

INSTITUTIONAL SELF EVALUATION REPORT

FOR REAFFIRMATION OF
ACCREDITATION

SUBMITTED BY

COLLEGE OF THE SISKIYOU
SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT
800 COLLEGE AVE.
WEED, CA 96094

TO

ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JULY 2022

Certification

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

From: Char Perlas, Ph.D, MPA, MS
College of the Siskiyous
800 College Ave.
Weed, CA 96094

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Char Perlas Interim Superintendent/President	Date
Barry Ohlund President, Governing Board	Date
Mark Klever Interim Vice President, Academic Affairs	Date
Dr. Ron Slabbinck President, Academic Senate	Date
Dr. Michael Tischler President, College of the Siskiyous Faculty Association	Date
Miranda Connelly Interim President, Associated Student Body	Date

Contents

A.	Introduction.....	4
	College History	4
	Student Enrollment Data.....	5
	Labor Market Data.....	9
	Demographic Data	10
	Socio-economic Data	10
	Sites.....	12
B.	Presentation of Student Achievement Data and Institution-set Standards.....	12
C.	Organization of the Self-Evaluation Process	20
G.	Institutional Analysis	41
	Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	41
	A. Mission.....	41
	B. Assuring Academic Quality and Institutional Effectiveness	44
	C. Institutional Integrity	53
	Standard II: Student Learning Programs and Support Services.....	64
	A. Instructional Programs	64
	B. Library and Learning Support Services	82
	C. Student Support Services	94
	Standard III: Resources.....	105
	A. Human Resources	105
	B. Physical Resources.....	129
	C. Technology Resources.....	137
	D. Financial Resources	144
	Standard IV: Leadership and Governance	165
	A. Decision-Making Roles and Processes.....	165
	B. Chief Executive Officer	172
	C. Governing Board.....	180
	D. Multi-College Districts or Systems.....	194
H.	Quality Focus Essay.....	195

INTRODUCTION

Introduction

Presentation of Student Achievement Data & Institution-Set Standards

Organization of the Self-Evaluation Process

Organizational Information

Certification of Continued Compliance with Eligibility Requirements

Certification of Continued Institutional Compliance with

Commission Policies & Federal Regulations

A. Introduction

College History

Located in Far Northern California, College of the Siskiyous (Siskiyous) is a comprehensive two-year public institution and is the only postsecondary education offering within Siskiyou County. The College was established in 1957, and the first students began their studies on September 10, 1959, in just one of three buildings on the Weed campus. Situated at the base of majestic Mount Shasta, the Weed campus extends across 250 acres of beautiful forestry, yet is easily accessible from Interstate 5 and Highway 97. Since its establishment, the Weed campus has continued to thrive and expand, and now boasts a multitude of facilities, including the Herschel Meredith Stadium, the Kenneth W. Ford theatre and student lodges – one of only eleven community colleges in California to offer on-campus housing.

30 miles to the north of Weed is Siskiyous' second campus, in the county seat of Yreka. The Yreka campus opened in 1992 and provides complete registration and advising services, as well as transfer, general, vocational, continuing and distance education classes. In 2009 construction began on the Rural Health Sciences Institute (RHSI), and it was opened to students in 2011. The RHSI boasts a suite of state-of-the-art simulation labs, and is home to Siskiyous' three nursing programs which are the backbone to Siskiyou County healthcare (Certified Nursing Assistant, Licensed Vocational Nursing, and Registered Nurse Step-Up Program). In March 2021, College of the Siskiyous was recognized as having one of the best 15 Licensed Vocational Nursing Programs in California.

Siskiyous is widely recognized for its excellent programs in the humanities and arts, the sciences and technology, and athletics. Aside from general and transfer education classes, College of the Siskiyous hosts an extensive Career and Technical Education program, which incorporates Fire Technology, Welding, Emergency Medical Services, Nursing, and the Law Enforcement Academy which was established in 2019 and is already enrolling its seventh cohort of cadets.

All students have access to academic, career and personal counseling, academic assessment, library services and resources, financial aid assistance, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Student Support Services (SSS). The college's holistic approach to support ensures that each and every student is provided with the necessary resources and guidance in order to achieve their academic and personal goals.

The exceptional setting, a natural environment of mountains, forests, lakes, and streams, serves as an outdoor workshop for many classes such as art, geology, the life sciences, and physical and recreational education. Opportunities for outdoor recreation and sports abound: disc golf, hiking, camping, running, swimming, bicycle touring and mountain biking, rock and mountain climbing, hunting, fishing, and boating. Rafting and kayaking on nearby whitewater rivers such as the Klamath, McCloud, and Sacramento are special attractions. In the winter, there is superb downhill and cross-country skiing, and snowboarding on beautiful Mount Shasta or Mount Ashland to the north in southern Oregon.



College of the Siskiyous campuses are centrally located within the 6,287 square miles of Siskiyou County, the size of Rhode Island and Connecticut combined, and serve the residents of an area which has rugged, mountainous conditions and is designated “frontier” by the U.S. Census Bureau. The population of Siskiyou County was estimated to be 43,724 at the 2018 census, and is plagued by widespread poverty, low education levels, extreme weather and pervasive unemployment. As a direct impact of coronavirus, the unemployment rate in the county spiked to 15.6% in April 2020. Therefore, residents rely on College of the Siskiyous for not only education, but personal development and employability opportunities.

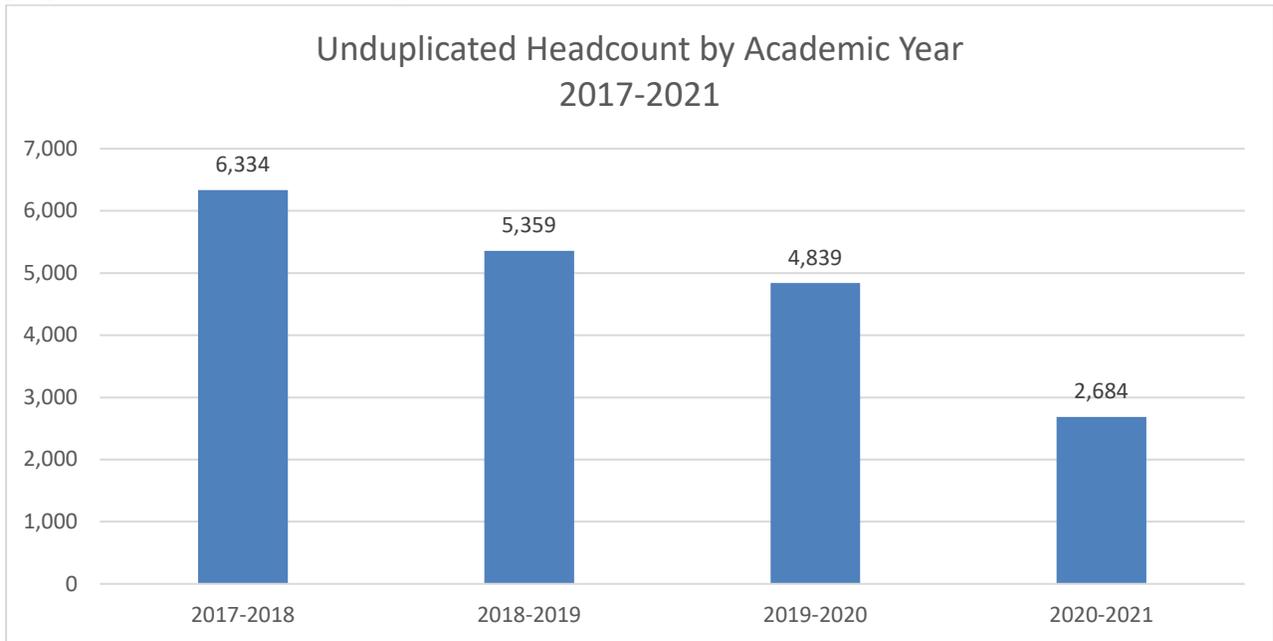
Despite the central location of both campuses, Siskiyou County has limited transportation routes and thus students often struggle to physically attend in-person classes. As a result, Siskiyous has developed extensive distance learning programs to incorporate accessible satellite campus locations in the most remote areas of the County (Scott Valley, Dorris, Tulelake, Happy Camp, and Alturas in Modoc County).

As the only post-secondary offering in the County, it is of little wonder that a little more than a third of all College of the Siskiyous students with high school records on file graduated from Siskiyou County schools.

Student Enrollment Data

College of the Siskiyous is committed to serving students in various ways. Although we take pride in our ability to help students attain transfer-level education, we also take great pride in our

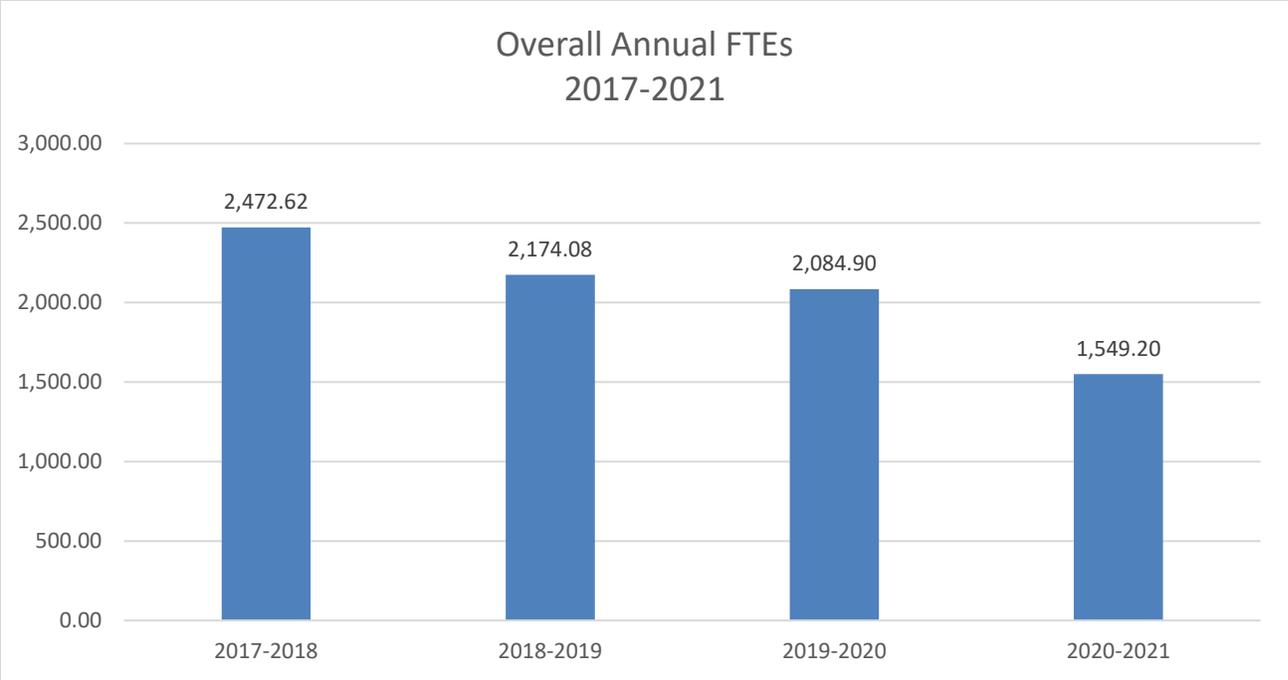
ability to prepare students for whatever workforce they may enter into, as well as our ability to prepare them for the future they desire.



Source: College of the Siskiyous MIS data

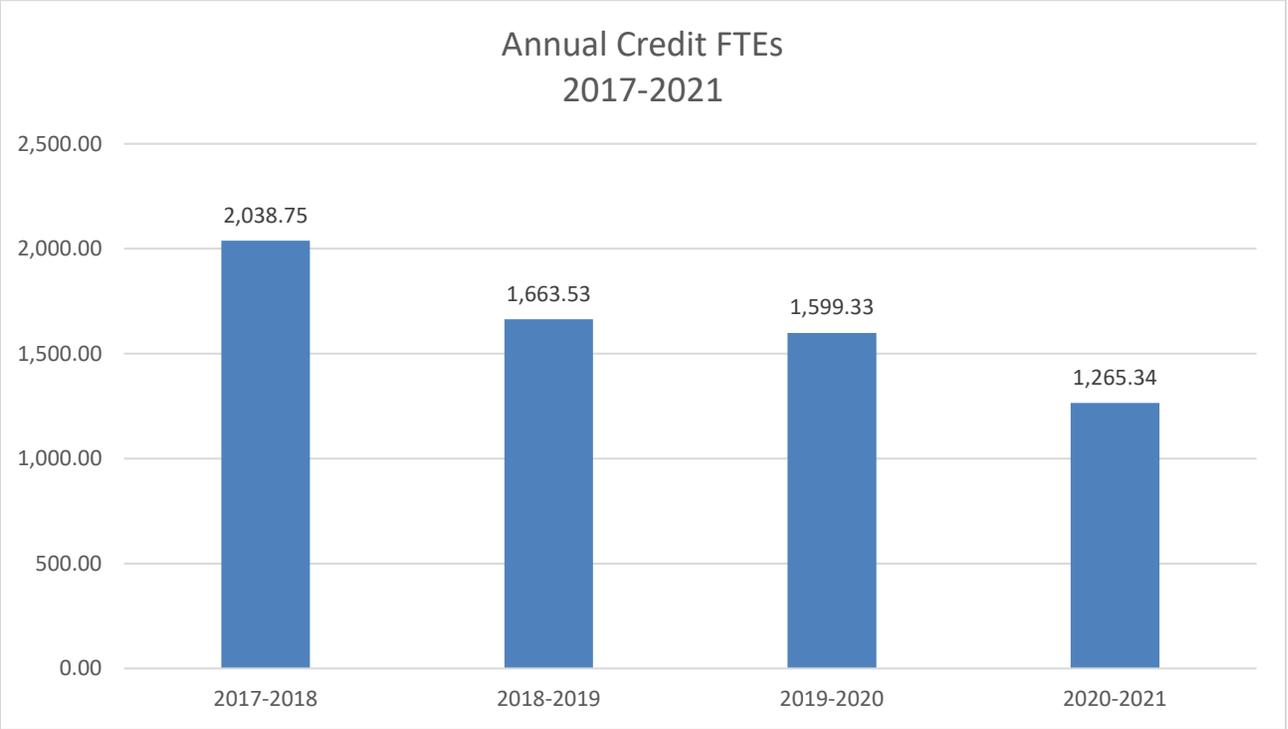
Throughout the last four years, there has been a steady downward trend in unduplicated headcount. The lowest headcount recorded was during the 2020-2021 academic year, which was not an isolated trend amongst community colleges. Regarding the overall trend, the above data regarding county statistics seems to infer that there is a stagnation issue within our population. While this seems to be the most likely case, we cannot assume that it is therefore we are developing proactive measures in multiple areas of the college to further assess and prevent headcounts from dropping lower.

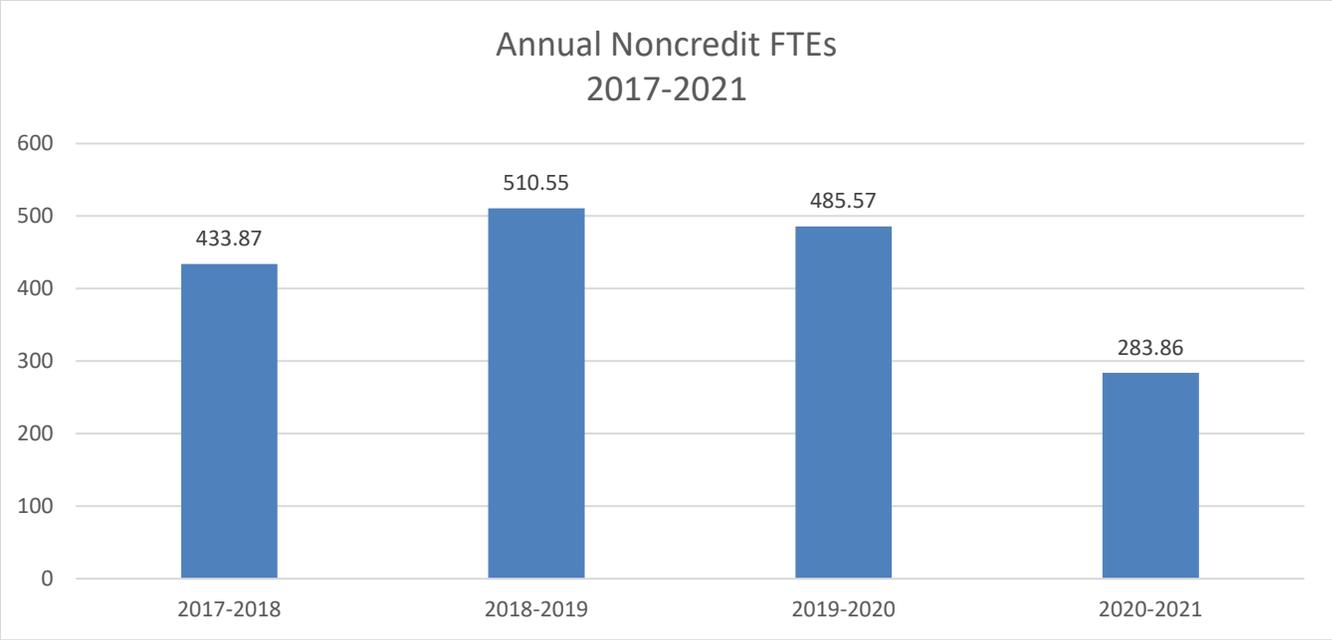
Turning to our full time equivalent students (FTEs), there is a similar pattern. Our overall annual FTEs have declined over the last 4 years, notably with 2020-2021 being a significant decrease which can be explained by the COVID-19 crisis.



Source: College of the Siskiyous MIS data

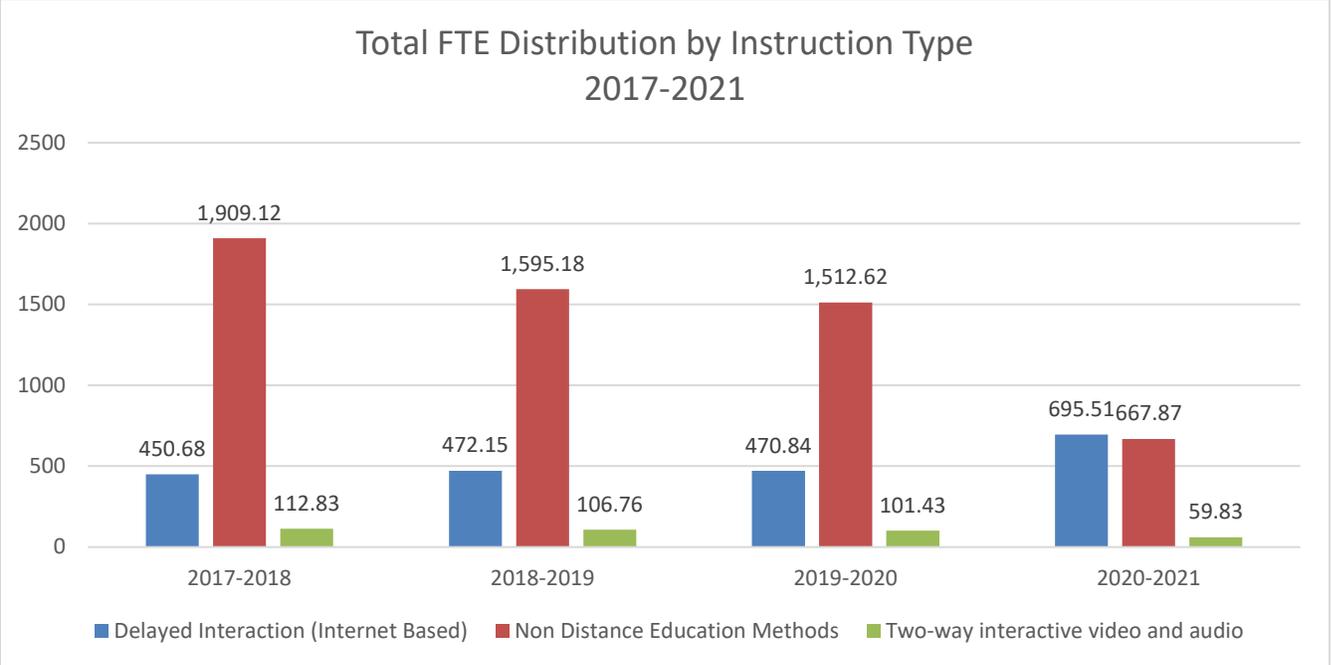
Similarly, we see the same downward trend line when we disaggregate our FTEs by credit and noncredit type enrollments, with the worst year being 2020-2021 as well.





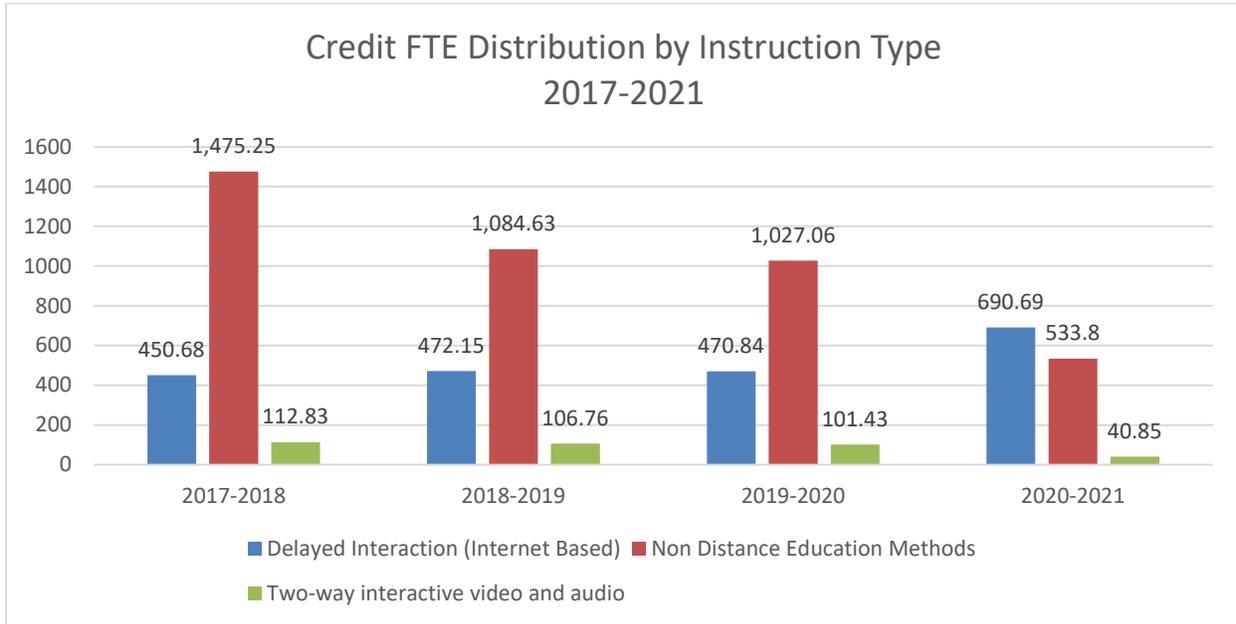
Sources: College of the Siskiyous MIS data

Turning to our FTE distribution by instruction type, we have mainly taught through face to face contact with some delayed interaction methods in most years. Notably, in 2021 there is a large shift where more than half of our FTEs were distributed via delayed interaction and half were distributed face to face.



