a counselor, and selecting and registering for classes. One advantage of being a small college is that information about the processes and services is efficiently communicated not only within Student Services but campus-wide in general. With the exception of the categorical programs and the Academic Success Center, all services are centrally located within the John Mantle Student Center. Even these exceptions are not a barrier to effective service because the campus is small and friendly, and the categorical programs are well integrated with the rest of Student Services. (Ref. 2.34: Categorical Site Visit 2007)

The categorical programs contribute greatly to student access at College of the Siskiyous. DSPS, EOPS/CARE, and CalWORKs facilitate student access and success by providing support services at a heightened level to special populations. Student Support Services

(SSS), a TRIO Program, also works closely with the other categoricals to support students on a transfer path.

College of the Siskiyous also serves its student population with outreach efforts county-wide:

- Partnership with College OPTIONS for K-12 outreach.
- Annual "Cash for College" financial aid awareness events in local high schools.
- Assessment offered at off campus sites. Online scores available to other Student Service providers such as financial aid to better advise non high school graduates about program eligibility.
- Collaboration between math instructors and counselors through the Summer Bridge Program to raise success rates in basic skills math classes.

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 of the Siskiyous, as an open access institution, promotes services through a variety of programs through multiple media at many locations throughout the service area. Services include Admissions and Records, Financial Aid, Counseling, Advising, Career and Transfer Services, Personal Counseling, Associated Student Body (ASB), and the Academic Success Center with Tutoring, Reading, Math, and Writing Labs. There are a number of categorical programs providing additional "above and beyond" services to special populations: EOPS/CARE, SSS, CalWORKs, DSPS, and MESA. All of these services are offered on the Weed Campus. The Yreka Campus provides full admissions and registration services, assessment by appointment and/or drop-in, counseling and financial aid advising by appointment or by drop-in on scheduled service days.

Online registration and online classes are available. Students can also register in person, fax, or mail. **Videoconferencing for distance learning** is offered to remote areas in the County: Etna/Scott Valley, Tulelake, Dorris/Butte Valley, and Happy Camp. The College website provides extensive information to students, including class schedules, contact information, course home pages, library information, and much more. The "myNAVIGATOR" portal on the COS website allows students to access their individual college information such as unofficial transcripts, progress reports, grades, class schedule, financial aid, educational plan, student account, and course registration.

Counseling Services, located in the campus Welcome Center in Weed, provides academic advising and educational, personal, and career counseling. Counseling Services also provides Siskiyous Orientation, Advising, and Registration (SOAR) sessions for new students. The Transfer Center, Career Center, and Assessment Center are conveniently located in Counseling Services.

Disabled Student Programs and Services offers a variety of services to students with permanent or temporary disabilities. Over two dozen different accommodations are provided that include note takers, tutors, readers, transcribers, sign language interpreters, and a high tech lab. All new technology classrooms include assisted listening devices.

MESA (Math, Engineering, & Science Achievement) Program is a student support program that assists qualifying students pursuing a BA/BS degree in math-based majors by providing academic support and personal and professional development opportunities. MESA offers students a study center, Academic Excellence Workshops, tutoring, book loan program, supplies, memberships, workshops, career advising, and counseling.

JumpStart, is a support program that serves students who are academically or economically at risk and face tremendous barriers, such as lack of family support, ineffective time management skills, or work hours that interfere with their class schedules. The program, funded by the Ford Family Foundation, provides activities, monthly workshops, books, supplies and transportation.

The **Academic Success Center** offers tutorial services as well as academic math, reading, writing and computer labs at no cost for students currently enrolled in courses at COS. Tutors are available one-to-one or in small groups. Drop-in tutoring is available in designated labs. The benefit to students who receive tutoring is a more individualized, systematic, structured learning experience, improved academic performance and personal growth. The tutoring/lab environment provides greater congruence between teacher and learner, improves attitude toward subject area, motivates self-paced and self-directed learning, provides intensive practice for students who need it, and improves self esteem.

The **EOPS/CARE Program** offers services to economically and educationally disadvantaged students who qualify for this State funded program. This program helps students attend college by assisting them with book vouchers, child care reimbursement, transportation assistance, school supplies, grants, and encouragement.

Student Support Services (SSS) is a Federal program to help disadvantaged students to transfer to a university to earn a bachelor's degree.

The **CalWORKs Program** assists students in attending college by offering services such as child care reimbursement, school supplies, and support. Any student can apply for these programs, but they must meet the qualifications and be accepted before the programs are full.

Students can apply for financial assistance online or with the paper version of the Free Application for Federal Student Aid (FAFSA) to fund their college expenses. The **Financial Aid Office** is located on the Weed Campus and a financial aid representative is available on the Yreka Campus one day each week. Financial aid information, applications and forms are available at the COS Financial Aid website. Online student loan entrance and exit counseling is available to any prospective borrower regardless of physical location.

The Welcome Center is the portal for all counseling and academic advising services. Staff assist students by interpreting assessment results, selecting courses, formulating education plans, discussing concerns, providing guidance toward educational goals, and orienting students through the "Siskiyous Orientation, Advising and Registration" (SOAR) Program. Career exploration, job search services, transfers services and referral to confidential personal counseling are also available through the Welcome Center.

EVALUATION

The 2007-08 Community College Survey of Student Engagement (CCSSE) results indicate that full-time College of the Siskiyous students rate the College's emphasis on providing the support they need to succeed at COS and providing the financial support they need to afford their education at COS higher than the national mean score. When queried concerning the frequency they utilize student services at College of the Siskiyous, full-time students responded higher than the national mean for the following services: academic advising/planning, career counseling, peer or other tutoring; financial aid advising, student organizations, transfer credit assistance, and services to students with disabilities. Part-time COS students responded higher than the national mean for the following services: career counseling, transfer credit assistance, and services to students with disabilities.

All services are offered on the Weed Campus. The Yreka Campus meets the students' Admissions and Records needs, offers general counseling, as well as regularly available appointments with representatives from EOPS, Financial Aid, and Disabled Student Services. These appointments are provided through face to face and phone sessions, and are available at both traditional and non-traditional hours, especially during peak registration periods. Current level of service is adequate for the 165 FTE served at the Yreka Campus.

College of the Siskiyous ensures equitable access to students with disabilities. Learning Services/Disabled Student Programs and Services was part of the 2007 Categorical Program site visit. The program was commended for the "support and positive accommodations students receive through DSPS." The only recommendation concerning access was to make adaptive software available on additional student workstations.

The Student Services Council meets monthly to share information, provide feedback and review program effectiveness. The annual Program Review and planning process specifically measures each student service area's comparable data in student success, persistence, and retention. Based on this data and the guiding institutional and departmental Student Learning Outcomes, new strategies are developed, implemented and assessed. (Student Services Program Review data)

The current practice to place adaptive software on individual workstations as needed by the DSPS staff is now being changed. Adaptive software is now available on more student workstations in the Academic Success Center and supported by the servers in the College's Technology Services Department.

PLAN

No plan

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

College of the Siskiyous is a small, tightly knit community where faculty and staff work together to encourage student growth and success. The environment is welcoming and

the key repeated phrase is “it feels like home.” The comfortable environment of a small campus is a key element in the College’s marketing and outreach efforts.

The College community continually works to address the personal development needs of the students. The Student Services area has identified the “Responsibility” Student Learning Outcome as the focus of this year’s planning objective. Activities and subsequent assessments will measure if COS has helped students to “demonstrate self-sufficiency in navigating complicated processes/systems and be responsible for their success.”

Personal and civic responsibility, as well as intellectual, aesthetic, and personal development is fostered and supported for students and staff through campus clubs, student representation on campus-wide committees, athletic programs, cultural events, diversity events, variety of courses offered, and campus amenities.

PTK, ASB, College Career Day, Diversity Council, awareness months, clubs, various art classes and exhibits, and students working and volunteering in the community are some of the groups and activities that foster this perception. The PTK encourages personal and civic responsibility. PTK members volunteer for various events in order to foster their leadership skills and responsibility to the community. PTK encourages officers to come up with fundraisers that help organizations such as the Humane Society.

The Art and Theater Departments offer personal development in various classes from museum studies to photography to web design. Student art works in various media are displayed on campus and there are gallery exhibitions. The Theater Department offers performances for the community. Some instructors promote civic responsibility by offering class credit for community service. All vocational Work Experience courses numbered 49 involve a work experience component in the student’s career field. The athletic programs promote civic responsibility. The Student Athlete Spring Clean-Up is an annual event during which the student athletes donate their time to clean and beautify the campus. The baseball team visited the local elementary school, read to students, and provided support for the elementary teachers.

The College Career Day offers students a chance to talk to other colleges to continue pursuit of a higher degree. The Diversity Council offers events throughout the year to promote understanding of and appreciation for diversity. In the past year, the Diversity Council sponsored four film presentations and three different cultural events. Some months have a theme to promote awareness such as Disabled Services month and Breast Cancer month.

The Associated Student Body (ASB) was developed to provide the students with self-government opportunities in a learning environment. ASB provides a variety of activities and services on the campus. They represent the students in various campus committees and fundraise to provide event sponsorships. They have provided money for the Annual Children's Christmas Party and Scholar Athlete Awards. ASB senators have also been involved in the search for the new College President and the petition for the College Smoking Policy. ASB has provided bi-monthly bowling events, evening open gym, Homecoming, Halloween Murder Mystery, Islands of Siskiyous, and the infamous Dunkfest. Their major fundraising events include running the Basketball Concessions. They also collect the proceeds from locker rentals on campus and from the Eagle Card.

ASC runs a book consignment service out of the office and hopes to be able to provide fax services in the near future.

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.

EVALUATION

According to the COS Staff Accreditation Survey, 74% of the respondents agreed or strongly agreed that COS provides educational and cultural events that serve the needs of the community.

The 2007-08 Community College Survey of Student Engagement (CCSSE) results reflect College of the Siskiyous' efforts in the area of student development. Both part-time and full-time students responded higher than the national mean when asked about the frequency of their participation in college-sponsored activities; and, in the case of full-time students, the increase above the mean was of statistical significance. Full-time students also reported above the national mean that COS provides the support they need to survive socially. Part-time students at COS exceeded the national mean when asked about the frequency of their participation in a community-based project as part of a regular course (Ref. 2.35).

Full-time students exceeded the mean when asked about working with instructors on activities other than coursework, and both full-time and part-time students rated their relationships with people at the College higher than the national mean in the category of administrative personnel and offices.

When asked about experiences at the College which contributed to their knowledge, skills, and personal development, full-time COS students responded equal to or above the national mean in the items "Understanding yourself" and "Understanding people of other racial and ethnic backgrounds."

PLAN

No plan

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 annual program reviews and twice-monthly meetings of the academic advisors and the counselors, advising and counseling programs are under constant review for improvement. The Chair of the Counseling Department rotates on a two-year cycle, and department members take responsibility for implementing program services to assure students' success in meeting their educational goals. The Counseling Department consists of Counseling Services/Welcome Center, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs & Services (EOPS/CARE/SSS), and MESA.

The College employs five full-time counselors who direct the counseling and advising programs. The counselors train the academic advisors and provide advisory information to faculty and other COS personnel who are associated with the advising function. Students have been served well by the number of available appointments during the registration period. Academic assessment is available on a walk-in basis on the Weed Campus and by appointment at the Yreka Campus and various outreach sites in Siskiyou County.

A central Welcome Center serves as a point of first contact with prospective and incoming students. The Welcome Center officially opened at the start of the Fall 2003 Semester. The Welcome Center has proven to be an effective and efficient way to matriculate students with reduced staffing.

The College's extended orientation course (GUID 5, College Success Skills) is offered through a variety of sections each semester. The growing support for special population and mixed population classes for GUID 5 increases the orientation offerings for students. Overall, the counseling services and activities provided to COS students on both campuses are well established. These include academic, personal, and career guidance appointments, and the GUID 2 course that is designed for career exploration. Also, the annual College/Career Day, in concert with visits from university representatives, complements the offerings.

The electronic Education Plan Program helps students to stay on target to accomplish their educational goal. 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.

EVALUATION

Program reviews for each of the Counseling Department programs are conducted annually, and the results are used to improve services for students. The program reviews have identified student needs and have evaluated program services with the goal of improving student success. The reviews report favorable evaluations from students, faculty, and staff. Recent improvements that have been made as a result of the Program Reviews include:

- Counseling Services improved advisor and counselor access for students by creating office space to house counselors and advisors in a single location.
- Counseling Services improved Career Center services and created GUID 2, an online career exploration course.
- DSPS and EOPS implemented outreach programs to improve the recruitment of male participants.
- DSPS improved program coordination by increasing the director/counselor position to 12 months.
- Financial Aid implemented loan default management strategies that are improving the default history.
- EOPS created a computerized method to monitor SLO assessment.

- To improve student success, a counselor was assigned to a MATH 81 Pre-Algebra course.

A comprehensive evaluation of the COS categorical programs was conducted in 2007. The programs included in that evaluation were Matriculation, EOPS/CARE, DSPS, and CalWORKs. Each program was evaluated on their MIS Data Reporting, Access, Progress, Success, Student Learning Outcomes, and Compliance. The report was positive and the recommendations were provided to assist the programs on improving services, i.e. provide technical assistance. Examples of the recommendations for the programs include:

- CalWORKs: Improving the orientation, incentives and job placement opportunities
- DSPS: Exploring opportunities for added special classes, tutoring coordination, adaptive software on general student workstations
- EOPS/CARE: Reviewing outreach efforts and counseling resources
- Matriculation: Consider expanded ESL and Spanish-language publications; monitoring assessment

The programs took these recommendations very seriously and have been working this past year on making changes to address them. Many of the recommendations included have already been completed.

PLAN

No plan

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

DESCRIPTION

College of the Siskiyous maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity. 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, Cinco de Mayo, are celebrated throughout the school year.

The COS Art Gallery frequently displays ethnically diverse work and a campus-wide Diversity Council sponsors activities to promote an understanding of diversity on campus. During the 2008-09 academic year, the Council sponsored an art show and demonstration by Peruvian artist Claudio Jimenez Quispe. They sponsored and promoted a community showing of the documentary film, "Stop the Silence, End the Violence" about domestic violence with featured speakers and open discussion afterward. And they ended the academic year with an all day event entitled "Exploring Spirituality in Siskiyou County" with featured speakers, Native American drummers and Sufi dancers.

In the area of curriculum, the Academic Senate added a general education diversity requirement that is required of all College of the Siskiyous graduates. Students are required to complete one of the following courses to satisfy that requirement:

ADHS 26 – Understanding Disabilities

ECE 26 – Serving Children and Families in a Multicultural Society

ENGL 38 – Multicultural Communication

ENGL 44B – American Literature II

ETHN 1 – Introduction to Ethnic Studies

GEOG 5 – California Cultural Geography

MUS 33 – Survey of Jazz and Popular Music

MUS 34 – Diversity in American Music

PHIL 20 – World Religions: Western Cultures

PHIL 21 – World Religions: Eastern Cultures

PSY 4 – Psychology of Prejudice

SOC 35 – Introduction to Women's Studies

LVN to RN Step-Up Program

College of the Siskiyous offers travel study programs which enhance the historical and cultural understanding of students. This year two programs are offered: A 4-week history field trip visiting the many famous battle grounds of Indian Wars in the Pacific Northwest and the Rocky Mountains (HIST 41), and a 4-week language and cultural journey to Buenos Aires, Argentina (SPAN 11).

The COS Vision Statement reads that "College of the Siskiyous aspires to celebrate diversity and strive to achieve a model for inclusion that can be emulated within our community and beyond." Goal #9 of the Strategic Master Plan determines "To support coursework programs and services to assure all students are equally successful, feel welcome and are engaged in the College."

To implement this goal, cultural diversity and sensitivity training for Resident Assistant (RA) students in the Lodges and the Associated Student Body (ASB) leadership is provided annually. Lodge RAs and Lodge residents are encouraged to go as a group to various events sponsored by the Diversity Council. Most recently they attended the "Vagina Monologues" and "Stop the Violence, End the Silence".

Many of the RAs are also involved in ASB. In the Lodges, RAs and ASB have conducted "team building" activities with Lodge residents. ASB senators and officers have conducted activities in the wider community, e.g., going to the Shasta View assisted living facility to interact with residents.

Currently this same group of students is working on a documentary project with estimated completion in June of 2009. ASB and RAs are interviewing students in the basic skills classes. The primary question will be "What motivates you internally and/or externally to succeed?"

Responses received so far have been far ranging and include perspectives on the culture and environment of COS and Siskiyou County. Basic skills students represent a wide range of ethnicities, abilities, educational and socioeconomic backgrounds and it is hoped this documentary will serve to broaden our understanding of diversity as well as gain insight on how to make our basic skills programs more effective.

EVALUATION

The College maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The November 2008 staff accreditation survey found that 70% of the survey respondents agreed or strongly agreed that COS employees promote the development of a diverse educational and cultural campus environment. Student responses to questions in this subject area support those impressions.

The 2007-08 Community College Survey of Student Engagement (CCSSE) addressed diversity. Full-time COS students responded higher than the national mean when asked if they had had serious conversations with students of a different race or ethnicity than their own. Both full-time and part-time students responded higher than the national mean with regard to their college experience if they had serious conversations with students who were different (from the student) in terms of their religious beliefs, political opinions, or personal values. In the case of full-time students, the increase above the national mean was statistically significant. Full-time students also responded much higher than the national mean when asked if the College: 1) Encouraged contact among students from different economic, social and racial or ethnic backgrounds; and 2) Contributed to their understanding people of other racial and ethnic backgrounds.

Clubs, events, special programs, and services provide a positive and supportive climate to diverse students while enhancing an understanding and appreciation of diversity for all faculty, staff, and students. The College's Diversity Council will continue to develop activities and events that will increase understanding and appreciation of diverse people and perspectives.

PLAN

No plan

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

DESCRIPTION

The Admissions policies at College of the Siskiyous are in accordance with California Education Code, California Code of Regulations Title 5, and Board Policy and Procedure. The College admits all applicants possessing a high school diploma or the equivalent and any person age 18 or over who is no longer required to attend school at the K-12 level. Kindergarten through twelfth grade students and international students are likewise admitted in accordance with applicable laws, regulations, policies, and procedures. Student demographic data is compared with service area demographic data to ensure that recruitment and admissions policies are effective and bias free. The demographic data undergoes further review at the individual Student Service areas during the annual program review cycle.

As specified in Title 5 Regulations, test scores and academic history (multiple measures) are used to determine placement in reading, mathematics, English and ESL courses. Assessment is required of every student who declares that his academic goal is to complete a degree or a certificate or who seeks admission to English, reading and math classes that are above the basic skills level.

The Assessment Center is housed in the Counseling Services Program, providing walk-in assessments every working day throughout the year. On the Yreka Campus, an appointment is necessary, but availability is also excellent. Assessment is also available at several outreach sites in Siskiyou County. The results of the computer-based assessment are immediately available to students and within 24 hours are available to the online educational plan program used by all counselors and advisors. The COMPASS instrument has been approved by the Chancellor's Office and the U.S. Department of Education for determining "ability to benefit" for non high school graduates and is the assessment instrument used at COS.

The Assessment Center 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 periodically surveyed to obtain data and validity of current placement instruments. The current instrument is approved for reading, writing, and math assessment through July1, 2010.

EVALUATION

The College meets this standard based on a history of successful student placements for math, reading and English classes; however, current campus-based validity studies should be conducted, particularly for the mathematics assessments. All of the COMPASS reading, writing and math assessments are periodically validated by ACT to achieve approval from the Chancellor's Office of the California Community Colleges.

The Assessment Program is running well with timely input from all concerned. In the last validity study (2001), instructors in English composition gave a writing test to incoming students, ranked the results according to a rubric, and then compared the results with actual assessment scores. The faculty was satisfied that the instrument (COMPASS) did a good job of matching writing skill level with class placement. Further, the Department Chair was satisfied that the faculty had excellent input into the process and determination of the cut-off scores.

The reading class instructors are also satisfied with the placement accuracy of the COMPASS instrument. In the Spring 2009 Semester, only two student reading assessments (out of a total of 138 students enrolled in reading classes) or .01% were not appropriate to class placement. The reading faculty also uses the COMPASS at semester end to measure improvement and matriculation into the next reading series as appropriate. Based on the students' course entry scores and the instructor's impression of the students' individual improvement through the semester, the follow-up assessment scores are a reliable measure of student skill level.

Of the testing instruments approved by the Chancellor's Office, the Math Department is satisfied with COMPASS for math class placement for COS students. During the current 2008-09 academic year, there have been no requests from students indicating they feel

they are in the wrong class. Although math assessment appears to be working, an actual validity study has not been conducted since before 2001.

As a California Community College, COS prides itself on accessibility to all students. Our admissions policies embody this philosophy. At the core of our mission statement is the belief that every student that chooses to attend College of the Siskiyous will have the opportunity to learn and succeed.

PLAN

Since it has been some time since the last validity studies on the COMPASS assessment instrument were conducted, the College should conduct an assessment instrument review.

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 student records maintained by College of the Siskiyous are kept in accordance with regulations and Board policy governing security, confidentiality, and methods of storage. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5 of the California Code of Regulations, other pertinent bodies of law, and local board policy and procedure. The College publishes its records and privacy rights policies in the College Catalog, the Student Handbook, and in each semester's Schedule of Classes.

On page 16 of the 2008-09 Student Handbook students are advised of college policy with regard to their privacy rights. Page 153 of the 2009-2011 COS Catalog provides the same information: The College Director of Admissions and Records is the designated "Records Officer" as required by FERPA; and, with the exception of student financial aid records, maintains all other student records. The Director of Financial Aid and Veterans Services maintains student financial aid records.

The College may release directory information as defined by FERPA unless the student requests in writing to the Records Officer that certain or all such information not be released without their consent. In addition to the described directory information, the College may also report student name, address, telephone number, date of birth, level of education and major to the Federal Government, including military recruiting agencies in accordance with Public Law 104-206 and 104-208 (Solomon Amendment). Further, College officials and faculty, with a legitimate educational interest regarding the student, have access under the law to the educational records of their students.

Primary student academic records and registration records are maintained in an Access database developed internally. These records are completely redundant, recoverable, and stored in accordance with customary information systems procedures that dictate regular back-up and recoverability.

The College conducts a daily backup of all electronic records which include the registration and transcript systems. Those tapes are stored in an off-campus location. Copies of all microfiche records are kept in multiple locations in fire proof safes.

The College maintains hard copies of student records in secure locations within the Admissions & Records Office which are locked when staff is not present.

As detailed above, the College publishes the policy for release of student records in the College Catalog, the Student Handbook, each semester's Schedule of Classes and on the College website.

EVALUATION

College of the Siskiyous meets and exceeds the standards of confidentiality, security, and maintenance of student records through a variety of restrictions to access, security measures, and provisions for disaster recovery. Access to hard copy records is restricted to secure facilities and locked file cabinets. Information is released only in accordance with published policies and applicable laws.

As the Records Officer, the Director of Admissions and Records (A&R) designates A&R, as the "gatekeeper" for all requests for student information. With the exception of Financial Aid, which has its own release of information forms and procedures, incoming information requests to other student service departments are always referred to Admissions and Records. The A&R staff automatically denies requests unless the individual indicates there is a written release. The releases are kept in a common area of the office where A&R staff can easily locate them. When authorizing a release of information, the student must specify the individual(s) so authorized.

The College makes all reasonable effort to ensure staff are properly trained and well versed in the release of information. The first response is to deny any request until it can be verified that a signed release is on file. Job descriptions for Admissions and Records and Financial Aid all include knowledge of written policies and procedures and ability to carry them out; however, none of the job descriptions explicitly name FERPA and the importance of confidentiality. The Financial Aid Technician II job description only says, "Maintain a level of confidentiality regarding documents received and other matters involving students and financial aid."

