

# Follow-Up Visit Report

College of the Siskiyous  
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This Follow-Up Report represents the findings of the evaluation team visited  
College of the Siskiyous on November 6, 2017

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

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## **Introduction**

An external evaluation team visit was conducted February 29 – March 3, 2016 at the College of the Siskiyous. At its June 8, 2016 meeting the Commission acted to place the College of the Siskiyous on Warning and require a follow-up report followed by a site visit. An evaluation team comprised of five members, chaired by Dr. Rajen Vurdien, reviewed the College of the Siskiyous' Follow-Up report and visited the college on November 6, 2017. The purpose of the Follow-up visit was to verify the College's progress on the eight recommendations made to meet the Accreditation Standards and Eligibility Requirements.

In general, the team found that the College had made appropriate preparations for the visit. Although initially the team felt the Follow-Up document did not sufficiently address each of the recommendations to meet the Standard(s), interviews conducted on the College of Siskiyous campus provided sufficient evidence that the College had made significant progress on addressing each of the recommendations. The team was able to interview the Superintendent-President, Vice President, Instruction, Vice President, Student Services, Academic Senate President, Director of Human Resources, Chair of the Planning Committee and the individuals responsible for oversight of the SFPA and FIELD programs. In all, team members interviewed thirteen individuals over the course of the day. The College's ALO was responsive to additional requests for evidence before and during the visit.

The Follow-Up Report and Visit were expected to document resolution of the following recommendations:

**Recommendation 1:** In order to meet the Standards, the team recommends that the college review the propriety of its institution-set standards, assess student achievement and student learning relative to those standards, and address performance gaps in pursuit of continuous improvement. (I.B.2, I.B.3, IV.B.3)

**Recommendation 2:** In order to meet the Standards, the team recommends that the college engage in integrated and sustained assessment, dialog, planning, and resource allocation, informed by data that has been disaggregated appropriate to the college community, leading to continuous improvement in student learning and student achievement. The team also recommends that, as a part of this planning process, a Technology Plan is completed, based on appropriate data, assessment, and dialog. (I.B.1., I.B.4, I.B.5, I.B.6, I.B.9, III.C.2, IV.B.3, ER19)

**Recommendation 4:** In order to meet the Standard, the College should file a Substantive Change Report regarding its instructional Service Agreements for the FIELD and SFPA programs. (IC12)

**Recommendation 5:** In order to meet the Standard, the team recommends the College develop a mechanism to ensure that all faculty include the College's approved student learning outcomes in course syllabi. (II.A.3)

**Recommendation 6:** In order to meet the Standard, the team recommends the College develop mechanisms to assure that student learning outcomes assessment and program review take place for the FIELD and SFPA programs. (II.A.3)

**Recommendation 7:** In order to meet the Standard, the team recommends that Administrative Procedure 4021, provide guidance on program elimination to ensure appropriate arrangements are made for students enrolled in the program to complete their education goals in a timely manner. (II.A.15)

**Recommendation 8:** In order to meet the Standard, the College must include consideration of how employees are using the results of the assessment of learning outcomes to improve teaching and learning in the evaluations of regular faculty, part-time faculty, and managers who are directly responsible for student learning. (III.A.6)

**Recommendation 9:** In order to meet the Standard, the College must demonstrate that it creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assess its record in employment equity and diversity consistent with its mission, (III.A.12)

## **Team Analysis of College Responses to the 2016 Evaluation Team Recommendations**

**Recommendation 1:** In order to meet the Standards, the team recommends that the college review the propriety of its institution-set standards, assess student achievement and student learning relative to those standards, and address performance gaps in pursuit of continuous improvement. (I.B.2, I.B.3, IV.B.3)

**Findings and Evidence:** To address the recommendation that the College review its institutional standards for propriety, the Academic Senate Executive Committee and the Director of Research and Evaluation had multiple meetings to adopt an appropriate, consistent methodology for determining standards; a methodology that could be generalized to additional institutional set standards the College could, or should, develop in the future. Once the methodology was established, it was applied to set college-wide institutional standards for successful course completion rates. Compared to both statewide averages and the College's own recent rates, these adopted standards are appropriate. A couple of these success rates, success in vocational courses and in credit courses, appear low compared to the College's exceptional recent performance, but the methodology for determining the rates is both sound and within the discretion of the College. The basic skills success rate is low compared to the College's sustained performance, but one recent low semester validates the currently-low standard. Because the College has stated that there will be an annual review of the institutional set standards by the Academic Senate, seemingly low standards can be revised as needed based on emerging data. The College is committed to collecting and analyzing the data semester-by-semester. Additionally, the institutional set standards are intended to be a floor below which the College does not fall and, by intent, are set reasonably lower than the mean performance.