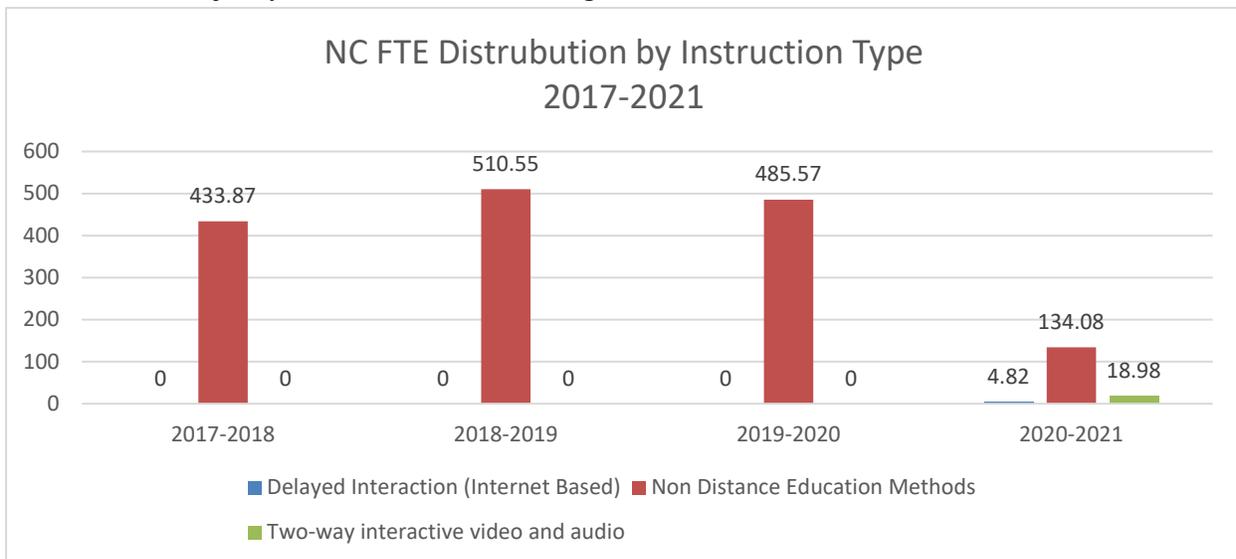
Source: College of the Siskiyous MIS data

Our instruction type varies more when looking at our credit FTEs. Here, anywhere from approximately 33 percent to over 50 percent of classes were offered via delayed interaction which signifies a flexibility and adaptability in terms of how credit classes can be taught.



Source: College of the Siskiyous MIS data

Because the nature of most of our noncredit classes needing to be in person, for instance choir, we were unable to offer as much distance education. From 2017-2020, zero alternative face to face methods were offered. When the COVID pandemic hit, we were able to somewhat adapt with the vast majority of instruction still being face to face.



Employment Rate

The rate of employment in Siskiyou County (46.3 percent as of 2019) is noticeably lower as compared to the rest of the state (60.3 percent in 2020). Moreover, the unemployment rate is at 9.1 percent in Siskiyou County as compared to 5.1 percent in California. This suggests that people within Siskiyou County may have a harder time retaining employment for multiple factors or may be retired.

Demographic Data

Siskiyou County Population by Age

In 2019, only 6.8 percent of the population ranged in between the ages of 18-24 while 33.1 percent were 60 or older. Moreover, the median age of a Siskiyou County resident measures at 47.8 years old. Looking at older years of data suggests that the trend seems to be relatively stable (e.g. median age for 2016 was 47.9 years old, age group 18-24 measured at 7.8 percent of the county). In comparison, California's median age is about 38.5. These trends have been known by College of the Siskiyous, which has continuously been creative in finding ways to serve a nontraditional population.

Siskiyou County Population by Race/Ethnicity

In 2019, Siskiyou County persisted as a predominantly white, non-Hispanic population (84.8%). The second largest ethnic group was Hispanic or Latino (12.6%), followed by American Indian/Alaska Native (3.7%), Asian (1.6%), and Black (1.6%). In comparison to the state of California it is evident that we do not have as much diversity, for instance the statewide Hispanic population is 3 times ours (39.4%). While this may be a function of factors other than education, we still find it pertinent to ensure diversity is noted and intentional strategies are created to make an inclusive and accommodating environment within College of the Siskiyous.

Siskiyou County Population by Gender

In 2019, the male and female population was balanced at 49.5 percent male and 50.5 percent female which is similar to the division of population within the state of California in 2019 (49.7 percent male, 50.3 percent female).

Socio-economic Data

Siskiyou County Median Household Income

In 2019, the Siskiyou County Median Household Income was 45,241. This value is 35,199 dollars below the median household income for the state of California.

Siskiyou County Educational Attainment

Across all population groups, Siskiyou County had higher graduation rates than the state of California for 2019, at rates of 36.5 and 25.5 for groups 18 and below and 25 and over. The state of California's rate for 25 and over is 20.6 percent. Transitioning to residents with a bachelor's

degree, the range stems from a low of 1.6 percent (below 18) to 27.4 percent (65 and over). All age groups aside from below 18 are over the California state average of 21.9 percent. Finally, both the below 18 age group and the 25 and over age group have higher rates of some college (47.9 and 30.0) than the state of California rate (20.6).

SNAP/TANF

Overall, 12.1 percent of individuals in Siskiyou County were receiving SNAP benefits in 2019. Of those, 56 percent had children who were under 18 years in the home. In comparison to California, the overall rate is 8.4 percent that received SNAP benefits in 2019. Of those, 56.4 percent had children who were under 18 years in the home. Enrollment and FTEs could have been affected because of childcare or financial responsibilities that needed to be addressed during the COVID crisis.

Children/Childcare

Children under 18 years old make up 20.3 percent of the population in Siskiyou County, however they made up 22.5 percent of the population in 2019. This suggests that there may be a different trend in how many women are choosing to have children in Siskiyou County.

Housing

While the rate of housing was more affordable than the rest of the state of California in 2019, we are currently in a housing crisis which may have deferred students from attending. Moreover, according to the #RealCollege Survey (2018) out of a small sample of students that encompassed Sacramento and Northern California, 70 percent were found to be housing insecure and 24 percent were defined as homeless.

Internet Access

In 2019, 24 percent of Siskiyou County had no internet access in comparison to the state of California where 10 percent of the population had no internet access. This could greatly affect FTEs in addendum to enrollment.

Disability

Siskiyou County had a significantly higher percentage of disabled individuals (18.6 percent) than the state of California (10.6 percent) in 2019, which implies that individuals may have a harder time commuting or succeeding in their studies at College of the Siskiyous. We have implemented services such as Disabled Student Programs and Services to combat this issue.

Sites

Weed Campus
Physical Address:
800 College Ave.
Weed, CA 96094

Yreka Campus
Physical Address:
2001 Campus Drive
Yreka, CA 96097

Specialized or Programmatic Accreditation

In addition to the current ACCJC college wide accreditation, specified Career and Technical Education programs at College of the Siskiyous are authorized by the California Community Colleges Chancellor's Office (CCCCO) and accredited by the following external organizations:

Licensed Vocational Nursing Program

Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

Associate Degree Registered Nursing

California Board of Registered Nursing (BRN)

Paramedic Program

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (CoAEMSP)

Law Enforcement Academy

Peace Officers Standards and Training (POST)

Fire Academy

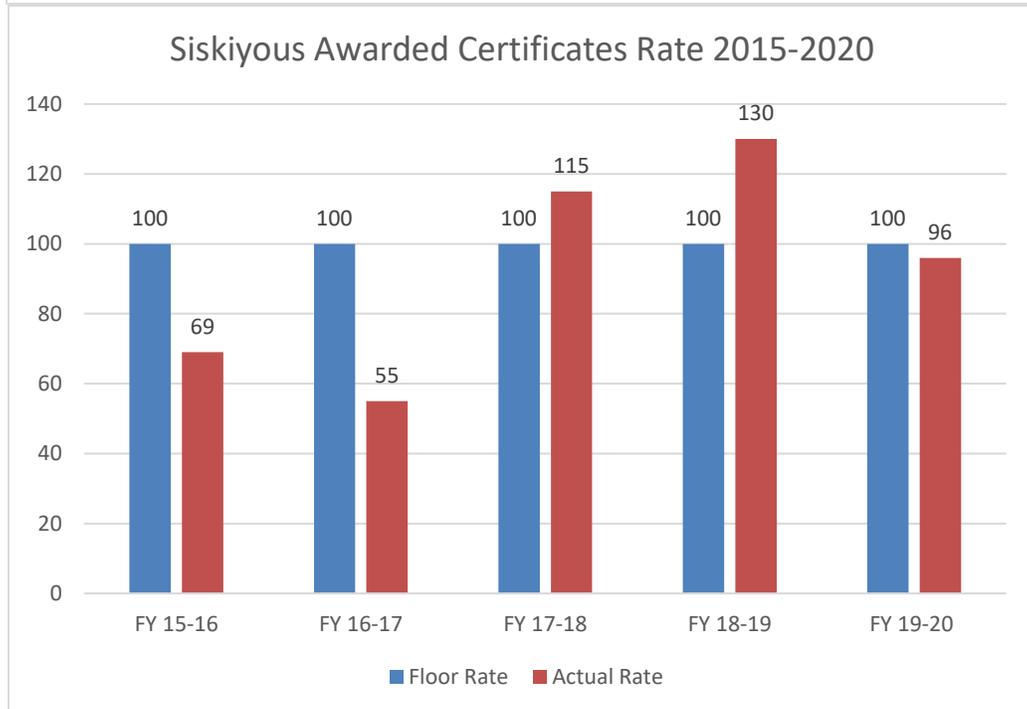
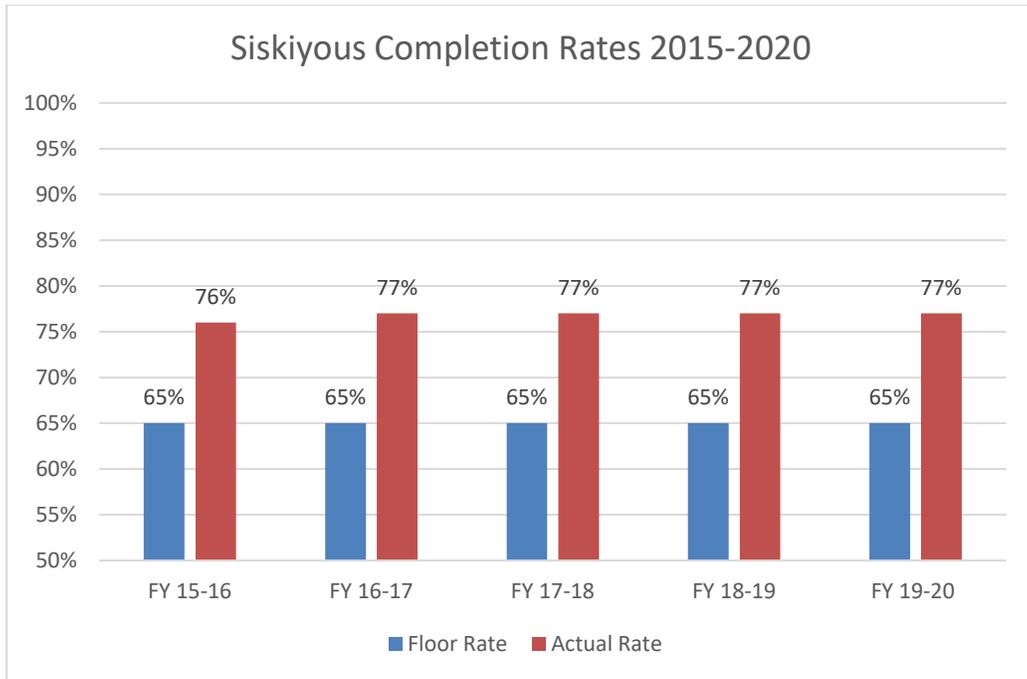
Accredited Regional Academy by the California State Board of Fire Service

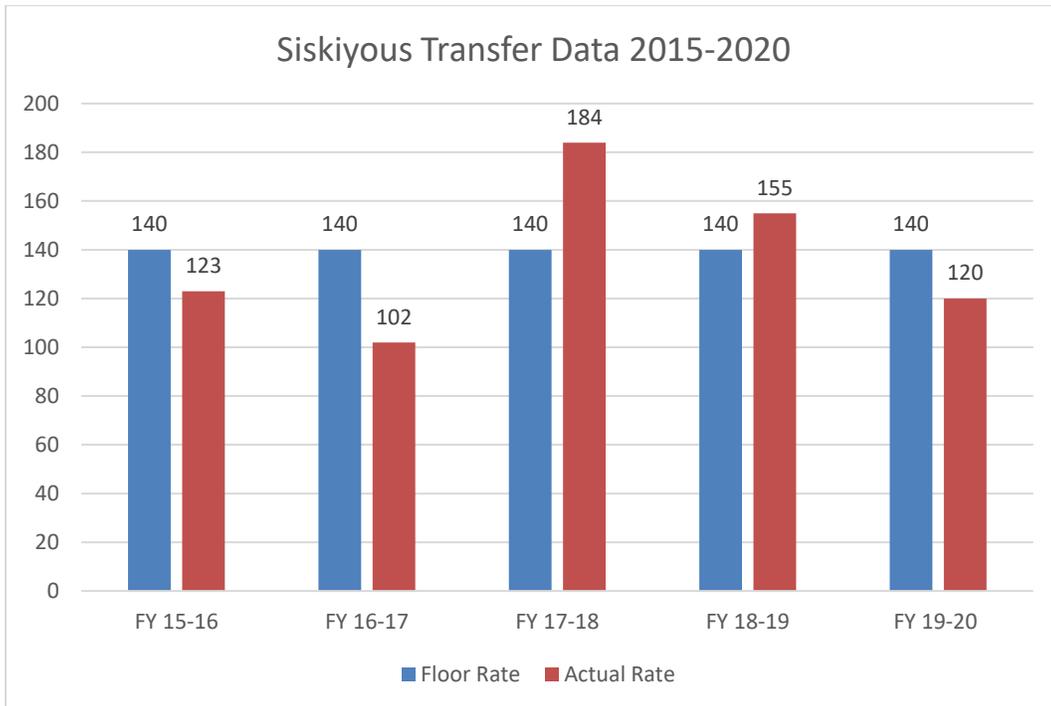
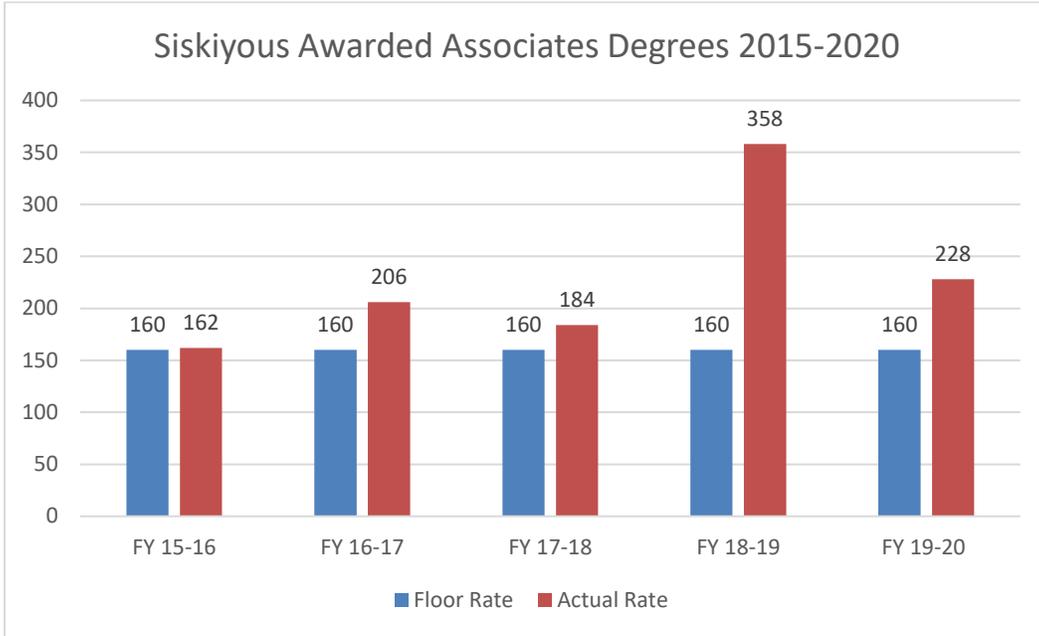
B. Presentation of Student Achievement Data and Institution-set Standards

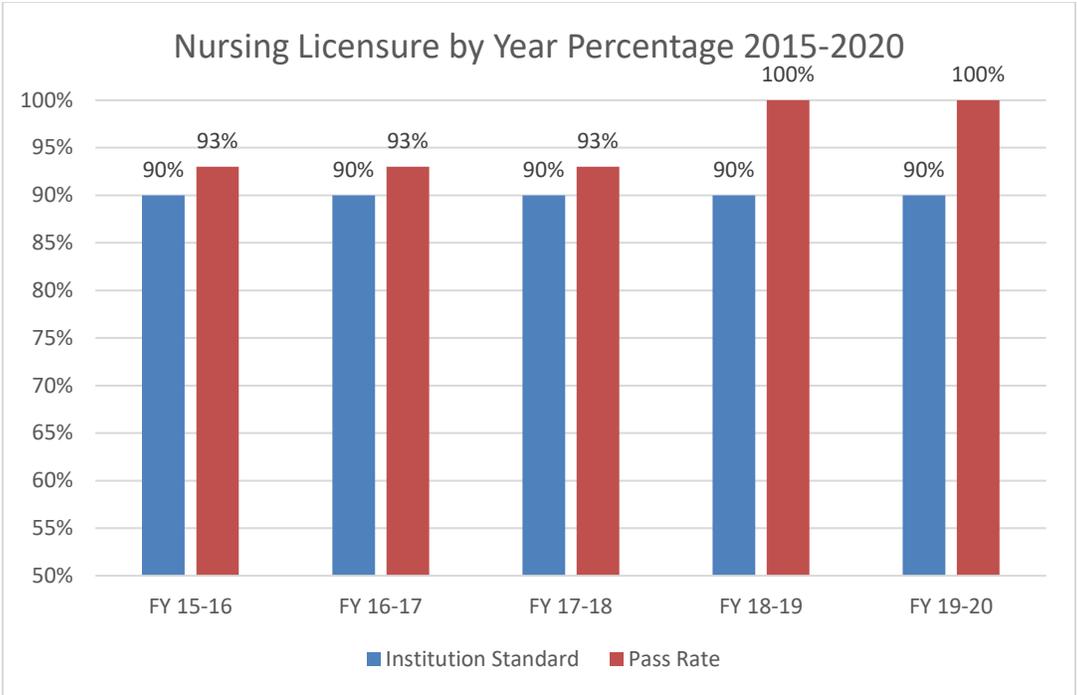
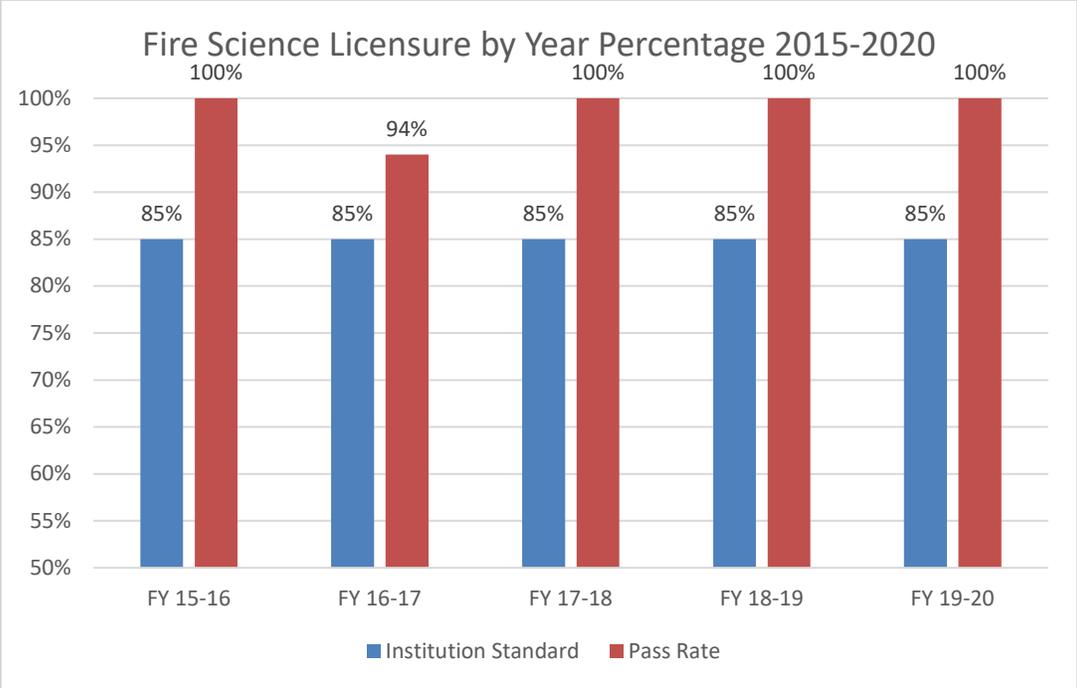
The College submits student achievement data and institution-set standards to ACCJC annually. The following graphs represent data since the last ACCJC Comprehensive Review and consist of:

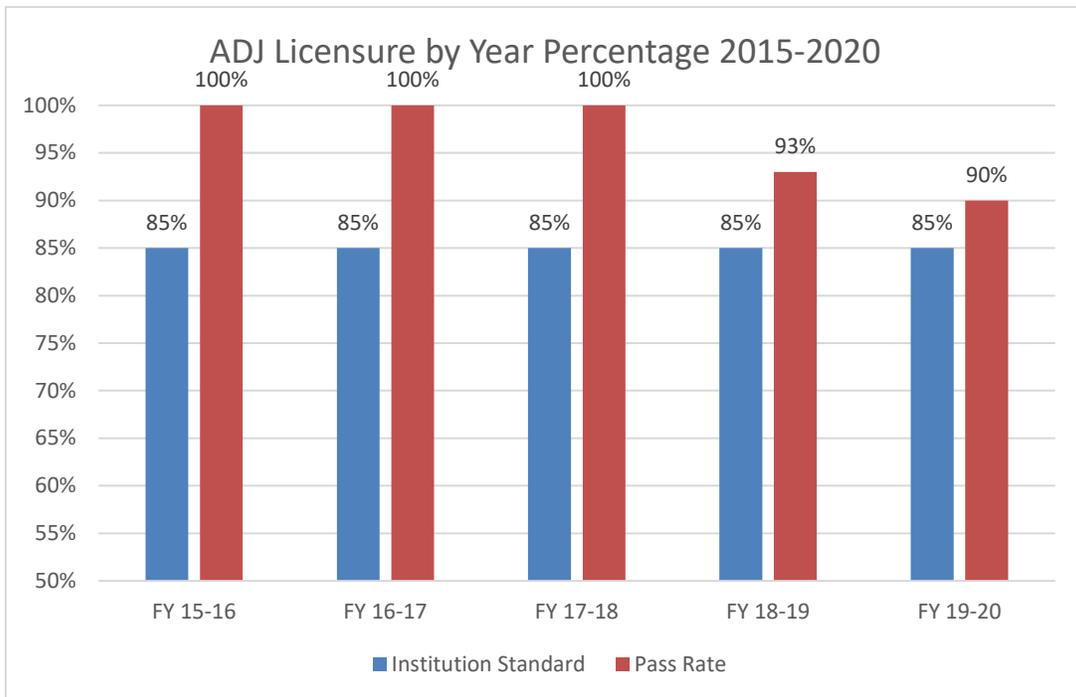
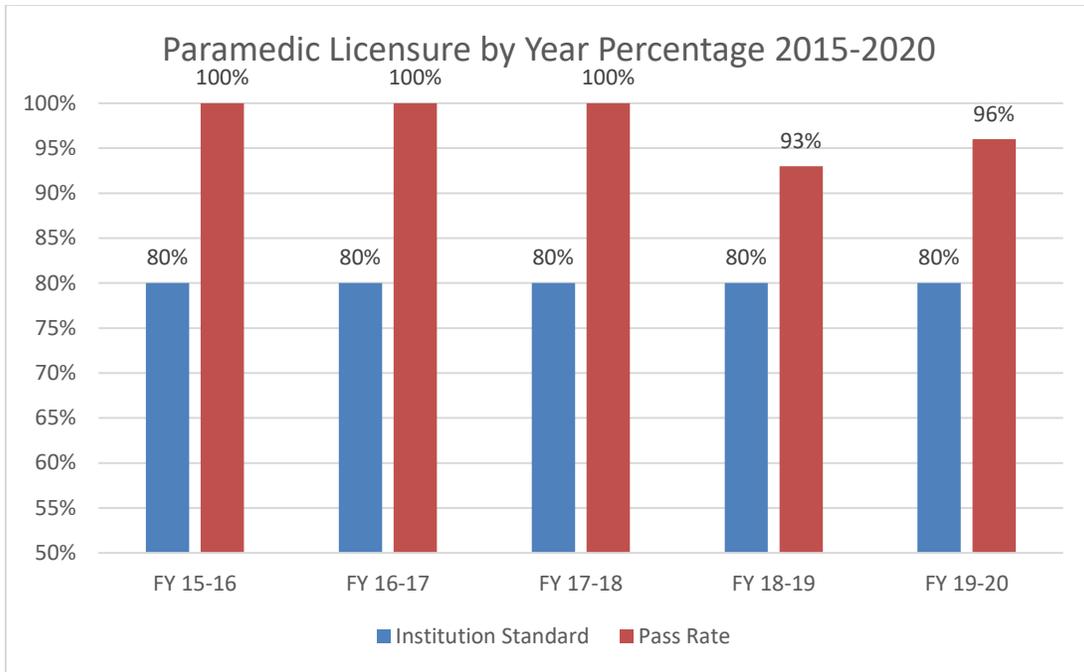
- Completion Rates
- Certificates
- Associates Degrees

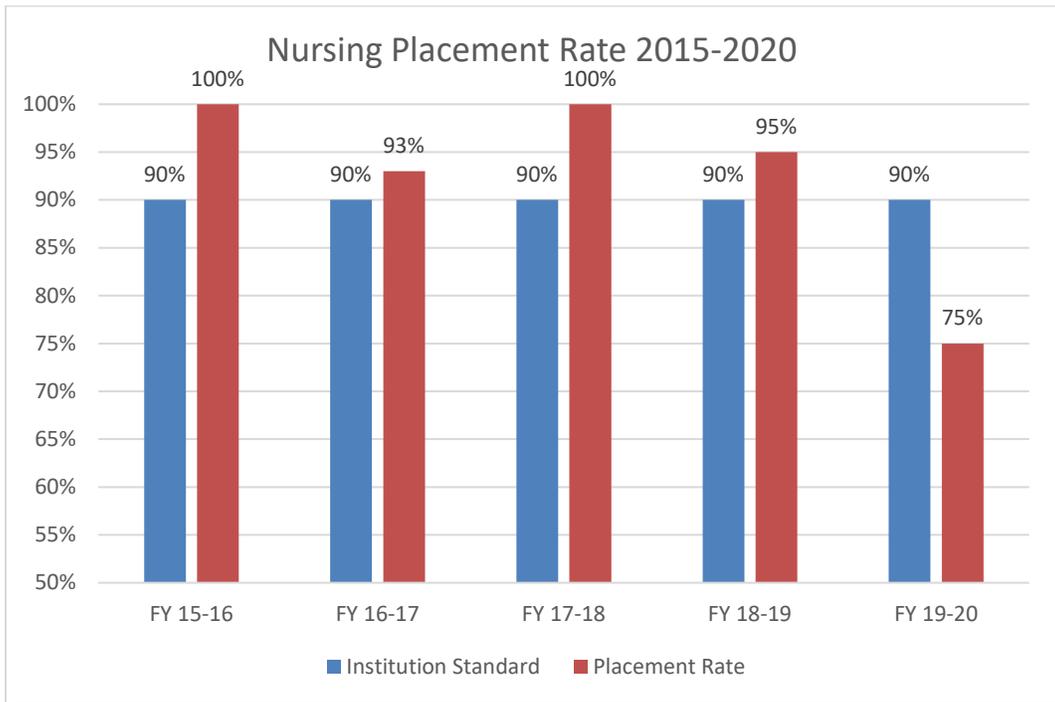
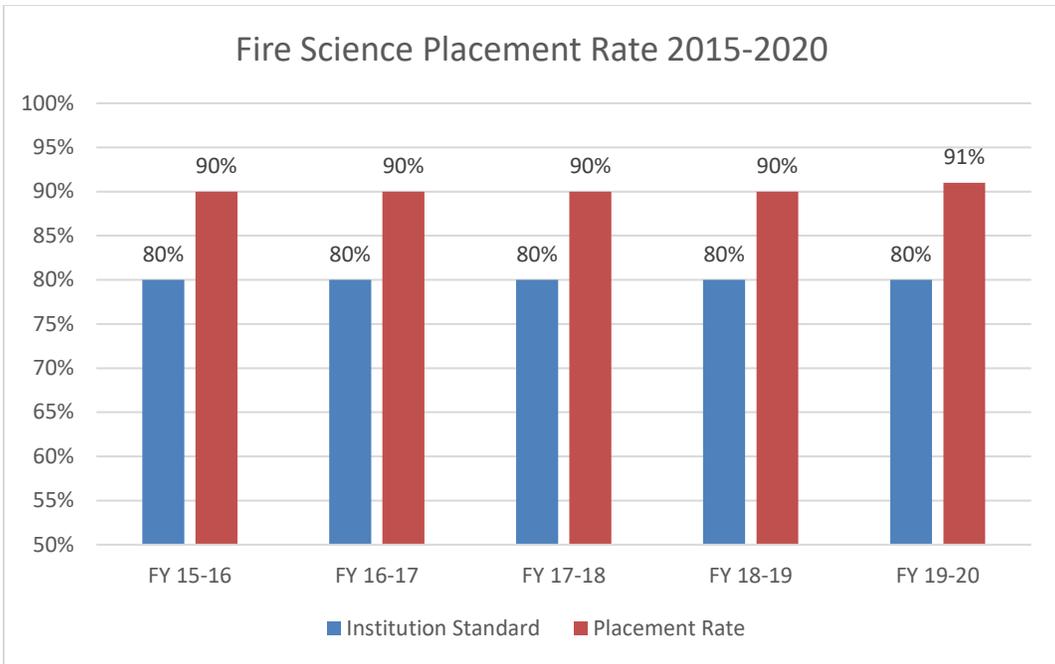
- Transfer
- Licensure by Program
- Employment Rate
- Stretch Goals compared with Actuals

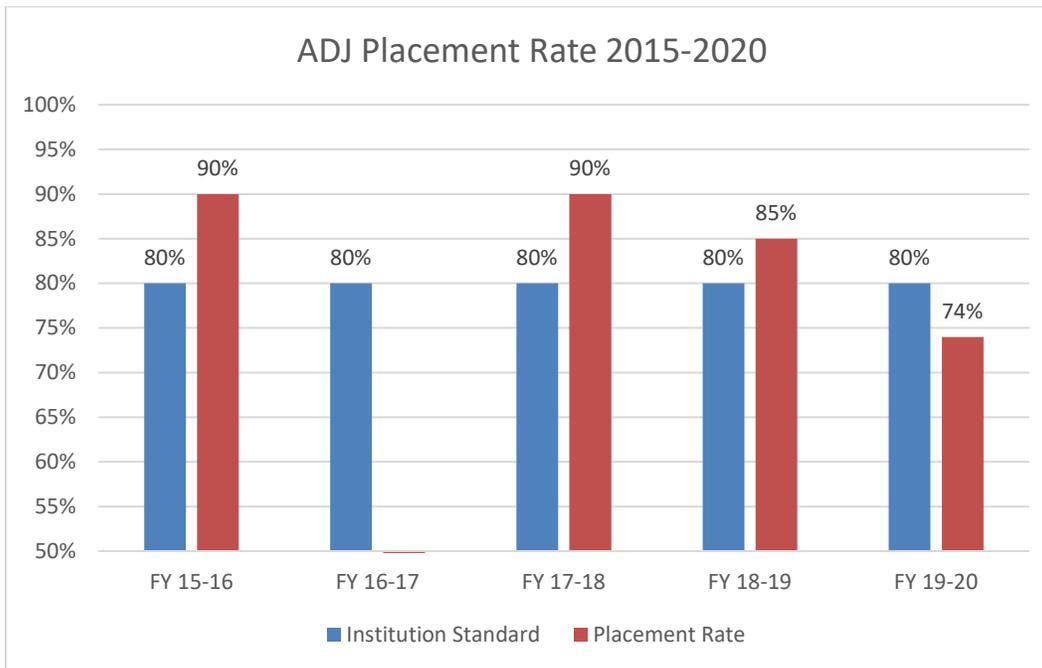
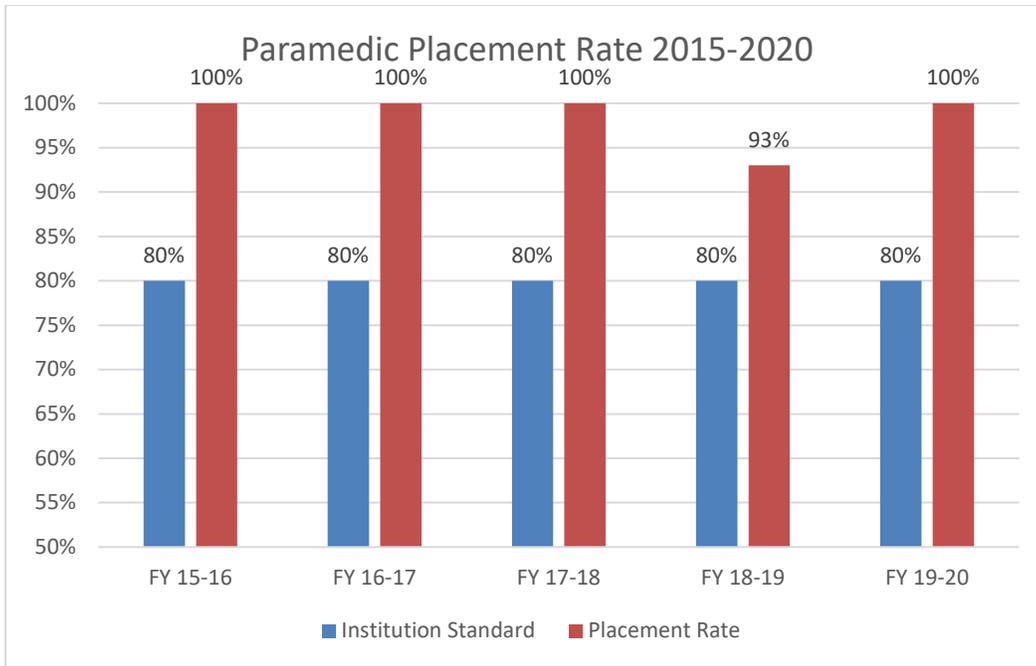




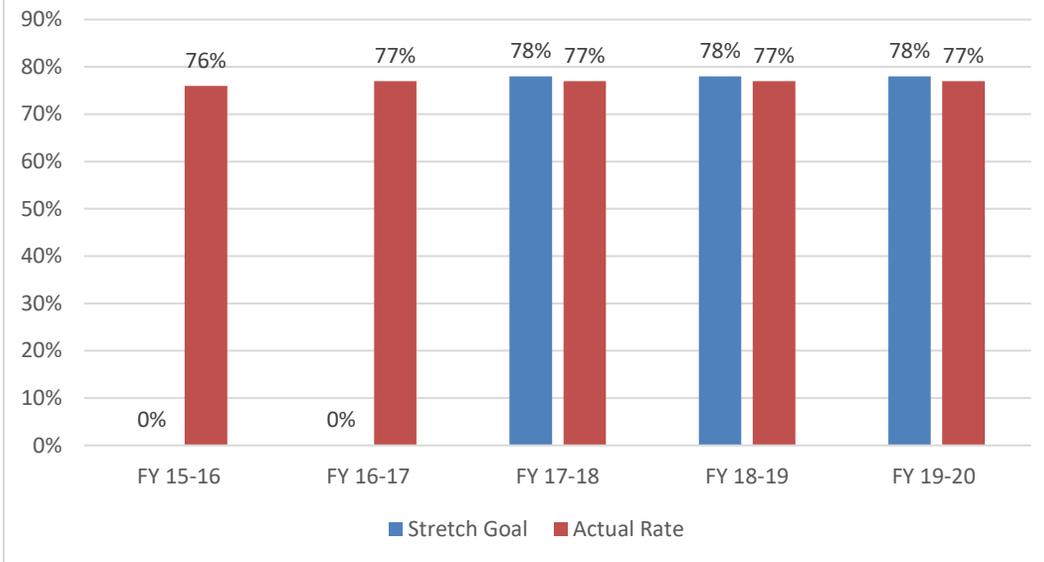




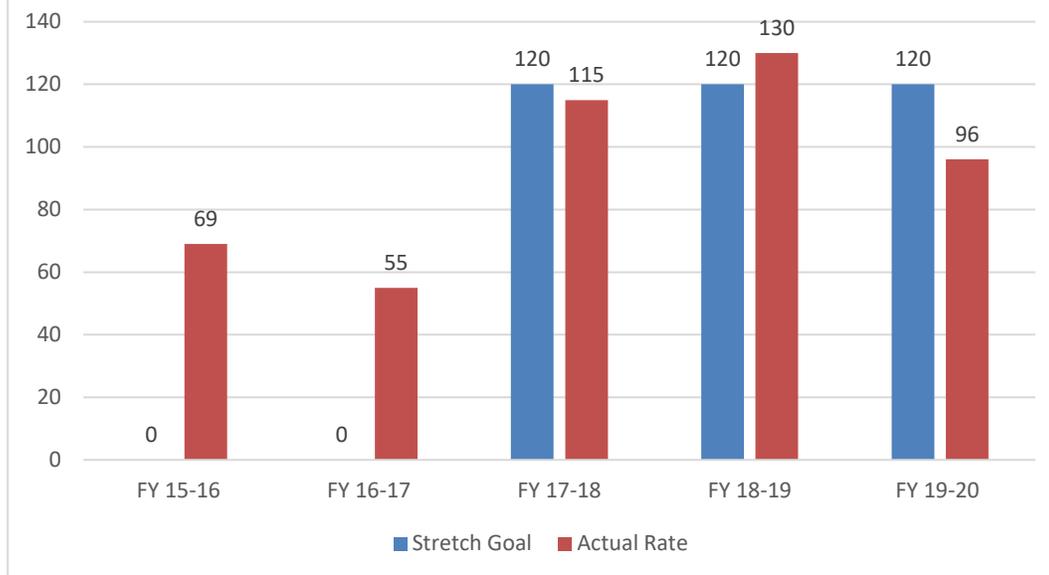


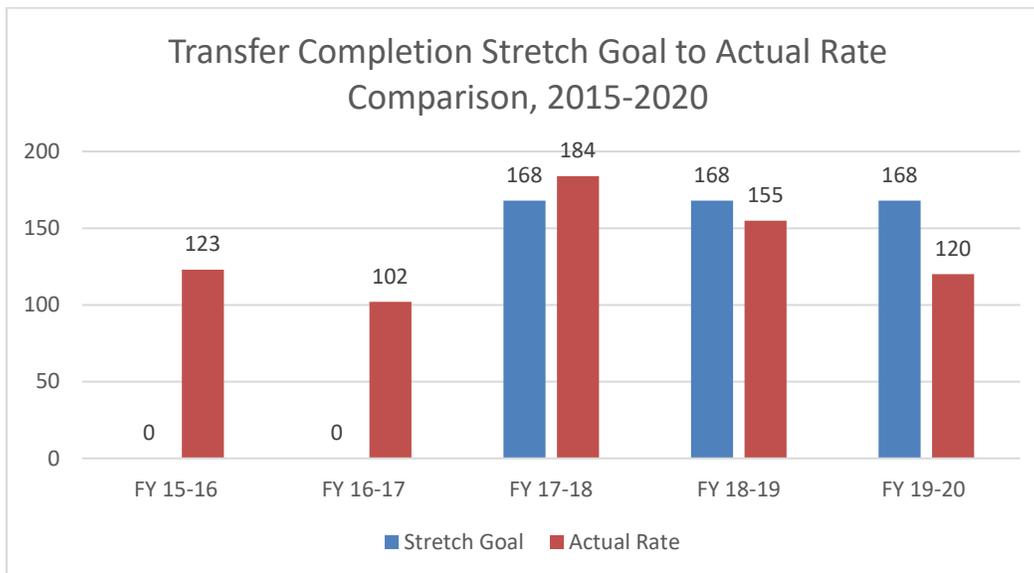
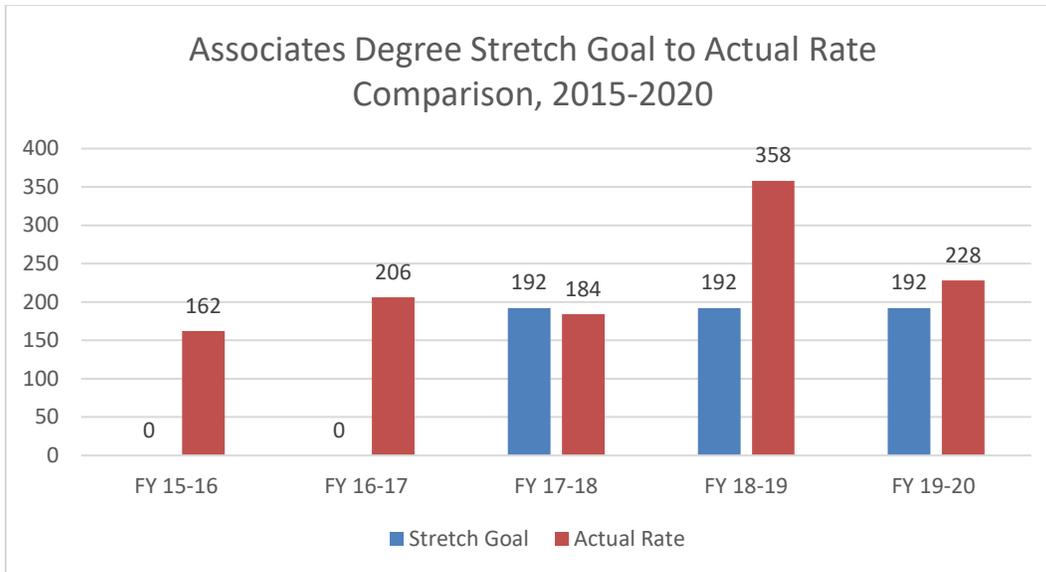


Course Completion Stretch Goal to Actual Rate
Comparison, 2015-2020



Certificate Completion Stretch Goal to Actual Rate
Comparison, 2015-2020





C. Organization of the Self-Evaluation Process

At College of the Siskiyous, it has been emphasized that accreditation is a college-wide responsibility. This understanding commenced with the development of the 2020 Midterm Report in which all stakeholders had the opportunity to provide input and feedback. In preparation for the development of the Institutional Self Evaluation Report (ISER), on September 23, 2020, ACCJC conducted an all-campus training ([C.1](#)). Shortly thereafter, the

College’s Accreditation Liaison Officer (ALO) identified members of the Accreditation Steering Committee:

Accreditation Steering Committee Members		
Standard	Name	Title
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Rexford, Nathan	Director of Research and Evaluation
	Fabrio, Nicholas	Facility Manager, Ford Theater
Standard II: Student Learning Programs and Support Services	Perlas, Char	Interim President
	Roberts, Val	Interim Dean of Liberal Arts, Sciences and Student Success
Standard III: Resources	Melby, Darlene	Vice President of Administrative Services/Human Resources
	Garland, Melinda	Administrative Assistant II: Facilities
Standard IV: Leadership and Governance	Perlas, Char	Interim President, College of the Siskiyous
	Slabbinck, Ron	President, Academic Senate

Steering Committee leads then worked with constituency groups to form their Standard Teams. Commencing fall 2020, the Steering Committee met monthly and Standard Teams began meeting monthly in spring 2021 ([C.2](#), [C.3](#)).