The entire College computer system, including the registration and transcript systems, is backed up six times per week, Monday through Saturday, and is copied onto tapes which are stored in the LRC Building. The most recent back-up tape is kept in a fireproof safe. A monthly back-up tape is stored in a safe deposit box off campus.

PLAN

As classification studies are conducted and job descriptions are reviewed, consideration should be given to adding explicit reference to knowledge of FERPA guidelines.

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 Division monitors the effectiveness of its services through multiple instruments, both formal and informal.

Program Reviews: The Program Review cycle includes an Annual Program Review for each Student Services department. The categorical programs completed an extensive self-evaluation in 2007 that was followed up by a multi-day campus visit by the Chancellor's office staff. This evaluation is conducted every six years.

Performance Reports: Categorical program directors annually prepare formal reports that summarize the outcomes of their programs. Generally, reports are presented to the Board of Trustees. In addition, the Counseling Department holds bi-monthly meetings that allow for identification of student needs based on counselor contacts.

Annual Planning Process: Since 2003-04, Level One plans in each of the student services departments incorporate learning outcomes into their ongoing planning process.

Student Learning Outcomes: In February 2007, the College adopted the institution-wide SLO of Responsibility and started designing various instruments that were being fine-tuned and implemented during the Fall of 2008, with data to be used as a baseline for research during subsequent semesters. SLO data is collected by department, monitored in TracDat, and reviewed as part of the annual planning cycle.

Surveys: Student Engagement and satisfaction with various services is monitored regularly. Categorical programs, such as EOPS and SSS, conduct end-of-semester student surveys. The results are reviewed by staff and program directors and are included in their year-end reports. Admissions and Records and Financial Aid undergo audits from outside agencies and site visits. DSPS is reviewed by outside peer auditors every three years.

Admissions & Records, Bookstore, CalWORKs, CARE, Counseling, DSPS, EOPS, Financial Aid, Health Services, Recruitment, and the Residence Halls conduct annual reviews that are used to improve services for students. Each department collects student learning outcome data that is specific to their area.

The assessment of student needs and the evaluation of the Student Learning Outcome on Responsibility are a dynamic process, and the instruments are being refined. Various Student Services departments will be completing program-specific data to measure the Responsibility SLO for individual students. This data will be placed in each student's file until such time that the College database allows for online annotation, possibly on the Educational Plan. For instance, the rubric for EOPS currently evaluates whether students have taken the assessment and orientation, applied for financial aid and completed the registration in a timely manner.

Since 2006, the College has administered Student Engagement surveys. The survey results are reviewed at Student Services Council, and recommended actions are taken. For example, the latest CCSSEE indicated students did not receive an orientation, even though we offered one. This past year (Summer 2009), in light of these data, the Siskiyous Orientation, Advising & Registration (SOAR) Program was completely revised to address this finding. Other surveys that have led to improvements in student programs and services include:

- Residence Hall exit survey
- Residence Hall food services survey
- Distance Learning survey

- Self Study survey for staff and faculty members
- Transfer survey
- Guidance courses survey
- Specific Program Review surveys, including one for Lifelong Learners in 2006

EVALUATION

The College satisfies this standard by continually evaluating student support services. A variety of evaluation tools are used to ensure that the services are meeting student needs and that the services contribute to the achievement of student learning outcomes. The results of these evaluations and the annual program review and planning processes are used to improve services for students.

PLAN

No plan

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

College of the Siskiyous instructional programs are supported by a Library, Tutoring Services, Computer Lab, Math Lab, Reading Lab, and Writing Lab. These services are provided through various means of delivery deemed appropriate for the Weed and Yreka Campuses. The COS Library and other learning support services are staffed with highly qualified personnel and maintain hours of operation scheduled to best serve our community and diverse student base, given budgetary considerations.

The last budget cuts have affected the whole institution and especially the delivery of student support services due to employees being laid off and reduced hours of operation. At the present time, there are many efforts being made to solve this situation.

The **Academic Success Center** (ASC), the location for most of the services, is going through a process of reorganization to also include the DSPS high tech and special software required. Details were finalized during the Fall 2009 Planning Day and changes made.

The **Computer Lab** opens from 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Friday. The Computer Lab includes one 40-hour, one 32-hour (vacant), and one 19-hour Instructional Support Specialist 2 in the Weed Lab; one 19-hour Instructional Support Specialist 2 at the Weed Campus; and one 19-hour at peak times at the Yreka Campus. Services include 60 personal computers for student use, three printers for students and staff, internet connections for system workstations, Wi-Fi wireless connection for students with their own laptops, and one-on-one instruction in computer applications.

The **Library** is open 8:00 a.m. to 5:00 p.m. Monday through Thursday, 8:00 a.m. to 2:00 p.m. on Friday. There are no weekend hours. The staffing includes a Library Director (third level administrator), two full-time 12 month Library Technical Assistants, and one permanent part-time 32-hour Library Technical Assistant. The Library provides online registration for library cards and online access to the catalog and full-text databases, periodicals, e-books, and other resources. Reference assistance is available by walk-in service and also by mail, phone, and e-mail. Off-campus access to the Library's databases

requires a library card number. The Library's NetLibrary E-Book Collection of 21,000 titles is accessed remotely by a student-created username and password. Students in Yreka with a library card can request library materials that are delivered to the Yreka Campus.

The **Math Lab** at the Weed Campus operates Monday through Friday for a total of 22 hours (17daytime hrs/week and 5 evening hrs/week). The Math Lab is staffed with one full-time faculty member who acts as coordinator (13 hrs/week), and nine full-time faculty who donated one of their office hours a week during the Fall 2009 Semester to assist more students. The Instructional Assistant was laid off. When staffing permits, a Math Lab is available at the Yreka Campus, but services are not available for students at other distant sites.

The **Reading Lab** is open Monday through Thursday 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 4:00 p.m., and on Friday from 8:00 a.m. to 1:00 p.m. The Reading Lab staff includes one full-time faculty member coordinator, one 35-hour Instructional Assistant (16 hrs/week has been re-instated on a temporary basis through Fall 2009; only 19 hrs/week are permanent). A 19-hour Instructional Assistant was laid off. There are no provisions for a Reading Lab at the Yreka Campus or at any other sites.

Tutoring Services are open from 8:00 a.m. to 4:00 p.m. Monday through Thursday, and 8:00 a.m. to 2:00 p.m. on Friday. Any registered COS student can request tutoring at the Academic Success Center in Weed, as well as at the Yreka Campus. Students enrolled in services through the Mathematics and Engineering Science Achievement (MESA) Program provide tutoring for the students at their site. All student tutors are recommended by an instructor in the target discipline and must successfully complete a tutor training course. One staff member supervises and coordinates the ASC Tutoring Service, and two staff members coordinate MESA tutoring. MESA tutoring and study groups are available only at the Weed Campus.

The **Writing Lab** is open at the Weed Campus 8:00 a.m. to 6:00 p.m. with an instructor of record available from 8:00 a.m. to 3:00 p.m. Monday through Thursday, and from 8:00 a.m. to 2:00 p.m. on Friday. The Yreka Campus Writing Lab is open Mondays and Wednesdays from 2:00 p.m. to 5:00 p.m. The Writing Lab staff currently includes one full-time faculty coordinator, two adjunct faculty members, and three classified personnel. A 19-hour classified employee was laid off. A full-time faculty member donates two office hours a week during the Fall 2009 Semester. Services are offered to all students via online, telephone, postal service, or face-to-face conferences. A website provides additional support services and useful links. A record of what was accomplished in each session with a Writing Lab Specialist is kept in each student's Student Success Tracker folder and updated with every new session.

EVALUATION

All services are available for all students. The Library and Computer Lab are utilized year round; the other Labs (Math, Reading, and Writing) are utilized only while classes are in session, and hence are staffed with personnel only during those times. Of the three, only the Writing Lab remains open during the summer sessions.

PLAN

No plan

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

Equipment and materials for the Library and other Learning Support Services are selected based on input from departmental meetings and from faculty, as well as staff and student recommendations. Network administrators review and make recommendations on software and hardware acquisitions.

The Director of Library Services accepts requests for library materials from faculty, staff, and students. The Library Director assures that the collection as a whole supports all the instructional programs of the College. Within budgetary and size limitations, the Library follows the standards and guidelines of the Association of College and Research Libraries Division of the American Library Association regarding the selection of materials and equipment (Ref. 2.36: Standards for Libraries in Higher Education, June 2004; and Ref 2.37: Guidelines for Media Resources in Academic Libraries, January 2006). Faculty also provide requests or recommendations for the purchase of library materials.

The Library's mission statement clearly defines its role to "provide the best possible collections, services, training, technology and facilities to assist students and staff in achieving success in accordance with the overall mission of the College" (Ref. 2.38: College of the Siskiyous Library Mission Statement). The Library's budgets, plans, goals, and instructional equipment purchases are reviewed by the Library staff, Library Advisory Committee, Deans and Directors, and Instruction Council. Lists of new materials acquired by the Library are distributed to the campus by e-mail and placed on the Library's website.

The Math Lab faculty, during departmental meetings, selects standardized software in conjunction with the textbooks selection.

The Reading Lab faculty and staff meet regularly to discuss educational equipment and materials. Demonstrations of software are reviewed with the Basic Skills Committee and decisions to purchase are based on the input. Inventory of software and reading materials are maintained and evaluated throughout each semester by examining student progress and achievement (Reading Lab folders) to determine relevancy and effectiveness of content.

As individual programs, MESA, DSPS, and ASC Tutoring Services select and maintain various types of software to help improve students' math, reading, writing, and other academic skills. Each program provides study areas with computers to support student learning. Principles of Tutoring (DVD series) and Skills Tutor (web based program) were selected and purchased with input and funding from the Basic Skills and Title III Committees to replace outdated films and the old Skills Bank version 4 still in use at the institution.

The Writing Labs at Weed and Yreka Campuses select current, class-specific software, texts and references according to direction provided by the English Department faculty.

EVALUATION

The effectiveness of the Library collection is assessed by an annual spring student survey and the 2008 Accreditation Self Study Employee Survey. Results reveal that the process of relying on the expertise of faculty works well. For example, the Spring 2007 and 2008 and 2009 Student Surveys indicate that the Library provides sufficient collections and educational equipment to support student research and learning (Ref. 2.39: Spring 2007 2008, and 2009 Student Surveys). In the annual spring student survey of the Library, Question 1 stated: "Library collections are sufficient in quantity, currency, depth, and variety to support student research needs." Students responded as follows:

2007 Questionnaire

- 80% agree or strongly agree
- 8% are neutral
- 10% disagree or strongly disagree

2008 Questionnaire

- 91% agree or strongly agree
- 4% are neutral
- 1% disagree

2009 Questionnaire

- 89.5% agree or strongly agree
- 5.2% are neutral
- 2.9% disagree or strongly disagree

This data shows sustained improvement. In the 2008 Accreditation Self Study Employees Survey, Question 37 stated: "The COS Library selects and maintains an adequate and current collection of online resources to support the institution's educational programs." Staff and faculty responded as follows:

- 70% agree or strongly agree
- 15% are neutral
- 0.8% disagree
- 14.2 % don't know

The set-up and maintenance procedures for the Computer Lab are guided by best practices and printed check lists, but no permanent records are logged due to the ephemeral nature of technology development. The Computer Labs at both the Weed and Yreka Campuses replace computers every three years on a rotating basis, within budgetary limitations. Printers have been replaced as needed with double-sided printers to save paper. Software installation is guided by faculty recommendations for applications that support student learning in all courses and programs.

Math faculty select the software used in the Math Lab: *MyMathLab* by Pearson Publishing, *Discovering Statistics* by Quant Publishing, and various other specialty packages associated with selected textbooks.

According to the Reading Lab survey:

- 100% were satisfied with computer equipment performance
- 95% were satisfied with the software programs available
- 95% were satisfied with accessibility of the Reading Lab

No students from the Yreka Campus were surveyed.

The Coordinator for Tutoring Services ensures that all materials for training tutors are updated. Outdated VHS films have been replaced by a textbook that student tutors find more appropriate. In addition, the Coordinator of Tutoring Services has selected the electronic Skills Tutor Program, a web based training that will provide access to more distance learning students as well as onsite students.

English faculty ensure that the Writing Lab maintains appropriate materials for writing across the curriculum: style manuals, handbooks, reference texts, and lab-generated handouts are regularly updated to reflect current trends in the conventions of academic writing.

PLAN

None

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

In addition to the training that students receive from Library staff, the College also ensures that all degree seeking students receive training in information competency by including information competency learning outcomes in the General Education Program. Information Competency outcomes have been incorporated into the courses that satisfy the Area A requirement. Faculty who teach these courses are responsible for teaching and assessing student skills in information competency. Area faculty will often work in conjunction with Library staff to train students. Library staff give presentations and workshops in courses in other disciplines as well.

EVALUATION

COS staff and faculty work diligently to maintain currency in information literacy skills through staff development efforts. Staff and faculty, especially those who work in the various learning support service areas, pass on these skills to students.

In the Spring of 2006, the Reading Specialist faculty provided training in reading and evaluating electronic sources to the Reading Lab Instructional Assistants. Specifically, the training consisted of the following reading strategies:

- discovering what information is available and how it is organized in the site
- using links to find information
- evaluating the appropriateness of information
- evaluating the source and level of technical detail
- evaluating the presentation
- evaluating whether the site provides complete information on its topic
- evaluating the links to determine if they are working and reliable
- evaluating the accuracy of a web site

The Writing Lab provides students on-site and online assistance and instruction with their writing assignments. Instruction is provided in many related areas including research skills using conventional texts and references as well as search engines and databases.

Information competency skills are assessed in the classroom when instructors look for accomplishment of related SLOs, especially in the Area A GE courses in English composition and information competency. In addition to instruction in Area A courses, the Faculty Librarian has presented classroom instruction on information competency in courses for all disciplines. Although the Faculty Librarian retired in May 2008, the continuation of information competency classroom instruction has been possible because the retired Faculty Librarian has agreed to a limited adjunct assignment to continue this service. In addition, the Writing Lab and Reading Lab staff have received information competency training and can assist and provide quality and accurate support to students (Ref. 2.40: Minutes from Spring 2008 Reading Department meeting).

However, this approach to the staffing shortage does not adequately address students' need for expertise in information literacy. Since the Reference and Public Services Librarian retired in May 2008, the position has remained unfilled. Moreover, one full-time and one part-time Library Technical Assistant were laid off in October 2009 due to budget cuts. The Director of Library Services has compensated for these staffing reductions by reducing the Library's hours of operation.

PLAN

The College will fill the vacancy for a full-time, tenure-track librarian.

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

College of the Siskiyous maintains a Library, Computer Lab, Math Lab, Reading Lab, Writing Lab, and Tutoring Services to support its instructional programs. Services are provided to Weed and Yreka sites through various means of delivery deemed appropriate through the Planning Process and input from students, staff, and faculty.

The Computer Lab provides File Transfer Protocol (FTP) access for students in courses requiring webpage development. The Computer Lab also maintains a webpage, which includes access to online student e-mail, links to Etudes and course home pages, faculty office hours, online and print schedules of classes, and a link to software and hardware purchases available to California Community College students at a reduced cost. Two computers accessible to students with disabilities are maintained in the Lab.

The Library provides online registration for library cards and online access to the catalog and full-text databases, periodicals, e-books and other resources. Reference assistance is available as a walk-in service, and by mail, phone, and e-mail.

The Math Lab services are offered primarily at the Weed Campus. Services have been offered at the Yreka Campus on a limited basis. The hours of operation for the lab are determined each semester by an analysis of student usage in prior semester, by student's request of preferred hours, and by the availability of qualified staff.

The Reading Lab services are offered only at the Weed Campus. There are no immediate plans for a Reading Lab at the Yreka Campus or at other sites

DSPS students are now receiving tutoring at the ASC. The ASC offers one-on-one tutoring and study groups at the Weed Campus, study groups on the Yreka Campus, and has had a study group at the Tulelake site when it was requested and a tutor was available. While it is not always possible to find tutors for all requests, every effort is made to serve as many students as possible within the available resources of the programs. ASC Tutoring Services is investigating the feasibility of providing online tutoring.

The Writing Lab provides access through personal contact as well as online, telephone, and Postal Service exchanges. Workshops and presentations are sometimes conducted in Distance Learning classrooms with videoconferencing facilities. A Writing Lab webpage is provided with links to many writing related resources (Ref. 2.41).

EVALUATION

The expansion of the Library's electronic resources available online 24/7 has helped to offset the limitation of open hours. The online service is especially valuable to distance learning students at off-campus sites, or those taking classes from off-campus sites by videoconferencing or the Internet. Efforts are made to provide library orientations at the Yreka Campus and on the videoconferencing system. After the home page, and the athletic page, the Library is third in the number of webpage "hits" at COS.

In the Fall 2008 Staff Survey, 70% agreed or strongly agreed that the Library "selects and maintains an adequate and current collection of online resources to support the institution's educational programs." Nearly all of the rest of the respondents were "neutral/no opinion" or didn't know enough to respond. On the statement "Library services are available to all students," 82.5 % of respondents agreed or strongly agreed. In the Spring 2008 Student Survey, 89% of students agreed or strongly agreed that "the Library provides adequate access to its services and collections." In the Spring 2009 Student Survey, 87.2% of students agreed or strongly agreed that "the library provides adequate access to its services and collections." (Ref. 2.46: Spring 2008 Student Survey).

During departmental meetings, student satisfaction and student access to the Math Lab are discussed. Deliberations regarding the hours of operation and the structure of the Math Lab have been done based on the information gathered from the classroom and the math lab instructors. The consensus of those involved is that the Math Lab is adequately helping and serving our students. Currently, a formal process to gather data supporting this does not exist.

The Reading Lab Satisfaction Survey conducted in Fall 2008 and Spring 2009 indicated 95% of students were satisfied with the Reading Lab services (Ref. 2.43: Reading Lab Survey Results).

ASC Tutoring surveys indicate an overall satisfaction with the access and services provided:

Tutors

- 90% rated the staff as excellent and 10% rated the staff as good
- 90% said that they improved on the subject in the process of tutoring
- 100% said they improved their communication skills

Tutees

- 86% felt their grades and knowledge of the subject improved

- 53% said they would have either failed or dropped the class without tutoring

Respondents indicated the services are vital to student success and retention (Ref. 2.43: Reading Lab Satisfaction Survey, Fall 2008 and Spring 2009).

Writing Lab Student Satisfaction Surveys conducted at the end of the Spring 2008 and Fall 2008 semesters indicated 93% to 97% of students were satisfied with the Writing Lab services (Ref. 2.44: Writing Lab Student Satisfaction Survey).

The plan to eliminate Telecommunications and Technology Infrastructure Program (TTIP) funding from the State budget in 2010-11 could mean the loss of most of the Library's subscription databases.

PLAN

The Mathematics Department will develop a process to gather data regarding student satisfaction of the Math Lab and student access to the Math Lab each semester.

The Director of Library Services will review and evaluate the impact of proposed TTIP budget cuts and will communicate the findings to faculty and to Instruction Council.

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

DESCRIPTION

The Library and Learning Support Services rely upon COS Maintenance Services for building cleaning and general maintenance, and upon the College's Technology Services Department for security and maintenance support of computers, printers, networks, and college supported software. Facilities security is provided by Campus Safety, the Crisis Action Team, and student behavior policies. There are security alarm systems at all Learning Support areas at both the Weed and Yreka Campuses, 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. All staff are responsible for securing the area at the end of each day. In all Labs, students using the facilities and software must be enrolled in at least one class.

The Computer Lab staff makes certain the priority updates are completed on every machine in the following labs: Computer, Math, Reading, Business, Nursing, MESA, Physiology, Physics, Residence Hall, and Yreka. The staff also scans for virus and runs defrag on all student machines at least once per semester, and as needed. All student and staff data is stored on a server that is electronically password protected and physically secured in a restricted access room.

The Library maintains service contracts on most library equipment (photocopier, book security system and microfilm reader-printer) and library information systems (automation system for cataloging and circulation and database subscriptions and online service).

The Reading Lab computers are secured and password protected. Computers are available only to students enrolled in Reading classes. In addition, all student files are kept in locked file cabinets.

Tutoring Services files and applications are kept in a secured database and/or locked file cabinets.

EVALUATION

The overriding evidence that maintenance of instructional technological equipment meets Standards II.C.1.a and II.C.1.d is that COS has over 95% functionality in Library and Learning Support services equipment.

Security of technology is effectively maintained both physically and electronically.

PLAN

None

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 COS Library, like most libraries, purchases the services of commercial vendors for much of its operations and services and not all have formal contracts: Book jobbers (Book House, Baker & Taylor), periodical subscription services (EBSCO), cataloging and interlibrary loan (OCLC), online catalog and circulation system (SIRSI-DYNIX), book security system (3M), and microfilm reader-printer (BMI, INC.). The Library also subscribes to about 20 reference and periodical databases from a variety of vendors (EBSCOhost, ProQuest, McGill, McGraw-Hill, and others). E-books are purchased from NetLibrary (OCLC).

EVALUATION

The COS Library Student Surveys in Spring 2008 and Spring 2009 indicate approximately 90% satisfaction with the Library's collections, equipment, information and instruction, facility and access to services and collections. (See also C.1.a. Evaluation data)

PLAN

The Director of Library Services will assess the impact of the loss of Interlibrary Loan Services during the annual Library Student Survey.

C.2. 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

Student learning outcomes have been developed for the Library and Learning Support Services and are reviewed through the COS Program Review process (Refs.: Program Reviews for Reading, Math, and English Programs, and Library). Faculty and staff also provide feedback on Lab services, which is evaluated and used to make changes when appropriate. Lab staff communicates with other campuses and institutions to learn how to best provide services to students. In addition to the above, the evaluation of services is accomplished using student feedback as well as faculty and student satisfaction surveys. The feedback is then analyzed at committee and departmental meetings to evaluate the effectiveness of the services for the students and for individual course outcomes. These results are then utilized in planning for improvement.

EVALUATION

The Library and other Learning Support Services have been successful at evaluating SLOs and using the results as a basis for improvement.

The Library has four student learning outcomes. One SLO addresses student appreciation of Library services in supporting student success. Two SLOs are related to the library classroom instruction sessions and have been assessed by questionnaire in participating English 1A classes. The fourth SLO relates to the campus-wide SLO on student Responsibility and is assessed in a satisfaction survey administered to students

using the Library. The Spring 2008 survey shows a very positive 87 % response to the statement "*The library staff helped me learn how to find credible information in the library, on the Internet, or using other sources."*

All of the courses for the Reading Program have student learning outcomes. Students have achieved the assigned SLOs at 84%.

Data collected through Management Information System (MIS) reports for DSPS tutoring services show that 28% of students served successfully completed math courses, while 38% of them successfully completed English classes. Approximately 50% of all DSPS students request tutoring services. This data is reported using Access database, and through counseling sessions with the director of the program. Student success rate is determined on an individual basis.

In order to evaluate SLOs, a survey was given to students that received tutoring through the ASC in the Spring 2008 Semester (Ref. 2.45). Of the respondents, 85% reported their grades had improved because of the tutoring received. The Strategic Master Plan called for a 75% student success rate, and the students who received tutoring through the ASC program in Spring 2008 exceeded that goal with a 77.18% success rate and an 88.32% retention rate. The 2008 CCSSE indicated a higher satisfaction with the tutoring at COS than the remaining cohort (Ref. 2.35: 2008 Community College Survey of Student Engagement).

The Writing Lab has evaluated SLO achievement through student and faculty surveys in both the Spring and Fall of 2008 (Ref.: 2008-09 English Program Review). The results reveal that 99% of students surveyed believe that the Writing Lab services improved their writing skills; 78% of faculty believes that Writing Lab services contribute to students' improvement of writing skills. Of the students surveyed, 97% feel more confident in their ability to communicate effectively as a result of Writing Lab services.