Through on-campus interviews it was verified that the College has an expressed intent to respond to the need to establish processes in which student achievement and student learning are assessed and to address identified performance gaps. Prior delays have been resolved through faculty contract negotiations and greater clarity on governance structures. There have been legitimate interruptions to the College's momentum in identifying and addressing performance gaps in student achievement and student learning, yet the College is diligently working on resolving problems. Additionally, faculty are leading the training to complete the new and revised processes. There also is a more robust sense of valuing research and data. The College has invested in extensive training for data collection, and now the college is at a point where the Research and Evaluation Office can internally extract, disaggregate, and analyze data without having to rely on the campus IT department or outside sources.

The College has pursued remedies to the visiting team-identified struggles with program review, student learning outcomes, and identifiable gaps in student performance. Notably, the College has partnered with the Institutional Effectiveness Partnership Initiative (IEPI) division of the California Community Colleges Chancellor's Office and, based on recommendations from their Partnership Resource Team (PRT), has developed an Institutional Innovation and Effectiveness Plan. Several reasonable objectives and action steps are a part of the plan to address student learning outcomes and program review. The planned activities for fall 2017 are in progress. What may be missing from the plan is the alignment of SLO and program review data collection,

analysis, and assessment with the institutional standards, but the College is committed to making that alignment.

The initial report to the College following the site visit in March 2016 acknowledged that the College had established policies and procedures to support its planning and assessment activities, but the implementation of these policies and procedures has not been consistently maintained. Progress toward addressing this recommendation is fairly recent and corresponds with the advent of new leadership, but the progress is substantive and in line with the recommendation.

The college has met the first requirement of Recommendation #1 by reviewing its institutional standards. Although progress toward meeting the additional requirements of Recommendation #1—assessing student learning and achievement and addressing performance gaps relative to institutional standards—is just beginning to move forward, the Institutional Innovation and Effectiveness Plan created in consultation with the Chancellor’s Office’s Partnership Resources Team has the College moving in the right direction. The College has committed itself to incorporating the metrics of the institution-set standards into its planned data collection and analysis.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 2:** In order to meet the Standards, the team recommends that the college engage in integrated and sustained assessment, dialog, planning, and resource allocation, informed by data that has been disaggregated appropriate to the college community, leading to continuous improvement in student learning and student achievement. The team also recommends that, as a part of this planning process, a Technology Plan is completed, based on appropriate data, assessment, and dialog. (I.B.1., I.B.4, I.B.5, I.B.6, I.B.9, III.C.2, IV.B.3, ER19)

**Findings and Evidence:** Like Recommendation #1, the response to Recommendation #2 is framed in future tense. The college “has been working as a collaborative body to develop the process and resources that will allow us to engage in sustained assessment, dialog, planning, and resource allocation using disaggregated data.” The college re-organized the Integrated Planning and Budget Committee and charged it with directing the College’s assessment, monitoring institutional goals, serving as primary advisory body for the Educational Master Plan, associated plans, and ensuring a link between planning and budgeting. These are appropriate steps, and perhaps necessary given recent administrative changes at the college. Although the planning processes at the College were newly instituted at the time of the March 2016 visit, they appeared well-conceived, and the issue was the lack of time to have carried out sustained assessment, dialog, planning, and resource allocation.

A barrier the College previously faced in implementing sustained assessment was the reliance on outside sources or the campus IT department to provide data. Recently the College hired an additional research analyst and provided the training that allows the research office to extract and disaggregate its own data without having to go through IT. Faculty are very much on board with data-driven decision-making and are working with the Research and Evaluation staff members.