The Superintendent/President arranged for a Board of Trustees study session on ‘Accreditation and Governing Boards Roles and Responsibilities’ which was presented on March 16, 2021 by ACCJC VP Momjian ([C.4](#)). The training was well received and prepared the Board with the information needed to provide input on the Institutional Self Evaluation Report. During the July 17, 2021 Board Retreat, Board members reviewed and provided feedback on Standard IV.C: Governing Board. It was then unanimously approved ([C.5](#)).

The following timeline was shared in the May 2021 publication of the College’s Campus Connection which is shared widely and accessible by the public on the Superintendent/President webpage ([C.6](#)):

- **Mid-August, 2021:** Completion of comprehensive ISER draft and posting of draft on Accreditation webpage for public review/comment
- **Mid-August – February 1, 2022:** ISER Editor to edit, review and format document into one cohesive ‘voice’
- **February 1, 2022:** Finalized ISER placed on Participatory Governance agendas
- **February 2022 – May 2022:** Vetting and approval of finalized ISER via Participatory Governance Groups
- **July 2022:** Submission of final, approved ISER to ACCJC
- **Fall 2022 Semester:** ACCJC Comprehensive Site Visit team review of ISER
- **Spring 2023:** ACCJC Comprehensive Site Visit team to meet with identified College of the Siskiyous employees

Evidence

[C.1](#) September 23, 2020 Preparing for the ISER Training Flyer

[C.2](#) Dec. 9, 2020 Accreditation Steering Committee Agenda

[C.3](#) May 4, 2020 Accreditation Steering Committee Notes

[C.4](#) March 16, 2021 Board of Trustees ACCJC Study Session

[C.5](#) July 17, 2021 Board of Trustees Retreat Minutes

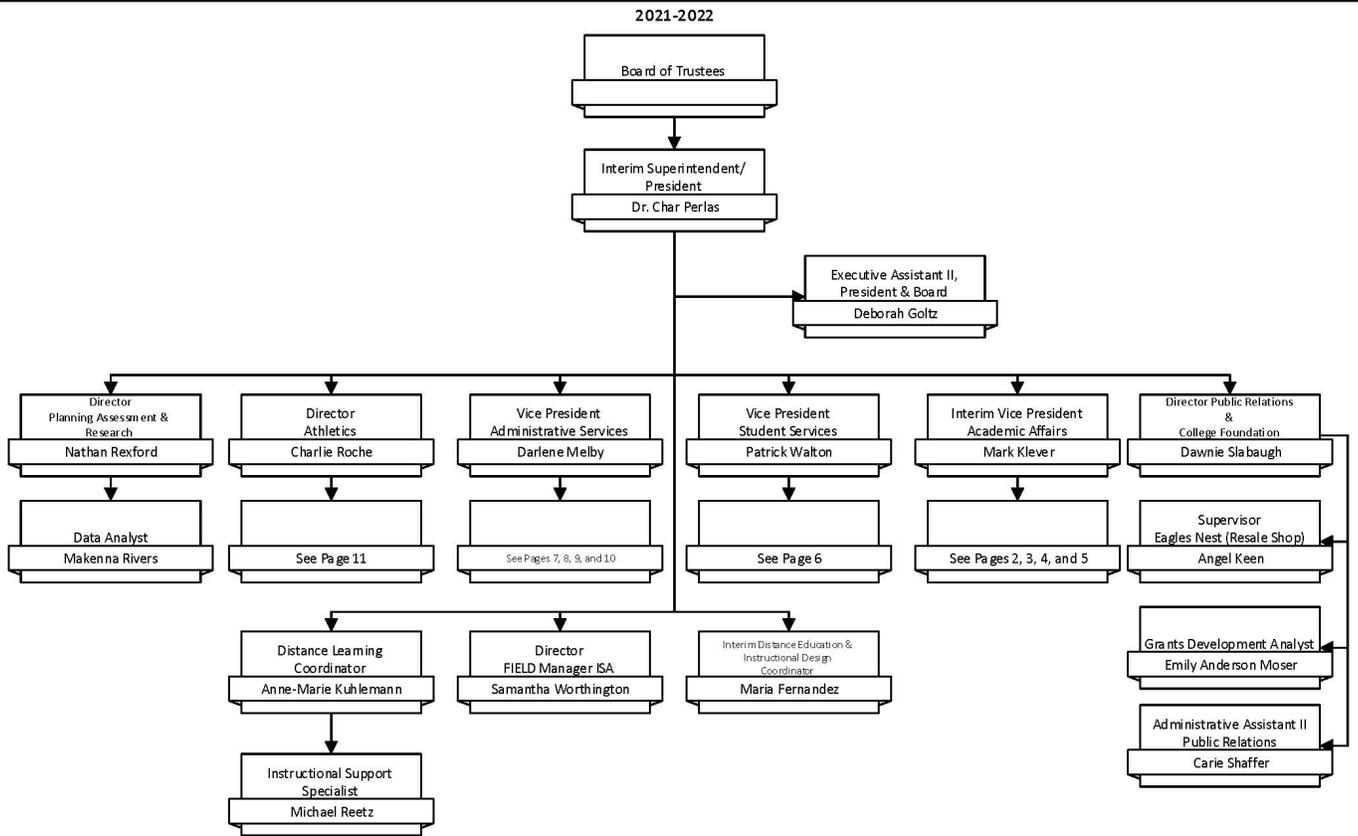
[C.6](#) May 2021 Campus Connection

D. Organizational Information

College of the Siskiyous is organized into four main areas under the management of the Superintendent/President, Vice President of Academic Affairs, Vice President of Student Services and Vice President of Administrative Services/Human Resources. In addition to the Vice Presidents, the Director of Public Relations and the Foundation, Director of Planning Assessment and Research, Coordinator of Distance Learning and Director of the Farmworkers Institute of Education & Leadership (FIELD) report directly to the President. Participatory Governance Committee membership, detailed in the College's [Local Decision Making Handbook](#), consists of a representative from each constituent group.

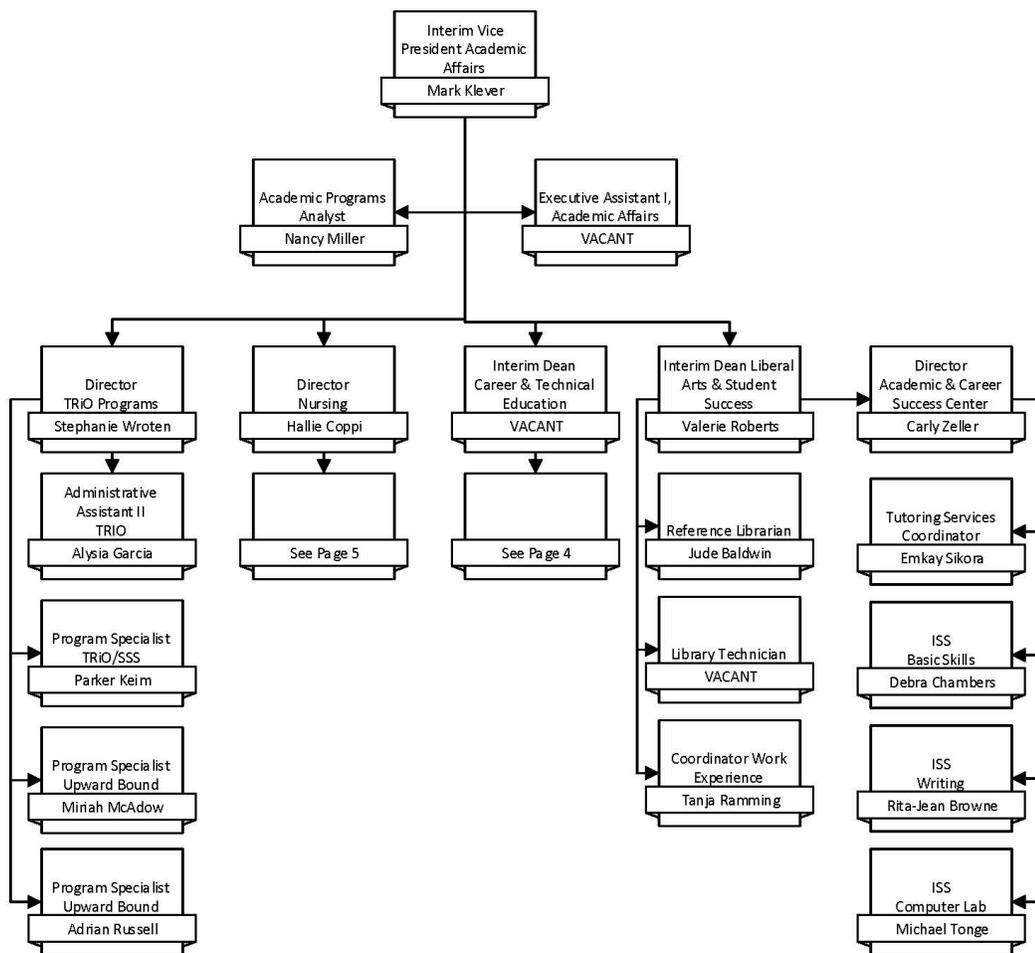
The following pages represent the College's organization structure for the 2021-2022 Academic Year. [*Please note, the 21-22 Organization Chart is being updated based on current personnel changes.](#)

**College of the Siskiyous
Administration Organizational Chart**



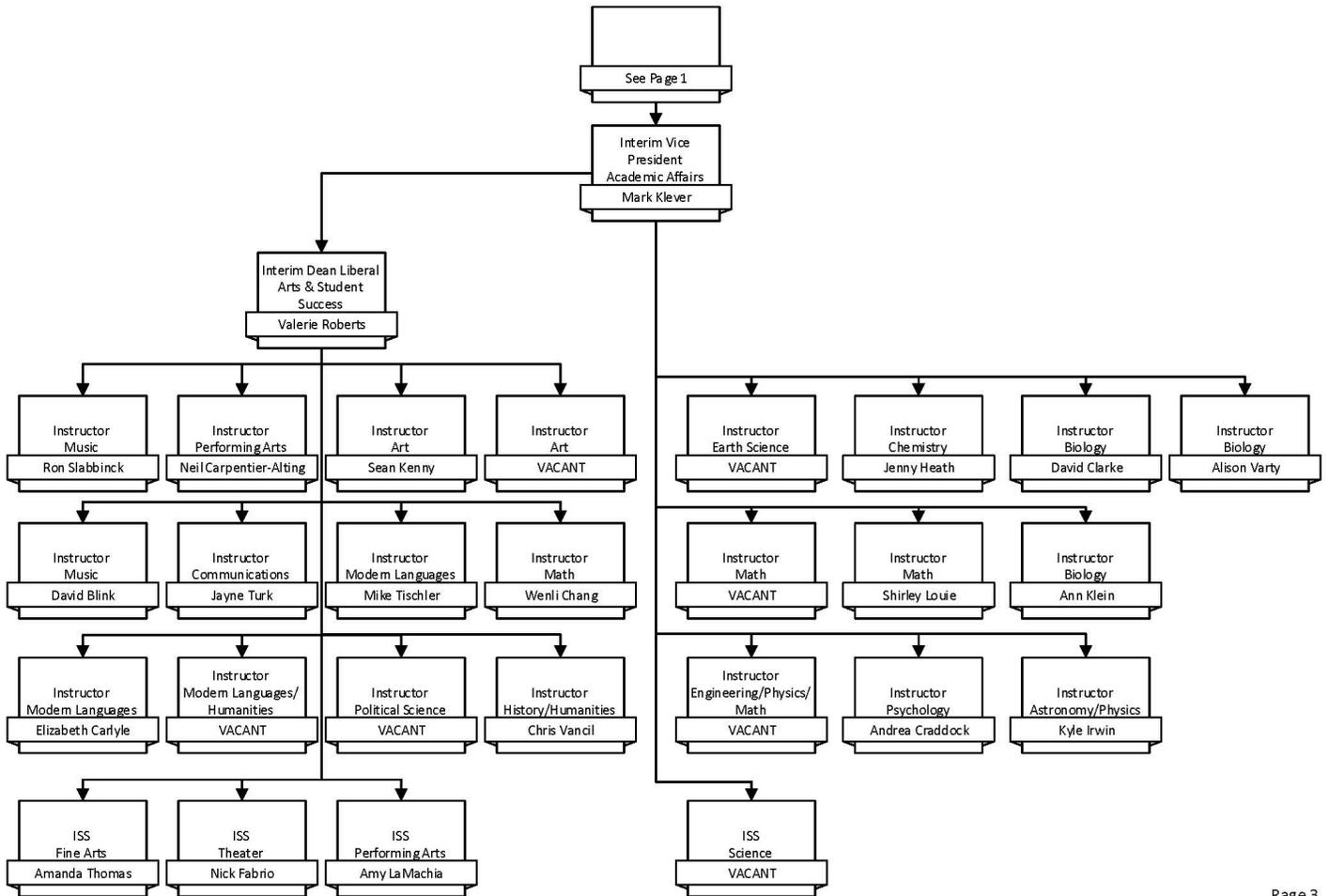
**College of the Siskiyous
Academic Affairs Organizational Chart
Student Success & Library**

2021-22



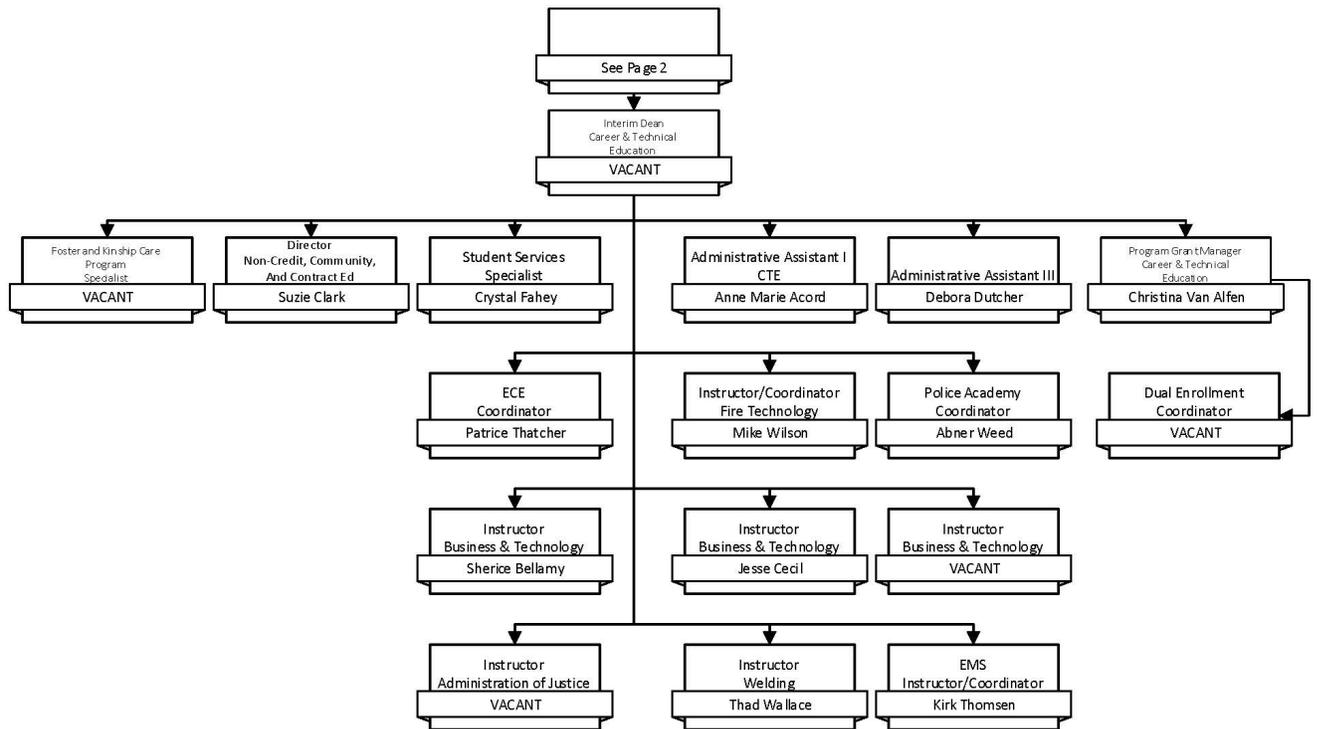
**College of the Siskiyous
Academic Affairs Organizational Chart
Faculty – Language Arts/Sciences**

2021-22



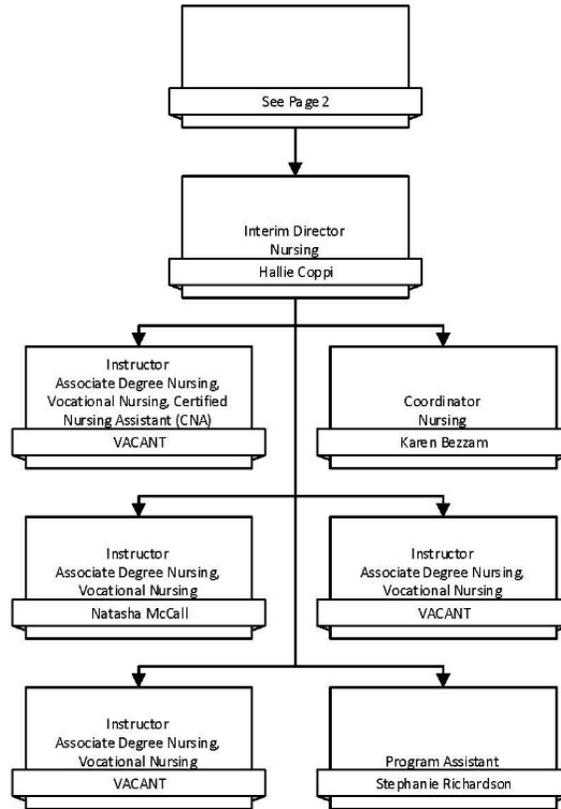
**College of the Siskiyous
Academic Affairs Organizational Chart
CTE**

2021-22



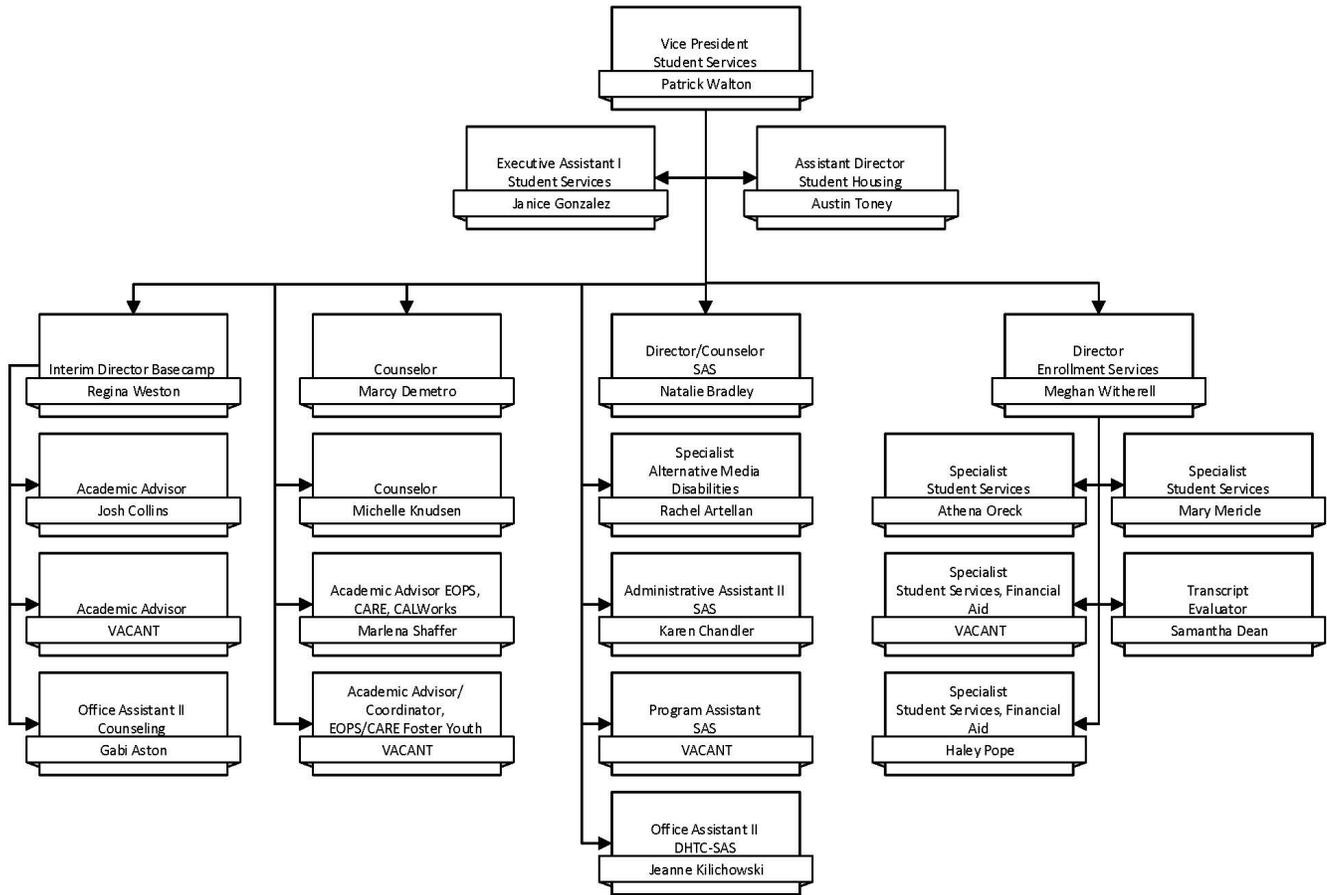
College of the Siskiyou
Nursing Organizational Chart