The 2008 Community College Survey of Student Engagement (CCSSE) was completed during the spring distribution with 376 College of the Siskiyous students completing the survey (Ref. 2.35: CCSSE). Of those that completed the survey, 276 answered the question on how satisfied they were with the ASC Learning Support Services here at the College: 50% indicated that they were very satisfied, 31.5% indicated they were somewhat satisfied, 5.4% indicated they were "not at all" satisfied, and 13% indicated that this question was not applicable to them. Based on the survey, the majority of students who completed this item felt satisfied that the ASC labs were meeting their needs.

PLAN

None

Special Section on Distance Learning

College of the Siskiyous offers three modes of distance learning: online, hybrid, and videoconferenced classes. In the past five years, the number of courses offered online has doubled from 33 to 66 per year, and videoconferenced courses have held steady at around 25 to 30 per year. Hybrid courses were first taught in the 2003-2004 year; currently, about 10 sections are taught per year.

The great majority of courses taught online are now using the Etudes course management platform. Additionally, many courses taught on campus have online components. A part-time Online Learning Coordinator assists instructors with Etudes setup, and use and is also available for student questions.

Videoconferencing classrooms have been established in the past couple of years in Etna and Butte Valley, adding these to the longer-established sites in Happy Camp, Tulelake, and the Weed and Yreka Campuses. Video classrooms have also been set up at high schools in McCloud, Dunsmuir, Mt. Shasta, and Weed, though these sites are not yet used regularly for scheduled classes.

Distance learning classrooms have been installed in the two newly-constructed buildings on the Weed and Yreka Campuses, the Emergency Services Training Center and the Rural Health Sciences Institute. These facilities will make it possible to send more classes and training sessions to outlying areas and take advantage of training opportunities that can be brought in from outside Siskiyou County.

Many of the College's support services are fully available for online and videoconferencing students. The online registration system accounts for about 40% of total class registrations. Advising appointments can be made by phone or e-mail and held by phone or videoconference. The Library has a wide selection of e-books, and periodical and reference databases available online to any COS student. Students have access to their course schedules, education plans, and other student information online, and there is an increasing availability of information and services on the College's website.

EVALUATION

Curriculum and Instruction

College of the Siskiyous ensures that courses intended for electronic or other modes of distance delivery are developed through a process similar to traditionally-delivered courses. All courses, whether taught on campus or via distance modes, use the same Course Outline of Record as traditionally delivered classes, including course content, student learning outcomes, instructional methods, and assessment methods. The Curriculum Committee receives an additional "Distance Education Consideration Sheet" (Ref. 2.3: Curriculum Form F), which speaks to delivery mode and specifies any alterations in instruction that may be made in adapting to the DL format.

To ensure that courses and programs provide for timely and effective interaction between students and faculty, instructors are required to indicate on Form F how they will provide for this interaction, including discussion, group work and instructor-student communication. Videoconferenced courses are interactive and taught in real-time, so interaction is similar to traditionally taught classes and are augmented by telephone, e-

mail and website communication. Etudes is used for online course instruction and includes tools to facilitate faculty and student interaction, including announcements, private messages, a discussion board, and a chat function.

COS distance learning courses and programs provide for effective interaction among students. Students enrolled in videoconferenced classes interact in real time through interactive lecture, group work, site to site and intra-site communication, and phone conversation if necessary. These media are addressed on Form F. Online students can use can use discussion boards, chat, and private messages to communicate with each other in Etudes.

The COS faculty has responsibility for and exercises oversight of all electronically-delivered courses and programs, and they ensure both the rigor of those courses and programs and the quality of instruction. Distance Learning Classes use the same Course Outline of Record, supplemented by Form F, as traditionally delivered classes. Assessment Methods are approved through the Curriculum Committee and meet the same standards as those for traditionally delivered classes. Faculty evaluation for DL classes addresses quality of instruction, taking into account the delivery mode.

COS ensures that the technology is appropriate to the nature and objectives of the courses and programs. The Curriculum Committee course approval process and Dean oversight speaks to the appropriate nature of the DL mode of instruction. This, in conjunction with the instructor's statements on Form F, assures that courses taught through Distance Learning meet these criteria. College of the Siskiyous offers training and assistance to instructors wishing to adapt course material to a DL medium.

COS ensures the currency of materials, courses, and programs taught via DL modes. All courses are reviewed by the Curriculum Committee every three years for currency. Faculty Evaluations include review of First Day Handouts and Course Syllabi and also include classroom visits where evaluators observe teaching practice and course content. For online courses, evaluators are given access to all course materials to conduct this same type of evaluation, including but not limited to asynchronous discussion forums and synchronous chat rooms.

Copyright and ownership issues are covered by Board Policy 3710, Securing of Copyright (Ref. 2.46).

The College ensures that appropriate faculty support services specifically related to distance learning are provided. Staffing is available at all sites during all videoconferenced class sessions. Staff members locally and at the far-end sites facilitate and troubleshoot technology setup and the sending and receiving of course materials, as well as provide support for faculty teaching these classes. For online instruction, an Online Learning Coordinator supports faculty and students using the Etudes Course Management system, which is used for the vast majority of online courses taught at COS. In addition, the College offers a stipend to faculty to create or enhance online courses (Ref. 2.47: Online Instructional Design Stipend application). Training is provided by Etudes and is available for anyone wishing to teach an online course or to make course material available using Etudes.

Completion of online training from Etudes is required before an instructor can teach using Etudes. In addition, Flex activities or individual training sessions are held at the

beginning of each semester to teach new and returning videoconferencing instructors how to teach in the video classrooms. Training for both technology and pedagogical components is available at any time by request and arrangement and for which pre-approved flex credit is available.

Evaluation and Assessment

Regular full-time faculty and adjunct evaluations are conducted for videoconferenced courses and reflect a high rate of student satisfaction with the technology. Classes generally include introduction to the videoconference format and a review of FAQ's for videoconference students. "Word of mouth," as well as ongoing collaboration between COS counseling services, DL staff and instructors has ensured growth in the number of students participating in videoconferenced classes as well as a high level of success. .

Videoconferenced classes are evaluated with the same tools as traditionally transmitted classes. This evaluation includes SLO assessment. Student retention and success rates are evaluated for videoconferenced classes just as they are evaluated for all other classes.

Beginning in Fall Semester of 2008 a selection of videoconferenced classes are being evaluated for aspects of student satisfaction at least yearly.

Students in two-way interactive Internet courses, a.k.a. online courses, complete an online survey as part of the faculty and course evaluation process; however, student satisfaction with online courses technology has not been assessed. Retention and student success data for online courses has been assessed.

To ensure the integrity of student work, course assignments are constructed to minimize opportunities for student fraud in online courses and instructors meet many of their students face-to-face during a semester. Regular e-mail contact also serves to identify students to their instructors. Videoconferenced courses are similar to on-campus classes in that instructors can always see and interact with their distant students as they would in a face-to-face course. Thus instructors and their classroom proctors are able to ensure the integrity of student work.

Student Services

To provide distant students adequate access to student services, the College has created My Navigator. The College's online registration system can be used by distance learning students. Financial Aid assistance is available by phone and e-mail. Advising appointments can be made by phone or e-mail and held by phone or videoconference. COMPASS placement testing is available at all video classroom sites where classes are currently scheduled.

Online course materials can be made available within the Etudes course management system or stored on and retrieved from our web server. Materials for videoconferenced classes are sent between sites via e-mail attachments, fax, and regular postal delivery, as appropriate.

To resolve any DL student complaints that may arise, on-campus staff are available for online students (Online Learning Coordinator) and videoconferencing students (Videoconferencing/Distance Learning area) to help direct students to appropriate individuals on campus who can resolve complaints and provide a contact point for these

students. Complaints are resolved through the same channels for DL students as for on-campus students.

Recruitment and Marketing

Distance Learning courses are listed together at the front of each printed Schedule of Classes. A separate flyer specific to several local communities is distributed to people in those community indicating which classes can be taken locally. Paper schedules and catalogs are available in all videoconferencing classrooms.

The College's recruiting office, high school administrators, high school counselors, and College OPTIONS staff assists in publicizing courses that can be taken at their location and in assisting their students to locate COS services they need

A videoconferencing open house was held last year to invite all connected Siskiyou County communities to meet together and become more familiar with the technology and the courses the College offers.

The Distance Learning webpage provides links to DL courses, contacts for the program, and information about the facilities and technology. Admissions information and online registration can also be found at http://www.siskiyous.edu/registration.htm.

Student Orientation and Readiness for Online Learning

An informational section entitled "Surviving the Online Class" has recently been rewritten and can be found at on the College's Online Courses website. Students can self-assess their readiness for online classes through a review of the pointers offered on that webpage. The College also offers an introductory class, EDUC 90, Orientation to Online Learning, which can be taken any semester by students who are new to online courses.

Technical Support

All videoconferencing classroom sites have support staff to set up and troubleshoot videoconferences, show students how to use the camera controls they need during class, and provide assistance in sending and receiving class materials and student assignments.

To assist students who may be experiencing difficulty, e-mail communication to distlearn@siskiyous.edu is read by both the Online Learning Coordinator and the videoconferencing support staff and is responded to promptly by the appropriate staff person. Staffing is available at the Weed site to set up all videoconferences and be sure all sites are connected and course material is distributed. Staff are also available at all sites whenever a videoconferenced class is in session.

Library and Learning Resources

To ensure that DL students have access to Library and other information resources, the COS Library has a wide selection of books, newspapers, and periodical material available online to any COS student through authentication with their COS library card. Hard copies of library materials are available for students at distant sites upon request.

Internet-connected computers are available in several open computer lab areas for student access. Computers are also provided at all the off-site video classrooms. A librarian

conducts in-class training on use of library resources for several videoconferenced classes each semester.

Lab Classes

Currently, a limited number of DL lab classes are taught at College of the Siskiyous. Science lab classes are not taught using DL technology. Lab classes in Computer Sciences and Graphic Arts have been taught online. These courses have been deemed appropriate for online learning since students who enroll in the courses must use a computer to access the class, and therefore have a computer readily available to complete the required lab activities. To provide Support Hour lab assistance to DL students, the Writing Lab has created an interactive Online Writing Lab (OWL) which can be accessed by DL students using the Etudes platform. Students are able to use the OWL to obtain one-on-one assistance with the writing assignments for their support-hour classes.

Facilities and Finances

To ensure effective provision of equipment and maintenance for Distance Learning, the College employs technical staff who oversee the continued operation of all technology needs for the College including Distance Learning equipment. Staff in the videoconferencing area ensure equipment is in working order and maintenance contracts are in place. Staff in the open Computer Lab ensure that equipment stays in working order for those students who use the computers for online coursework.

The College keeps Distance Learning needs as regular items in the budget. For example, the College has budgeted for the annual subscription cost for the Etudes course management system. This cost covers research and development, as well as technical support for Etudes.

The College has made a commitment to offering Distance Learning opportunities to students throughout the County. The Distance Learning Center, built in 2003, currently houses two videoconferencing classrooms, one video meeting room, and an Adjunct Faculty Office area which can be used by instructors teaching online courses. The Yreka Campus supports two videoconferencing classrooms.

New projects include one videoconferencing classroom and one small video meeting room in the Emergency Services Training Center and two videoconferencing-capable classrooms in the Rural Health Sciences Institute, recently completed in Yreka. In addition to planning and budgeting to maintain the currency of the equipment owned by the College, DL staff and College administrators continue to work with high school administrators to plan for the upkeep and replacement of the technology placed at the schools through the Measure A Bond Distance Learning Infrastructure Build Out Project.

Recent changes to the scheduling process will help to ensure courses offered through distance learning reflect student needs. Work is being done to better schedule classes in rotations that include online and videoconferenced sessions. Basic skills groupings are being coordinated in a way that more classes that students need at their site will be offered to that site.

REFERENCES

Ref. 2.1. Meeting Minutes of Advisory Committees

Ref. 2.2. 2008 Accreditation Staff Survey Results

Ref. 2.3. Curriculum Development Form F

Ref. 2.4. Curriculum Development Form B

Ref. 2.5. Instructional Program Review template

Ref. 2.6. Faculty Handbook

Ref. 2.7. Three-Year Review spreadsheet

Ref. 2.8. COAT blog

Ref. 2.9. Curriculum Committee minutes

Ref. 2.10. 2008 Accreditation Self Study Survey

Ref. 2.11. Meeting Minutes, Carl Perkins' reviews

Ref. 2.12. Program and Course Approval Handbook

Ref. 2.13. Title V Standards and Criteria for Courses and Classes

Ref. 2.14. List of flex workshops in the last 3 years

Ref. 2.15. California Code of Regulations Title V section 55023

Ref. 2.16. California Code of Regulations Title V section 55002.5

Ref. 2.17. 2009-2011 College Catalog

Ref. 2.18. Board Policy 4100

Ref. 2.19. Curriculum development forms E1 and E2

Ref. 2.20. Fall 2009 Schedule of Classes

Ref. 2.21. Course Master webpage

Ref. 2.22. COS Student Handbook

Ref. 2.23. VTEA Follow-Up Survey, 2000

Ref. 2.24. College Catalog homepage

Ref. 2.25. Board Policy 2410

Ref. 2.26. Board Policy 4030

Ref. 2.27. Board Policy 5500

Ref. 2.28. California Education Code Sections 87732, 87680, 88001, 88013

Ref. 2.29. COS Board Policy

Ref. 2.30. Academic Senate webpage

Ref. 2.31. COS Mission Statement

Ref. 2.32. 2009 Accountability Report for Community Colleges

Ref. 2.33. Student Services Program Review and Technical Assistance Site Visit

Ref. 2.34. Categorical Site Visit 2007

Ref. 2.35. 2007-08 Community College Survey of Student Engagement (CCSSE)

Ref. 2.36. Standards for Libraries in Higher Education, June 2004

Ref. 2.37. Guidelines for Media Resources in Academic Libraries, January 2006

Ref. 2.38. College of the Siskiyous Library Mission Statement

Ref. 2.39. Spring 2007, 2008, and 2009 Student Surveys

Ref. 2.40. Minutes from Spring 2008 Reading Department meeting

Ref. 2.41. Writing Lab webpage

Ref. 2.42. Spring 2008 Student Survey

Ref. 2.43. Reading Lab Student Satisfaction Survey Results

Ref. 2.44. Writing Lab Student Satisfaction Survey Results

Ref. 2.45. Spring 2008 tutoring survey

Ref. 2.46. Board Policy 3710

Ref. 2.47. Online Instructional Design Stipend application

Standard III: Resources

The 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, minimum and desired 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 plays 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 equivalency has been established.

DESCRIPTION

Criteria, qualifications, duties, and responsibilities required for any open position are included in the job announcement and job descriptions. The job announcement is distributed to numerous publications, posted on the College's website, the California Community College Registry, as well as various other websites including those related to the discipline for faculty and administrative positions.

A document entitled "Hiring Procedures Information" provides a summary of the College hiring process. Current Procedure No. 5.5, Faculty Hiring Procedures, states that proposed job descriptions are developed "within the appropriate area with the advice and majority consent of affected faculty."

Classified staff position descriptions are developed and reviewed by the Human Resources Department, the Classified Bargaining Unit, the supervisor, and the employee,

when appropriate, and revised where necessary as part of a classification study conducted every six years. Duties, responsibilities, and authority are included in this process.

Senior level administrative position announcements are developed by screening committees made up of a broad representation of the campus community. For the Superintendent/President position, the Board of Trustees also provides input and approval of the final document.

Faculty applicants for all teaching positions must meet the minimum qualifications as established by the Academic Senate of California and the State Chancellor's Office (Ref. 3.1: Minimum Qualifications document). Applications of applicants who do not meet these minimums are forwarded to the Equivalency Committee. The Equivalency Committee procedures are designed to ensure that applicants for teaching positions are qualified to teach in those disciplines whether as a tenure track, full-time temporary, or adjunct instructor (Ref. 3.2: Equivalency Procedures document). As part of the application review procedures, personnel in the Human Resources Office verify that the institution where the applicants' course work has been completed is recognized by a regional accrediting body. To determine effective teaching, a teaching demonstration is included as a part of the interview process for all tenure-track positions.

Screening Committees develop interview questions that align with the District's mission and values. These require the candidates to show evidence in their application materials and through the interview process that they possess the academic requirements, experience, knowledge, skills, and abilities to be successful in the position under consideration.

Hiring committees consist of employees with direct knowledge of the programmatic needs for the positions being filled, which are the basis for defining the screening and scoring criteria. Administrative and Classified hiring committees consist of members from the campus community; faculty hiring committees consist of Department Chairs and faculty members from the same discipline and a dean or director from the appropriate academic area. The Equivalency Committee consists of the Vice President of Instruction plus three tenured faculty members; faculty members in the discipline under review, and Department Chairs, are also involved in the equivalency review process. The final interview includes the appropriate Vice President as well as the Superintendent/President. An Equal Employment Opportunity (EEO) representative sits on each hiring committee and participates in the final interview. The committee EEO representative is responsible for safeguarding the integrity of the process.

EVALUATION

Forms related to the hiring process are available in a web-accessible format. Personnel policies and procedures are easily found on the College's website (Ref. 3.3: Human Resources Office webpage). The entities used for recruitment are working for most positions as we obtain sufficient pools from throughout the United States.

Recruiting faculty for the Nursing Program has been an area where additional recruitment efforts have been required and pools for those positions have been small. Human Resources is working with the Nursing Department and Career and Technical Education division to develop improved strategies for attracting a higher number of qualified applicants.

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 President's Advisory Council, which discusses them as a group before recommending to the Superintendent/President that a vacancy be filled or a new position be authorized. However, Board Policy does not include mention of the College's mission and goals in hiring practices (Ref. 3.4: Board Policy 5.12.1).

Equivalency procedures were revised and updated by the Academic Senate during the 2008-09 academic year. These updated procedures now involve application reviews by discipline faculty and department chairs; thus the College relies on discipline-faculty expertise to determine equivalency status for applicants whose earned degrees or coursework do not meet the minimum qualifications as established by the State. The Senate as a whole approved the updated procedures in Spring 2009.

Classified job descriptions are reviewed and updated as positions become vacant and as a result of the Salary and Classification Study, which is conducted every six years per the District/CSEA Bargaining Agreement. Any proposed revisions to job descriptions for classified bargaining unit positions are reviewed and agreed to by the District, the CSEA Negotiation Team, and those employees within the classification. Some job descriptions for classified employees still need to be revised and negotiated, based on the results of the last Classification Study which was completed in May 2006.

A Reclassification Committee is set up for those employees who are working beyond their current classification. Examples of instances when a reclassification review is warranted include an increase in responsibility, knowledge, and/or environmental risks.

Administrative/Support Management group job descriptions are reviewed and updated as positions become vacant as a result of the Salary and Classification Study which is conducted every six years.

Human Resources has not documented an office procedure, but as noted in the job announcements, applicants who hold foreign degrees must provide a translation from those degrees at the time of application. Without the translation, the applicant is screened out from the pool. Human Resources utilizes several websites to check for accreditation status for U.S. institutions; however, it has yet to formalize an office procedure for this process. Board Policy 5.12.1, entitled "Hiring Procedures for Faculty," has a similar title to Procedure Manual 5.5, entitled "Faculty Hiring Procedures," which may cause some confusion (Ref. 3.5: Procedure Manual, Chapter 5). Board Policy 5.12.1 also refers to Administrative Rules and Regulations, including separate mentions for Contract Faculty and Adjunct Faculty.

In the 2008 Accreditation Self Study Employee Survey, Survey Results Report, 73.8% responded, yes, all of the time or yes, some of the time to the statement, *"At COS, the hiring process is fair and objective and established policies are followed."*

All current Human Resources policies and procedures are available on the COS website (Ref. 3.6: Board Policy Manual, Chapter 5). In the Fall of 2008, the College began working with the CCLC Policy and Procedure Service and the legal counsel in the process of reviewing and updating all District policies and procedures. Revision to Human Resources policies and procedures has begun; however, at the time of writing the

Self Study, some Human Resources policies have been approved and others were tabled by the President's Advisory Council to seek additional information from CCLC and legal counsel. After approval, personnel policies and procedures will be uploaded to the COS website. It is expected to have Human Resources policies and procedures completed by June 2010.

PLAN

To ensure consistency, the process used for checking accreditation status for U.S. and foreign degree institutions will be conducted and be formalized in an office procedure.

All classified employee job descriptions will be finalized and posted on the HR website.

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 position. 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. These criteria are agreed upon by the faculty and administration, and appears in the Faculty Collective Bargaining Agreement (Ref. 3.7: Collective Bargaining Agreement). Appendix D contains a list of the criteria for evaluation. The intent, process, and timelines for faculty evaluations as defined in the Collective Bargaining Agreement Article 7 and Appendix D are distributed annually to all full-time faculty.

Tenured faculty are evaluated every three years. Non-tenured faculty are evaluated their first, second, and fourth year. Procedural elements in Collective Bargaining Agreement, Article 7, are intended to ensure quality and the improvement of instruction by providing faculty with relevant feedback both from peers, administrators, and students; with an opportunity for reflection; with constructive suggestions for improvement; and with support to enhance their effectiveness in the classroom and in the COS community. These elements are also intended to identify unsatisfactory performance.

It is the responsibility of the Vice President of Instruction, Division Dean or Director, 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.

Adjunct faculty are evaluated every six semesters. Each semester, the Office of Instruction notifies the divisions regarding which adjunct faculty are due to be evaluated. The divisional deans and directors, in conjunction with department chairs and program

directors determine which full-time faculty members will conduct the peer review of the adjunct faculty who shall be evaluated. The adjunct faculty evaluatees receive the following documents during the semester they are to be evaluated: Adjunct Faculty Evaluation Procedures, Process for Student Evaluations, and Criteria for Performance – Peer Evaluation (Ref. 3.8: Adjunct Faculty Evaluation documents).

Chief Executive Officer

The College has established Board Policy 2435 (Ref. 3.9), "Evaluation of Superintendent/President," 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 and 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.

Second Level Administrator

The College has established Board Policy 1.7.2, "Evaluation of District Staff," 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 at the June or July Board meeting.

Third Level Management

There is not an established College procedure in place for evaluating the Third Level Management employees; however, these positions have continued to be evaluated on a yearly basis. Annually the supervisor and the individuals being evaluated develop specific elements that will be addressed during the evaluation process. In addition, a survey is administered to include the employee's direct reports, others whom they work closely with, and community members if appropriate. The evaluation process includes a self-evaluation which incorporates feedback from the survey instrument and a supervisor evaluation and addresses progress towards previous goals and identification of goals for the upcoming year.

Classified Staff

Permanent employees are formally evaluated at least annually by their immediate supervisor by May 10 for employees who work between 9.3 and 11 months or June 15 for employees who work between 11.5 and 12 months, per the District/CSEA Bargaining Agreement, Article 11 (Ref. 3.10: CSEA Bargaining Agreement). All classified employees are evaluated using the same Classified Performance Appraisal form (Appendix D), negotiated as part of the Classified Bargaining Agreement with significant input from classified employees.

Effectiveness in nine areas is rated on a scale of 1-5 and areas of needed improvement are listed. Any employee who has reason to question any aspect of her/his performance

evaluation has the right to request a review of the evaluation by the Human Resources Director.

Administrative Support and Management Employees

There is not an established College Procedure in place for evaluating the Administrative Support and Management (ASM) classified employees; however, these positions are evaluated on an annual basis on the same schedule as other classified employees. The evaluation instrument was developed with input from the District and the Administrative Support and Management Group. The evaluation tool provides the supervisor with twenty-one areas to rate for effectiveness. The evaluation criteria are based on tasks and responsibilities inherent to the Administrative Support and Management positions. This performance appraisal form can be supplemented or supplanted by self-evaluation at the discretion of the supervisor and/or staff member.