The College has made progress in integrating its planning and resource allocations in a more transparent way; dialog among faculty and administration around planning and assessment is more robust; data is more readily available and able to be disaggregated; and assessment is proceeding. Additionally, the college has completed and vetted the recommended Technology Master Plan, and it was recently approved by College Council.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 4:** In order to meet the Standard, the College should file a Substantive Change Report regarding its instructional Service Agreements for the FIELD and SFPA programs. (IC12)

**Findings and Evidence:** Recommendation #4 called for the college to complete a Substantive Change Report for the Farm Workers Institute for Education and Leadership Development (FIELD) FIELD and San Francisco Police Academy (SFPA) programs, a public safety program the college directed in San Francisco. There was concern at the time of the visit that the program may have been geographically removed from the college to provide necessary oversight, but the intent of the recommendation was to officially alert the accrediting commission to the program. Since the site visit the contract between the college and the San Francisco Police Department was terminated in June 2017, which would have made moot the request for a substantive change. Subsequent to the termination and at the request of City College of San Francisco, a one-year extension of the contract was opened. Appropriately at that point, the college submitted the requested Substantive Change Report to ACCJC in September 2017.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

**Recommendation 5:** In order to meet the Standard, the team recommends the College develop a mechanism to ensure that all faculty include the College's approved student learning outcomes in course syllabi. (II.A.3)

**Findings and Evidence:** After the initial evaluation team visit to College of the Siskiyous in March 2016, the college began steps to resolve this recommendation in summer 2016. Working through deans to require faculty to submit copies of course syllabi (locally referred to as "first day handouts") which included the appropriate SLOs, faculty whose syllabi were deficient were contacted individually and guided to include the appropriate content, including the College's approved student learning outcomes. The College continued to monitor internal compliance with this issue and provided to the follow-up team a complete list of courses offered in spring 2017, by which time syllabi lacking SLOs were in a small minority, and summer 2017, by which time missing SLOs were almost entirely gone. The follow-up team asked to review several syllabi, focusing especially on those disciplines that had been slower to come along, and on courses offered under the Instructional Service Agreements (ISA). With only one exception, the syllabi were well organized, clear, and included the College's SLOs. The College has developed a mechanism for ensuring the SLOs are included in syllabi and process has proven to be effective.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

**Recommendation 6:** In order to meet the Standard, the team recommends the College develop mechanisms to assure that student learning outcomes assessment and program review take place for the FIELD and SFPA programs. (II.A.3)

**Findings and Evidence:** College of the Siskiyous has ISA's with two external agencies: the Farm Workers Institute for Education and Leadership Development (FIELD) organization, and the San Francisco Police Academy (SFPA). At the time of the 2016 visit, College oversight of both programs was lax. The 2016 team reviewed syllabi for the FIELD program and found that they indicated the courses were offered by a variety of colleges, of which College of the Siskiyous was only one. There was no evidence of any form of college-directed assessment of student learning in either program and little evidence of their integration into College processes, including program review.

For the FIELD program, the college responded to this recommendation by hiring a director with responsibility for the FIELD program. That individual had experience as a part-time faculty member at the College with experience in both instruction and student support services. The director's duties include travel to sites where FIELD provides instruction and training faculty in the assessing of student learning. The College reports that the individual was hired in April 2017 and that SLO data is now collected, and that this data is kept separate from SLO data for English courses offered through the College's sites within its own service area.

The team met with the director and heard first-hand her description of her meetings with faculty and administrators with FIELD and explaining to them the nature and importance of identifying and assessing student learning outcomes. FIELD courses are offered on a 9-week academic calendar and the director was in the process of reviewing assessment data from the early fall 2017 term. She has identified a particular challenge of concurrent instruction whereby multiple levels of ESL courses are taught by the faculty member at the same place and time. She has begun reaching out to ESL professional organizations with the intent of identifying good- and best-practice principles for this form of scheduling with the intent of sharing this data with the FIELD faculty, thus closing the loop on assessment.