2021-22



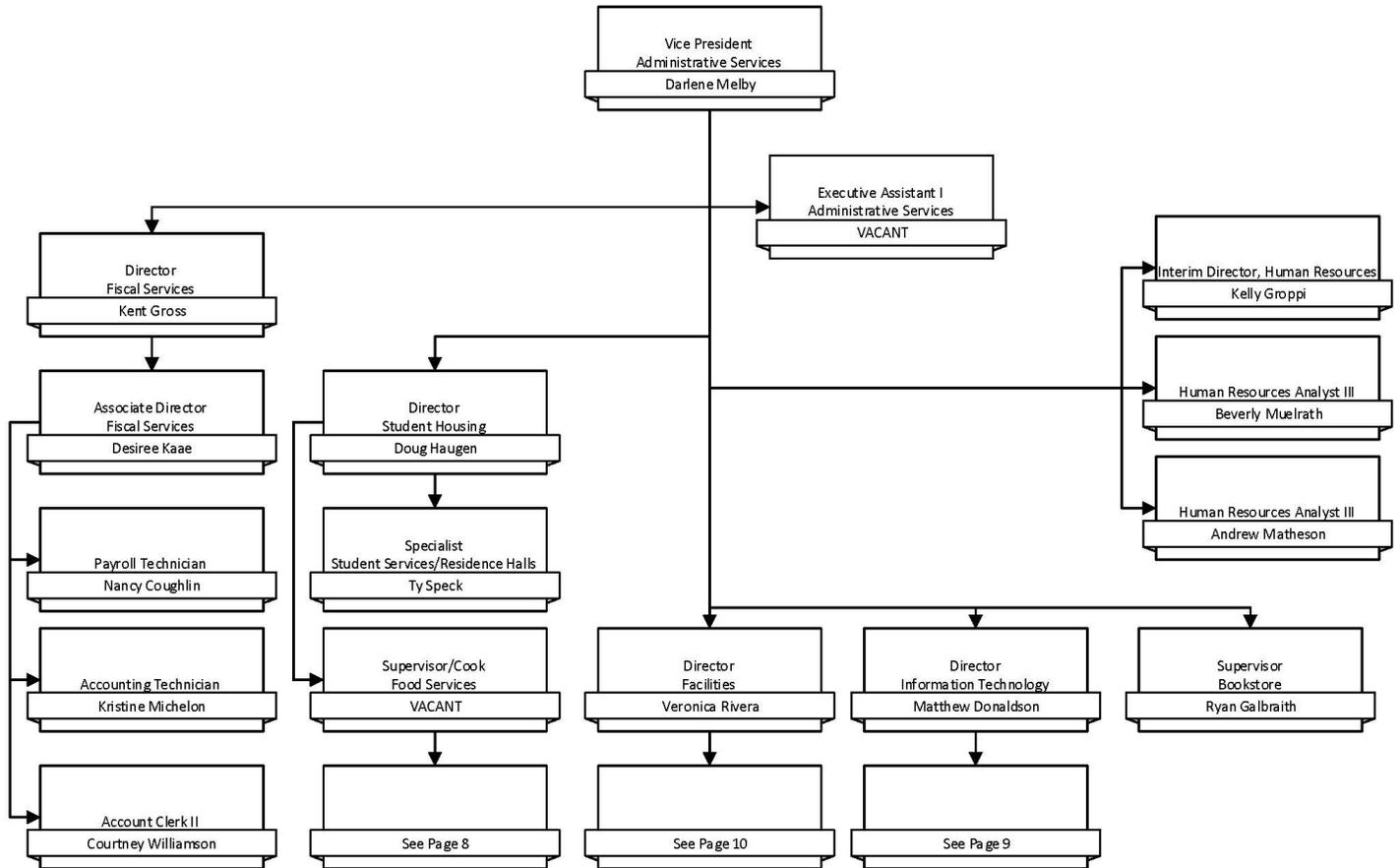
**College of the Siskiyous
Student Services Organizational Chart**

2021-22



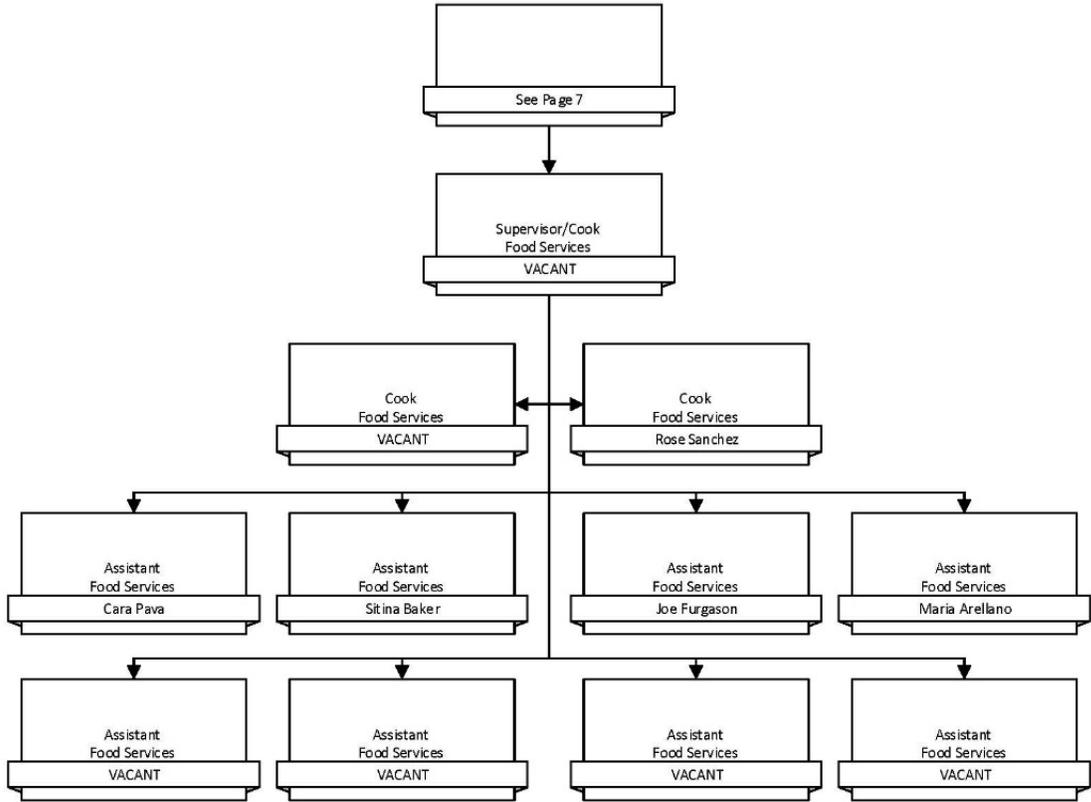
**College of the Siskiyous
Administrative Services Organizational Chart**

2021-22

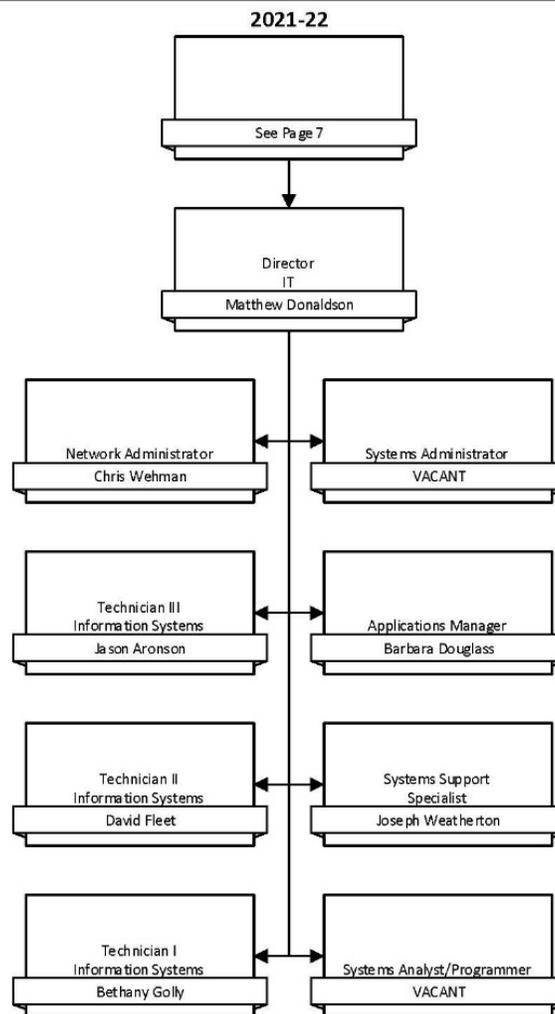


College of the Siskiyous
Food Services Organizational Chart

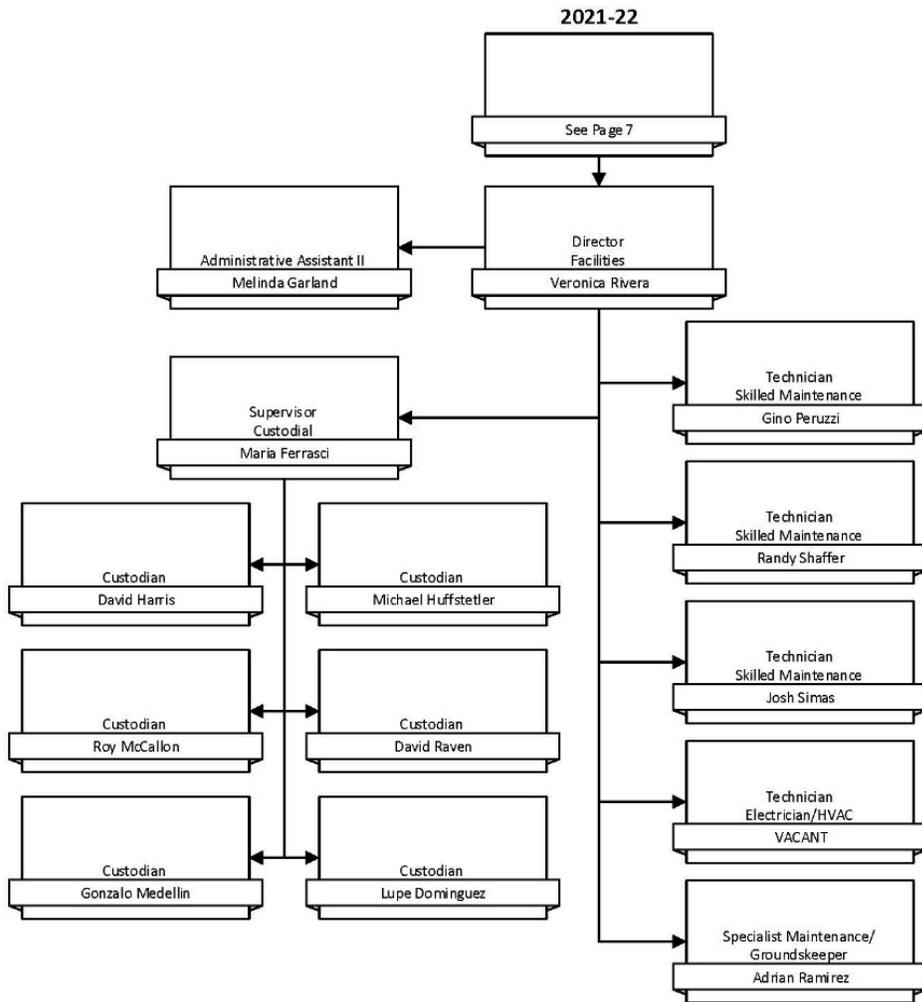
2021-22



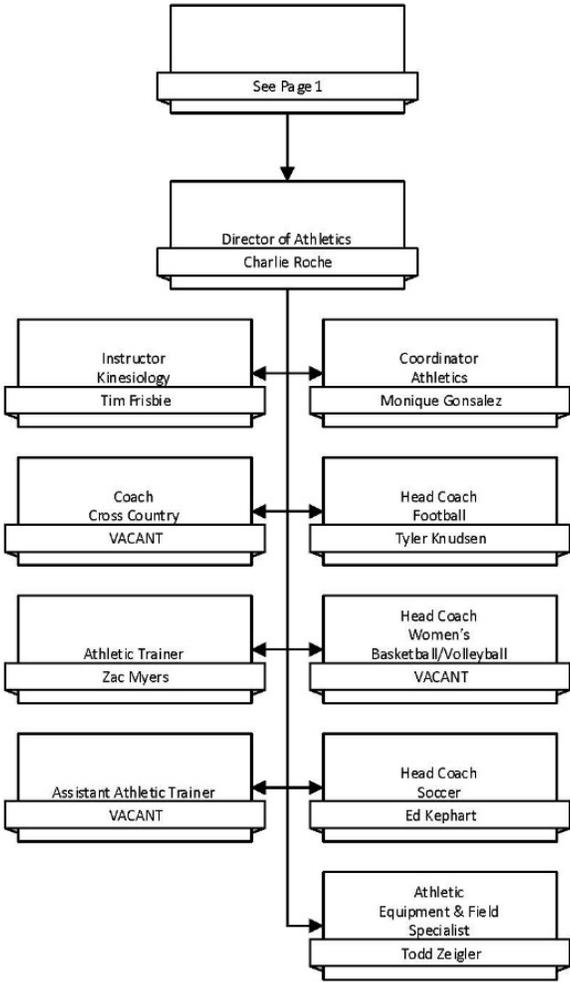
College of the Siskiyou
Tech Services Organizational Chart



**College of the Siskiyou
Facilities Organizational Chart**

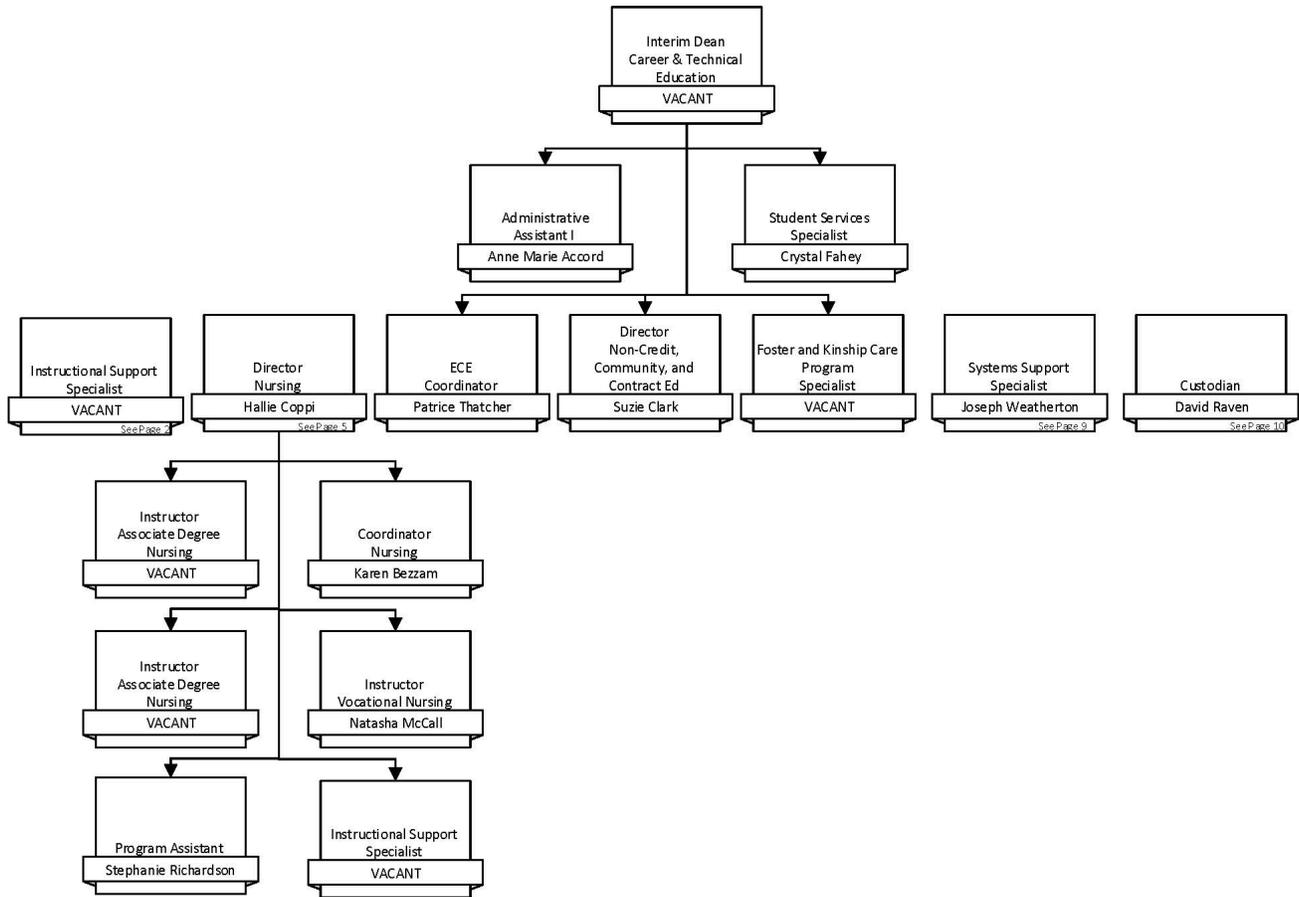


College of the Siskiyou
Academic Affairs Organizational Chart
Athletics
2021-22



College of the Siskiyous
Yreka Campus

2021-22



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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. The College is governed by a locally-elected seven- member Board of Trustees ([ER.1.1](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The institution is operational with students actively pursuing its degree programs. The College serves approximately 4,052 unduplicated students annually ([ER 2.1](#)). The College operates on a 16-week compressed schedule and operates fall and spring semesters and summer and winter sessions. Students actively enrolled at the college have the ability to pursue credit and noncredit certificates, associates degrees and transfer ([ER.2.2](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

College of the Siskiyous offers Associate in Arts, Associate in Science, Associate in Science for Transfer and Associate in Arts for Transfer ([ER 3.1](#)). The College offers a total of xx degrees. Each degree program is aligned with the College's mission and consists of Program Learning Outcomes ([ER 3.2](#)).

A significant portion of College of the Siskiyou students are pursuing degrees or certificates as illustrated in the table below:

Year	Unduplicated Enrolled	Award Seekers
2018-2019	5333	1261

2019-2020	4447	1035
2020-2021	2375	889

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Per Board Policy 2431, the Board of Trustees is responsible for selecting and appointing the Superintendent/President ([ER. 4.1](#)). The Superintendent/President’s full-time responsibility is to the institution, and, per Board Policy 2430, possesses the requisite authority to administer board policies ([ER 4.2](#)). The Superintendent/President does not serve as the chair of the governing board.

The Board of Trustees appointed Dr. Char Perlas as Acting Superintendent President on Feb 10, 2021. She was then appointed as Interim Superintendent/President July 1, 2021. The institution immediately informed the Commission of the change in the chief executive officer.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Per Administrative Procedure 6400, Financial Audits, 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 ([ER 5.1](#)). Budget narratives and summaries as well as final audit reports can be accessed by the public on the College’s website ([ER 5.2](#)).

Evidence

- [ER.1.1](#) Board Policy 2010 Board Membership
- [ER 2.1](#) 2018-2021 Unduplicated Enrollment Report
- [ER 2.2](#) 2021-2022 Academic Calendar
- [ER 3.1](#) Degrees, Majors and Certificates
- [ER 3.2](#) Communication Studies Webpage
- [ER 4.1](#) Board Policy 2431 Superintendent/President Selection
- [ER 4.2](#) Board Policy 2430 Delegation of Authority to Superintendent/President
- [ER 5.1](#) Administrative Procedure 6400 Financial Audits
- [ER 5.2](#) Administrative Services Budget and Audit webpage

F. Certification of Continued Institutional Compliance with Commission Policies

College of the Siskiyous certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

On October 20, 2021, a complete draft of the College's Institutional Self Evaluation report was made available on the College's Accreditation website for feedback. ACCJC's Third Party Comment form was made available on the College's Accreditation webpage on January 31, 2022. [\(F.1\)](#). The announcement, soliciting Third Party Comments, was made at all of the participatory governance committee meetings, all-college meeting and published in the College's February 2022 publication of Campus Connection as well as on the College's Accreditation webpage [\(F.2\)](#).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College's 2020 Midterm Report documents its Institutional Set Standards and stretch goals for student course completion, degree completion, certificate completion, transfer and student learning outcome assessment [\(F.3\)](#). Stretch goals were also implanted in the Colleges Strategic Enrollment Management plan and are in alignment with the Community College Chancellor's Office Vision for Success goals [\(F.4\)](#). Additionally, the ACCJC Annual reports progress on document Institutional Set-Standards as well as program specific, licensure pass rates.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

As stated in Standard II.5, Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree in General Education as well as Administrative Procedure 4100, Requirements for Degrees and Certificates comply with Title 5 and California Ed Code [\(F.5, F.6\)](#). These policies and procedures set standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Minimum degree requirements are 60 semester credits and all courses and programs go through a comprehensive course and program approval process as outlined in Board Policy 4020 and Administrative Procedures 4020 [\(F.7, F.8\)](#). Tuition, referred at the College as Enrollment fees, are posted on the College's website and referred to in Board Policy 5030 as well as Administrative Procedure 5030 [\(F.9, F.10\)](#),

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Administrative Procedure 4237, Transfer Credit, outlines the College's Transfer Policy. Students wishing to receive transfer credit are required to have transfer courses approved by Counseling Services and, if needed, by the applicable full-time faculty member or the respective Director/Dean (F.12). A maximum of 48 semester units is accepted from accredited degree-granting institutions. Students may also apply for Credit for Prior Learning as outlined in Administrative Procedure 4235 and referenced in Standard II.A.8 (F.13).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College has a robust Distance Education (DE) program with a 1.0 Interim DE Coordinator (F.14). The Coordinator ensures compliance of Distance Education requirements as outlined in the Distance Learning Handbook as well as provide faculty and staff with training, support and resources (F.15, F.16). The DE Coordinator in collaboration with the Curriculum Committee, abide by the procedures as outlined in Administrative Procedure 4105, Distance Education (F.17). College of the Siskiyous was a California Virtual Campus – Online Education Initiative (CVC-OEI) pilot participant in 2015. The College does not offer Correspondence Education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College's Student Complaint process is outlined in Administrative Procedure 5530, Student Rights and Grievances (F.18). Additionally, the College also has discrimination complaint procedures for students with disabilities. All procedures regarding student complaints are made readily available in the College catalog and website (F.19, F.20). Student complaint forms are accessible via the College website on the Student Services webpage (F.21).

Student complaint files, for the last seven years, are readily available and housed in the Student Services office. The files demonstrate compliance with policies and procedures.

The College's Accreditation webpage lists all the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and its programs, and provides contact information for filing complaints with such entities (F.22).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The College provides accurate, current and appropriately detailed information to students and the public regarding programs, locations and policies including accreditation status. Information can be found both in the College catalog, which is published annually, and on the College website

(F.22, [F.23](#)). The College continues to comply with the Commission Policy on Institutional Advertising, Student Recruitment and Policy on Accredited Status. Accreditation status can be accessed on the College Accreditation webpage as well as the College Catalog (F.22, F.23).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

As per Board Policy 6400 and Administrative Procedures 6400, the College undergoes an annual audit which includes students load default rates ([F.24](#), [F.25](#), [F.26](#)). Audit results, which documents a USDE acceptable range for student loan default rates, are presented to participatory governance groups as well as the Board ([F.27](#)). Further evidence of compliance with USDE Title IV regulations are included in Standards III.D.10 and III.D.15.

The College follows substantive change procedures and complies with the compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations ([F.28](#)).