In the last two years, supervisors have been required to have their probationary employee evaluations (for both classified and ASM) reviewed and approved by the Director of Human Resources and their area Vice President prior to holding the evaluation meeting.

Two supervisor evaluation trainings were provided to review the processes for classified evaluations, establishing supervisor expectations in advance of the evaluation process, documenting performance and providing regular feedback throughout the year, providing tools to assist with the documentation of poor performance and writing plans for improvement, stressing the importance of completing employee evaluations on time, and the implications of not following through this process. In addition, in Spring 2009, training was provided through the Employee Relations Training Consortium, on performance management which included information on evaluations, documentation, and discipline.

EVALUATION

The evaluation process for all employees of the College is well established and consistently carried out. Most classified employee evaluations are completed on time; however, adjunct evaluations are not always completed on time.

In the 2008 Accreditation Self Study Employee Survey, 81.3% of survey respondents strongly agreed, agreed or were neutral to the statement, "*The evaluation of all employees is systematic and conducted at stated intervals."*

For faculty hired in Fall 2008 or after, an additional student evaluation is required during each spring semester while they are in non-tenured status. This will provide students more opportunity to give feedback and provide additional data to the Evaluation Committee and to the faculty member to assess the effectiveness and identify areas needing improvement.

Classified employee evaluations are tracked in the Human Resources database. Supervisors are notified by Human Resources a month prior to the due date which employees in their department need to be evaluated. Implementation of the Banner Human Resources module along with the Luminus portal will provide an improved tool for notification and reminders to both supervisors and employees of employee evaluation deadlines for both faculty and staff.

The Human Resources Director and appropriate administrator provide assistance to supervisors in documenting areas of substandard performance and providing written improvement plans for employees with the goal of encouraging improvement and increasing effectiveness. If there is no improvement in substandard performance once it has been documented and communicated with the employee, Board Policies 7360 and 7365, "Discipline and Dismissal," define the conditions under which employees may be disciplined (Ref. 3.11: Board Policy Manual).

The efforts by the Human Resources Office to train supervisors on proper procedures for evaluating and disciplining employees have improved the evaluation process by ensuring that all the necessary elements are covered and by providing guidance in the areas of documentation and plans for improvement.

PLAN

The Instructional Division Deans and Directors will more closely monitor the progress of adjunct faculty evaluations throughout the semester to make sure that they are completed in a timely fashion.

A written procedure for evaluating the Third Level Management and Administrative Support Management employees will be developed prior to the 2010 evaluation process.

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

Appendix D of the Faculty bargaining Agreement identifies the criteria to be used in evaluating faculty. Among the seventeen criteria listed, one addresses student achievement of learning outcomes. A faculty member will be evaluated on whether she or he "provides proper student learning outcomes (SLOs) including appropriate assessments."

Tenured faculty and probationary faculty are also required to provide instruments (i.e., rubrics, portfolio instructions) designed to assess course-level learning outcomes.

All faculty members are required to provide First Day Handouts listing course-level learning outcomes. The faculty member also is required to provide instruments (i.e., rubrics, portfolio instructions) designed to assess course-level learning outcomes.

Instructional Support Staff are evaluated using the classified employee evaluation.

Course outlines of record at College of the Siskiyous include student learning outcomes. Course outlines with the stated learning outcomes are readily available to all faculty and others directly responsible for student progress. An examination of specific course outlines is required during the evaluation procedure of faculty according to Collective Bargaining Agreement between Siskiyou Joint Community College District and the College of the Siskiyous Faculty Association/CCA/CTA/NEA (Ref. 3.7: Article 7.2.6). All full-time and adjunct 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 reviewed during the faculty evaluation process.

EVALUATION

Faculty Evaluation Process

The College faculty is required to systematically review their courses through assessing student learning outcomes. The faculty also is required to state course-level learning outcomes on their First Day Handouts. To ensure this occurs, each member of the faculty undergoes periodic, formal evaluations. The process varies depending on whether the faculty member is full-time or adjunct.

Adjunct faculty are evaluated every three years by a full-time faculty member using a "Criteria for Performance" list. The adjunct faculty criteria are not as complete as the criteria used for full-time faculty.

An Ad Hoc Committee of the Academic Senate began working in September 2003 on a revision of the tenure evaluation process. The Academic Senate approved the changes at its October 2004 meeting and forwarded the changes to the faculty bargaining unit for approval. The Faculty Association (CCA/CTA) approved the changes in the evaluation process at their April 2005 meeting.

Instructional Support staff may also benefit from the adoption of student learning outcomes.

PLAN

Supervisors and classified instructional aides will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.

As part of the adjunct evaluation process, Appendix D, Objectives for faculty evaluation, will be used.

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

DESCRIPTION

The faculty Professional Ethics Statement was developed by a committee of the Academic Senate and subsequently approved by that body on April 15, 2004. The statement was forwarded to the Board of Trustees for information at their May 2004 regular meeting. It is now published in the Faculty Handbook, which is distributed to all faculty and is also available electronically on the COS website (Ref. 3.12: page 28). In addition, all full-time faculty receive this document on a flash drive so that it is accessible in a variety of mediums.

No specific codes of professional ethics exist for staff or administrators, though several documents touch on aspects of expected behavior. Board Policy 5.0, "Lines of Authority," states, "All staff are expected to behave professionally in the discharge of their duties" (Ref. 3.6: Human Resources current policies). Board Policy 5.9.2, "Disciplinary Action," includes disciplinary action that can be taken if staff are discourteous, if they are offensive, if they use abusive language, if they are dishonest, and/or if their personal conduct is unbecoming for an employee of the District. There is no reference to ethics in the Board Policies related to evaluation of the Superintendent

(Ref. 3.9: Board Policy 2435, "Evaluation of Superintendent/President") or other staff (Ref. 3.13: Board Policy 1.7.2, "Evaluation of District Staff").

The Board of Trustees revised and updated its Code of Ethics, its policy on political activity, and its policy on personal use of public resources in September 2008 (Ref. 3.14: Board Policy 2715; Ref. 3.15: Board Policy 2716; and Ref. 3.16: Board Policy 2717).

EVALUATION

The College partially meets this standard. The Human Resources Office has looked at several examples of staff codes of ethics from other institutions; however, one has yet to be developed for staff or administrators. In the 2008 Accreditation Self Study Employee Survey, Survey Results Report, 61.5% responded, strongly agree or agree to the statement, *"COS upholds a written code of ethics for employees insuring fair treatment of all employees,"* while 20.5% of the survey respondents indicated they didn't know enough about the statement to respond. There is room for improvement in this area.

PLAN

A joint committee of the Administration, Administrative Support and Management Group, and the Classified Bargaining Unit will develop a Professional Code of Ethics for staff to ensure that the whole staff is covered by a code of ethics to be adopted by the College.

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.

DESCRIPTION

In fall 2008, the College employed 46 full-time faculty, 155 part-time faculty, 117 staff members, and 6 administrators. All current faculty, both contract and adjunct, meet minimum qualifications or the equivalent for their field as established by the College's Equivalency Committee at the time of employment. 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. 3.17). Most day classes on the main campus and some at the Yreka Campus are taught by full-time faculty. Qualified adjunct faculty teach at the Weed and Yreka Campuses, as well as in other locations throughout the District. In addition, all full-time staff and administrators have the minimum qualifications for their positions.

COS has not automatically replaced vacant faculty positions due to the State's budget limitations. In Fall 2008, the Instruction Council identified the need for seven full-time faculty positions for the upcoming academic year. With the recent passing of the State budget and its reduction in funds to the College, the College was forced to prioritize which of these positions to fill. Of the seven positions (with an additional opening of a full-time faculty position due to retirement), the College will not be able to fill three of the positions: Librarian, English Instructor/Writing Lab Coordinator, and Sociology Instructor. It was felt that not filling these would have the least impact on the College, as opposed to other subject areas such as Mathematics and Biology. While the decrease in

State funding has also affected hiring of some staff positions, sufficient numbers of staff and administrators do exist to support the College's mission and purposes.

EVALUATION

The Fall 2008 Accreditation Survey of faculty and staff asked the respondents if COS offers high quality support services to our students regardless of their locations. Of the 120 who answered the question, 11.7% strongly agreed and 44.2% agreed, while 17.5% disagreed and 0.8% strongly disagreed. This level of satisfaction with student support service is a strong indicator that the College is providing the administrative services necessary to support the Institution's mission and purposes. However, this question appears to have two main components, so that the focus was on "high quality support services to students" and the services provided "regardless of their locations." Despite the positive responses in the multiple choice section, the respondents focused on the latter part of the question in their comments, most of which primarily addressed the reduced or inadequate support to students receiving services at remote locations, such as Happy Camp, Tulelake, and Dorris.

PLAN

No plan

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.

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 are included in Board Policy (Ref. 3.11: Board Policy Manual) or in the Procedure Manual (Ref. 3.18: Procedure Manual). Policies and procedures are developed using the CCLC Policy and Procedure service as a guide. Where appropriate, employee groups are invited to participate in the development of policies and procedures. Policies are then reviewed by the appropriate Level Two governance and planning committees and then President's Advisory Council (Level Three) and forwarded to the Board of Trustees for final review and approval. Procedures follow the same review process but approval by PAC and the Board is not required; however, the procedures approved by the Level Two groups are provided to PAC for discussion and input. These policies and procedures are available on the College website, and are currently undergoing a process of review that is scheduled to be completed by June 2010.

Personnel records are maintained in locked cabinets under the control and within sight of the Human Resources (HR) Department. Administrators and supervisors are authorized to view personnel files of employee's in their department or areas. A log of who has reviewed personnel files is maintained in Human Resources. Individual employees may review their own personnel files in the HR Office during regular business hours. The

completeness of the files is verified annually by an independent audit firm (Nystrom and Company). Archived personnel files are kept in a locked storage area.

In order to ensure that faculty members are well informed about personnel policies and procedures, a Faculty Handbook that includes this information is distributed to new faculty (including adjunct faculty) upon being hired. This handbook is currently being revised by the Academic Senate Executive Committee and is available on the College Employee Intranet.

In order to ensure that new hires are well informed about personnel policies and procedures and bargaining agreements a new hire orientation was developed that includes a PowerPoint presentation and information packet. The presentation and information packet are updated by the HR staff as changes in bargaining agreements and personnel policies and procedures are made.

EVALUATION

The opportunity for input into the development of personnel policies and procedures is provided. In addition, they are systematically developed through a well-established process, are readily available in written or electronic form (or both), and are administered equitably according to established procedures; therefore, College of the Siskiyous meets this standard.

In order to ensure that personnel practices are administered consistently and equitably, staff refer to and follow College policies and procedures, bargaining unit agreements, and Federal and State laws. In addition, an HR Office Procedure Manual is currently being developed to document various personnel processes and to promote consistency and efficiency by enabling staff members in the office to cover for one another on tasks they do not routinely perform.

The District has been able to resolve any questions or concerns raised in the administration of personnel policies or procedures through both informal and formal processes. Informal concerns and formal complaints are handled by the Human Resources Director, who informs the individual of the formal complaint process.

A comprehensive "new hire" orientation process for employees is provided. However, classified staff does not have a handbook; which requires them to search out information in the bargaining agreement, policy manual, procedure manual, and Human Resource website.

PLAN

The Human Resources Office will develop a Classified Employee Handbook by December 2009 so that personnel policies and procedures are available to classified employees.

A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTION

College of the Siskiyous demonstrates its understanding of and concern for issues of equity and diversity in its policies and practices. The written policies ensure appropriate

programs, practices and services that support its diverse personnel. This is documented in Board Policies 3410, Nondiscrimination (Ref. 19); and 3420, Equal Employment Opportunity (Ref. 3.20), as well as Board Policies 5.12, General Hiring Provisions (Ref. 3.21), and 5.12.1, Hiring Procedures for Faculty (Ref. 3.22), which is currently being revised and will be renamed 7120 Recruitment and Selection and listed among the updated Board Policies. In addition, the College states its position on equal opportunity on each job announcement (Ref. 3.23: Sample job announcements). The College of the Siskiyous Strategic Master Plan 2005 addresses the College's plan and strategic intents regarding civility and diversity (Ref. 3.24: page 4). Numerous student activities and clubs are available for all students. Programs such as MESA, EOPS, TRIO, CARE, and DSPS, are designed to serve the College's diverse student population.

The Equal Opportunity Officer trains hiring committee members to address the College's commitment to fairness in its hiring practices. A trained EEO representative sits on each hiring committee to monitor the process.

The College provides special accommodations to all interviewees and staff as needed, such as large print screens, automatic door openers, and videoconference interviews.

In an effort to increase diverse applicant pools, the Human Resources Department uses a variety of advertising resources.

The Diversity Council promotes an educational and professional atmosphere that both examines existing belief and attitudinal systems and 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.

Diversity Council continues to improve cultural understanding at COS. Workshop and forum attendance has been strong. Forums recently presented include:

- The Power of Health "Women Living Well and Prospering" celebrating Women's History Month
- Native American Perspective of Columbus Day with Charles Fast Horse guest lecturer
- A celebration of foreign languages with several guest presenters including Arabic, Spanish, French, and American Sign Language speaker/signers
- Japanese Calligraphy and Paper Cutting with a visiting artist
- An exhibit by a world-renowned Peruvian master Retablos artist.

Events were attended by a cross section of the campus community and Siskiyou County. The Diversity Council plans many presentations throughout the year.

The District determines the kinds of support its personnel needs by the types of requests submitted for special accommodations; the types of personnel issues that are reviewed, investigated and resolved; training requests that are submitted to Staff Development; and

by maintaining compliance with State and Federal laws/regulations. The District designs programs, services, and workshops to provide for the range of diverse personnel by reviewing input and feedback received from employee constituent groups: the Academic Senate, the Classified School Employees Association (CSEA), and the Administrative/Support Management Group (ASM) and also through discussions and negotiations with collective bargaining units. A variety of programs and services provide support to our diverse personnel. The District also provides reasonable accommodations for employees as requested in compliance with the Americans with Disabilities Act (ADA).

The District has established and enforces policies and procedures regarding Sexual Harassment, Discrimination, and Performance Management. These policies and procedures are enforced by ongoing communication, training sessions and workshops, communication of policies and procedures, and investigating and resolving reported questions or concerns of both informal and formal complaints.

The District did receive two formal complaints of sexual harassment, one in 2006 and one in 2008, which were resolved to the complainant's satisfaction using the District's Discrimination Complaint Procedure (Ref. 3.25: Personnel Procedure 5.11). No complaints have been filed with State or Federal agencies.

EVALUATION

The progress of the institution is monitored annually in the Management Information System Employee Ethnicity Report (Ref. 3.26). In the 2008 Accreditation Self Study Employee Survey Results (Ref. 3.27), page 19, 79.3% responded "strongly agree" or "agree" to the statement *"The general college climate is respectful and responsive to a diverse educational and cultural campus environment."*

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 College of the Siskiyous.

Title V regulations were revised in the area of Equal Employment Opportunity. A statewide model EEO Plan was developed and has now been approved at the State level. The District is required to have a plan in place that addresses the required elements in the model EEO Plan.

The number of the trained EEO Hiring Committee representatives has declined due to retirements or resignations. Additional trained EEO representatives are needed in order to support the number of hiring committees utilized throughout the year.

PLAN

The Human Resources Office will update the District's Equal Employment Opportunity Plan to incorporate the requirements of the new State model plan.

The College will identify and provide training for new EEO Hiring Committee representatives in order to increase the number of individuals available to serve on hiring committees.

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

College of the Siskiyous continues to provide opportunities for employee professional growth through individual and campus professional development workshops and activities.

Staff development has typically been coordinated by two committees, the Flex/Faculty Staff Development Committee and Classified Staff Development Committee that plan, organize, and approve professional development activities specifically for their groups. In addition, they monitor expenditure of professional development funds allocated for their groups. These Committees have put forth great effort to provide college employees with a variety of training opportunities. In addition to workshops or training provided at the institution, college employees attend off-campus professional conferences and training.

In 2006, a Professional Development Committee was formed. Committee membership includes employees from faculty, administration, classified, and administrative/support management. The Committee's charge is to identify campus priorities and focus for professional development, and prepare a professional development annual calendar. In 2006-07 the institutional-wide activities were funded by State funds; however, the State is no longer providing funds for staff development.

Opportunities

The District allocates funds for professional development from three main sources: Staff Development (District funds), Staff Diversity (State funds), and departmental budgets (District, State, and Federal funds). In addition, departmental budgets also support both departmental and individual staff development activities.

The Faculty Flex/Staff Development provides about thirteen flex workshops each academic year. The workshops are offered immediately preceding fall and spring semesters and average attendance at each workshop is 18. Evaluations are collected at the conclusion of each workshop and used to plan for future flex activities.

An important focus for faculty and staff development over the past five years has been training that focuses on student learning outcomes and assessment practices. The following staff development workshops have been held to provide the campus community with assistance in developing and implementing student learning outcomes:

Spring 2004	**Student Learning Outcomes & Assessment (2 workshops)**
Fall 2005	Student Learning Outcomes Faculty Study Groups

Spring 2006	Student Learning Outcomes Faculty Retreat
Spring 2007	"I Can't Assess That, or Can I?" Assessing the Ineffable
Spring 2007	Assessment as a Way of Understanding and Improving SLOs
Spring 2009	Student Learning Outcomes Tracking Workshops – TracDat (3 workshops)

Faculty are encouraged to stay current in their field by taking additional coursework which then makes them eligible for column movement or anniversary increment. Procedures are in place to ensure the coursework is relevant to their position. In 2008, additional anniversary increment steps were added to the faculty salary schedule and a provision was added to provide credit towards anniversary increment or column movement for original scholarship work. These changes will provide additional opportunities for faculty to advance on the salary schedule upon completion of their professional development activities.

Two years ago the District and Faculty Negotiation teams developed new language around Faculty Sabbatical Leaves. The new process provides for increased compensation for a faculty member on sabbatical. It is hoped this will encourage more faculty to take advantage of the sabbatical leave opportunity.

The Classified Staff Development Committee holds an Annual Classified Staff Day in May of each year. The purpose of the day is to honor and celebrate classified staff for the work they provide, as well as provide a professional development opportunity. In addition, the Classified Staff Development Committee reviews and allocates funds for individual employee staff development proposals.

The Professional Growth Award program provides classified staff an opportunity to earn points by completing units, presenting workshops, or holding an elected office in an educational or professional organization. Goals of the program are to improve job-related skills, provide an atmosphere of growth and vitality, and encourage on-going participation in formal education and training. Upon earning sixty points, the employee receives a stipend. The stipend was recently increased from $475 to $500 (effective July 1, 2007 for classified bargaining employees and July 1, 2008 for Administrative Support/Management employees). These stipends are paid annually to those who have met the criteria. On average, ten staff members receive a professional growth award annually. The average annual cost for professional growth awards is $5,000.

The District saw the need to provide additional training to supervisors, and in Spring 2009, the District joined a group of fourteen California Community Colleges to form the North 14 Employee Relations Training Consortium. This employee relations training is geared mostly towards supervisors; however, some topics will be appropriate for all staff. The training is provided by attorneys from the firm of Liebert Cassidy Whitmore. Each year the District will receive four full-days of training on topics selected by the member colleges. Two trainings were held in Spring 2009. Each training includes a PowerPoint presentation and comprehensive reference workbook on the training topic. The training

is high quality and cost effective as it is delivered via videoconferencing; therefore, eliminating the cost of travel.

The District will also be providing additional training opportunities from the Keenan Safe Colleges Program. This program provides both required and recommended safety related training in a variety of areas including: Environmental Safety, Health, Campus and Behavioral Safety, Human Resources, Emergency Management, Nutrition Services, and Transportation. The Safe Colleges Program provides online courses and tracking and reminder tools to assist with the administration of this training program.

The Committees use a combination of college personnel and experts in the subject matter to conduct the professional development workshops.

Each year two days are identified for campus-wide development. The Professional Development Committee plans the activities for these days and participation of all permanent staff is required.

EVALUATION

The District provides a variety of professional development opportunities and funding sources for all staff to participate in professional development. All participants in flex and campus-wide professional development activities are asked to evaluate the activity prior to leaving the event. This information is used as the basis for improvement and to plan future activities.

Staff survey results indicate the potential for improvement in professional development activities. The staff survey (Question 49) results indicate that 54% strongly agreed or agreed that the District provides effective workshops and flex activities to support their professional development. Twenty-one percent (21%) of the respondents were neutral in their response. Several comments from the respondents indicated that flex activities are geared mostly for faculty and are offered during peak times for classified staff making it difficult for some to attend. There were also several comments that staff feel there is a need for more training specifically for staff that is relevant to their positions.

The staff survey (Question 40) indicated that nearly 50% of the survey respondents did not feel the College provided sufficient support for professional development. The majority of the staff survey comments indicated there was a lack of funds available for both faculty and staff to stay current in their fields.

Staff survey results (Question 50) indicated that 77% of the immediate supervisors are supportive of their staff's participation in professional development activities. Comments from employees indicated that supervisors are also flexible in terms of changes to schedules for professional development when necessary.

Since the new sabbatical leave language was implemented, more requests for sabbatical leave have been received for consideration. For the two years the language has been in existence, the District has approved two sabbatical leaves in each year.

Supervisors' responses to the new Employee Relations Training provided by the consortium have been mostly positive and have provided a cost effective way to provide high quality training for supervisors.

There has not been a process in place to easily integrate information about staff development activities.

A matrix that lists required and recommended training, along with who is required to attend, is currently being developed and needs to be finalized. This tool will assist the Committees in planning and providing appropriate training. Methods will be explored to track employee's individual professional development activities.

Although the District provides numerous opportunities for development activities, there is not a systematic link between review and effectiveness of the training opportunities.

PLAN

A District-wide Professional Development Plan will be developed to guide professional development activities coordination, fund allocation, and measuring the effectiveness of the professional development activities.

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 District determines human resources needs through two main avenues: the three-level institutional planning process and the annual program review. When new staff positions are requested or a position becomes vacant due to a retirement or resignation, the planning process is invoked. The department or area originates an Action Plan for the position and it is discussed within the area. From there it is forwarded to Level Two for divisional input, feedback, and approval. Once approved at Level Two, it is forwarded to Level Three, the President's Advisory Council (PAC). PAC scrutinizes the need for filling the position, comparing it with other campus priorities. In some cases PAC may opt to leave the position vacant and fill a different position that addresses more immediate needs.

Faculty positions for the next academic year are brought forward each fall by each department, using an Action Plan designed specifically for replacing or hiring new faculty members. The form requests data on the number of FTES, the number of students, the number of sections, and the number of degrees/certificates generated for each of the preceding three years. This information helps form a decision at both Levels Two and Three. Once all of the faculty positions have come forward they are ranked in order of importance at Level Two, Instruction Council. Once again, needs are determined from the Action Plan, and also the annual program reviews.

Vocational programs have Advisory Committees which provide input from the community and professional perspective and help to guide the programs and services of each program. They may, in some instances, make recommendations on hiring new positions. In some cases our vocational programs are guided by directives and accrediting agencies from the State, such as the Nursing and EMT Programs, which may also provide input on staffing needs.

Elements that are considered when filling positions include sustaining an active academic program, being able to find adjunct faculty in the discipline, and addressing goals in the Strategic Master Plan. Once the positions are ranked, the list goes to PAC for final

discussion and action. Actions by PAC are in the form of recommendations to the Superintendent/President. The Superintendent/President has the ultimate responsibility after considering PAC's recommendation for making a decision on each position.