The College has developed a new program review template and the Fall 2017 assessment data will be the first cycle to include assessment data in program review. The team asked the director whether it would be possible for the College to provide resources to the FIELD program if resource needs were identified and she responded affirmatively that she would approach the Chief Instructional Officer with the confidence that resources would be allocated.

With regard to SFPA, College of the Siskiyous, which has an ongoing program in Administration of Justice, was approached by the San Francisco Police Academy (SFPA) during a time when it found maintaining ongoing communication with City College of San Francisco challenging, and needed the support of a College of the Siskiyous to be able to be more responsive. In response to Recommendation #6, the College began providing a stipend to a faculty member in Administration of Justice to make more frequent contact with the SFPA, and in particular to meet with faculty in the program to ensure that faculty understood the importance of assessing and documenting student learning and gaps in student learning. Because the curriculum of the SFPA is approved by Police Officer Standards and Training, (P.O.S.T.), the College has very limited control over both the content of the SFPA and the assessment tools used, which are dictated by

P.O.S.T. In spite of that limitation, the professional collegiality of the College faculty member (who is retired law enforcement) with the staff at the SFPA have allowed much greater dialog about student learning. The College has begun to incorporate lessons from assessment in the SFPA and the team was provided with a recent (2015-16) Program Review which included the SFPA.

City College of San Francisco notified College of the Siskiyous of its desire to extend by one year its contract, to end on June 30, 2018, and College of the Siskiyous has accommodated this request. Because of the collegial relationship the College has developed with the SFPA, it anticipates an ongoing relationship with students in the program as they take advantage of College of the Siskiyous online courses in Administration of Justice to work from the completion of the SFPA program toward the completion of an associate degree program.

During the team's March 2016 visit, the College acknowledged that it had not been able to get the assessment module in CurricUNET to function, and the follow-up team learned that the College in in the process of transitioning from CurricUNET to eLumen, not only for SLO assessment but for curriculum and program review. Meetings with faculty indicated that the college had an Institutional Effectiveness Partnership Initiative (IEPI) visit, coordinated by the California Community Colleges Chancellor's Office, which led faculty to take a broader and more meaningful view of SLO assessment. The College is well into the transition from CurricUNET to eLumen and anticipates it will fully implemented by spring 2018. Faculty leaders report that the faculty are now much more supportive of both assessment and program review.

Team members reviewed survey monkey results and other less formal artifacts that indicate that assessment and program review are taking place not only for the FIELD and SFPA programs, but across the campus.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

**Recommendation 7:** In order to meet the Standard, the team recommends that Administrative Procedure 4021, provide guidance on program elimination to ensure appropriate arrangements are made for students enrolled in the program to complete their education goals in a timely manner. (II.A.15)

**Findings and Evidence:** As described in the College's 2016 Institutional Self-Evaluation Report, College of the Siskiyous had a program in "Environmental Resource: Power Generation" that was discontinued in academic year 2014-15, and that discontinuation included a teach-out process that allowed students to complete the program. Despite that action, the College did not have an administrative procedure that required a teach-out plan. College of the Siskiyous had identified administrative procedure (AP) 4021 as being deficient with regard to a plan for teaching out discontinued programs prior to the Commission's March 2016 visit. The revised AP went through the College's review process in spring 2016, culminating in Board of Trustee review (not approval, since this is an administrative procedure and not a Board Policy). The revised AP includes a section for student teach-out as follows: "the affected program will devise

a plan that allows currently enrolled students in the program to complete their plan of study in accordance with the College Catalog. These plans may include selection of alternative courses at College of the Siskiyous or allowing students to complete their education at another community college."

During the follow-up visit, the team recalled that it observed during a board meeting during the March 2016 visit, which included the college's determination to lay off the Spanish language instructor due to low enrollments. That layoff went forward and the College used the DegreeWorks software to identify students who had intended to complete the Spanish program. Most students identified were no longer enrolled in the College but two students were still active. Of these, one was successfully redirected to another program. The other student wanted to complete the Spanish program and the College helped her identify online Spanish courses that could be used to complete the College of the Siskiyous program requirements. This student ultimately chose not to use the accommodation the College provided but chose another program to complete before transferring. The College has clearly revised its administrative procedure to deal with the absent language and had occasion to apply it.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