Evidence

[F.1](#) Accreditation Webpage

[F.2](#) ACCJC Third Party Comment Form

[F.3](#) 2020 Midterm Report

[F.4](#) Strategic Enrollment Management plan

[F.5](#) Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education

[F.6](#) Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education

[F.7](#) Board Policy 4020 Program and Curriculum Development

[F.8](#) Administrative Procedure 4020 Program and Procedure Development

[F.9](#) Fee Schedule Webpage Can't Find

[F.10](#) Board Policy 5030 Fees

[F.11](#) Administrative Procedure 5030 Fees

[F.12](#) Administrative Procedure 4237 Transfer Credit

[F.13](#) Administrative Procedure 4235 Credit for Prior Learning

[F.14](#) Interim Distance Education Coordinator Job Description

[F.15](#) Distance Learning Handbook

[F.16](#) Distance Learning Webpage – Resources for DL Faculty

[F.17](#) Administrative Procedure 4105 Distance Education

[F.18](#) Administrative Procedure 5530 Student Rights and Grievances

[F.19](#) Student Access Services Student Handbook Webpage

[F.20](#) College Catalog with student complaint procedures

[F.21](#) Student Complaint Form

[F.22](#) Accreditation webpage

[F.23](#) Catalog page – Accreditation

- [F. 25](#) Administrative Procedure 6400 Financial Audits
- [F. 26](#) 2021 Audit Report
- [F. 27](#) 3-16-21 Board Agenda Item – Financial Audit Report
- [F. 28](#) Approved Substantive Change Form - Verto

STANDARD I:

Mission, Academic Quality and
Institutional Effectiveness, and
Integrity

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The college mission is outlined in Board Policy 1200 District Mission with additional emphasis on degrees, credentials, and support services provided in Administrative Procedure 1200 ([I.A.1.1](#), [I.A.1.2](#)). Both documents are publicly available on the campus website, and the mission/vision statements are also included in a separate section ([I.A.1.3](#)).

Analysis and Evaluation

The College’s mission and vision complies with the applicable Board Policy and Administrative procedure. The College’s mission, adopted in June 2019, reads:

“We are a comprehensive community college serving the economic, educational, lifelong-learning, and workforce needs of Siskiyou County and the other communities our programs reach. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today’s global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.”

Per BP 1200, the College’s mission and vision statements are reviewed every six years with the Institutional Master Plan. Details regarding the mission and vision timelines are located on the College’s Integrated Planning Guide ([I.A.1.4](#)).

1.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

As a part of the program review process for both instructional areas and non-instructional areas, departments are expected to frame their work in light of the elements found within the College's mission ([I.A.2.1](#), [I.A.2.2](#)). In instructional areas, Comprehensive Program Review plans are supplemented with a standardized FTES data report ([I.A.2.3](#)). In non-instructional areas with widely varying data needs, data is collected by individual departments, as seen in the attached portion of the Academic Success Center's program review ([I.A.2.4](#)).

Evidence is also gathered through scheduled surveys of enrolled students. While the COVID-19 pandemic disrupted plans to refine and expand this schedule, COS has settled on a two-year alternating plan. One year is dedicated to the Ruffalo Noel Levitz Student Satisfaction Inventory, primarily dedicated to the non-instructional aspects of the student experience, while the next year is dedicated to a homegrown student classroom engagement survey modeled after the Community College Survey of Student Engagement ([I.A.2.5](#), [I.A.2.6](#)).

Analysis and Evaluation

The institution gathers quantitative and qualitative data to determine whether it is accomplishing its mission, building primarily from a departmental perspective and reflected across instructional and non-instructional areas. To supplement these metrics, the student body is polled at regular intervals to determine, in their own perspective, whether the students' educational needs are being met.

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The institution provides a variety of services to ensure successful completion of the primary educational goals of awards and transfer preparation. A list of services provided to assist students on this path is provided for their reference in the annually published catalog ([I.A.3.1](#)). At the same time, College of the Siskiyous has invested heavily in statewide initiatives, such as Guided Pathways, to further ensure that both our programs and services are aligned with the mission and the overarching Vision for Success Goals from the California Community College Chancellor's Office ([I.A.3.2](#)). An overview of this alignment may be found in our most recently submitted Scale of Adoption Assessment ([I.A.3.3](#)).

At a planning and resource allocation level, all efforts tie back to our Institutional Master Plan, as well as numerous area-level plans outlining the area's unique contribution to the educational environment ([I.A.3.4](#)). An example of this aligned planning is noticeable in the College's Strategic Enrollment Management Plan and Facilities Master Plan ([I.A.3.5](#), [I.A.3.6](#)). These plans are converted into action through the resource allocation process that enables departments to clearly specify the impact of their request on their area and thus the college operations as a

whole. Resource requests are submitted via a Continuous Quality Improvement Proposal (CQIP) in which the proposer is required to indicate alignment with the College's vision, mission and/or Institutional Master Plan goal(s) ([I.A.3.7](#)). This even extends to our Guided Pathways categorical funding approval process, where a separate request form requires submitters to align the request with one of the broader initiative goals and by extension to executing our mission through advancements in programs and services ([I.A.3.8](#)).

Analysis and Evaluation

College of the Siskiyous ensures that all programs and services are rooted in the clearly established mission of the college. This is reflected through internal processes and committing resources to students that will directly improve their ability to meet their educational goals. Where appropriate, the college also looks to resources statewide to further its ability to offer these aligned programs and services and to ensure better access to resources necessary for sustainability.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

College of the Siskiyous widely publishes its full vision and mission statements as approved in relevant board policies and administrative procedures ([I.A.4.1](#), [I.A.4.2](#)). Additionally, these statements are also widely published on the College's website through the the Superintendent/President's webpage and the main menu located on the College's home page ([I.A.4.3](#), [I.A.4.4](#)). This information is also published in the College Catalog, on BoardDocs and several college plans ([I.A.4.5](#), [I.A.4.6](#), [I.A.4.7](#)).

As part of the board's ongoing review of Board Policies (BP) and Administrative Procedures (AP) per BP/AP 2410, the mission statement is updated as necessary during review of the 1000 series, which most recently took place in the 2020-2021 Academic Year ([I.A.4.8](#), [I.A.4.9](#)). Mission and vision timelines are detailed in the College's Integrated Planning Guide ([I.A.4.10](#)).

Analysis and Evaluation

In addition to the mandatory posting of policies and procedures relevant to the mission of College of the Siskiyous, the institution also shares this information through the webpages of other pertinent departments. The mission is kept up-to-date and in line with the vision of the Board through routine review and approval, with this particular process being recently completed last year.

Conclusions on Standard I.A. Mission

Through the College's recently approved mission statement, which is aligned with the college's programs, services and priorities, as well as applicable Board Policies and Administrative

Procedures, the College meets this standard. The College's mission guides decision-making, planning and resource allocation and informs strategic and master plan goals. The College's mission statement is widely published and consistently reviewed and updated as necessary.

Improvement Plan(s)

In writing the ISER, we noticed that the mission statement published in the 20-21 Catalog is incorrect. As we develop the 21-22 catalog, we have made assurances that the correct mission statement is listed.

Evidence List

- [I.A.1.1](#) Board Policy 1200
 - [I.A.1.2](#) Administrative Procedure 1200
 - [I.A.1.3](#) Mission/Vision/Institutional Goals on Siskiyous webpage
 - [I.A.1.4](#) Fall 2021 Integrated Planning Guide
 - [I.A.2.1](#) Comprehensive Program Review Questions
 - [I.A.2.2](#) Noninstructional Program Review Template
 - [I.A.2.3](#) Sample Data Report (Paramedic Program Fall 2020)
 - [I.A.2.4](#) ASC non-instructional program review component
 - [I.A.2.5](#) Ruffalo Noel Levitz Student Satisfaction Inventory 2018 results
 - [I.A.2.6](#) Survey instrument for local COS homegrown
 - [I.A.3.1](#) Selected pages from 2020-2021 COS Catalog concerning student services
 - [I.A.3.2](#) CCCO Vision for Success – Update 2021
 - [I.A.3.3](#) COS 2020-2021 Academic Year Guided Pathways Scale of Adoption (Self) Assessment
 - [I.A.3.4](#) COS Institutional Master Plan (full document)
 - [I.A.3.5](#) COS Facilities Master Plan (Introduction)
 - [I.A.3.6](#) Guided Pathways Resource Request Form
 - [I.A.3.7](#) CQIP Operational Unit
 - [I.A.3.8](#) Guided Pathways Resource Request Form
 - [I.A.4.1](#) Board Policy 1200 Mission
 - [I.A.4.2](#) Administrative Procedure 1200 Mission
 - [I.A.4.3](#) Office of the Superintendent/President webpage
 - [I.A.4.4](#) Mission/Vision/Institutional Goals webpage
 - [I.A.4.5](#) BoardDocs Screen Shot
 - [I.A.4.6](#) Institutional Master Plan
 - [I.A.4.7](#) 2019-2023 Strategic Enrollment Management Plan
 - [I.A.4.8](#) BP 2410 Board Policies and Administrative Procedures
 - [I.A.4.9](#) AP 2410 Board Policies and Administrative Procedures
 - [I.A.4.10](#) Fall 2021 Integrated Planning Guide
-

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

College of the Siskiyous engages in a comprehensive and collegial dialogue concerning student achievement and institutional effectiveness primarily through our participatory governance framework. The backbone of these conversations occurs in the constituency senates, most vibrantly in the Academic Senate through their administration of California’s “10+1” set of policies and practices ([I.B.1.1](#)). A recent example may be found in the Academic Senate’s consideration of an equity framework statement with corresponding commitment to action in and out of the classroom ([I.B.1.2](#)). Though younger in age than the Academic Senate and with more limited scope, the Classified Senate and Administrative Support Management (ASM) Senate also push forward this dialogue in exciting directions, such as in a recent conversation within the ASM Senate concerning institutional effectiveness as it relates to an equitable but efficient hiring process for supervisory positions ([I.B.1.3](#)).

While the senates help lay the framework, the councils and committees represent primary avenues where the institution can guarantee vehicles for different constituency groups to have these rich, substantive discussions. Sometimes these discussions represent intersections of policy and practice, as with recent Instruction Council dialogue about the general philosophy of ensuring student and institutional success when navigating between local offerings and instructional agreements with outside entities ([I.B.1.4](#)). Other times, these discussions relate directly to improving student achievement, such as conversations about measuring and increasing degree attainment in Enrollment Management Committee ([I.B.1.5](#)). Finally, and perhaps most importantly, these conversations are under the framework of serious financial considerations, as with the annual responsibility of the Integrated Planning and Budget Committee’s receipt and deliberation of general fund resource allocation requests ([I.B.1.6](#)).

Analysis and Evaluation

The institution takes efforts to honor the foundational work of the constituency senates in serving as starting grounds for rich discussions on student and institutional success, then continues this work through a well fleshed-out system of councils and committees designed to provide representative and engaged groups an opportunity to tackle issues that are within their area or impact the entire institution.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

All instructional courses, as well as the programs they are associated with, define distinct student learning outcomes ([I.B.2.1](#), [I.B.2.2](#)). These outcomes are reviewed by the faculty routinely as

part of their ongoing efforts to maintain the currency of their curriculum, and these efforts are catalogued during the comprehensive program review process with further space allotted in the annual updates for discussing key developments ([I.B.2.3](#), [I.B.2.4](#)).

Non-instructional Program Review reports are submitted annually and follow the same timeline as instructional Program Review ([I.B.2.5](#)). Non-instructional student learning outcomes can be accessed in comprehensive program reviews along with assessment data and analysis of data ([I.B.2.6](#)). Although the College has an established non-instructional program review process, we do recognize room for improvement. As such, College of the Siskiyous has secured assistance from a cross-sectional team of California Community College employees as part of a Partnership Resource Team through the Chancellor's Office to enhance our non-instructional Program Review process. The approved timeline for this project has non-instructional outcomes, or service area outcomes, being developed and tested by the end of the 2021-2022 academic year ([I.B.2.7](#)).

Analysis and Evaluation

The College has defined student learning outcomes for all instructional courses and programs as well as student and learning support services. Assessment data can be accessed in program and department Comprehensive Program Review plans. This data has traditionally been used to improve programs and services through the College's Cycle of Continuous Quality Improvement Process ([I.B.2.8](#)).

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Each year while gathering data for the ACCJC Annual Report, the Office of Planning, Assessment, and Research evaluates the extent to which the College has reached agreed-upon institution-set standards, as well as stretch goals, for such metrics as course completion, award attainment, and job placements, as called for in our mission ([I.B.3.1](#)). The data is presented in our Annual Reports, which are then published on our website alongside other accreditation documents ([I.B.3.2](#), [I.B.3.3](#)). Graphic representation of data from the last 5-years can be accessed in section B. Presentation of Student Achievement Data and Institution-set Standards.

Analysis and Evaluation

The College maintains institutional set standards and stretch goals appropriate to its mission. Institutional Set Standards and Stretch Goals are assessed yearly with the results available to the broader campus community as well as the public. In pursuit of continuous improvement, institution set standards have been used to inform goal development ([I.B.3.4](#)).

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College's Integrated Planning Guide details how the College uses assessment data to support and enhance student learning and student achievement ([I.B.4.1](#)). Analysis of assessment data, located in both instructional and non-instructional Comprehensive Program Review reports, is part of the College's Cycle for Continuous Quality Improvement process ([I.B.4.2](#), [I.B.4.3](#)). Through Cycle for Continuous Quality Improvement Proposals (CQIP), assessment data is used to justify resource requests. Additionally, the CQIP form asks the author to indicate alignment of their request with the College's vision, mission and/or institutional goals ([I.B.4.4](#)). Within the established Budget Cycle, CQIP proposals are presented through annual Open Hearings which are scheduled each April ([I.B.4.5](#)). Off-cycle requests are presented and approved/denied at Integrated Planning and Budget Committee meetings ([I.B.4.6](#)).

Analysis and Evaluation

The College has established institutional processes to support student learning and achievement with the use of assessment data. This process is detailed in the Integrated Planning Guide and is evident in the College's Cycle for Continuous Quality Improvement ([I.B.4.7](#)).

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

On a rotating calendar that encompasses all instructional programs academic programs conduct comprehensive program review every four years, in the case of liberal arts programs, and every two years, in the case of career and technical education programs ([I.B.5.1](#)). The parameters for this review are clearly detailed in a process composed by the faculty with input from the Office of Planning, Assessment, and Research, with substantive sections dedicated to presentation and analysis of both quantitative and qualitative data ([I.B.5.2](#)). Much of the quantitative data comes from the Program Review Data Report which allows retention, success, and initial vs final enrollment to be disaggregated, "traditional" (in-person) vs. distance modalities ([I.B.5.3](#)).

In addition to serving a vital role to individual academic department's improvement process, information stemming from program review and related evaluations are a potentially critical piece of evidence that can be mobilized in resource allocation requests. The very request form asks for evidence of Vision/Mission/Institutional Master Plan alignment, which is primarily derived from narratives created in completion of comprehensive program reviews or the smaller scale requirements of the "Annual Updates" between major reviews ([I.B.5.4](#), [I.B.5.5](#)).

Analysis and Evaluation

By assembling a cohesive program review calendar, College of the Siskiyous ensures appropriate disaggregation of program review by program type. Within the context of the individual program reviews, flexibility in assembling quantitative and qualitative data allows faculty and other stakeholders the opportunity to examine and address potential disproportionate impact between methods of delivery. These findings can serve to drive in-department innovation as well as provide a case for additional resources that can be deliberated through institutional governance structures.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

In both instructional and non-instructional areas, College of the Siskiyous ensures that potential sources of disproportionate impact are examined and corrected as deemed necessary. In the instructional area, the English department recently investigated whether or not there was disproportionate impact in the success rates of students who self-placed into transfer-level English by itself or sections with a linked co-requisite support class. On the non-instructional side, when there appeared to be significant achievement concerns among students of our first-year “Siskiyou Promise” cohorts, our student services group disaggregated the data to test against a theory that it was primarily students from economically disadvantaged households.

While in both of the preceding cases there was no evidence of disproportionate impact, the College has taken significant steps to tackle performance gaps for key success metrics as they arise. The most prominent example may be found in our Student Equity Achievement (SEA) plan, which was created through a representational team to address identified performance gaps through tangible activities. This plan is subject to yearly review, and an executive summary of the plan is published by the College for the benefit of employees, students, and the community ([I.B.6.1](#)). Additionally, the College’s Guided Pathway efforts have identified areas of improvement and developed improvement strategies ([I.B.6.2](#)). All employees, including District Board Members, are participants on a Guided Pathway Pillar Team which provides an inclusive approach to analyzing any gaps and developing strategies to mitigate gaps ([I.B.6.3](#)).

Annual assessment of the SEA and Guided Pathways initiatives help to identify any needed revision of strategies and/or resource requests. Resource requests are submitted through Continuous Quality Improvement Proposals.

Analysis and Evaluation

College of the Siskiyous takes proactive steps to identify potential sources of disproportionate impact and provide remedies before they translate into wider performance gaps. These efforts take place across instructional and non-instructional programs, with the single largest effort

falling under our Equity Plan. When gaps are identified, resource requests are submitted through the College's Cycle of Continuous Quality Improvement Process ([I.B.6.4](#)).

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

College of the Siskiyous regularly engages in a comprehensive review of our policies and procedures covering every area of the campus as directed by the Board through Board Policy and Administrative Procedure 2410 ([I.B.7.1](#), [I.B.7.2](#)). This is a comprehensive process that involves key stakeholders from every major constituency on campus, culminating with a thorough review by our Board of Trustees.

Our policy evaluation process always begins with an area expert, typically a dean or director most impacted by the policy in question, who reviews the current version of a policy. After ensuring that the document conforms to current legal practice, said expert presents proposed legal or contextual changes to an area-specific representative governance council for review and recommendation ([I.B.7.3](#)). The applicable council then considers it from a variety of viewpoints to ensure that the college continues to advance the major goals outlined in our mission. Upon successful recommendation, the policy draft is considered by our broader College Council who are responsible for making the final recommendation or returning it to the applicable council for adjustments ([I.B.7.4](#)). The President of the College then prepares the policies for review and eventual approval by the Board ([I.B.7.5](#)).

Analysis and Evaluation

Our policies and practices are subject to continuous formal review by multiple members of the institution. Beyond satisfying regulatory minimums, a diverse range of constituents ensure that all of our policies support academic quality and promote accomplishment of our mission. Even with our significant work at the college level, we also benefit from the Board of Trustees performing a further review of the given policies and procedures from a fresh perspective to ensure our practices are aligned with the College's mission and goals. Details regarding the policy and procedure approval process along with the participatory governance flow chart can be accessed on the College's Local Decision Making Handbook ([I.B.7.6](#)).

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Currently, the primary method of broadly communicating about assessment activities is in writing through Continuous Quality Improvement Proposal (CQIP) resource allocation requests to the Integrated Planning and Budget Committee (IPB), which are a matter of public record ([I.B.8.1](#)). As part of the responsibilities of IPB representatives, the constituency senates may be informed of developments that have arisen in these areas. However, at its last meeting of the 2020/2021 academic year, IPB adopted as one of its goals for the 2021/2022 academic year a renewed effort at formally discussing program reviews, including assessment, as a whole, rather than just the resource allocation requests ([I.B.8.2](#)). Such discussions will be assisted by implementation of a more centralized portal for academic and non-academic program reviews, with a pilot expected to launch by the end of the 2021/2022 academic year. Additional discourse occurs at the department/division level, Convocation, Flex days and Board of Trustees presentations ([I.B.8.3](#), [I.B.8.4](#), [I.B.8.5](#)).

Analysis and Evaluation

Assessment results are aligned with the resource request and allocation process. Analysis of results provides justification for needed resources. Within the budget cycle, identification of weaknesses or areas for improvement which lead to the need for additional resources, are presented first at the appropriate council and then in Open Hearings ([I.B.8.6](#)). Off cycle requests are presented throughout the semester at IPB meetings for approval/denial.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The Continuous Quality Improvement Proposal (CQIP) process, serving as the backbone of general fund resource allocation requests, is the most comprehensive and most important indication of a broad-based, systemic evaluation at the institution. Much of what is summarized here is publicly distributed to the college community through a publicly available budget and planning timeline ([I.B.9.1](#)). The start of the full process is at the beginning of each academic year when each academic program is charged with completing either a comprehensive program review or annual update per a staggered release calendar ([I.B.9.2](#)). A required concluding component in both evaluation processes is analysis of potential area needs that could be addressed by an increase through general fund allocation ([I.B.9.3](#), [I.B.9.4](#)). Thus, program evaluation defines potential needs rather than ad hoc justifications being created for idiosyncratic requests.

Upon submission of all areas' evaluation documents and corresponding CQIP request forms, educational administrators consult with their faculty and staff in each of the areas to determine a

prioritization based on balancing short-term and long-term needs while defending alignment with the college mission (I.B.9.5). When this task is concluded, the Chief Instructional Officer at the College must assess the needs of the different instructional areas while ensuring promotion of our Institutional Master Plan goals (I.B.9.6). This culminates in an informal CQIP prioritization list (I.B.9.7).

This list is then used to present at the Integrated Planning and Budget Committee, a representational body in the COS governance structure that prioritizes CQIP requests based on their perceived ability to further the mission of the College, as interpreted by each representative in line with the shared charge of the different constituency senates they represent. These recommendations are considered in the development of the final budget, which then returns to IPB and College Council for a recommending vote (I.B.9.8). The President must then address the positive or negative recommendation when presenting the budget to the Board of Trustees (I.B.9.9).

Analysis and Evaluation

In determining necessary resources to properly implement short and long-range plans, College of the Siskiyous engages in continuous and systematic evaluation. Starting from program review as a pillar of institutional effectiveness, this work brings in multiple stakeholders from a diverse range of perspectives to allow for a dialogue framed by the parameters of the college mission.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The College has an established process in place to assess and evaluate academic quality and institutional effectiveness. Student learning and achievement data is primarily documented in comprehensive program review plans and utilized as justification for resource requests. Assessment and evaluation dialogue commence at the applicable council and typically conclude at IPB with either a prioritization of needed resource requests, associated with the data, or an approval/denial. Additional dialogue occurs at the department/division level, convocation, flex days and other participatory governance venues.

Improvement Plan(s)

The College recognizes a need to improve the non-instructional program review process and in addressing this need, in working with a Partner Resource Team through the Institutional Effectiveness Partnership Initiative. Furthermore, the College has already initiated the implementation of the eLumen Program Review and Student Learning Outcomes (SLO) Modules. With these new tools in place, we hope to streamline our Program Review, SLO, and Service Area Outcomes which would allow us to enhance how this data is communicated to the college community and the public.