EVALUATION

The three-level Institutional Planning Process and annual program review help to direct the institution in the effective use of the Human Resources Department. These planning and evaluation processes provide opportunities for broad input, from the individual department level up through the College's shared governance body. At every level of this process, human resource needs are discussed; and from these discussions, decisions are made. The planning and program review processes are adequate for advising and directing the institution in effective use of human resources; however, the Level Three process is currently being evaluated.

PLAN

No plan

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

Building, Upgrade, and Replacement of Physical Resources

Measure A Bond: In November 2005, the voters of Siskiyou County approved a local bond measure ("Measure A") to fund improvements to infrastructure for the District. Selection of projects was consequently made as a result of numerous focus group meetings throughout the county which gave input into various elements of the shared governance structure within the District. Prioritizations were made based on input from these focus groups and the corresponding expressed needs of the District in their shared governance groups (committees, employee groups, etc.). Final approval of the selected projects rested with the Board of Trustees, on the advice of the Administration, who had considered input from the shared governance groups.

The Long Range Site Development Plan, March 2000, (Ref. 3.28) is a ten-year plan which addresses physical planning issues, including an assessment of the current conditions, identified needs (at that time) and projected future interests.

The District Scheduled Maintenance Five-Year Plan, December 17, 2001 (Ref. 3.29) and the California Community Colleges Scheduled Maintenance Five-Year Plan Summary (Ref. 3.30) provide guidance in the upgrade of physical resources. These documents outline and prioritize the College's capital maintenance requirements and provide estimated costs for each year of the plan.

A departmental program review, formally on a six-year cycle, is now an annual requirement for all District departments. The results of this review feed upwards through the District planning process and shared governance structure. This process culminates in the District Strategic Master Plan (Ref. 3.24) and Facilities Master Plan (Ref. 3.31). Also contributing to the building, upgrade, or replacement of physical resources is the feedback from various committees within the College. These committees include the Safety Committee, Facility and Grounds Committee, and the various Level Two Committees within each of the College's major divisions.

Maintaining Physical Resources

Existing physical resources are maintained by the Maintenance, Operations, and Transportation (MOT) Department, which is responsible for all maintenance and custodial services at the institution's two campuses. The core activities of this

department are categorized as (1) Maintenance, (2) Custodial, and (3) Operational Services. Work requests for these services are accepted in a formal process utilizing the locally developed Maintenance Service Request system – Maintenance Service Request Snapshot Report (Ref. 3.32). Access to this system is available to all District computer users via an icon on their networked computer desktop.

Work requests are categorized either as "Safety" (requiring an immediate response) or as one of the three types of service areas (Maintenance, Custodial, or Operational) and further sub-categorized as either "Immediate" or "Routine" requests under any of these three categories. Event support and Facility Use requests are not processed through the Maintenance Service Request system, but are instead processed through the Business Office by means of a hard copy (paper) request. Copies of these requests are made and distributed to all District entities involved in each particular request.

Maintenance Services: Maintenance services are sub-divided into the categories of (a) facilities, (b) grounds, (c) vehicles, and (d) equipment maintenance. Many of the District's locksmithing services, previously performed entirely in-house by a maintenance specialist, are now performed by outside contractors.

Custodial Services: Custodial services for the Weed Campus are subdivided into the service areas of (a) classrooms, (b) restrooms (including locker rooms), and (c) hallways and common areas. Standards for each of these custodial services have been developed, and accountability over custodians is administered according to these locally developed standards. Custodial services at the Yreka Campus are provided by a single custodian.

Operational Services: Operational services are sub-divided into the categories of (a) event support, (b) freight and mail support, (c) campus opening and closing, and (d) miscellaneous services.

Also contributing to the maintenance of physical resources is the input of various committees within the College. These committees include the Safety Committee, Facility and Grounds Committee, and the various Level Two Committees within each of the District's major organizational entities.

EVALUATION

Building, Upgrade, and Replacement of Physical Resources

Numerous projects of both large and small scope have been accomplished subsequent to the last accreditation Self Study (Ref. 3.33: "Physical Resource Improvements since last study,"). The number and magnitude of these projects is testament to the proactive stance of the District in maintaining and improving its physical resources. It is apparent in the course of conducting the study that the District, as an organization, places great value on ensuring that all instructional needs for physical resources are met in as timely and appropriate a manner as possible. What is also apparent though is that despite the development of all of the plans and planning documents in existence at the time of this study, there is a need to establish a more formal and structured connection between instructional planning and facilities planning, on both short and long-range needs.

Although existing facilities (including those under construction and soon to be completed) do meet current instructional needs, it shows that we have over two and half times too much lecture space for our typical enrollment levels. This ratio is used by the State to determine eligibility for funding for new facilities and upgrade or renovation of

existing facilities. The Office of Instruction has adopted the goal of decreasing this overbuilt status as a major goal for 2009 to improve effectiveness.

A plan in the previous Self Study called for the need for "attention to laboratories," replacement of some older insufficient classroom buildings, and "replacement of some aging classroom building." Since this last study, the District has obtained funding through the State to construct what will be the new science complex, a new home to all science department classrooms and laboratories. Consequent to the construction of this new building will be the demolition of both Abner Weed Hall and Greenshields Hall, two of the aforementioned "aging" classroom facilities. Long-range planning is also in process to replace the other two older buildings on campus and take them out of service.

Maintaining Physical Resources

Status of work requests made via the Maintenance Service Request system are not relayed to the requesters in a timely manner, nor are notices of completion, progress, or prioritization. Additionally, the locally-developed database system currently used does not adequately meet the needs of even the MOT Department. Effects of this are felt in the aforementioned customer service inadequacies, and in lack of spending and maintenance trend analysis. These facts were a major finding of a recent MOT Department survey in which over 50% of all District employees responded (Ref. 3.34: Maintenance, Operations, and Transportation Dept. Survey).

The system by which Facilities Requests are made is antiquated and cumbersome. Any request made requires manual copying and distribution of paper copies to all stakeholders within the District, and the maintenance of a book of these requests by each of these individuals. This task would be greatly streamlined and enhanced by an automated system for performing the same process.

The previous Self Study referenced the Custodial Staffing and Standards Study (Ref. 3.35) conducted in 2000 as the basis for the provision of custodial services within the District. The part of this study which recommended specific cleaning standards was upgraded into a locally developed Custodial Cleaning Standard in 2005, and it is this standard by which all custodial services are now administered. The major finding of the Custodial Staffing and Standards Study was its recommendations to the District to increase the level of staffing for providing these services; this has not been done as of Spring 2009, despite numerous attempts by the MOT Department to do so. This issue of a lack of proper staffing is reflected as an inadequacy in the provision of custodial services throughout the College, and is a major finding in the recent Maintenance, Operations, and Transportation Dept. Survey (Ref. 3.34) conducted by the department.

In the past, and as noted in the previous Self Study, the MOT Department was responsible for water safety testing for the Weed Campus; this is no longer done due to a change in the campus water supply source. Previously, this water was supplied by on-campus wells, which necessitated the testing; now, all domestic-use water on the Weed campus is supplied by the city of Weed, and it is the city which now carries the responsibility for the annual testing of its municipal water supply.

PLAN

The College will develop a more formal and structured connection between instructional planning and facilities planning, on both short and long-range needs.

The College will reduce the capacity-load ratio to within acceptable levels. Develop and implement an action plan to define what 'acceptable' means in this context and to link measurable goals to an established timeline for improvement.

The MOT Department will upgrade or replace the MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.

The MOT Department will upgrade or replace the Facility Request system with a more robust and capable system, one which is automated and accessible via technology/internet and one which will maintain the accountability of the current system.

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

Existing physical resources are maintained by the Maintenance, Operations, and Transportation (MOT) Department, which is responsible for all maintenance and custodial services at the institution's two campuses.

As mentioned above, work requests for these services are made utilizing the Maintenance Service Request system. The work requests are categorized either as "Safety" or as one of the three types of service areas—Maintenance, Custodial, or Operational—and further sub-categorized as either "Immediate" or "Routine."

All maintenance and custodial services are provided at both the Weed and Yreka Campuses: facilities maintenance, grounds maintenance, vehicle and equipment maintenance, classroom cleaning, restroom cleaning, and hallways and common area cleaning. Operational services are provided at both campuses: event support, freight and mail support, campus opening and closing, and miscellaneous services. Accessibility issues are monitored by the 508/Accessibility Task Force.

Off Campus Facilities

The Instructional Services Office is responsible for securing a signed Facility Rental Contract (Ref. 3.36: Facilities Rental Contract) for all off-campus locations, which guarantees that each contracted facility is covered by fire insurance and meets ADA minimum accessibility requirements.

EVALUATION

A finding in the last Self Study conducted by the District showed the need to establish formal safety requirements for leased (off-campus) facilities; this has not been done as of Spring 2009.

The 2002 Accreditation Self Study Employee Survey (Ref. 3.27) suggested that the custodial effort was considered to be falling short due to insufficient staffing to adequately maintain buildings and grounds. The study also directly recommended that the District implement the custodial staffing recommendations made in the Custodial Standards and Staffing Study (Ref. 3.35) completed by the District (with a third party consultant) in 2002. This has not been done, and the situation has worsened instead of

improving. This fact is supported by the results of a recent MOT Department survey completed by over 50% of District employees; custodial service and staffing was a major, negative finding of this survey (Ref. 3.34: Maintenance, Operations, and Transportation Dept. Survey, March 2009).

In consideration of the number of new buildings added since the last Self Study, the expansion of the expectations put upon the maintenance and custodial staff, and the changes in the scope of work performed by the staff, the MOT Department is stretched too thin to provide the appropriate level of maintenance to the District and thus protect the College's and taxpayers' investment in infrastructure. These conclusions are based on a synthesis of the data found in the Current MOT Organizational Chart (Ref. 3.37), Previous MOT Organizational Chart (Ref. 3.3,; Current Facilities Square Footage (Ref. 3.3,; Previous Facilities Square Footage (Ref. 3.40), and MOT Custodial Assignments per Square Footage (Ref. 3.41).

MOT custodians are currently responsible for the cleaning and sanitizing of over 42,000 square feet of District space per day. This is more than double what should be expected of them according to widely accepted national standards (APPA/ISSA National Custodial Cleaning and Staffing Standard: Ref. 3.42). This situation is also confounded by the continued addition of more operational service requirements being placed upon the staff, thereby detracting from their ability to provide proper custodial services.

The previous Self Study called for the development of a method to utilize the computerized work requests to improve response to maintenance requests. It also indentified the fact that a range of responses from heavy users of the computerized maintenance reporting and tracking system suggest that the system is only partially effective, reporting that the system does not always send an automatic acknowledgement of repair requests, and that the system does not allow for flexibility in prioritizing requests. This is all still largely true, although much improvement has been made on the administration side of this database used and seen only by the MOT Department.

The Maintenance Service Request system is a locally developed Microsoft Access database that provides limited functionality as compared to what a specialized Computerized Maintenance Management System (CMMS) typically provides. In the absence of such a system, the current workload of the department is very difficult to manage at best. That the MOT Department and its customers are negatively affected by the lack of such a system being used by the College is evidenced by the results of a March 2009 MOT Department survey completed by over 50% of District employees; dissatisfaction with this service request system was a major, negative finding of this survey (Ref. 3.34: Maintenance, Operations, and Transportation Dept. Survey).

The system currently used by the MOT Department for key control and accountability has not been properly maintained and suffers from a lack of support from District management. Although great strides are being made in this area, the MOT Department has suffered in staffing capabilities to maintain the database, and has received little to no support from the District in holding individuals responsible in the event of lost keys. This lack of accountability results in the loss of resources for the MOT Department in the form of excess labor and the extra costs for replacement keys and associated materials. Parallel to this, is the lack of effective key retention in the event of an employee that leaves the District, and the use of issued keys by unauthorized individuals, such as

students. These issues all culminate in a decrease in the security of District physical resources, thus diminishing the integrity of control and accountability for those resources.

There are still many accessibility items that need to be completed. An 508/Accessibility Task Force exists at the College as a sub-committee to the Facility and Grounds Committee to address the current and future accessibility issues that need to be completed.

PLAN

The College will implement the Custodial Staffing and Standards recommendations to enable the provision of adequate custodial services to the District and to protect the public's investment.

The MOT Department will develop formal safety standards for leased facilities.

The MOT Department will upgrade or replace the MOT Service Request system with a more robust and capable system for data monitoring, report generation, trend analysis, and customer notifications.

The MOT Department will establish a more effective key control system with more accountability for improved tracking of issuance of keys, unauthorized use of keys by unaccountable individuals (students, etc.), loss control and accountability, and effective key retention (upon termination of employment of individuals).

The College will establish a formal requirement for the frequency of meetings held by the 508/Accessibility Task Force to ensure the prioritization of completion of the remaining accessibility items to ensure accessibility for all students.

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.

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.

DESCRIPTION

A facility condition analysis has not been accomplished since December 2002.

The Long Range Site Development Plan, March 2000, (Ref. 3.28) is a ten year plan which addresses physical planning issues, including an assessment of current conditions, identified needs at that time and projected future interests. This plan has not been updated.

The District Scheduled Maintenance Five-Year Plan (Ref. 3.29) and the California Community Colleges Scheduled Maintenance Five-Year Plan Summary (Ref. 3.30) provide guidance in the upgrade of physical resources. These documents outline and prioritize the College's capital maintenance requirements and provide estimated costs for each year of the plan.

The Vice President of Administrative and Information Services meets regularly with the Maintenance Department to discuss and prioritize maintenance needs of the College.

EVALUATION

Facility condition assessments were last performed by a third party prior to the last Self Study. There needs to be a formal cycle established that makes these assessments occur more frequently and this data should formally tie into long-range District planning.

The District has published a formal District Strategic Master Plan (Ref. 3.24). No formal Facilities Master Plan has been developed.

PLAN

The College will develop a formal Facilities Master Plan for the District that is derived from inputs from the formal planning process involving all long-range projections and incorporates the vision that the organization holds for the future of the College and the District.

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 Strategic Maser Plan, which was implemented Spring 2005, served as the basis for the facilities planning that drove the Measure A bond campaign in the 2005 election. A series of focus group meetings throughout the District led to the selection of projects to be funded by the bond. Prioritizations were made based on input from these focus groups and the corresponding expressed needs of the College in the shared governance groups (committees, employee groups, etc.). Final approval of the selected projects rested with the Board of Trustees, on the advice of the Administration, which considered input from the shared governance groups.

The COS District Scheduled Maintenance Five-Year Plan (Ref. 3.29) 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 submitted 2009-10 Scheduled Maintenance Project Funding Proposals (Ref. 3.43) 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, in coordination with the shared governance process. The institution is also guided in planning by the District Scheduled Maintenance Five-Year Plan (Ref. 3.29). The Vice President of Administrative and Information Services meets regularly with the Maintenance Department to discuss and prioritize maintenance needs of the College.

A departmental program review, formally on a six-year cycle, is now an annual requirement for all District departments. The results of this review feed upwards through each area of the District hierarchy into higher-echelon plans through the shared governance process. This process culminates in the District Strategic Master Plan (Ref. 3.24) and Facilities Master Plan (Ref. 3.31). Also contributing to the building, upgrade, or replacement of physical resources is the input of various committees within the

District. These committees include the Safety Committee, Facility and Grounds Committee, and the various Level Two Committees within each of the District's major organizational entities.

As a component of its evaluation of its facilities and facilities planning, 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. 3.44) that has been used to determine the condition of buildings on both the Yreka and Weed Campuses. The information from the study is still being used to provide recommendations for building replacement or renovation to the State Legislature.

EVALUATION

Institutional planning within the District emanates from the shared governance process, utilizing input from many sources: service requests (analyzing for trends or extreme priorities), project requests (related mainly to changes in instructional mission), or requests from instruction (based on changes or additions to the instructional mission). There is currently no tie-in between long-range instruction planning and long-range facilities planning, with some instructional needs coming to the MOT Department as last-minute requests. This situation should change with the implementation of a more frequent program review process on the part of both the Office of Instruction and the MOT Department.

After 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. Improvement in this area has been seen since the last study, but still more is needed. The previous Self Study called for the development of formal assessment strategies for all renovations, capital projects, and physical resources. This has been accomplished in part through the use of student surveys, but this only applies to instructional spaces. There is still a need for such assessment strategies for projects that affect staff or others besides just students.

The District has begun the process of a Facilities Master Plan, but as of yet no formal plan exists. To this end, the District has used Parsons/3DI to develop a graphic design of one vision of a future Weed Campus (Ref. 3.45), but sufficient time and input was not given to this effort and this is still a formal beginning to an incomplete planning effort.

PLAN

The College will develop a formal connection between long-range instructional planning and long-range facilities planning, with the MOT Department mandatorily involved in all planned instructional changes that involve any facility-related issues from the beginning of the planning process.

The College will develop formal assessment strategies for all renovations, capital projects, and physical resources that include all District stake holders, and not just students.

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

C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

The District has adhered to the Information Technology Strategic Plan (IT Strategic Plan) which the Technology Council evaluates, addresses, and revises as necessary

The College has approximately 500 computers and 30 servers on the Weed and Yreka Campuses. The network serves student computing labs, including the Academic Success Center Lab, Reading and Writing Labs, Math Lab, Business Computer Lab, Mac Lab, the Library, and classrooms on the Weed and Yreka Campuses. The network also serves Weed and Yreka staff. The Wide Area Network (WAN) that serves the Weed and Yreka Campuses is protected from the Internet using Cisco ASA technology.

The College has recently upgraded from 100 megabit switches to 1 gigabit Power over Ethernet (PoE) switches to service the network on the Weed and Yreka Campuses. This network infrastructure work was completed before a full implementation to a Voice over Internet Protocol (VoIP) phone system was completed in January 2009. Throughout the District, COS maintains 4 Cisco routers supporting 30 segments. These 30 segments are logically divided by Virtual Logical Area Network (VLAN) technology. In August 2008, the entire fiber plant for the Weed Campus was upgraded and retrofitted to the highest industry standards as certified by Corning Cable Systems. The 25-year Corning warranty is valid until August 2033. Local Area Networks are connected using Cat 5e (and above) star topology. Currently, 30 rack-mounted servers running Server 2003, Server 2008, and UNIX are located in a secure environment, protected from power loss and surges by APC Uninterrupted Power Supplies (UPS) located in each individual server rack.

The College's Technology Services Department provides the following staff for computer support for students, faculty, and staff:

- Three Computer Technicians
- Four Instructional Aids
- Three Telecommunication Aids
- One District Network Administrator
- One Instruction Network Administrator
- One Telecommunications Specialist
- One Systems Analyst
- Two Senior Programmers
- One Director, Information Technology

- One VP, Administrative & Information Services

To best utilize resources and ensure prompt response, there are three ways to report technical problems and request assistance. If staff or faculty experiences technical problems, the three ways to log a support request are:

1. Use web-based helpdesk at http://www.siskiyous.edu/cgi-bin/start.exe/apps/helpdesk/login1.htm.
2. E-mail a service request to repair@siskiyous.edu.
3. Call department extension 5222.

The College is moving toward permanent installation of current presentation technology into classrooms for specific class sessions and toward permanent installation of this technology in the classrooms. Several different technology classroom "types" are being developed to simplify support and shorten the learning curve for instructors.

To support distance learning at College of the Siskiyous, the Weed Campus currently maintains three videoconferencing classrooms and two videoconferencing meeting rooms in the Distance Learning Center and the new Emergency Services Training Center, which has just been completed. The Yreka Campus supports two videoconferencing classrooms, with four additional videoconferencing classrooms being added in the Rural Health Sciences Institute. In addition, eight Siskiyou County high schools have videoconferencing capability.

Also to support distance learning, the College maintains a membership in the Etudes Foothill College course management system. A part-time Online Learning Coordinator assists with student and faculty issues and serves as a liaison with Foothill College and Etudes.

EVALUATION

The College is presently upgrading the Enterprise Resource Planning (ERP) system from an in-house developed system to Banner. The in-house system was based on a SQL backend hosting Access clients. The Banner system is a web-based system hosted on high-end UNIX servers. The Banner system is supported by SunGard Higher Education and will greatly enhance the operation, effectiveness, and security of the present ERP.

Based on the results from the 2008 Information Technology Customer Satisfaction Survey, 90.8% report that their expectations are exceeded or met when asked if their request to Technology Services was handled promptly. Of the survey respondents, 90.5% reported that their expectations were met or exceeded when asked if they were able to accomplish their work with very little technology related interruption. (Ref. 3.46)

PLAN

No plan

C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

The College offers courses in Office 2007 and web publishing. The open computer labs offer assistance to lab students in how to operate computers and MS Office software programs. Small classes of Word and Excel training sessions were offered to faculty and staff as a transition to the new Office Suite in Spring 2008.

The College has supported a Technology Learning Center (TLC) staffed by two employees available to work with instructors and staff. This training service ended in Spring 2005, but there have been recent discussions on campus regarding its resurrection. Support offered by the TLC and other flex activities includes training in Dreamweaver, posting grades, Word 2007, Excel 2007, webpage presentations, curriculum review, SLO and assessment training, and online coursework for instruction.

Our online course offerings are delivered through the Etude platform. An Etudes coordinator is available to help instructors with hybrid and online course management training. All online instructors are required to complete Etudes training prior to offering their courses online.

Computer and Writing Labs provide assistance to students in assessing credibility of Internet sites and give several overview presentations on MLA and APA style and how to avoid plagiarism, as well as a number of writing skills workshops each semester. The Writing Lab, Reading Lab, and Math Lab help students develop critical thinking skills and provide one-on-one instruction to students in using technology for success in their classes.

EVALUATION

The Writing Lab staff is 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; and they provide training in word processing, PowerPoint, and Etudes navigation. The Reading Lab staff is trained in the use of the software designed to enhance reading skills.

In the 2009 Student Survey, the results indicate that over half of those surveyed are happy with the hours, but 50% said that some of the time they have to wait for a computer. Only 4% felt that more software was needed to complete their homework. Over 80% feel that the network is fast enough and that the staff is very knowledgeable. (Ref. 3.47: Student Survey 2009 for Computer Lab)

The College is currently providing Banner training to all end-users on an ongoing basis. The training will be delivered by several methods including on-site training, remote training, and computer based training (CBT). In addition, Sungard Higher Education has provided web-based training portals as part of the licensing agreement.

In the 2008 Accreditation Self Study Employee Survey, the results report 56% of faculty and staff agree or strongly agree that COS provides adequate software program training for employees to effectively perform their job duties. However, many felt that the re-institution of the TLC would be helpful in getting more software program training and one-on-one time with knowledgeable assistants. Some want more training on the Microsoft Office products. Even though these have been offered, we will continue to create more opportunities for staff and faculty to get more training on these programs. (Ref. 3.27: Self Study Employee Survey)

In general, the College provides quality training and effective use of technology. These services could be expanded so staff remain up-to-date.

PLAN

Technology Services and Human Resources, in collaboration with the Flex and Staff Development committees, will create a plan to address technology training needs for College employees.

C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

The College's technology needs are communicated to the Technology Department via a Technology Council working with the Instruction Council and administration to ascertain the most efficient and effective technologies that will meet or exceed the strategic goals of the College.

- After careful evaluation it was determined that the present ERP had to be upgraded for several reasons including aging server infrastructure, obsolete technology, and changes in staff skill sets. In the case of the staff skill sets, the programmers who developed the present in-house system have all left College of the Siskiyous. It was determined that to maintain and enhance the present system would require hiring several new programmers and systems analysts. Such actions were determined not to be economically feasible; therefore, a third party solution was determined to be the best option.

- Regarding hardware, computers for the staff are on a 4-year warranty program. When a staff computer has a problem before the warranty expires, the computer is repaired. After the warranty has expired, computers with problems are replaced.