**Recommendation 8:** In order to meet the Standard, the College must include consideration of how employees are using the results of the assessment of learning outcomes to improve teaching and learning in the evaluations of regular faculty, part-time faculty, and managers who are directly responsible for student learning. (III.A.6)

**Findings and Evidence:** College of the Siskiyous has made substantial progress to complete the development and implementation of an employee evaluation process that includes consideration of the use of learning outcomes assessment and using those results to improve teaching and learning. The College has worked diligently to update the evaluation forms of all College personnel that are directly involved in student learning to codify the use of the assessment to improve teaching and learning. The Human Resources Department has revised the current evaluation forms for administrators and managers who are directly responsible for student learning to include this as an evaluation component as well.

Through interviews with the Director of Human Resources, Vice President, Instruction and the Faculty Association negotiators, it has been verified that the college, through the bargaining process, has formally added the use of the assessment of learning outcomes to improve teaching and learning as a requirement for a satisfactory or higher performance evaluation.

Beyond the required changes in the evaluation forms, the team verified the requirements to develop, implement and assess student learning outcomes is also written in faculty job descriptions, administrator job descriptions and Annual Program reviews forms.

Interviews and documented evidence have verified that the College has embraced the requirement of Standard and to reinforce a culture of ongoing and continuous improvement in learning and instruction which will improve student achievement.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

**Recommendation 9:** In order to meet the Standard, the College must demonstrate that it creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assess its record in employment equity and diversity consistent with its mission, (III.A.12)

**Findings and Evidence:** The College recently completed its 2017-2020 Equal Employment Opportunity (EEO) Plan. The plan was approved by the Board of Trustees on June 6, 2017. The Plan contains an analysis of the demographic composition of the College's workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan reflects the College's commitment to equal employment opportunity and its approach to diversity is based on inclusiveness rather than just assimilation. The College then has taken vigorous steps to ensure that diversity moves from just a concept to an institutional reality. Indeed, the Board of Trustees has made inclusion and equity part of their goals for the upcoming year.

Evidence also shows that the College completed the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form for the Fiscal Year 2016-17 which outlines the various strategies that the College will follow to implement its diversity goals. Interviews also confirmed the reinstatement of the Diversity Committee, its diverse membership, and its important role in the implementation of the EEO Plan.

Evidence presented by the College during interviews with members of the Diversity Committee confirmed that the College is monitoring carefully the diversity of the candidate pools for each position that has been advertised. Moreover, training has been provided for all participants of selection committees and other members of the College interested in learning more about the equal opportunity requirements for hiring. This training is helping to internalize the district's commitment to a diverse and supportive workplace; this training also addresses unconscious bias and helps the participants on screening committees to craft appropriate and useful questions for interviews. A database of questions has been developed and a hiring manual that emphasizes the value of diversity for achieving institutional goals is near completion. Diversity criteria have been incorporated in all the evaluations of College personnel; moreover, exit surveys of employees who are voluntarily separating from the College have been recently implemented. The survey includes several questions about inclusion and diversity which will help the College to gain insight into the College environment and it will provide opportunities for valuable discussions.

The Diversity Committee has become the major player to carry the implementation of the College's EEO Plan. The committee plays also an important role in sponsoring events and overseeing activities that promote an inclusive environment at the institution. Funding from the Equal Employment Opportunity Fund from the California State Chancellor office is being used to broaden the discussion in core areas related to diversity and equity such as the importance of developing an equity lens and equity consciousness. The Diversity Committee is also in charge of evaluating all efforts to promote equal opportunity for underrepresented groups in the

recruitment, hiring, retention, and promotion of all Siskiyou Community College District personnel.

The College has developed an EEO Plan with detailed analysis of gaps in diversity as well as gaps in the demographic composition of the workforce of the College. The plan outlines a variety of methods to support a diverse workforce and to make the college environment more welcoming to the increasing diversity of the student population and staff of the college. Activities that promote diversity and equity are becoming part of the culture of the College. The College is making a conscious effort to systematically evaluate all the activities, programs, and practices that promote inclusiveness.

**Conclusion:** The College has addressed the recommendation and meets the Standard.