Evidence List

- [I.B.1.1](#) California Code of Regulations, Title 5, Section 53200 Academic Senate “10+1”
- [I.B.1.2](#) Academic Senate resolution on Diversity, Equality, and Inclusion

- [I.B.1.3](#) ASM Senate Consideration of an effective Hiring Timeline for Administrative Positions
 - [I.B.1.4](#) Instruction Council deliberation on Instructional Service Agreements (ISA's)
 - [I.B.1.5](#) Enrollment Management Committee presentation concerning police academy outcomes
 - [I.B.1.6](#) Integrated Planning and Budget First CQIP Hearing 2021
 - [I.B.2.1](#) EMS 0955 Curriculum of Record with Student Learning Outcomes
 - [I.B.2.2](#) COS 2020-2021 Catalogue – EMS Program Learning Outcomes
 - [I.B.2.3](#) Comprehensive Program Review Questions
 - [I.B.2.4](#) Annual Update Questions
 - [I.B.2.5](#) COS Innovation and Effectiveness Plan (IEP)
 - [I.B.2.6](#) Library Program Review Annual Update, 2020/2021
 - [I.B.2.7](#) COS Innovation and Effectiveness Plan
 - [I.B.2.8](#) Fall 2021 Integrated Planning Guide
 - [I.B.3.1](#) Student Learning Outcomes FAQs – Siskiyou's website
 - [I.B.3.2](#) College of the Siskiyou Spring 2021 ACCJC Annual Report
 - [I.B.3.3](#) ACCJC Annual Report 2021
 - [I.B.3.4](#) 2019-2023 Strategic Enrollment Management Plan
 - [I.B.4.1](#) Fall 2021 Integrated Planning Guide
 - [I.B.4.2](#) Library Program Review Annual Update, 2020/2021
 - [I.B.4.3](#) 2020 LVN to RN Step Up
 - [I.B.4.4](#) Operational Unit – CQIP
 - [I.B.4.5](#) Budget Development Timeline
 - [I.B.4.6](#) CQIP IPB Agenda Item
 - [I.B.4.7](#) Fall 2021 Integrated Planning Guide
 - [I.B.5.1](#) Academic Program Review Manual – Calendar
 - [I.B.5.2](#) Academic Program Review Manual
 - [I.B.5.3](#) Music – Comprehensive Program Review 2020-2021
 - [I.B.5.4](#) College of the Siskiyou CQIP Request Form
 - [I.B.5.5](#) Academic Program Review Manual – Annual Update Questions
 - [I.B.6.1](#) Student Equity Plan Executive Summary
 - [I.B.6.2](#) 2021 Scale of Adoption Assessment (SOAA) - Board approved
 - [I.B.6.3](#) Guided Pathways Pillar Teams
 - [I.B.6.4](#) Fall 2021 Integrated Planning Guide
 - [I.B.7.1](#) Board Policy 2410 – Board Policies and Administrative Procedures
 - [I.B.7.2](#) Administrative Procedure 2410 – Board Policies and Administrative Procedures
 - [I.B.7.3](#) November 5th, 2020 meeting of Instruction Council to consider BP/AP 4235
 - [I.B.7.4](#) November 11th, 2020 meeting of College Council to consider BP/AP 4235
 - [I.B.7.5](#) November 17th, 2020 meeting of Board of Trustees for first reading of BP/AP 4235
 - [I.B.8.1](#) 2021-22 CQIP ranking sheet
 - [I.B.8.2](#) Integrated Planning and Budget Goals for the 2021-2022 Academic Year
 - [I.B.8.3](#) 2019 Flex Day Agendas
 - [I.B.8.4](#) SLOs, SAOs, and YOU
 - [I.B.8.5](#) FIELD Presentation – College of the Siskiyou Board meeting
 - [I.B.8.6](#) Budget timeline
-

- [I.B.9.1](#) Budget Development Timeline
 - [I.B.9.2](#) Program Review Calendar
 - [I.B.9.3](#) Academic Program Review Manual
 - [I.B.9.4](#) Annual Update Questions
 - [I.B.9.5](#) COS CQIP Request Form
 - [I.B.9.6](#) Mission, Vision, Goals webpage
 - [I.B.9.7](#) 2021/22 CQIP Ranking Sheet
 - [I.B.9.8](#) College Council Minutes from September 1, 2021, re: budget recommendation
 - [I.B.9.9](#) Board of Trustees Minutes from September 14, 2021, re: budget approval
-

C. Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

College of the Siskiyous publishes materials related to its mission, learning outcomes, educational programs, and student support services primarily through its website and printed catalog ([I.C.1.1](#), [I.C.1.2](#)). Additionally, in accordance with both the letter and the spirit of California transparency laws, news organizations are notified of public meetings by Trustees as well as events of interest on the campus. Area specific updates and events are highlighted in the monthly publication of Campus Connection ([I.C.1.3](#)).

Accreditation efforts and milestones are catalogued on our Accreditation webpage ([I.C.1.4](#)). This includes reports prepared throughout the accreditation cycle as well as official feedback from visiting teams and the Commission. Moreover, the institution prominently acknowledges its current membership status with its accreditation body both on the accreditation website as well as the title page of its annually published course catalogs.

Analysis and Evaluation

Between our catalog development team, Public Information Office, and website information, personnel across the campus ensure that comprehensive and accurate information is provided to not only the campus community but also interested members of the community and prospective students. The College takes pride in being transparent about its role as an accredited institution, guaranteeing that an abundance of information about the accreditation process and its outcomes are available to students and the public.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

College of the Siskiyous annually produces a public-facing online catalog, as may be seen in the example of our 2020-2021 catalog ([I.C.2.1](#)). This catalog contains the full selection of information present in the “Catalog Requirements,” and has been used as evidence for numerous various ACCJC Standards. Key stakeholders, such as department heads and division chairs, are given primary responsibility in directly forming catalog language to ensure adequate representation of their respective policies and procedures. In addition to the catalog, which can be accessed on the College’s website, the College prints copies for use by specific departments ([I.C.2.2](#)).

In efforts to improve the catalog experience for current students, prospective students and the community, the College is in the process of implementing the eLumen Catalog module. Implementation of the eLumen Catalog Module will assist in streamlining catalog development and enhance catalog quality ([I.C.2.3](#)).

Analysis and Evaluation

The College satisfies the requirements for the standards of an online catalog for enrolled and perspective students. Going beyond the requirements, College of the Siskiyous has embraced a holistic and inclusive model for generating content to ensure that information is delivered in a timely and accessible manner.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College documents student learning and achievement within its Program Review process which can be located in the College’s Integrated Planning Guide ([I.C.3.1](#)). Discipline specific Program Reviews consist of assessment data, needs for improvement and resource requests aligned with indicated needs ([I.C.3.2](#)). Each discipline has access to a 3-year assessment calendar which ensures that assessment occurs annually ([I.C.3.3](#), [I.C.3.4](#)).

Student Learning Outcome (SLO) Assessment data is discussed during Faculty Convocation, Mandatory Flex Days and Optional Flex Days ([I.C.3.5](#), [I.C.3.6](#)). Assessment outcomes have also been presented to the Board and the public through Board Meeting presentations which are open to the public ([I.C.3.7](#)).

The College recently re-established its SLO Committee and in efforts to streamline the SLO process, the eLumen SLO Module is being implemented ([I.C.3.8](#)). With the implementation of

the SLO module, the College hopes to improve its method of assessment collection as well as make SLO data more accessible.

Analysis and Evaluation

Through the Program Review process, student learning and achievement is documented and aligned with resource requests. Program review data is made accessible by the public on BoardDocs ([I.C.3.9](#)). Resource allocation requests are accessible by the public on the Integrated Planning and Budget Committee webpage ([I.C.3.10](#)).

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The college provides all relevant information about requirements and outcomes for its certificates and degrees in its public-facing catalog ([I.C.4.1](#), [I.C.4.2](#)). Moreover, to assist students with planning their coursework, checklists have been developed for each award offered at the college ([I.C.4.3](#), [I.C.4.4](#), [I.C.4.5](#)).

Analysis and Evaluation

The institution satisfies the reporting requirements for its degrees and certificates in regards to purpose, content, course requirements, and expected learning outcomes by disclosing this information in an appropriately-maintained catalog released each year available to current and prospective students. Recognizing that this material may seem daunting to students who are interested in charting their path through required coursework, the college offers an additional method in approaching the requirements in the form of accessible checklists that can serve as a planning resource for students.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College regularly reviews Board Policies and Administrative Procedures through its Participatory Governance process which is outlined in the Local Decision Making Handbook ([I.C.5.1](#)). All Board Policies require Board approval while Administrative Procedures are required to be presented to the Board ([I.C.5.2](#)).

Board Policies and Administrative Procedures—representing the official acknowledgement and empowerment by the Board of Trustees and the District of the college’s mission, programs, and services—are reviewed every five years per Administrative Procedures 2410 Board Policies and Administrative Procedures ([I.C.5.3](#)). The College subscribes to the Policy and Procedures Service provided by the Community College League of California, which assists the College in updating its policies by providing standard language.

In regards to publications, the College publishes an annual catalog which provides an accurate representation of the mission, programs, and services provided by the college. In addition to cross-referencing curriculum and program information in eLumen, the catalog is reviewed by a large number of stakeholders ranging from staff to area administrators ([I.C.5.4](#)).

Analysis and Evaluation

The institution conducts regular reviews of its policies, procedures, and publications through engagement with a number of stakeholders at different levels of the college. This yields information that is thoroughly vetted and guarantees an honest representation of College offerings to current and prospective students as well as members of the public.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

College of the Siskiyous maintains annually updated Cost of Attendance worksheets that document relevant cost information for students interested in attending the institution ([I.C.6.1](#)). This worksheet breaks down potential costs by both housing situation (on-campus, off-campus alone, off-campus with family) as well as tuition rates (in-state, general out-of-state, Oregon Good Neighbor rates). This document is updated in a timely manner and accessible on the College's website ([I.C.6.2](#)).

Analysis and Evaluation

The institution meets this standard by appropriately disclosing the required cost of attendance information in a timely manner to students. Moreover, the institution embeds several links to other resources inside of the worksheet to enable students to do more in-depth research concerning different housing options or to contact the Financial Aid office with individual questions. In this manner, the institution seeks to ensure that students are as prepared as possible with finely tuned information that will help them make the best decisions when addressing their cost of attendance.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The institution reviews on a regular basis Board Policy 4030 Academic Freedom which includes principles and responsibilities ([1.C.7.1](#)). The policy emphasizes that all college staff and students must feel free to speak and write publicly without censorship as well as the College's responsibility to defend and maintain academic freedom. The policy on the promotion of intellectual freedom is made publicly available on the College's Board Policies and Administrative Procedures webpage ([1.C.7.2](#)). Student rights and responsibilities, which includes academic freedom, is also accessible on the College's website ([1.C.7.3](#)).

In addition, the Academic Senate, in consultation with the faculty bargaining unit, explicitly acknowledges academic freedom as one of its professional personnel policies in its Constitution ([1.C.7.4](#)).

Analysis and Evaluation

Not only does the institution commit to the important concept of academic freedom through a narrowly focused board policy, but the constituent body most impacted by the commitment to a free pursuit of knowledge recognizes its importance and calls it out in its constitution as a critical focus area.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

College of the Siskiyous has established and published Board Policies and Administrative Procedures applicable to honesty, responsibility and academic integrity. Board Policy and Administrative Procedures 3050 Institutional Code of Ethics applies to all constituencies and includes consequences for not upholding the code of ethics ([1.C.8.1](#), [1.C.8.2](#)). Furthermore, Board Policy 2715 Code of Ethics/Standards of Practice details the Board's responsibilities ([1.C.8.3](#)).

Information regarding academic honesty is provided to all students through three avenues. First, the district has implemented and routinely reviews Board Policy and Administrative Procedure 5500 Standards of Student Conduct ([1.C.8.4](#), [1.C.8.5](#)). Second, the institution clearly details its academic honesty expectations on page 22 of the College Catalog ([1.C.8.6](#)). Third, many faculty provide academic honesty, policies and processes on their course syllabi ([1.C.8.7](#), [1.C.8.8](#)).

Analysis and Evaluation

College of the Siskiyous ensures that students are well aware of expectations concerning student behavior and academic honesty. The Board of Trustees prioritizes academic honesty and through official policy which authorizes the college to enforce consequences for academic dishonesty. These consequences, as well as due process considerations for students facing them,

are all available in through a variety of means including the College website, catalog and course syllabi.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The faculty pride themselves on delivering data fairly and objectively. In the faculty collective bargaining agreement, a negotiated document between the Faculty Association and the District, evaluation criteria, as described in Article 7.1, includes the following qualities ([I.C.9.1](#)):

- Works with College staff, students, and colleagues in a manner free from harassment, prejudice and bias.
- Communicates their academic subject clearly and effectively.
- Displays a mastery of their academic subject.
- Creates a learning environment which is free from harassment and prejudice.

All of these elements, further reinforced in the COS Faculty Handbook, include the assumption that professional educators—those whom the College employs must meet minimum standards usually including an earned Master’s degree in an appropriate discipline—will distinguish between personal conviction and professionally accepted views in a discipline ([I.C.9.2](#)). Professional educators will present data and information fairly and objectively and be evaluated on that basis.

Analysis and Evaluation

That the faculty remain in agreement with the district about the importance of these elements in their evaluations speaks to their commitment to prioritize student education through fair and objective presentation of information. Faculty evaluations provide a routine and documented way for instructors to demonstrate their continued commitment to this cause.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public community college part of the larger California Community College system, the institution declines to instill specific beliefs or worldviews in its students or faculty. Indeed, our catalog calls out our emphasis on allowing students free access in “their search for knowledge, clear thinking, and critical judgment” ([I.C.10.1](#)). At the same time, to maintain an environment free of harassment as students pursue these aims, students are expected to follow a published Code of Conduct and anti-harassment policies ([I.C.10.2](#)).

In a similar fashion, neither faculty nor staff are required to ascribe to specific beliefs or world views as a condition of either employment or advancement at the institution. With that said, just like students, employees are expected to adhere to clearly outlined policies and procedures that protect the work environment from harmful and unlawful harassment as well as comply with the District's Institutional Code of Ethics ([I.C.10.3](#), [I.C.10.4](#)).

Analysis and Evaluation

College of the Siskiyous is proud of its commitment to diversity in background, life experience, and educational approach. While the institution ensures that this environment can be protected from toxic behavior such as harassment or discrimination using well-documented processes, these protections should not be imagined as demanding conformity to a specific worldview or set of beliefs. Freedom of expression is central to the mission of the college, and the college ensures that this philosophy is reflected in its public-facing policies, procedures, and catalog.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

As of the fall 2021 term, College offered courses as part of the College of the Siskiyous Institutional Service Agreement (ISA) with VERTO Education Inc ([I.C.11.1](#)). This follows authorization from the Commission to operate in a foreign location per approval of the institution's substantive change application in the Spring 2021 term ([I.C.11.2](#)). As part of that application, the College prepared documentation identifying precisely how this external partnership would still be subject to conformity with all relevant Standards and Commission policies, with a detailed breakdown provided by each of the four major standards ([I.C.11.3](#)).

Analysis and Evaluation

The institution gained required ACCJC authorization, approved faculty minimum qualifications, and confirmed course contact hours prior to scheduling VERTO program courses. Decision to enter this arrangement was subject to institutional scrutiny using similar thresholds as agreements with domestic external organizations. Moreover, College of the Siskiyous assesses all offerings in foreign locations with the same diligence in regards to faculty evaluations, learning outcomes, student services, staffing support, and planning considerations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

As a fully accredited institution by the ACCJC, College of the Siskiyous acknowledges and complies with all Eligibility Requirements, Accreditation Standards, and other responsibilities required of member institutions. The institution maintains and regularly reviews a Board Policy and Administrative Procedure explicitly acknowledging the responsibility of the Board and their designee of the Superintendent/President in the accreditation process as well as establishing guidelines for the institution to follow when completing accreditation milestones ([I.C.12.1](#)).

In response to more directed requests for information or action by the Commission, the College has always promptly worked to disclose information or take appropriate action. In the previous accreditation cycle, a 2016 visiting team identified nine distinct “Recommendations to Meet the Standards”, which were promptly addressed in a follow-up report in 2017 that provided detailed actions – with attached evidence – undertaken by the institution to meet the standards in question ([I.C.12.2](#)).

As per ACCJC requirements, this information as well as all major documentation concerning accreditation processes and outcomes at the institution are accessible from a link directly on the College of the Siskiyous home page alongside the contact information ([I.C.12.3](#)).

Analysis and Evaluation

The institution appropriately addresses accreditation processes and requirements as established by the ACCJC. The Board of Trustees empowers the Superintendent/President to ensure every effort at full compliance with Eligibility Requirements and Accreditation Standards. Where weaknesses have been found as part of the established peer review process, College of the Siskiyous has demonstrated a willingness to undergo significant self-reflection and directed action to resolve those concerns while ensuring appropriate documentation is available to the Commission to determine a final resolution. Moreover, in compliance with Commission transparency regulations as well as ensuring accountability to the public, the institution clearly displays.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The college maintains strong relationships with three external agencies with which we have formed Instructional Service Agreements (ISA) and Memorandum of Understanding (MOU): VERTO Education Inc. ISA, the Farmworkers Institute for Education and Leadership, also known as FIELD and Mendocino College Paramedic Program MOU ([I.C.13.1](#), [I.C.13.2](#), [I.C.13.3](#)). In addition, College maintains full compliance with the regulation and statutes of its most importantly connected external agency, the California Community College Chancellor’s

Office, best seen through term/annual submission of comprehensive Management Information System data reports as well as timely regulatory reports ([I.C.13.4](#), [I.C.13.5](#)). Moreover, the college strives to maintain integrity with its relationships in non-regulatory partners, such as our full agreement to convey additional student data elements to National Student Clearinghouse to assist in the verification, validation, and post transfer-outcomes found in student records ([I.C.13.6](#)).

College of the Siskiyous prioritizes transparency and publicly discloses any change to accreditation status. This is evident in the posted documentation detailing the temporary shift to “Warning” status following the 2016 site visit as well as the decision of the Commission to “Remove Warning and Affirm Accreditation” in January 2018 ([I.C.13.7](#), [I.C.13.8](#)).

Analysis and Evaluation

Across a wide range of partners, the institution maintains professional relationships with external agencies based on integrity and strict attention to satisfying relevant regulations and statutes. Some of these relationships are a necessary part of the College’s place in a larger ecosystem, others represent opportunities for the college to appropriately grow enrollments through nontraditional offerings, and the remaining simply represent the college’s interest in improving efficiency for internal processes and ensuring the best data available in the higher education environment. Throughout it all, wherever relevant, the institution seeks approval from the Commission using the Substantive Change process and always takes deliberate action to publish relevant accreditation status changes in a visible and accessible manner.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As a nonprofit public community college, the driving mission of the college is to promote positive student outcomes regardless of educational journey ([I.C.14.1](#)). This mission informs goals, which per board policy and administrative procedure address student performance and outcomes with an eye to closing achievement gaps for underrepresented populations ([I.C.14.2](#)). These goals inform plans, such as our Student Equity Plan which, in our Executive Summary, describes a collaborative effort between internal departments to remove institutional barriers and place student learning first regardless of student background ([I.C.14.3](#)). These plans, in alignment with the Institutional Master Plan, create the framework that the annual budget must support ([I.C.14.4](#)). When considering external partnerships, through Instructional Service Agreements that do offer the opportunity for the college to generate additional apportionment revenue through nontraditional enrollments, a rigorous process is used to evaluate the appropriateness of the partnership in respect to its ability to ensure strong outcomes and high-quality education for the impacted students ([I.C.14.5](#)).

Analysis and Evaluation

As a small rural college, College of the Siskiyous is faced with a scarcity of personnel and resources. At the same time, the institution is mindful that this situation is a reflection of a service area that also struggles with economic hardship. Such realization only further emboldens the priority of the institution to put students first in both planning and operation through maintaining a fiscally stable district that is able to deliver high quality education coupled with strong equity-minded support services to guarantee student learning.

Conclusions on Standard I.C. Institutional Integrity

The College meets Standard I.C. It ensures the accuracy of information shared with its employees, students and the public. Student learning and achievement is documented in Comprehensive Program Review plans and through Board presentations, as well as Integrated Planning and Budget Open Hearings, students' learning and achievement data is communicated and aligned with resource requests. The College publishes certificate and degree requirements not only on its catalog but also as posted checklists on its website. Policies, procedures and publications are regularly reviewed and updated and cost of attendance is revised annually and posted on the College's website. Applicable Board Policies and Administrative Procedures, regarding Academic Freedom, Student Code of Conduct and Institutional Code of Ethics, provides guidance for both employees and students. The College is in compliance with Eligibility Requirements, Accreditation Standards, Commissions policies, institutional reporting and team visits. The College has consistently submitted information requested by ACCJC in a timely manner. Lastly, the College maintains strong relations with external partners and complies with ACCJC regulations pertaining ISAs and MOUs.

Improvement Plan(s)

The College is working to streamline its Student Learning Outcomes process through the implementation of the eLumen SLO Module. Projected completion date is January 17, 2022.