- On the Instruction side, computers for a particular computer-lab classroom, such as the Mac Lab, are purchased all at the same time. This is to help ensure that all users in a classroom will have the same computer environment as the instructor and the rest of the students in the class. The classroom computers tend to be the newest computers to accommodate the teaching of the more recent operating system (with a few exceptions), office products, and other software that is being taught in these classrooms.

- Computers in the open labs can be a mix of different models of computers. When the classroom computers are being replaced, the older ones will be moved into the open labs if they aren't more than three years old. Computers in the open labs can range from one to four years old.

- Most of the classrooms have LCD projection units. There are 21 classrooms with these units mounted on the ceiling. For those classrooms without LCD projection units, there are units available for checkout.

- The College network infrastructure has been upgraded to include secure and unsecure wireless technology and near-future plans will incorporate an enterprise

voice over internet protocol (VOIP) telephone system. The network is maintained by college technology resource personnel who are regularly trained in new technology.

- The College purchases computers, printers, projectors, and network technology with maintenance agreements in order to save money and reduce technology resource demands on manpower.

EVALUATION

The College partially meets this standard. The College anticipates changing technologies and is proactive in upgrading operating systems and applications as they apply to the administrative and instructional needs of the District. A long-term and sustainable funding source should be identified to support upgrading and replacing technology to meet the Institution's needs.

PLAN

The 2008-2013 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignment of computers, and the inclusion of associated technology within the computer/technology replacement cycle.

C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

Technology is distributed throughout the College to enhance all programs and services. Requests for new technological equipment are made through the College's annual Institutional Planning process; in addition, these requests are also forwarded to Technology Services to ensure compatibility and efficient deployment.

All of the College's programs and services are supported by the following:

- PCs, laptops, and Macs for student use in designated computer classrooms
- PCs for student use in the Library and in open lab settings, and also in the Student Center
- PCs, laptops, and Macs for faculty use in classrooms and offices on both campuses
- PCs for staff and administrative use in offices throughout both campuses
- Videoconferencing equipment in classrooms and meeting rooms and at distant sites
- A comprehensive telephone and wireless communications system
- Servers for all data management, operating systems, and web information systems
- Classroom media equipment, such as LCD projectors, DVD players, and Smart classroom interface technology

- Software applications that support instruction, student services, and administrative services throughout the College
- WiFi for student and employee access to the Internet and to the College network
- Extensive infrastructure to maintain all technology operations

Online courses are managed through the Etudes Course Management system, which is administered out of Foothill College. COS pays a yearly subscription fee for use and support of this service. The only local equipment support needed for instructors and students are Internet-connected computers. The Adjunct Faculty Office, with six networked computers, is available during the week for adjunct faculty teaching online courses. The Telecommunications Specialist researches and selects videoconferencing equipment and services. The College supports maintenance contracts on the video endpoints and video MCU equipment.

The Banner ERP system is expected to enhance College efforts in the following areas:

- Administrative support for instruction
- Streamlined business processes
- Improved services for students, faculty, and staff
- Greater access to existing resources
- Improved productivity through the use of web-enabled applications
- Responsiveness to state, federal, and internal reporting requirements
- Efficient access to data, information, and transaction processing

EVALUATION

The College meets this standard. The Technology Strategic Plan is used as a tool to assist in prioritizing decisions related to providing the equipment and services needed to support existing programs, and by anticipating the needs of emerging programs.

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 planning process begins with the Technology Council, which is co-chaired by the Director of Information Technology and the VP of Administrative and Information Services. The Technology Council has twelve members, representing all areas of the College. The roles of Technology Council are as follows:

- 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.

Technology Council takes these steps as part of the planning process:

- Instructional Council, Student Services Council, or one of the other Level Two governance groups requests technology resources from the Technology Council after identifying a need.
- Technology Council evaluates the institutional technology resource needs and applies the technology to these needs as budgetary considerations warrant.
- As part of the Information Technology Program Review process, the Institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
- Through the use of surveys and feedback to technology and instructional technology, resources are evaluated and information is communicated to the Technology Department for action.

EVALUATION

The College meets this standard. Technology planning is well integrated with institutional planning.

In the past four years, COS has made major strides in upgrading and stabilizing its information technology infrastructure. The IT Strategic Plan will continue to ensure that necessary technology is integrated into the campus community.

It is imperative to continue to receive feedback and make revisions to the IT Strategic Plan based on changes in the environment. The priority of the changes will be determined by factors including available funding.

As part of the review, the Technology Services division, in order to obtain relevant feedback from the campus community and give a means to evaluate the need for improvement, will use the following strategies:

- Present the IT Strategic Plan to various groups and departments for input and feedback.
- Develop a customer feedback mechanism for Technology Council, PAC, and other technological professionals within the College, as part of the five-year planning process.

PLAN

No plan

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 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 the 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 integrated with the Institution's planning at every level. Budget development is part of the Institutional Planning Process, which is designed to support long-term planning efforts and to allow all areas of the College to be represented and to provide input. (Ref. 3.48: Planning Documents)

The budget and planning process begins with the development, by the Business Office, of basic budget assumptions reflecting district goals and current State budget information. These assumptions adhere to important Board-directed concepts of adequate reserves and a balanced budget. (Refs. 3.49 and 3.50: Board Policy 6200 and 6250)

During the State budget development process, the funding implications for COS are closely monitored to promote realistic revenue projections within the COS budget planning cycle. The District's Budget Oversight Committee is charged with providing budget recommendations to the administration to ensure optimum fiscal support for the goals identified in the District planning process. This year (2009-10) has been a particularly difficult one in light of significant cuts to categorical programs combined with the reduction in limited funding for growth. To accommodate the reductions, each area was given "target" reductions. Meetings were conducted with the Level One and Two groups to create the changes in order to balance the budget. This meant the College experienced ten staff lay-offs. (Ref. 3.51: Budget Oversight Committee website)

Significant long-term liabilities include repayment of Measure A bonds and retiree health benefits. Bond measure expenditures are shown on the College's financial records as debt, which is serviced by tax payers (Ref. 3.52: Measure A website). This is not part of the Institution's debt base.

As a self-funded District, in accordance with the Government Accounting Standards Board (GASB), retiree health benefit obligations are evaluated every three years through actuarial projections. The District uses this calculation to determine amounts of coverage and pay-as-you-go coverage to foster financial stability in this area.

The District plans for the retirement of long and short-term debt as well as future liabilities. Annual budgets include the necessary transfer of funds to support capital outlay and scheduled maintenance plans, the Technology Plan, and the District's self-insurance plan. Approved risk management techniques are employed to minimize unnecessary liabilities.

EVALUATION

The District substantially meets this Standard. Processes have been developed and established to drive Institutional Planning. Both the Institutional Planning, Governance and Budgeting document and the Strategic Master Plan document demonstrate the Institution's commitment to process development and its commitment to aligning budget planning with the College's mission and vision. However, the actual implementation of these processes is not entirely consistent. Action Plans, which are an all level inclusive planning tools, are designed to move sequentially through Levels One, Two, and the President's Advisory Council. In practice, the path of a given Action Plan is not clearly recorded (through a signature chain) and the ultimate findings are not easily accessible. Action Plans are not archived for subsequent review and reference, in a methodical, transparent manner. (Ref. 3.53: Shared Governance document; Ref. 3.24: 2005 Strategic Master Plan; and Ref. 3.54: Action Plan document)

The Budget Committee sets the budget assumptions and meets sporadically throughout the year. Most of their meetings are in the spring when the State comes out with the preliminary budget and the May revise. Unit Action Plans and budget plans are not reviewed by the committee. The Budget Committee seems disconnected from the planning process.

Although COS is committed to supporting capital outlay and scheduled maintenance plans, the Technology Plan, and the District's self-insurance plan for retirees, budget challenges at the State level may impact the District's ability to do so. In the current budget development process, these long term financial needs are competing with the more short-term demands upon the District's scarce resources.

PLAN

Action Plans, as key documents for institutional planning, will be organized, archived and maintained in an accessible location (perhaps as electronic copies available through the COS Employee Intranet). Each Action Plan should have an assigned number and an indexed summary of Action Plans and their disposition should be readily available. Supervisors, from all levels, should sign off on each Action Plan before it moves forward through the planning process and the plan's final outcome should be clearly indicated by the President's Office.

The mission of the Budget Committee will be changed to include analysis of past spending patterns and evaluating the pitfalls of proposed budget reductions. The committee will be charged with creating a three-year rolling budget to be used as a planning tool as well as a way to measure our progress.

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 and/or recommendations are comprehensive, timely, and communicated appropriately.

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 or 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.

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 in Board Policy 6300 (Ref. 3.55) and the Government Accounting Standards Board (GASB) 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, budget changes and a summary of year-to-date expenses and revenues. In addition, the Board conducts intensive review each June and September of all financial resources. An external accounting firm (Nystrom and Company, LLP) conducts a comprehensive audit annually, ensuring that these documents are accurate. In addition, the accounting firm regularly makes recommendations to the Board regarding internal controls. The financial report, intensive reviews, comprehensive audits, and the accounting recommendations are made available to the public. (Ref. 3.56: Annual Audit Report)

The Institution's financial information, budgets, reviews, audits, recommendations, and reports are made available through the Business Services office. The College is integrating a computerized financial document program, Banner, which allows faculty and staff to read financial reports and budgets with greater ease. This system is available to staff 24 hours a day, seven days a week.

Independent auditor reports include annual analysis of compliance and internal control "over financial reporting based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards." In addition, the independent auditors submit a report "on Compliance with Requirements Applicable to Each Major Program and on Internal Control of Compliance in Accordance with OMB A-133" (Ref. 3.56: Audit Report). Next, the independent auditors submit a report on "State Compliance Requirements." The Grants Office and Financial Aid Office undergo similar scrutiny as dictated by California Educational Code, Title V regulations, and various Federal, State, and private grant institutions. The Foundation Office is also subject to an independent audit. Oversight of all "fund 12" accounts is subjected to these same guidelines. Contractual relationships are also monitored by Title V Regulations, California Education Codes, and 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. 3.57: District Board Policy 6150 – Expenditure Authority and Purchase Request Process). 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

The College meets this standard. 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 College is in the process of migrating to a new software program, Banner, that will integrate all the major functions of the District (i.e. Student Records, Human Resources, Financial Aid, Accounting, etc.). This software will provide access to up-to-the-minute financial information to all budget managers and their staff. It also collects all the information necessary to assess the College's progress toward its stated goals.

The Grants Coordinator works closely with the President/Superintendent and the administrative team to identify grant opportunities that support the goals of our Strategic Master Plan. Each opportunity is analyzed for budget implications in both the short and long term.

If funds are awarded, the Grants Office 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 Grants Office, and Administrative Services to ensure that all funds are spent as they are 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

None

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 Action Plan document allows the Institution to assess the impact of any new actions on its financial resources (Ref. 3.54: Action Plan). The adoption of this procedure highlights the desire of COS to move in the direction of a campus-wide, integrated system of cost-benefit analysis. Through Program Review, existing programs are assessed as to their financial costs and benefits (FTES). Program Review findings are then used to support planning recommendations for future actions. The restored Budget Oversight Committee provides overall direction to the campus about budget assumptions and projected revenues.

EVALUATION

The District is currently making efforts to meet this Standard. Existing activities, and the Institution's overall resource allocation, are not systematically reviewed for optimal effectiveness. However, the Institution has made progress in attempting to analyze the financial impact of proposed future activities. At present, a systematic assessment of the effective use of financial resources is not in place, but the task of creating an assessment has been charged to the Budget Oversight Committee.

PLAN

No plan

REFERENCES

Ref. 3.1. Minimum Qualifications document

Ref. 3.2. Equivalency Procedures document

Ref. 3.3. Human Resource Office webpage

Ref. 3.4. Board Policy 5.12.1

Ref. 3.5. Procedure Manual, Chapter 5

Ref. 3.6. Board Policy Manual, Chapter 5

Ref. 3.7. Faculty Collective Bargaining Agreement

Ref. 3.8. Adjunct Faculty Evaluation documents

Ref. 3.9. Board Policy 2435

Ref. 3.10. CSEA Bargaining Agreement

Ref. 3.11. Board Policy Manual

Ref. 3.12. COS Faculty Handbook, page 28

Ref. 3.13. Board Policy 1.7.2, “Evaluation of District Staff”

Ref. 3.14. Board Policy 2715

Ref. 3.15. Board Policy 2716

Ref. 3.16. Board Policy 2717

Ref. 3.17. Education Code 84750 and 87482.7

Ref. 3.18. Procedure Manual

Ref. 3.19. Board Policy 3410

Ref. 3.20. Board Policy 3420

Ref. 3.21. Personnel Board Policy 5.12

Ref. 3.22. Personnel Board Policy 5.12.1

Ref. 3.23. Sample job announcements

Ref. 3.24. COS Strategic Master Plan

Ref. 3.25. Personnel Procedure 5.11

Ref. 3.26. Management Information System Employee Ethnicity Report

Ref. 3.27. 2008 Accreditation Staff Survey Results, page 19

Ref. 3.28. Long Range Site Development Plan, March 2000

Ref. 3.29. District Scheduled Maintenance 5-Year Plan, December 2001

Ref. 3.30. California Community Colleges Scheduled Maintenance Five-Year Plan Summary

Ref. 3.31. Facilities Master Plan

Ref. 3.32. Maintenance Service Request system – Maintenance Service Request Snapshot Report

Ref. 3.33. Physical Resource Improvements since last study

Ref. 3.34. Maintenance, Operations, and Transportation Dept. Survey, March 2009

Ref. 3.35. Custodial Standards and Staffing Study

Ref. 3.36. Facilities Rental Contract

Ref. 3.37. Current MOT Organizational Chart

Ref. 3.38. Previous MOT Organizational Chart

Ref. 3.39. Current Facilities Square Footage

Ref. 3.40. Previous Facilities Square Footage

Ref. 3.41. MOT Custodial Assignments per Square Footage

Ref. 3.42. APPA/ISSA National Custodial Cleaning and Staffing Standard

Ref. 3.43. 2009-10 Scheduled Maintenance Project Funding Proposals

Ref. 3.44. Facilities Condition Analysis

Ref. 3.45. Parsons/3DI vision plan of a future Weed Campus

Ref. 3.46. 2008 Information Technology Customer Satisfaction Survey

Ref. 3.47. 2009 Student Survey for Computer Lab

Ref. 3.48. Planning Documents

Ref. 3.49. Board Policy 6200

Ref. 3.50. Board Policy 6250

Ref. 3.51. Budget Oversight Committee website

Ref. 3.52. Measure A website

Ref. 3.53. Shared Governance document,

Ref. 3.54. Action Plan document

Ref. 3.55. Board Policy 6300

Ref. 3.56. Annual Audit Report

Ref. 3.57. District Board Policy 6150

Standard IV: Leadership and Governance

The 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

COS stakeholders generally have two formal ways to become involved in making the College a better place.

The first formal approach to planning consists of the planning/governance process, described in the document "Institutional Governance, Planning and Budgeting Processes" (Ref. 4.1: Institutional Governance, Planning, and Budgeting document). This "three-level" 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. Beginning with Annual Program review at the department level (Level One), all employees are encouraged to examine what they have done over the previous year, both individually and as part of their department; and to use that evaluation to generate plans for the coming year. These plans become part of the departments' formal program reviews. Every Action Plan, the document that details a specific proposal, references the annual program review. Action Plans then proceed through the evaluation and prioritization process. They are first forwarded to the appropriate Level Two Council (Instruction, Student Services, Technology, Administrative Services), which prioritizes all of its area's plans and forwards these priorities to the Level Three committee, the President's Advisory Council (PAC). PAC advises the President about how the District should allocate resources. Level Four (the Board of Trustees) is only directly involved in this process when a Level Three recommendation, that the President accepts, creates changes that result in policy development, staffing changes, and other issues that customarily need Board approval.

The second formal way stakeholders are involved consists of regular all-staff planning events and a variety of periodic forums. The College regularly has a Planning Day in the

Fall Semester and more recently also in the Spring Semester. The planning days are generally themed. (Ref. 4.2: Planning Day notes summary)

Fall 2004	Developing a New Mission Statement/Strategic Master Plan
Fall 2005	Student Learning Outcomes
Fall 2006	Follow-up on SLOs; How to Spend Our Bond
Fall 2007	Sustainability/Taking Care of our Environment
Spring 2008	Accreditation
Fall 2008	Planning and Governance
Spring 2009	Visioning

Classes are dismissed for Planning Days and all full-time employees are required to attend. Part-time employees are encouraged to attend (adjunct faculty may use the activities to fulfill flex obligations), as is student leadership. Every Planning Day includes small group activities in which facilitators ensure that everyone is able to participate and be heard. Generally, the small groups then report to the large group as a whole. Sometimes the day's activity results in a tangible product, such as a draft of the Strategic Master Plan (Fall 2004). Other times the day serves simply to get people brainstorming, and the downstream effects show up in a variety of places, such as influencing programs reviews, generating Action Plans, or implementing procedural changes.

There are also periodic open forums to discuss a variety of issues. Every spring the College holds a series of open forums to review and suggest changes to the Strategic Master Plan. When senior administrators are hired, the process includes campus and community forums. Our Vice President of Instruction was hired in 2005 and each finalist presented himself or herself to the campus for open sessions. As part of our last presidential hiring process, all finalists met with each constituent group: Classified Staff, ASM, Faculty, and Senior Administrators; and public forums were videoconferenced to the entire county. (The timing of the process precluded student forums as they occurred when there were no students on campus).

In addition to the two formal opportunities for stakeholder engagement, the College's small size fosters an environment in which everyone on a day-to-day basis works closely together. While there are formal structures and lines of authority that are well utilized, the small size allows the luxury of most employees being on a first-name basis with other employees. This familiarity with each other leads to much happening outside those formal structures. Brainstorming happens in the hallways, on the walkways in the snow, sitting next to each other at a sporting or artistic event, after running into each other at the grocery store or children's soccer match; someone walks across campus to talk to another to get his or her input as to whether a new idea is feasible. Often these kinds of interactions lead to ideas that find their way into the formal planning processes. Many of these initiatives are only originally envisioned because of the kind of interactions that are possible only in a campus and extended community of our size.

EVALUATION

As part of its Self Study, the College conducted a survey of all employees on November 15, 2008, with three questions specifically directed at addressing whether employees felt

empowered by the Board, by administration and by constituent leadership. (Ref 4.3: Self Study Survey Results, questions 62-64). A total of 137 employees, both full-time and part-time, responded to the survey.

Understandably, over half the participants were unable to respond to the question about the Board. Of those who expressed an opinion a small majority was positive (34 vs. 29). It is reasonable to conclude that most members of the campus community don't take the opportunity to observe the Board.

More reflective of how empowered the campus feels were the responses to the other two questions (management and constituent leadership). Of those expressing an opinion, 80% felt empowered.

In April of 2009 a follow-up to this survey was conducted, specifically targeting the College's governance and planning processes. The results of this survey were consistent with the Self Study Survey. However, this survey was able to better call out areas in which we need to improve. Among them is that there needs to be better communication up and down the decision-making apparatus. In addition, there was a minority sense that program review and planning were not as integrated as they should be.

We attribute this to the recent history of our program review process. Historically, our program reviews were performed every three years and were cumbersome endeavors that were often out-of-date by the time the Board accepted them. In response to our realization that they were not serving us as well as they could, the College embarked on a revitalization of the process. After growing pains, the process is now performed annually, earlier in the academic year. This facilitates its use as a jumping off point for Action Plans and makes it less cumbersome.

While we can not back up this contention, the committee feels that the campus community's feelings regarding the integration of program review and planning would have been much worse before these adjustments were made. As this coming academic year will be the first with the full adjustments in place, we anticipate that next spring's planning survey will reveal high level of satisfaction with this matter.

Planning days are enthusiastically attended and generate a wealth of ideas. For example, the last three planning days resulted in (Spring 2008) the kickoff of the accreditation Self Study process, (Fall 2008) twenty pages of comments which has directly impacted the recently implemented institutional planning and governance evaluation processes and (Spring 2009) was the jump-off event for a visioning process that continues. (Ref. 4.2: Planning Day Notes Summary)

Episodic forums (candidate, Strategic Master Plan review) are well attended. To illustrate, at a small college like COS, one might think that splitting the on-campus Presidential Candidate forums into four separate events might result in some of the forums being sparsely attended. However, each of the forums for each of the five candidates was attended by a high percentage of the eligible groups. Strategic Master Plan forums regularly result in annual substantive changes to the Strategic Plan.

The College meets this standard.

PLAN

No plan

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

Our current governance structure was created over a two-year period, culminating in the "Institutional Governance, Planning and Budgeting Processes" document, adopted in 2005 (Ref. 4.4: Planning website). This document details the processes of governing and planning, and the roles of each group in these processes. Board Policy 2510, "Participation in Local Decision Making," broadly outlines the District's commitment to Participatory Governance. (Ref. 4.5: Board Policy 2510)

Representatives of each of four constituent groups—the Academic Senate, the California School Employees Association (CSEA), the Administrative Support Management (ASM) group, and students—all have a seat at the Board table.

The primary body for institutional governance, planning, and budgeting is the Level Three committee: the President's Advisory Committee (PAC). In addition to the Superintendent/President, this committee has representation from all constituent groups: senior administration (4 representatives), the Academic Senate (3 representatives), staff (2 representatives), and a student representative. The Level Two governance groups also have broad representation.

Faculty

As a California Community College, COS complies with Title 5 such that the Academic Senate is recognized by the COS Board of Trustees as its primary partner in academic and professional matters (Ref. 4.5: Board Policy 2510).

The Academic Senate is a faculty organization for which one of the primary functions is to make recommendations with respect to academic and professional matters. In this regard, all contract faculty are members of the Academic Senate, whose minutes of monthly and special meetings are published (Ref. 4.6: Academic Senate Webpage).

The President of the Academic Senate and two other Senate designees serve as members of the President's Advisory Council (PAC). At least four faculty members also represent the Academic Senate on each of the Level Two governance groups: Instruction Council, Student Services Council, and Technology Council. Minutes of regular and special meetings of all Level Two and Level Three groups are published on the College Employee Intranet (Ref. 4.7: Technology Council Webpage, Ref. 4.8: Instruction Council

Webpage, Ref. 4.9: Student Services Council Webpage). Every faculty member is also a member of her/his Level One body.

Administration

In addition to their seats on PAC, the Vice Presidents chair their respective Level Two governance groups; sit at the table, present reports, and participate in discussions during Board meetings; and participate on a variety of other campus committees.

Staff

CSEA functions as the Classified Senate at College of the Siskiyous. In this capacity, a CSEA representative sits at the Board table and CSEA is also represented on Level Three at PAC. Non-CSEA staff in the Administrative Support Management group (ASM) has a representative at the Board table and representation on Level Three at PAC. In addition to this representation at the highest levels, staff members actively participate in relevant committees and councils, including all Level Two governance groups.

Students

Students are represented on Level Three at PAC, on Instruction Council, and on the Curriculum Committee. The students elect a Student Trustee who sits at the Board table, presents reports to the Board, and participates in discussions at Board meetings but does not vote on Board matters. In addition, students participate on other relevant campus committees and councils.

EVALUATION

According to the Fall 2008 Self Study Survey (Ref. 4.3), there was significant constituent support (65.5%) on clearly defined leadership roles (i.e. people generally know who is responsible for what). However, the level of satisfaction with communication was less than half (46.6%), which implies that some work needs to be done in this area.

That general impression was confirmed in the Evaluation of Planning, Program Review and Shared Governance (Ref. 4.4: Planning website), performed in April 2009. In this survey, questions were designed to find out how much of our communication problems were due to a lack of engagement by employees. The results tell us that while the majority of employees are pretty aware of the planning and governance process, a minority appear disengaged to the extent that they don't know which Level Two committee they operate under. Further analysis revealed that most of these disengaged employees are part-time, which is somewhat reassuring in that part-time employees would not be expected to be as knowledgeable. But nevertheless, the data tells us that we need to do a better job of ensuring that everyone knows they have a place in both the governance and planning processes.

To that end, we embarked on a review of the Institutional Governance, Planning and Budgeting Processes Document (Ref. 4.4: Planning website) that we originally adopted in 2005, but had not really looked closely at since then. That review resulted in a variety of recommendations to ensure the document reflects more accurately what we actually do and to enable College governance groups to function better.

Overall, the College meets this standard, in that there is wide participation in governance and planning processes. But the College needs to improve its communication measures.

PLAN

Working with the constituent groups, the College will develop procedures which will ensure that stakeholders who want information about the ongoing governance and planning processes have obvious and easy access to them.

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 2510 (Ref. 4.5) establishes that the Board and the administration will collegially consult with the faculty on decisions about student learning programs and services, and the "Institutional Governance, Planning, and Budgeting Processes" document (Ref. 4.4: Planning website) more specifically reflects the Ed Code "10 + 1" that the Senate has primary responsibility for in the areas of academic and professional matters. Board minutes reflect that the Board generally accepts the recommendations of the Academic Senate on these matters (Ref. 4.10: Board of Trustees website).

The Academic Senate President attends all Board Meetings and is available to the Board to explain faculty recommendations and differences of opinion.

Six faculty members (a majority) serve on the Curriculum Committee, which meets weekly to make decisions and recommendations regarding curricular matters to the Academic Senate and the Vice President of Instruction. The chair of the Curriculum Committee is always an instructional faculty member who is elected by the committee membership.

In addition, the Faculty has the leading role in Advising and Orientation Services, setting the Academic Calendar, establishing Institutional, Program and Course Student Learning Objectives, and Program Review.

EVALUATION

Regarding matters of instruction, it is evident from Board minutes that the Board accepts Academic Senate recommendations as it relates to issues of instruction (Ref. 4.10: Board of Trustees website). In general, the faculty serving on the various committees at three different levels has considerable opportunity to provide recommendations and input into student learning programs and services. The planning process has increased faculty participation in institutional decision making.

The College meets the standard.

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 encourages input from all constituent groups. Specifics of this process are described in "Institutional Planning, Governing and Budgeting Processes" document (COS Planning Webpage).

The Level Three committee (PAC), in addition to planning and budgeting functions, serves as the primary participatory governance body of the College and as a vehicle for the free exchange of ideas through which various work 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 report out to their constituents. Agendas and minutes are published (Ref. 4.11: PAC website)

EVALUATION

Level Three continues to meet on a regular basis to discuss campus planning, budgeting, and governance issues. However, based on results of the Self Study Survey, there still seems to be a minority (25%) opinion that communication is inadequate (Ref. 4.3: Self Study Survey Results). Though all shared governance committees have pages linked from a central page on the COS intranet, there is a perception that the campus community has to "dig" to find the minutes and agendas. The minutes and agendas sometimes are not current.

While there are healthy disagreements at all levels of planning and governance, and sometimes between different levels, these disagreements result in a better product as we are able to combine the best collective ideas.

The College partially meets the standard in that there is a wide array of mechanisms for all constituent groups to work together. The College does not meet the part of this standard that deals with communication.

PLAN

College staff will formalize the timely posting of agendas and minutes on the COS webpage so that they are easily accessible to all members of the campus community.

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 College commits itself to and maintains a positive relationship with the Accrediting Commission of Community and Junior Colleges (ACCJC) (Ref. 4.12: Procedures Manual, Procedure 3200). The College submits all reports on time, including annual reports, midterm reports, and Self Study documents. The College provides the visiting teams with all evidence and documentation that they require. The institution takes recommendations from ACCJC seriously and moves expeditiously to respond to recommendations. For example, the District recently submitted a Substantive Change report for Distance Learning.

The College also maintains a good relationship with the California Community College Chancellor's Office. Our senior administrators have been active in the statewide CCC organizations, serving on several committees:

Superintendent/President

- Advisory Committee on Legislation
- CEOCCC Board

Vice-President of Instruction

- Education Technology Advisory Committee (Chancellor's Office)
- CCC System Master Planning Group - APG - A4 (Chancellor's Office)
- UC Davis Educational Leadership Advisory Committee
- California State Rural Health Association - Board Member
- CCC Chief Instructional Officers - Board Member
- Allied Health Education Committee (Northern CA)
- California Hospital Association - Healthcare Workforce Coalition

Vice-President of Student Services

- Statewide Basic Skills Advisory Committee (oversees CCC Basic Skills Initiative)
- Past-President, President, and Vice Chair California Community Colleges Chief Student Services Administrators Association

Vice-President of Administrative and Information Services

- Region 1 Representative to the Association of Chief Business Officers (ACBO)
- Technology and Telecommunications Advisory Committee (TTAC) (Chancellor's Office)
- Facilities Task Force (Chancellor's Office)
- Risk Management Executive Committee for the Statewide Association of Community Colleges (SWACC)

In addition, COS has been well-represented on ACCJC site visit teams, which has the impact of inculcating the ACCJC values into our processes.

- Vice-President Student Services – nine teams
- Vice-President Instruction – one team
- Vice-President Business and Information Services – two teams
- Faculty – three different faculty members for a total of nine teams

Within the public sector, College of the Siskiyous has a number of formal and informal partnerships with local, state, and national agencies: U.S. Forest Service, CALFIRE, Siskiyou Training and Employment Programs, National College of Technical Instruction, and the Siskiyou County Sheriff's Office. These partnerships provide the College with technical support as well as assistance with curriculum and internships in a number of degree and certificate programs.

Within the private sector, the College has partnerships with Roseburg Forest Products, Sierra Pacific Industries, W.M. Beaty & Associates, Mercy Medical Center Mt Shasta and Fairchild Medical Center, located in Yreka.

Bond Measure A was passed by the County in November of 2005. With the passage of Measure A, the College has been able to build state-of-the-art facilities for Fire, Administration of Justice, Paramedic, and Rural Health Programs. The Measure A Bond Oversight Committee and COS Foundation Board are also composed of broad spectrums of stakeholders within the service area.

EVALUATION

The College's relationship with the ACCJC is healthy. We are engaged and active participants in the Accreditation process. Continuity is also important in that our Accreditation Liaison Officer has been serving in that position since the last accrediting cycle. Several members of the faculty and staff have served on site visit teams.

The College's partnerships with public and private agencies remain vigorous and productive in allowing us to offer strong vocational and academic programs and services. Measure A has allowed the College to provide three new state-of-the-art buildings for the Fire, Administration of Justice, Rural Health (LVN/RN), and Paramedic Programs. There was no organized opposition to the bond and every political and business entity in the County supported it. Measure A passed with 62% of the vote. We feel that this reflects the overall high regard the community has for its College.

Anecdotally, but representative of the esteem with which outside agencies hold COS, the College held a grand opening for the Emergency Services Training Center (ESTC) on March 11, 2009. In conjunction with the grand opening, Lawson Stuart, Executive Director, Academic Programs, National College of Technical Instruction (NCTI) said: *"I would consider it an honor to be there in acknowledgement of what has been perhaps the best example of a true partnership I have ever experienced in my 20-year tenure with NCTI. It's a beautiful building and we're grateful to the College and the taxpayers in your district for providing it."*

The College meets this standard.

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

Leadership

Board Policy stipulates that the Board of Trustees evaluate itself with a process that begins in March and culminates at its annual summer retreat meeting (Ref. 4.13: Board Policy Manual, Policy 2745). The Board's evaluation includes feedback from all constituent groups on campus via their representatives who sit at the Board table. The policy also stipulates that the Board evaluate itself in open session; however, minutes from the summer retreat meetings of 2005, 2006, and 2007 (at which the agenda reflects self-evaluation) do not reflect any such evaluation. The minutes from 2008 (Ref. 4.10: Board of Trustees website) do include a portion referred to as 'Board Self-Evaluation,'

but a close inspection seems to indicate that it only consists of Board responses to input from Board table representatives.

Board Policy stipulates that the Board conduct an annual evaluation of the College President (Ref. 4.14: Board Policy Manual, Policy 2435). In turn, a portion of the President's duties is supervising and annually evaluating second-level administrators. For the last several years, the President, Vice Presidents, Deans, and Directors have used a Survey Monkey instrument as part of their own self-evaluation. The entire evaluation process of senior administrators is to inform the annual goals for each administrator. These goals have been only intermittently shared with the campus community.

Governance and Decision-Making Structures and Processes

While the College adopted its planning and governance document in 2005, it had not regularly evaluated any governance or decision-making structures until recently. In Fall of 2008, one of the Planning Day topics addressed Shared Governance, and the Fall 2008 Self Study Survey also asked constituent groups for input on how well they thought the College's planning and governance processes work.

However, In May of 2009, the PAC recommended, the Superintendent/President approved, and the College began implementation of such a process (Ref. 4.15: Evaluation of Planning, Program Review and Shared Governance). This process begins with a short, directed survey of campus employees, asking how well the process works at each level, with the opportunity to analyze the data for each Level Two Committee. The data is then analyzed for trends, and then returned to each Level Two Committee for their own analysis. The process consists of the following five steps:

- Include component of Annual Program Review process asking departments to evaluate how well this aspect of the Levels One, Two and Three planning process has functioned over the previous year and asking for suggestions.
- In mid-spring, distribute a short directed all-campus survey focusing on stakeholders' perceptions of their Level Two processes and the Level Three process.
- PAC subcommittee to analyze the survey results, and distribute Level Two-specific results to those bodies.
- Level Two bodies (Instruction, Student Services, and Technology Services Councils) and PAC conduct their own analysis and focus group on their own performance. (The process is timed so that Step 4 can be completed as the Spring Semester is ending. As the process was not adopted until late Spring 2009, this first iteration is not proceeding on this schedule. Rather, the Level Two analysis will be performed in August.)
- PAC analysis subcommittee suggests changes to Institutional Governance, Planning and Budgeting Document. Changes vetted by all levels, reported out to the campus community, and finally recommended by PAC to the Superintendent/President and the Board.

EVALUATION

COS has begun to meet this standard, specifically in regularly evaluating Leadership. The College provisionally meets the standard in evaluating Governance and Decision-Making Structures and Processes.

Leadership

The Board makes public its self-evaluation with the institution. The self-evaluation is included within the minutes of the annual summer Board Retreat. These minutes are available upon request from the President's Office. In addition, these minutes are available online along with all minutes from Board meetings. Although Board minutes had not been posted online for several years, the links to available minutes were updated in Fall 2009.

It is difficult to access the evaluations of individual leadership quality because evaluations of personnel are confidential. Whereas it is possible that top level administrators were adequately evaluated during the previous administration (from 2003 to 2007), it is certain that they have been fully evaluated in the last two years (2008 and 2009). However, even when sufficient evaluation has been performed, communication of whatever product is generated from the evaluation process, such as administrative goals, has been inconsistent.

Governance and Decision-Making Structures and Processes

The decision-making processes have not been regularly evaluated. The Fall 2008 Self Study Survey and the notes from the Fall 2008 Planning Day activities indicate overall satisfaction with the structures and processes, but these are episodic evaluation activities and cannot be considered regular.

Campus leadership is excited about the evaluation process, implemented in Spring 2009 (Ref. 4.15: Evaluation of Planning, Program Review and Shared Governance). This process specifically addresses this standard and will be utilized to make improvements to our processes. It will be incorporated into the Institutional Planning, Governing and Budgeting Processes document.

PLAN

Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.

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 2200 (Ref. 4.16) states that the Board of Trustees governs on behalf of the citizens of the Siskiyou Joint Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board consists of seven members, each representing a geographical portion of the District's service area. Board membership has been extremely stable through the years, with the recent (Fall 2008) addition of two new members representing the most turnover in over ten years.

EVALUATION

Board Policy 2200 includes the following specific duties and responsibilities of the Board of Trustees:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for the college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the District
- Assure fiscal health and stability to include authorizing an annual audit
- Monitor institutional performance, educational quality, and compliance with accreditation standards
- Advocate for and protect the District
- Employ and terminate staff on the recommendation of the administration
- Hold and convey property for the use and benefit of the District
- Establish a process for the participatory/shared governance and ensure the opportunity for participation of all campus levels in the participatory governance process

These duties clearly align with the criteria of this standard. The Board of Trustees meets once each month. Board agenda and minutes reflect that the Board does indeed make decisions in accordance with the duties identified in Board Policy 2200.

Board minutes reflect that the Board tends to vote unanimously and there is no evidence that the District is subject to undue influence. Meetings are conducted in a cordial and professional manner.

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.

DESCRIPTION

Board Policy 2410 (Ref. 4.17) 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, and a process for regular examination is in place.

PLAN

No plan

B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

Board Policy 2200 establishes the following duties and responsibilities for the Board of Trustees:

- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations.
- Assure fiscal health and stability to include authorizing an annual audit
- Monitor institutional performance, educational quality, and compliance with accreditation standards. (Ref.: 4.16)

In addition, Board Policy 2410 states that the Board has ultimate responsibility for the legality of College operations:

> The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. (Ref.: 4.17)

EVALUATION

These duties collectively charge the Board with the ultimate responsibility for educational quality, legal responsibility, and financial integrity of the College. The Board has consistently carried out these duties through the years in the decisions they make.

The College meets this standard.

PLAN

No Plan

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

Board Policy 2010, Board Membership, states the Board shall consist of seven members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100. Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board. The terms of the members shall, except as otherwise provided, be for four years and staggered so that as nearly as practicable one half of the members shall be elected in each even-numbered year. New Board members take office on the last Friday in November.

All Board policies and procedures are published on the College website (Ref. 4.18: Board Policy Manual and Ref. 4.19: Procedures Manual).

EVALUATION

Policy and procedure access is clear and readily available. The College meets this standard.

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

In the past two years, at the Board's direction, the College has been performing an in-depth policy review. Each area of policies has been assigned to a senior administrator. That administrator, utilizing the personnel in his/her area and guidance from CCLC, has examined every policy with respect to the College's mission and strategic plan. This

review has resulted in much that was in policy language being removed and transferred into procedures.

The 2004 Visiting Team from the previous accreditation cycle made a recommendation that the College establish a process to systematically review its policies and procedures on a regular basis. The Board of Trustees approved Board Policy 1.7.3 and Board Procedure 1.7.1 (Ref. 4.20: Procedures Manual/Governance) at its January 2007 meeting. This policy established that the President/Superintendent will oversee the process for reviewing board policies on a regular basis and for ensuring that policies and procedures are updated as needed. This policy also establishes that at least one section of Board Policies will be reviewed each year. The procedure that was approved supplies more detail of how this review process will take place, and it identifies the parties responsible for the different steps in the process.

The process ensuring regular policy review was adopted in October of 2008 in the form of Administrative Procedure 2410 (Ref. 4.21: Procedures Manual).

Board minutes do not reveal any Board actions which are inconsistent with its policies and bylaws (Ref. 4.10: Board of Trustees website).

EVALUATION

Most policies were revised in 1992, and until recently were not regularly examined. Many policies were revised in the intervening years, but these occurred as a result of external prompts. This resulted in a situation in which some policies were extremely up to date and others were more than fifteen years old. To remedy this situation, the College is currently revising all policies, using CCLC guidelines. That process consists of:

- The responsible administrator, utilizing the people in his/her area, drafts recommended policy revisions.
- Policies are forwarded to PAC, which comments on the revisions and either approves them or returns them to the area.
- The President takes the finalized sets of policies to the Board, which approves them.

Acting on the advice of CCLC, much language that had been in policy has been shifted to the Procedure Manual (Ref. 4.19: Procedures Manual). Also, all the policies were renumbered, and procedures were renumbered to match the policies they derive from. The resulting documents are much easier to access and understand.

Following this one-time intensive process, which will be complete by 2010, the Board will review policies on a three- or four-year cycle, using PAC as its screening tool. Administrative Procedure 2410 details this process (Ref. 4.21: Procedures Manual).

PLAN

No plan

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 Board members have regularly attended CCLC and Trustee conferences—such as the Community College League of California Annual Convention, the Annual Legislative Conference, the Association of California Community College Administrators (ACCCA) Budget Workshop, the American Association of Community Colleges (AACC) Annual Convention)—and while the Board has adopted Policy language that indicates its commitment to development and orientation (Ref. 4.22: Board Policy 2740), there is no formal program for Board development and orientation.

Board Policy 2010 (Ref. 4.23), Board Membership, states the terms of the members shall, except as otherwise provided, be for four years and staggered so that as nearly as practicable no more than four of the seven members shall be elected in each even-numbered year. New Board members take office on the last Friday in November.

Board Policy 2110 (Ref. 4.24), Vacancies on the Board, deals with the processes to fill a vacancy. The Board may either make a provisional appointment (effective till the next regularly scheduled election) or order a special election. Both provisional appointments and special elections are to be conducted consistent with California Ed Code 5090-5095. Administrative Procedure 2110 (Ref. 4.25: Procedures Manual) details the process.

EVALUATION

There is no policy that specifically addresses Board development and new member orientation. However, in March of 2009 the Board began holding monthly trainings for all of its members. These training sessions are taking place in the hour prior to the start of each monthly Board meeting. Board members have always actively attended CCLC conferences and statewide Board of Trustee meetings. Continued regular attendance at these meetings and the new training sessions reflect an active program.

Continuity of Board membership is ensured by the staggered nature of the four-year terms and the mechanism in place to deal with Board vacancies.

The College partially meets this standard. However, the District needs to formalize a program for Board member development and orientation.

PLAN

The College will formalize its program for Board member development and orientation.

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 2745, Board Self-Evaluation (Ref. 4.13, revised 9/2/08), stipulates the Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board has established the following processes: A committee of the Board shall be appointed in March of each year to determine the instrument or process to be used in the Board self-evaluation. The evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.

EVALUATION

The Board has been evaluating itself using Policy 2745 for several years. It is clearly defined and adequately published in the online Board Policy Manual.

PLAN

No plan

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 2715, Code of Ethics/Standards of Practice (Ref. 4.26, revised 9/2/08), states the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- act only in the best interests of the entire community
- ensure public input into Board deliberations
- adhering to the law and spirit of the open meeting laws and regulations
- prevent conflicts of interest and the perception of conflicts of interest
- exercise authority only as a Board
- use appropriate channels of communication
- respect others
- act with civility
- be informed about the District, educational issues, and responsibilities of trusteeship
- devote adequate time to Board work
- maintain confidentiality of closed sessions

In addition, Administrative Procedure 2710, Conflict of Interest (Ref. 4.27), addresses specific behaviors that are prescribed by law.

EVALUATION

The College only partially meets this standard in that it has a Code of Ethics for the Board, but does not include an element dealing with consequences for violating the code.

PLAN

The District will amend its ethics Board Policy to include dealing with behavior that violates its code.

B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTION

Board Policy 2200, Board Duties and Responsibilities (Ref. 4.16), states that the "Board is committed to fulfilling its responsibilities to . . . educational quality and compliance with accreditation standards." Administrative Procedure 3200 (Ref. 4.28) ensures compliance with eligibility standards as establish by WASC. The Accreditation Liaison Officer submits copies of accreditation reports to the Board, including annual reports.

EVALUATION

The Board is adequately informed at all stages of the accreditation 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 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. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTION

Selection of the President

Board Policy 2431, CEO Selection (Ref. 4.29), stipulates that in the case of a Superintendent/President vacancy, the Board shall establish a search process to fill the vacancy. The policy dictates that the process shall be fair and open and comply with relevant regulations. Administrative Procedure 2431 (Ref. 4.30) broadly outlines this process.

Delegation of Duties to the President

Board Policy 2430, Delegation of Authority (Ref. 4.31), states that the Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Superintendent/President is empowered to reasonably interpret Board policy. In situations where there is no Board Policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the Board.

Evaluation of the President

Board Policy 2435, Evaluation of CEO (Ref. 4.14), states the Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

EVALUATION

In 2008, the institution had the opportunity to search for and hire a new President. Under the direction of a consultant, the process was broad, open, and inclusive. The Search Committee consisted of two representatives of each of these constituencies: student, classified staff, supervisorial staff, senior administration, faculty, and the public. The five finalists presented themselves to each of these groups for open forums, and participants in the forums had the opportunity to share written comments which were then considered by the Board in making their final determination. The presidential selection was unambiguous and open.

Policy elements confer on the President all the necessary powers for her/him to perform the job. Interviews with all three presidents who have held the office in the last six years indicate that they all have felt that the Board has empowered them to perform their duties without undue interference. The Board annually evaluates the President.

PLAN

No plan

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

College of the Siskiyous is a small institution and the administrative structure reflects that size. The President oversees three Vice Presidents and has several Departments directly reporting to him. (Ref. 4.32: Organizational Charts website).

Board/Administration/Institutional Support Services

The President directly oversees several areas:

- Human Resources (Director)
- Public Relations/Foundation (Director)
- Grants
- Research

Administrative and Information Services

The Vice President for Administrative and Information Services oversees three general areas:

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

Instruction

The Vice President for Instruction (VPI) oversees three academic divisions, two of which have Deans and one which has a Director:

- Career and Technical Education (CTE), Dean
- Liberal Arts and Sciences (LAS), Dean
- Health, Physical Education, and Recreation (HPER), Director

Each division is composed of departments or programs, each of which is headed by a faculty department chair/coordinator. The College's small size dictates that several conventional departments need to be collapsed into larger units. For example, the Science Department consists of Biology, Chemistry, Geology, and Physics/Engineering programs.

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

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

In sum, Instruction has two Deans (CTE and LAS), four Directors (HPER/Athletics, Instructional Services, Library, Yreka Campus), two Program Grant Managers and 13 Chair/Coordinators.

Student Services

The Vice President for Student Services (VPSS) oversees several conventional student service areas:

- Admissions and Records (Registrar)
- Financial Aid (Director)
- Upward Bound (Program Grant Manager)
- EOPS/CARE/SSS (Director)
- Counseling Services (Chair)
- Disabled Student Services (Director)
- Health Services (Program Specialist)

And several Auxiliary Services:

- Student Housing
- Campus Gift and Bookstore
- Food Service

EVALUATION

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

President Lawrence, having been on campus less than a year, did not have a role in planning this structure. His predecessor did initiate and implement changes to the administrative structure, consolidating two positions (VP Information Technology and VP Business Services) into a single vice presidency (VP Administrative and Information Services) and approved a major reorganization of the Instructional Area into the current structure.

Since his arrival in October 2008, the current Superintendent/President has implemented some minor, but key, changes in how the institution is managed. He has taken a more active personal role in the Budget Oversight Committee (BOC) and has expanded its role. He has also expanded his regular consultation with administrators. He had inherited a mechanism that had him meeting weekly with senior administrators (the Executive

Cabinet, consisting of the VPs and Human Resources Director); he now meets every other week with them, and in the alternate weeks with a much expanded Administrators Group (Ref. 4.33) which in addition to the Executive Cabinet includes the deans, directors, and program managers from the above list. He also meets weekly with the Academic Senate President.

While there is some indication that the former President did not oversee his administration adequately (incomplete evaluations of vice presidents), the current president has remedied that. The vice presidents are regularly mentored and evaluated. And the creation of the Administrators Group is reflective of the President's desire to best utilize the talents of as many people on campus as possible. Despite this expansion of his contact with lower level management, the senior administrators report that the President still delegates appropriately and does not micromanage.

In addition to minor changes, President Lawrence has recently proposed and is moving forward on a major change in the institution's administration. In order to improve communication, administrative effectiveness, and institutional planning and evaluation, he has proposed combining the Vice President of Instruction position with the Vice President of Student Services position to create a Vice President of Learning. College-wide dialogue regarding this change is ongoing as the College plans how the new structure will be implemented.

PLAN

No plan

B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establish a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTION

"Establish a collegial process that sets values, goals, and priorities"

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

Recently the President also made use of the Spring 2009 Planning Day to ask the entire campus to participate in a Visioning exercise (Planning Day Notes Summary: Ref. 4.2). This exercise continued with a series of community forums which asked our stakeholders what they wanted or needed from the College. These exercises will inform the creation of a new Strategic Plan.

"Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions"

The issue of providing research on a regular basis continues to be a struggle for the College. At various times in the past five years the Researcher position has been either vacant, assigned to existing employees with no research experience, or filled by people with adequate data acquisition and/or analysis skills but no research design experience. To effectively provide research at this important time, the campus has created a Research Team made up of the Vice President of Student Services, the Vice President of Instruction, the Director of Admissions and Records, the Director of Instructional Services, and the lead systems programmer from Technology Services. In addition, consultants have been identified to provide specific research related to grants and Program Review. These researchers are contracted on an as-needed basis.

The campus continues to work with the California Community College System Office in Sacramento to develop a statewide response to a pervasive problem—the lack of adequate research personnel at small rural colleges. At this point, the System Office and the RP Group are working to identify ways in which research can be provided on an ongoing basis.

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

The President makes an active effort to communicate the College's goals and values to the campus community, community organizations, state organizations, and media outlets. Under the current decision-making structure led by the President, student learning is always the priority of the planning and resource allocation process. The Action Plan document (Ref. 4.34: Action Plan Template), which passes through all levels of the decision-making structure, demonstrates the types of questions, research, connections to Student Learning Outcomes, and study that is necessary for all decisions.

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

The College has not regularly evaluated its planning and implementation processes. Periodic surveys, such as the 2008 Self Study Survey and the 2009 Evaluation of Planning Process Survey, or Planning Day topics (Ref. 4.2: Planning Day notes summary) have occasionally provided the College with some feedback, but that feedback is incomplete and episodic.

However, PAC recently designed and implemented the "Annual Evaluation of Governance, Planning and Budgeting Processes," which was then folded into the Governance document as part of its revision. (Ref. 4.1: Institutional Governance, Planning and Budgeting document) The process involves examining every level of the process, both for how well that level works and for how each level is integrated into its adjacent levels.

EVALUATION

The College has done an effective job of planning by creating the Strategic Master Plan, creating an Action Plan form that requires data and information, revamping the Program Review process so that it's well integrated into annual and institutional planning, and having a strong participatory governance plan; and under the leadership of the new

president, the College is completing a wholesale reexamination of its assumptions and vision.

However, the College is in great need of a more consistent and dependable research function. Although data elements are collected and reported as necessary to the State and other agencies, there is no mechanism (person or place) to translate the data into information that will help guide the institution. Although a Research Team has been assembled, the members of the team have other responsibilities that demand their time and attention. As a result, the research needs of the College take a back seat to other institutional demands. Data is collected and analyzed on an ad hoc basis and not as a part of an ongoing system of evaluation.

The College only partially meets this standard.

PLAN

The College will address its research needs with a research plan that will adequately serve those needs.

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

Board Policy 2430 (Ref. 4.31) specifically charges the President with the responsibility and grants the authority to implement applicable statutes, regulations, and governing Board policies.

The President and the Vice Presidents remain up-to-date on their knowledge of statutes, regulations and governing Board policies by receiving continual updates from the California Community Colleges Chancellor's Office (CCCCO) as well as the Community College League of California (CCLC). The CCCCO provides updates through an e-mail distribution to all senior administrators. In addition, the CCLC provides up-to-date suggestions for improvement of governing Board policies based on ongoing changes to Title V.

In addition to regular, printed updates, the President and the Vice Presidents also are active in their statewide organizations. Through this involvement, they receive up-to-date information from Board meetings, statewide meetings, and listservs.

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

EVALUATION

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

The College meets this standard.

PLAN

No plan

B.2.d. The president effectively controls budget and expenditures.

DESCRIPTION

Board Policy 6200 (Ref. 4.35) directs the President to supervise the preparation of the budget and administer implementation of the approved budget. This process is participatory through the shared governance process but is overseen throughout the year by the Superintendent/President and the Board of Trustees.

EVALUATION

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

Under the leadership of the new President, the budgeting process is being strengthened. The President meets regularly with the CBO and the Controller, and with the Budget Oversight Committee (BOC) as a whole. The BOC is being given a more active role in making recommendations to the campus on proper allocations that respond directly to Program Reviews, Student Learning Outcomes, and campus input (Ref. 4.1: Institutional Governance, Planning and Budgeting document). The College is limiting expenditures and enforcing budget discipline.

The College meets this standard.

PLAN

No plan

B.2.e The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

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

- Weed Rotary
- Yreka Rotary
- Mt. Shasta Rotary
- Dunsmuir Rotary
- Mt. Shasta Sons in Retirement Society
- Weed Kiwanis
- Weed Chamber of Commerce
- Mt Shasta Chamber of Commerce
- Dunsmuir Chamber of Commerce
- Ministerial Association
- County Board of Supervisors

As part of the recent Visioning process, he appeared at forums in Yreka, Mt. Shasta, Weed, Dunsmuir, Dorris, Tulelake, Etna, McCloud and Happy Camp. He also regularly meets with the County Schools Superintendents and Principals.

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

During 2005, the President traveled throughout Siskiyou County and spoke to countless community groups to gain support for Measure A, a bond measure that would provide approximately $32 million for building and infrastructure programs on campus. Ultimately, his time and effort were of great benefit when the bond measure passed.

EVALUATION

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

- In 2005, county residents voted in overwhelming support (62%) of a bond measure that would move the College campus forward in its capital campaign.
- The College of the Siskiyous Foundation has had a very successful campaign to build an endowment for the Rural Health Sciences Institute.
- Local foundations seek out College of the Siskiyous for partnerships.
- Local economic development and chamber of commerce groups seek input from College of the Siskiyous on various educational and training opportunities.

PLAN

No plan

REFERENCES

Ref. 4.1. Institutional Governance, Planning and Budgeting document

Ref. 4.2. Planning Day notes summary

Ref. 4.3. Self Study Staff Survey Results

Ref. 4.4. Planning website

Ref. 4.5. Board Policy Manual, Policy 2510

Ref. 4.6. Academic Senate Webpage

Ref. 4.7. Technology Council Webpage

Ref. 4.8. Instruction Council Webpage

Ref. 4.9. Student Services Council Webpage

Ref. 4.10. Board of Trustees website

Ref. 4.11. PAC website

Ref. 4.12. Procedures Manual, Procedure 3200

Ref. 4.13. Board Policy Manual, Policy 2745

Ref. 4.14. Board Policy Manual, Policy 2435

Ref. 4.15. Evaluation of Planning, Program Review and Shared Governance

Ref. 4.16. Board Policy Manual, Policy 2200

Ref. 4.17. Board Policy Manual, Policy 2410

Ref. 4.18. Board Policy Manual

Ref. 4.19. Procedures Manual

Ref. 4.20. Procedures Manual/Governance

Ref. 4.21. Procedures Manual, Procedure 2410

Ref. 4.22. Board Policy Manual, Policy 2740

Ref. 4.23. Board Policy Manual, Policy 2010

Ref. 4.24. Board Policy Manual,, Policy 2110

Ref. 4.25. Procedures Manual, Procedure 2110

Ref. 4.26. Board Policy Manual, Policy 2715

Ref. 4.27. Procedures Manual, Procedure 2710

Ref. 4.28. Procedures Manual, Procedure 3200

Ref. 4.29. Board Policy Manual, Policy 2431

Ref. 4.30. Procedures Manual, Procedure 2431

Ref. 4.31. Board Policy Manual, Policy 2430

Ref. 4.32. Organizational Charts

Ref. 4.33. Administrators Group

Ref. 4.34. Action Plan Template

Ref. 4.35. Board Policy Manual, Policy 6200

Planning Summary

In its evaluation of how well it meets the standards for accreditation, the College has identified a number of plans that should be carried out to help the College meet or exceed the standards. The specific plans are identified in each of the Standards sections of the report. To help see these plans in a broader context, the College has identified several overarching plans (in italics) to address the specific plans that are identified in the Standards sections of this report. These overarching plans are centered around a number of recurring themes.

STUDENT LEARNING

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

II.A.1.a. The College will update its Curriculum Development Handbook to reflect recent changes in State regulations and recent changes in the course development system. Once updated, the Curriculum Development Handbook should be made available online to various stakeholders, particularly to faculty.

II.A.1.c. Program-level student learning outcomes need to be mapped to specific course-level student learning outcomes in order to fully implement course-embedded program SLOs.

II.A.1.c. The Curriculum Committee, in conjunction with the department chairs, the deans, and the Vice President of Instruction, needs to determine what action is to be taken if the curriculum review process is not followed. They need to determine what incentives can be provided for those who complete the process and what penalties can be paid for those who do not complete the process.

II.A.1.c. The Academic Senate needs to examine the relationship between program-level student learning outcomes and certificate/degree-level student learning outcomes. If these SLOs are distinct, student learning outcomes need to be identified and assessed for all certificate and degree programs at the College.

II.A.2.a. Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and persons responsible, and the College must hold faculty accountable.

II.A.2.b. The Academic Senate needs to discuss the issue of program and degree/certificate learning outcomes and the distinction, if any, between the two. If a distinction exists, degree/certificate learning outcomes need to be identified and assessed by the College.

II.A.2.i. Course outlines of record should be updated/revised to include course-level SLOs that are mapped to program-level SLOs, but only after the faculty has determined whether program-level SLOs are acceptable or whether they should be revised and updated as degree and certificate SLOs.

PLANNING AND EVALUATION

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

I.B.4. The College will develop clear assessment and planning reporting procedures for all departments and programs, including timelines and persons responsible.

I.B.5. In order to assist COS in gathering institutional data for planning, assessment and evaluation processes, a full-time institutional researcher should be added to the staff at COS.

I.B.6. The President's Advisory Council will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process.

I.B.7. COS needs to develop specific instruments to assess its evaluation mechanisms to be used in systematic, ongoing evaluations. The addition of a full time researcher and SLO coordination officer would provide the institutional support necessary to assure implementation of such evaluation procedures.

II.A.1.a. The College will hire an institutional researcher by March 2010.

II.A.1.a. The College must determine whether TracDat is a viable resource for collecting course, program, and institutional assessment data, and for reporting on whether programs are "closing the feedback loop" in order to improve student learning.

II.A.1.b. The College should ensure that the non-traditional courses it offers students lead to student success and satisfaction, and that these courses, while state-of-the-art, are the equivalent in quality to traditional face-to-face courses taught at the College. Enrollment, retention, and success data should be examined for non-traditional courses and such courses should be compared, if possible, with their traditional face-to-face counterparts. Student surveys assessing satisfaction could be another method of assessing that such non-traditional courses are compatible and appropriate to students' current and future needs.

II.A.2.b. The Academic Senate and College administration need to examine whether the current annual program review process is efficient and sustainable. This would

include examining the policy of requiring various full-time faculty to complete program reviews outside their disciplines. It also would include examining whether or not assessing one ISLO every two years is efficient.

II.A.3. The College will create an assessment plan that will coordinate GE assessment efforts across the disciplines, determine reporting processes for assessment results, and use GE assessment results to inform planning and improvements in the GE areas. This assessment plan will identify responsible persons and timelines for putting these processes in place.

II.B.1. The College will follow up regarding the recommendation from the categorical site visit with validity testing for the math sequence.

II.B.3.e Since it has been some time since the last validity studies on the COMPASS assessment instrument were conducted, the College should conduct an assessment instrument review. However, this endeavor should not be attempted until the position of Institutional Researcher is filled.

II.C.1.c. The Mathematics Department will develop a process to gather data regarding student satisfaction of the Math Lab and student access to the Math Lab each semester.

II.C.1.c. The Director of Library Services will review and evaluate the impact of proposed TTIP budget cuts and will communicate the findings to faculty and to Instruction Council.

II.C.1.e. The Director of Library Services will assess the impact of the loss of Interlibrary Loan Services during the annual Library Student Survey.

III.A.1.b. The Instructional Division Deans and Directors will more closely monitor the progress of adjunct faculty evaluations throughout the semester to make sure that they are completed in a timely fashion.

III.A.1.b. A written procedure for evaluating the Third Level Management and Administrative Support Management employees will be developed prior to the 2010 evaluation process.

III.A.1.c. Supervisors and classified instructional aides and tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.

III.A.5.b. A District-wide Professional Development Plan will be developed to guide professional development activities coordination, fund allocation, and the measuring of the effectiveness of the professional development activities.

III.B.1.a. The College will develop a more formal and structured connection between instructional planning and facilities planning, on both short and long-range needs.

III.B.1.a. The College will reduce the capacity-load ratio to within acceptable levels. The College will develop and implement an action plan to define what "acceptable" means in this context and to link measurable goals to an established timeline for improvement.

III.B.1.a. The MOT Department will upgrade or replace MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.

III.B.2.a. The College will develop a formal Facilities Master Plan for the District that is derived from inputs from the formal planning process involving all long-range projections and incorporates the vision that the organization holds for the future of the College and the District.

III.B.2.b. The College will develop formal assessment strategies for all renovations, capital projects, and physical resources that include all District stake holders, and not just students.

III.B.2.b. The College will develop a formal connection between long-range instructional planning and long-range facilities planning, with the MOT Department mandatorily involved in all planned instructional changes that involve any facility-related issues from the beginning of the planning process.

III.C.1.b. Technology Services and Human Resources, in collaboration with the Flex and Staff Development committees, will create a plan to address technology training needs for College employees.

III.C.1.c. The 2008-2013 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignment of computers, and the inclusion of associated technology within the computer/technology replacement cycle.

III.D.1.d. The mission of the Budget Committee will be changed to include analysis of past spending patterns and evaluating the pitfalls of proposed budget reductions. The committee will be charged with creating a three-year rolling budget to be used as a planning tool as well as a way to measure our progress.

IV.A.5. Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.

IV.B.2.b. The College will address its research needs with a research plan that will adequately serve those needs.

DATA MANAGEMENT

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

II.A.1.a. The College will hire an institutional researcher by March 2010.

II.A.1.a. The College must determine whether TracDat is a viable resource for collecting course, program, and institutional assessment data, and for reporting on whether programs are "closing the feedback loop" in order to improve student learning.

II.A.2.b. The College should either use TracDat, or purchase an alternative data management system, that will track learning outcomes (course-level, program-level, institution-level, General Education, certificate and degree-level) across disciplines. This data management system must be user-friendly to faculty in order to assist them in analyzing assessment data for the purpose of program improvement.

II.C.1.c. The Mathematics Department will develop a process to gather data regarding student satisfaction of the Math Lab and student access to the Math Lab each semester.

III.B.1.a. The MOT Department will upgrade or replace MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.

POLICIES AND PROCEDURES

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

I.A.3. The College will complete the current visioning process, leading to a possible revision of the College's mission statement.

I.B.4. The College will develop clear assessment and planning reporting procedures for all departments and programs, including timelines and persons responsible.

I.B.6. The President's Advisory Council will develop an assessment tool or strategy that will be used on a regular basis to evaluate the effectiveness of the Institutional Planning Process.

II.A.1.a. The College will update its Curriculum Development Handbook to reflect recent changes in State regulations and recent changes in the course development system. Once updated, the Curriculum Development Handbook should be made available online to various stakeholders, particularly to faculty.

II.A.2.a. Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and persons responsible, and the College must hold faculty accountable.

II.A.2.a. The Faculty Handbook must be updated to include procedures and timelines for updating curriculum.

III.A.1.a. To ensure consistency, the process used for checking accreditation status for U.S. and foreign degree institutions will be conducted and be formalized in a desk audit document.

III.A.1.a. All classified employee job descriptions will be finalized and posted on the HR website.

III.A.1.b. A written procedure for evaluating the Third Level Management and Administrative Support Management employees will be developed prior to the 2010 evaluation process.

III.B.1.b. The College will establish a formal requirement for the frequency of meetings held by the 508/Accessibility Task Force to ensure the prioritization of completion of the remaining accessibility items to ensure accessibility for all students.

IV.A.2.a. Working with the constituent groups, the College will develop procedures which will ensure that stakeholders who want information about the ongoing governance and planning processes have obvious and easy access to them.

IV.A.5. Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.

IV.B.1.h. The District will amend its ethics Board Policy to include dealing with behavior that violates its code.

ACCOUNTABILITY, ETHICS, AND INSTITUTIONAL COMMITMENTS

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

II.A.1.c. The Curriculum Committee, in conjunction with the department chairs, the deans, and the Vice President of Instruction, needs to determine what action is to be taken if the curriculum review process is not followed. They need to determine what incentives can be provided for those who complete the process and what penalties can be paid for those who do not complete the process.

II.A.2.a. Faculty must update course outlines of record for existing courses in a timely manner. The College must create and publish procedures with timelines and persons responsible, and the College must hold faculty accountable.

III.A.1.a. To ensure consistency, the process used for checking accreditation status for U.S. and foreign degree institutions will be conducted and be formalized in a desk audit document.

III.A.1.d. A joint committee of the Administration, Administrative Support and Management Group, and the Classified Bargaining Unit will develop a

Professional Code of Ethics for staff to ensure that the whole staff is covered by a code of ethics to be adopted by the College.

III.A.4. The Human Resource Office will update the District's Equal Employment Opportunity Plan to incorporate the requirements of the new State model plan.

III.B.1.b. The College will implement the Custodial Staffing and Standards recommendations to enable the provision of adequate custodial services to the District and to protect the public's investment.

III.B.1.b. The MOT Department will establish a more effective key control system with more accountability for improved tracking of issuance of keys, unauthorized use of keys by unaccountable individuals (students, etc.), loss control and accountability, and effective key retention (upon termination of employment of individuals).

III.B.1.b. The MOT Department will develop formal safety standards for leased facilities.

III.B.2.b. The College will develop formal assessment strategies for all renovations, capital projects, and physical resources that include all District stake holders, and not just students.

IV.A.3. College staff will formalize the timely posting of agendas and minutes on the COS webpage so that they're easily accessible to all members of the campus community.

IV.B.1.h. The District will amend its ethics Board Policy to include dealing with behavior that violates its code.

COMMUNICATION

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

I.A.3. The College will complete the current visioning process, leading to a possible revision of the College's mission statement.

III.A.1.a. All classified employee job descriptions will be finalized and posted on the HR website.

III.A.1.d. A joint committee of the Administration, Administrative Support and Management Group, and the Classified Bargaining Unit will develop a Professional Code of Ethics for staff to ensure that the whole staff is covered by a code of ethics to be adopted by the College.

III.A.3.b. The Human Resource Office will develop a Classified Employee Handbook by December 2009 so that personnel policies and procedures are available to classified employees.

III.B.1.a. The MOT Department will upgrade or replace MOT Service Request system with a more robust and capable system, including data monitoring, report generation, trend analysis, and customer notifications.

III.B.1.b. The MOT Department will upgrade or replace the MOT Service Request system with a more robust and capable system for data monitoring, report generation, trend analysis, and customer notifications.

III.B.2.b. The College will develop a formal connection between long-range instructional planning and long-range facilities planning, with the MOT Department mandatorily involved in all planned instructional changes that involve any facility-related issues from the beginning of the planning process.

III.D.1.d. Action Plans, as key documents for institutional planning, will be organized, archived and maintained in an accessible location (perhaps as electronic copies available through the COS Employee Intranet). Each Action Plan should have an assigned number and an indexed summary of Action Plans and their disposition should be readily available. Supervisors, from all levels, should sign off on each Action Plan before it moves forward through the planning process and the plan's final outcome should be clearly indicated by the President's Office.

IV.A.2.a. Working with the constituent groups, the College will develop procedures which will ensure that stakeholders who want information about the ongoing governance and planning processes have obvious and easy access to them.

IV.A.3. College staff will formalize the timely posting of agendas and minutes on the COS webpage so that they're easily accessible to all members of the campus community.

IV.A.5. Procedures for evaluating administrators will be updated in the Procedure Manual to reflect current practice, and results of these evaluations, such as administrator goals, will be clearly communicated to the campus community as appropriate.

RESOURCES

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

I.B.5. In order to assist COS in gathering institutional data for planning, assessment and evaluation processes, a full-time institutional researcher should be added to the staff at COS.

I.B.7. COS needs to develop specific instruments to assess its evaluation mechanisms to be used in systematic, ongoing evaluations. The addition of a full time researcher and SLO coordination officer would provide the institutional support necessary to assure implementation of such evaluation procedures.

II.A.1.a. The College will hire an institutional researcher by March 2010.

II.A.2.b. The College should either use TracDat, or purchase an alternative data management system, that will track learning outcomes (course-level, program-level, institution-level, General Education, certificate and degree-level) across disciplines. This data management system must be user-friendly to faculty in order to assist them in analyzing assessment data for the purpose of program improvement.

II.B.3.e Since it has been some time since the last validity studies on the COMPASS assessment instrument were conducted, the College should conduct an assessment instrument review. However, this endeavor should not be attempted until the position of Institutional Researcher is filled.

II.B.3.f As classification studies are conducted and job descriptions are reviewed, consideration should be given to adding explicit reference to knowledge of FERPA guidelines.

II.C.1.b. The College will fill the vacancy for a full-time, tenure-track librarian.

II.C.1.c. The Director of Library Services will review and evaluate the impact of proposed TTIP budget cuts and will communicate the findings to faculty and to Instruction Council.

III.A.1.a. To ensure consistency, the process used for checking accreditation status for U.S. and foreign degree institutions will be conducted and be formalized in a desk audit document.

III.A.1.b. The Instructional Division Deans and Directors will more closely monitor the progress of adjunct faculty evaluations throughout the semester to make sure that they are completed in a timely fashion.

III.A.1.c. Supervisors and classified instructional aides and tutors, will develop a method for evaluating their effectiveness at helping students achieve learning outcomes.

III.A.4. The District will identify and provide training for new EEO Hiring Committee representatives in order to increase the number of individuals available to serve on hiring committees.

III.A.5.b. A District-wide Professional Development Plan will be developed to guide professional development activities coordination, fund allocation, and the measuring of the effectiveness of the professional development activities.

III.B.1.a. The MOT Department will upgrade or replace Facility Request system with a more robust and capable system, one which is automated and accessible via technology/internet and one which will maintain the accountability of the current system.

III.B.1.b. The College will implement the Custodial Staffing and Standards recommendations to enable the provision of adequate custodial services to the District and to protect the public's investment.

III.B.1.b. The MOT Department will upgrade or replace the MOT Service Request system with a more robust and capable system for data monitoring, report generation, trend analysis, and customer notifications.

III.B.1.b. The MOT Department will develop formal safety standards for leased facilities.

III.C.1.b. Technology Services and Human Resources, in collaboration with the Flex and Staff Development committees, will create a plan to address technology training needs for College employees.

III.C.1.c. The 2008-2013 Information Technology Strategic Plan will address the computer replacement cycle, the maximum life of and appropriate assignment of computers, and the inclusion of associated technology within the computer/technology replacement cycle.

III.D.1.d. The mission of the Budget Committee will be changed to include analysis of past spending patterns and evaluating the pitfalls of proposed budget reductions. The committee will be charged with creating a three-year rolling budget to be used as a planning tool as well as a way to measure our progress.

IV.B.1.f. The College will formalize its program for Board member development and orientation.

SAFETY, SECURITY, AND ACCESSIBILITY

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

This overarching plan addresses the following specific plans that are identified in the analysis of the Standards:

III.B.1.b. The MOT Department will establish a more effective key control system with more accountability for improved tracking of issuance of keys, unauthorized use of keys by unaccountable individuals (students, etc.), loss control and accountability, and effective key retention (upon termination of employment of individuals).

III.B.1.b. The College will establish a formal requirement for the frequency of meetings held by the 508/Accessibility Task Force to ensure the prioritization of completion of the remaining accessibility items to ensure accessibility for all students.