Evidence List

[I.C.1.1](#) COS website

[I.C.1.2](#) COS 2020-21 Catalog

[I.C.1.3](#) Campus Connection

[I.C.1.4](#) Accreditation Snapshot

[I.C.2.1](#) COS 2020-21 class catalog

[I.C.2.2](#) Production Timeline for Paper Catalog Process

[I.C.2.3](#) eLumen Catalog Test Page

[I.C.3.1](#) Fall 2021 Integrated Planning Guide

[I.C.3.2](#) ECE 2019/2020 Comprehensive Program Review Prepared December 2020

[I.C.3.3](#) Three-Year Assessment Plan-EMS

[I.C.3.4](#) Three-Year Assessment Plan-BIO

[I.C.3.5](#) 2019 Flex Day Agendas

[I.C.3.6](#) Flex Day Agendas – 10/23/2021

[I.C.3.7](#) FIELD Presentation – College of the Siskiyous Board Meeting

[I.C.3.8](#) eLumen SLO Module Project Timeline

[I.C.4.1](#) COS 2020-2021 Catalog Fire Program Requirements
[I.C.4.2](#) COS 2020-2021 Catalog History Program Requirements
[I.C.4.3](#) Kinesiology AA Checklist
[I.C.4.4](#) Mathematics (AS-T)
[I.C.4.5](#) Physics (AS-T)
[I.C.5.1](#) Academic Program Review Resource Manual
[I.C.5.2](#) BoardDocs Agenda Item 8.1 Update on Board Goals
[I.C.5.3](#) AP 2410 Board Policies and Administrative Procedures
[I.C.5.4](#) Production Timeline – Catalog Process
[I.C.6.1](#) COS Cost of Attendance 2021-2022
[I.C.6.2](#) Cost of Attendance – Financial Aid
[I.C.7.1](#) COS BP 4030 – Academic Freedom
[I.C.7.2](#) Policies and Procedures – College of the Siskiyous
[I.C.7.3](#) Student Rights and Responsibilities
[I.C.7.4](#) COS Academic Senate Constitution
[I.C.8.1](#) Board Policy 3050 – Institutional Code of Ethics
[I.C.8.2](#) Administrative Procedure 3050 – Institutional Code of Ethics
[I.C.8.3](#) Student Code of Conduct
[I.C.8.4](#) Board Policy 5500 – Standards of Student Conduct
[I.C.8.5](#) Administrative Procedure 5500 – Standards of Student Conduct
[I.C.8.6](#) 2020-2021 Catalog
[I.C.8.7](#) BIO 1000 (7517)
[I.C.8.8](#) ENGL 1001 (7575)
[I.C.9.1](#) COS Faculty Collective Bargaining Agreement Article 7.1
[I.C.9.2](#) 2020/2021 Faculty Handbook
[I.C.10.1](#) COS 2020/2021 Catalog Rights Against Discrimination
[I.C.10.2](#) BP 5500 Student Conduct
[I.C.10.3](#) AP 3430 Harassment
[I.C.10.4](#) AP 3050 – Institutional Code of Ethics
[I.C.11.1](#) Verto Siskiyous ISA Signed December 2020
[I.C.11.2](#) COS 2/23/2020 Verto Contract
[I.C.11.3](#) COS-Verto Substantive Change Contractual Relationship with Non-Accredited Organization
[I.C.12.1](#) BP 3200 Accreditation
[I.C.12.2](#) ACCJC Follow-Up Report October 2017
[I.C.12.3](#) COS Homepage – Snapshot
[I.C.13.1](#) Verto-Siskiyous Signed ISA
[I.C.13.2](#) FIELD ISA 2021/2022
[I.C.13.3](#) COS MOU with Mendocino College 2021
[I.C.13.4](#) MIS Successful Submission – Summer 2021 Term
[I.C.13.5](#) SB 129 Data on Course Delivery
[I.C.13.6](#) Proof of NSC Additional Elements Participation
[I.C.13.7](#) ACCJC Decision Document 2016
[I.C.13.8](#) ACCJC Decision Document 2018
[I.C.14.1](#) Mission, Vision, and Institutional Goals
[I.C.14.2](#) BP 3225 Institutional Effectiveness
[I.C.14.3](#) Student Equity Plan Executive Summary
[I.C.14.4](#) BP 6200 Budget Preparation
[I.C.14.5](#) COS-Verto Substantive Change Contractual Relationship with Non-Accredited Organization

STANDARD II:

Student Learning Programs
and Support Services

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College's local Curriculum Review process insures that all courses and instructional programs are offered in fields of study consistent with the college's mission regardless of location or means of delivery. All curriculum undergoes a detailed analysis by our Curriculum Committee members who ensure curriculum complies with accreditation standards and Title 5 Ed. Code ([II.A.1.1](#), [II.A.1.2](#)).

Prior to COVID, Siskiyou implemented a comprehensive Faculty Distance Learning Handbook which outlines the requirements for teaching a course online and via Zoom ([II.A.1.3](#)). All credit and noncredit courses taught online and/or via Zoom, have an approved DE Addendum ([II.A.1.4](#)). To comply with the Noncredit Online attendance accounting formula, Noncredit online classes also have a supplemental DE addendum which lists the number of outside of class and instructor contact hours ([II.A.1.5](#)). Every instructor using Canvas is required to be Canvas Certified and every instructor teaching online or via Zoom, credit and noncredit courses, are required to be @One Certified. By the end of Spring 2021, 84% of full-time faculty members were Canvas Certified and 91% were @One Certified ([II.A.1.6](#)). Those not certified, continued to teach in a face-to-face modality.

eLumen is the College's curriculum system which allows faculty to develop, revise and update credit and noncredit curriculum and programs. In Fall of 2020, new course and program pre-approval request forms were created to ensure that proposed courses and programs align with the

College's mission ([II.A.1.7](#), [II.A.1.8](#)). Each course and program undergo a rigorous approval process as outlined in Administrative Procedures 4020, Program and Curriculum Development, and Administrative Procedure 4022, Course Approval ([II.A.1.9](#), [II.A.1.10](#)). The Curriculum Committee receives annual training on the California Community College Chancellor's Office (CCCCO) course and program approval processes as outlined in the Course and Program Approval Handbook (PCAH), Title 5 regulations, and local processes ([II.A.1.11](#)).

All Course Outline of Records (COR) list approved Student Learning Outcomes (SLO) for all courses ([II.A.1.12](#)). Program Learning Outcomes (PLO) are located in the Program Outline of Record (POR) ([II.A.1.13](#)). A public eLumen link is located on the College's website which allows access to all CORs and PORs ([II.A.1.14](#)).

Through the Comprehensive Program Review process, the College is able to demonstrate attainment of identified student learning outcomes. Program Reviews include Program Level and Course Level outcome data and analysis, curriculum updates, student demographic and achievement data and resource allocation requests ([II.A.1.15](#)).

The College has a number of instructional programs: Associate degrees (including Associate Degrees for Transfer), certificates, noncredit and community education. The College currently offers 9 noncredit certificates, 14 Certificates of Achievement, 2 Certificates, 35 associate degrees, and 7 associate degrees for transfer which articulate with the California State University system ([II.A.1.16](#)).

Analysis and Evaluation

All instructional programs, regardless of location or means of delivery, undergo a rigorous approval process which is detailed in Board approved Administrative Procedures (AP) and Board Policies (BP). Through the College's participatory governance process, faculty are involved at all levels of curriculum and program development, review, implementation and assessment. Established college procedures ensure that each program aligns with the college mission as well as document student attainment of identified learning objectives ([II.A.1.17](#)).

II.A.2 (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The College has a structured process in which faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses

and programs ([II.A.2.1](#)). The 2017-2023 Program and Curriculum Review calendar indicates due dates for Annual Program Review, Comprehensive Program Review and Curriculum Review ([II.A.2.2](#)). Curriculum is reviewed based on the continuous cycle detailed on the Program and Curriculum review calendar.

Faculty, full-time and part-time, lead the curriculum development and review process ([II.A.2.3](#)). Curriculum and programs are scrutinized through the established curriculum and program approval process so that faculty can confirm that each curriculum and program meets the accepted academic and professional standards as outlined in California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH) and Title 5.

Faculty and associated curriculum staff consistently attend the annual ASCCC Curriculum Institute which allows them to keep apprised of any curriculum changes as they pertain to the PCAH and Title 5 ([II.A.2.4](#)). Furthermore, the 2021 Curriculum Chair developed an Annual Curriculum Committee Training and Review Handbook which includes curriculum basics, processes, procedures, responsibilities, resources and updates ([II.A.2.5](#)).

In efforts to improve the learning experience, faculty have been afforded the opportunity to participate in regular Diversity, Equity, and Inclusion (DEI) trainings and workshops. College sponsored workshops have included:

- Embracing the Paradigm Shift: Core Competencies for Equity Advancing Educators ([II.A.2.6](#))
- Best Practices in Online Teaching – Peralta's Online Equity Rubric ([II.A.2.6](#))
- Racial Literacy Trainings part 1 and 2 ([II.A.2.7](#), [II.A.2.8](#))
- World Café Session ([II.A.2.9](#))
- Cultural Curriculum Audit ([II.A.2.10](#))

The Student Learning Outcomes committee is in the process of scheduling Outcome Discussion sessions which will allow faculty to share best practices as they relate to Student Learning and Service Area Outcomes. The College is working towards implementing the eLumen SLO module which would streamline SLO assessment and analysis to further improve teaching and learning strategies that promote student success ([II.A.2.11](#)).

Student achievement data is regularly used to improve instructional programs and student support services. Comprehensive Program Reviews provide documentation of how data is used to justify resource requests.

Analysis and Evaluation

Through systematic curriculum review and approval, comprehensive program review, annual curriculum trainings, DEI workshops, and improved SLO methods, the college meets this standard.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The

institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

Learning outcomes for courses are regularly assessed analyzed and documented in Comprehensive Program Review reports ([II.A.3.1](#)). Three-year Assessment plans have been developed for each discipline and indicate which courses are due for SLO assessment ([II.A.3.2](#)). Each Course Outline of Record (COR) contains approved SLOs and, each COR is accessible by the public on the college website ([II.A.3.3](#)).

Course syllabi contain approved SLOs as listed on the course COR ([II.A.3.4](#)). Through implementation of the SLO eLumen module, Faculty will be aligning course assignments, quizzes and/or tests with specified course SLOs. Once graded, data will be transferred into the SLO eLumen module and analyzed for SLO student achievement.

In 2021, a Faculty SLO Coordinator was identified and the SLO committee was reconvened ([II.A.3.5](#)). Plans to revise Institutional Learning Outcomes (ILO) as well as map SLOs with PLOs and ILOs are currently underway ([II.A.3.6](#)). Mapping will take place in the SLO eLumen module which, we anticipate to be fully implemented and functional by Fall 2022 ([II.A.3.7](#)).

Analysis and Evidence

The faculty have established SLOs on each COR as well as PLOs in the eLumen Program Module ([II.A.3.8](#)). Institutional Learning Outcomes are currently being reviewed and revised to meet current trends in certificate, degree and career attainment.

The SLO Committee in collaboration with the Faculty SLO Coordinator, are working to implement the eLumen SLO module and confirm submission of SLO data based on the assessment calendars. The Office of Academic Affairs cross references CORs to confirm accurate SLO data on course syllabi and makes a notation, in red, if incorrect ([II.A.3.9](#)).

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Prior to the implementation of AB 705, College of the Siskiyous had been using multiple measures to directly place students into college-level English and Math courses. Pre-collegiate courses, such as ESL, have been converted to noncredit ([II.A.4.1](#)). The distinction among courses are established in our course numbering system which is located in the College Catalog ([II.A.4.2](#)):

0200-0299: Experimental courses offered on a trial basis.

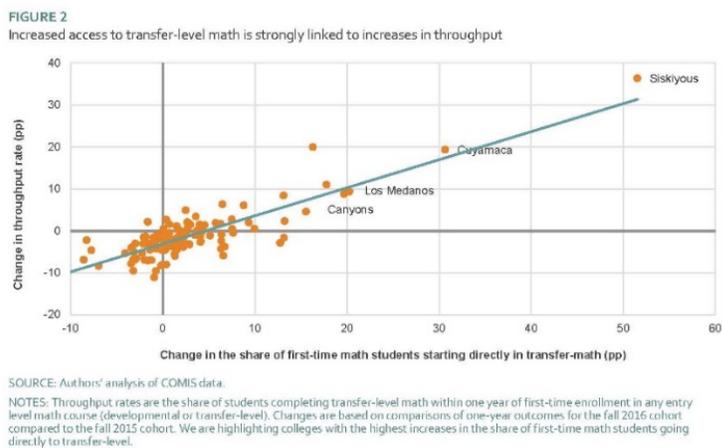
0300-0399: Fee-based community services courses; not degree applicable.*

0400-0499: Courses used for Learning Communities.

- 0500-0699: Non-credit courses; not degree applicable.
- 0800-0899: Credit courses, not degree applicable.
- 0900-0999: Credit courses, degree applicable, but not university level.
- 1000-2999: Credit courses, degree applicable, and university level.
- 9000-9999: Professional training courses

The appropriate level for courses is determined through our established policies and procedures as outlined in Board Policy 4020 and Administrative procedure 4020 ([II.A.4.3](#), [II.A.4.4](#)). In proposing new courses, faculty are to complete a New Course Pre-Approval form which requires the approval of the appropriate administrator ([II.A.4.5](#)). If the course(s) being proposed is intended to be a transfer level course, the faculty are to work with the College’s Articulation Officer. Once the New Course Pre-Approval form is approved, the faculty can then continue to develop the COR which then goes through the local curriculum approval process.

Student Services, via one-on-one counseling, text messages, flyers, social media and emails, consistently reminds students of the advantages of tutoring services ([II.A.4.6](#)). This activity contributed to increased retention and outcomes as indicated in the October 2019 Public Policy Institute of California illustration on throughput rates:



The following Guided Pathways activities have also directly supported students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum ([II.A.4.7](#)):

- Embedded Tutoring
- Enhanced EDUC 0670, Critical Skills Lab, provides intensive student support
- Student Success Seminars

Furthermore, through the College’s rigorous curriculum approval process, college-level English and Math CORs were revised to incorporate, just in time remediation, which has contributed to the success of students enrolled ([II.A.4.8](#)). This has positively impacted the College’s Student Equity and Achievement Plan goal to increase success rates while decreasing equity gaps for disproportionately impacted students.

Analysis and Evaluation

Our course numbering system, located in the College Catalog, identifies levels of courses. Support for students in college level courses are evident in revised curriculum, intensive student support courses, embedded tutoring services and student success seminars. According to the Public Policy Institute of California, College of the Siskiyous has one of the highest rates of students completing transfer level math within one year of first-time enrollment in any entry level math course ([II.A.4.9](#)).

II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree in General Education as well as Administrative Procedure 4100, Requirements for Degrees and Certificates comply with Title 5 and California Ed Code ([II.A.5.1](#), [II.A.5.2](#), [II.A.5.3](#)). These policies and procedures set standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

The College recently updated Board Policy and Administrative Procedure 4020, Program, Curriculum and Course Development to include new course and program pre-approval forms ([II.A.5.4](#), [II.A.5.5](#), [II.A.5.6](#), [II.A.5.7](#)). These forms confirm that new courses and programs are aligned to the college mission as well as ensures academic quality and appropriateness to labor market trends. Once approved, the faculty can move forward with developing the new program and/or course COR. Each program and COR undergo a robust local curriculum approval process which is led by our Curriculum Committee. The Curriculum Committee participates in an annual Curriculum Committee training which reviews changes and updates to the California Community College Chancellor’s Office Program and Course Approval Handbook ([II.A.5.8](#)). The training also provides an overview of the College’s local approval process and review cycles.

General Education requirements are informed by Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education ([II.A.5.1](#), [II.A.5.2](#)). This ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. The College offers three General Education (GE) options: Local, CSU and IGETC. The College’s GE course approval process, described in the Annual Curriculum Committee Training Handbook, allows faculty to request courses to be included in the local GE option ([II.A.5.8](#)).

Analysis and Evaluation

Board Policies, Administrative Procedures, California Ed Code and Title 5 set standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. A robust local Curriculum and Program approval process ensures academic quality and alignment with the College mission. GE requirements help validate that minimum degree requirements are 60 semester credits or equivalent at the associate level. College of the Siskiyous does not offer baccalaureate degrees.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College schedules courses based on student need and demand which allows students to complete certificate and degree programs in a timely manner. The cross-campus scheduling process, which involves Academic Affairs and Student Services, allows for exchange of information regarding course offerings including time/day conflicts with high demand face-to-face sections. The Schedule Development timeline allows for Academic Affairs to obtain feedback from Student Services and make adjustments prior to the schedule going live ([II.A.6.1](#)). Furthermore, the Courses Offered by Semester Report allows Academic Affairs to determine which courses have not been offered within an academic year ([II.A.6.2](#)).

During the 19-20 academic year, the faculty and instructional program coordinators began completing a 'Recommended Courses by Term' spreadsheet ([II.A.6.3](#)). This tool was originally developed to assist in implementing our Career, Degree and Life Pathways through the Guided Pathways initiative. It also served to assist in inputting instructional programs into eLumen as well as provided a foundation to implement Program Mapper ([II.A.6.4](#)).

Program Mapper provides a visual of each instructional program which are organized into categories commonly known as meta majors. This will allow students to choose their path, easily identify their pathway courses, and determine length of time to completion. Program Mapper will also be used as a tool by the scheduling committee to ensure offering of needed program courses.

The College has also developed a Siskiyous Course Offering survey which allowed us to gather data from not only current students but community members as well ([II.A.6.5](#)). This survey is distributed each semester and informs the subsequent semester's schedule.

Analysis and Evaluation

The cross-campus scheduling committee, Recommended Courses by Term spreadsheet, and Course Offering survey provides the data needed to inform the development of class schedules. These tools assist the College in scheduling certificate and degree applicable courses so that

students are able to complete their program within a period of time consistent with established expectations in higher education. Implementation of Program Mapper will further enhance the student's education experience by streamlining the identification of courses needed to complete.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

College of the Siskiyous Institutional Goal #5 indicates: By the end of the 2021-2022 academic year, College of the Siskiyous will reduce the equity gaps in performance metrics by 40%, with an additional goal for full elimination of equity gaps by the end of the 2026-2027 academic year ([II.A.7.1](#)). Additionally, the College's mission statement states, 'We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment ([II.A.7.1](#)). In meeting our Institutional Goal and mission, the College effectively uses a variety of delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of our students.

The College offers a variety of courses through traditional (face-to-face), hybrid, online and video conferencing modalities ([II.A.7.2](#)). Prior to the onset of COVID, the College's Faculty Distance Learning handbook included clearly documented requirements to teach Distance Education Courses as outlined in Administrative Procedure 4105 ([II.A.7.3](#), [II.A.7.4](#)). All Distance Education courses are required to have a completed and approved DE Addendum which is also outlined in Administrative Policy 4105 ([II.A.7.5](#)). As a result of the pandemic, 84% of full-time faculty members are Canvas Certified and 91% are @One Certified. DE approved courses have an approved DE Addendum indicated in the COR ([II.A.7.6](#), [II.A.7.7](#)). The Video Conferencing modality allows the College to provide instruction and services to students living in remote locations with limited technology ([II.A.7.8](#)).

In efforts to provide students with additional opportunities to succeed, the College regularly offers Diversity Equity and Inclusion (DEI) trainings and workshops ([II.A.7.9](#), [II.A.7.10](#), [II.A.7.11](#)). The Board approved April 20, 2021 Commitment to Diversity, Equity and Inclusion Resolution provides documentation of the College's commitment to DEI ([II.A.7.12](#)). DEI opportunities allows faculty and staff to implement strategies which will assist in increasing student success rates and decreasing the equity gap. Furthermore, the College has a robust Social Justice, Equity, Diversity and Inclusion (SJEDI) Committee that assists in infusing DEI within Administrative Procedures, Board Policies, and institutional practices ([II.A.7.13](#)).

Analysis and Evaluation

As seen in the evidence, the College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Although the College does not use standardized department-wide course and/or program examinations, the College has implemented Credit for Prior Learning as outlined in Board Policy 4235 and Administrative Procedure 4235 ([II.A.8.1](#), [II.A.8.2](#)). Industry recognized credentials as well as student-created portfolio assessments can be evaluated to determine mastery of the course content as documented in the Course Outline of Record. Discipline faculty determine which courses will be available for Credit for Prior learning on an annual basis.

Credit for prior learning for industry recognized credentials is awarded after the discipline faculty member has evaluated and approved the industry recognized credential. In circumstances where the industry recognized credential has not been evaluated, the student is directed to submit all industry recognized credential documents to the instructor of record for assessment. The instructor of record determines if the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record ([II.A.8.3](#)).

Credit for prior learning for student-created portfolios are assessed by a department approved portfolio assessment rubric for the course on file. During the fall 2021 semester, faculty will be developing portfolio assessment rubrics which will then be reviewed by the department for approval ([II.A.8.4](#)). As with the industry recognized credentials, the instructor of record determines if the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record.

Analysis and Evaluation

The College has a process in place which allows for direct assessment of prior learning. Courses eligible for credit for prior learning are determined and published annually. Students interested in applying for credit for prior learning can submit an application in the mySiskiyou portal ([II.A.8.5](#)). Detailed processes for submitting documents related to credit for prior learning are outlined in Administrative Procedure 4235.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Administrative Procedure 4020, Program and Curriculum Development, outlines the types of programs offered at the College ([II.A.9.1](#)):
Credit

- Associate Degrees
- Certificates of Achievement (16 or more semester units)
- Local Certificates (15.5 or fewer semester units) Noncredit
- Certificate of Competency
- Certificate of Completion
- Career Development and College Preparation (CDCP) Certificates

Each program has established Program Learning Outcomes (PLO) which have been developed based on core course Student Learning Outcomes (SLO) ([II.A.9.2](#)). Students who achieve course level Student Learning Outcomes receive credit for the course therefore, in completing all of the required courses for a program, they are awarded degrees and certificates based on attainment of learning outcomes. Course level SLOs are listed on all of the Course Outline of Records as well as course syllabi ([II.A.9.3](#), [II.A.9.4](#)). Units of credit awarded for programs are in compliance with Title 5 Ed. Code, the California Community College Chancellors Office, Board Policy and Administrative Procedure 4020 ([II.A.9.1](#)).

As the College implements the eLumen SLO module, mapping of SLOs to PLOs and Institutional Learning Outcomes (ILO) will be executed. Outcome assessment data will be recorded within the module and analyzed to determine any needs for improvement.

Currently, learning outcomes are assessed based on 3-year SLO calendars and recorded in Comprehensive Program Reviews ([II.A.9.5](#), [II.A.9.6](#)). Discussion regarding SLOs and PLOs typically occur annually at Faculty Flex Days ([II.A.9.7](#)).

Additionally, to assist the college in remaining in compliance with outcomes assessment, the College has a dedicated SLO Faculty Coordinator and SLO Committee. Per Collective Bargaining Agreement, the SLO Coordinator ([II.A.9.8](#)):

- Schedules and organizes regular meetings of the SLO committee.
- Assists faculty in the creation of program maps.
- Assists faculty in the development of outcomes and the assessment of those outcomes.
- Assists faculty in identifying appropriate courses for implementation of outcomes assessment.
- Assists faculty in the documentation of outcomes assessment.
- Regularly communicates with the Academic Senate regarding the outcomes assessment process.
- Oversees the evaluation of the SLO assessment process for faculty

The College does not have programs that require clock hours.

Analysis and Evaluation

The College awards units of credit which are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Information regarding awarding of academic credit can be accessed on the College website, in the College Catalog and on Course Outlines of Record.

II.A.10 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. (ER 10)

Evidence of Meeting the Standard

The College publishes its transfer of credit policies both online and in the Catalog ([II.A.10.1](#)). Administrative Procedure 4237 ([II.A.10.2](#)) outlines steps for determining transfer credits. Under the direction of the articulation officer, counseling staff promptly processes articulation requests, often utilizing discipline faculty as resources. The evaluation of these requests includes an examination of course descriptors, course content, and the expected learning outcomes of comparable courses. The College has standing articulation agreements with many institutions, including the University of California system, the California State University system, Southern Oregon University, Oregon Institute of Technology, Simpson University, and many others; and agreements are established, as necessary. The Counseling Office provides many transfer resources and information to students.

Credit is accepted from accredited United States degree-granting and non-degree granting institutions that are listed in the Accredited Institutions Postsecondary Education Directory published for the Commission of Recognition of Postsecondary Accreditation by the American Council on Education. Degree-Granting Institutions: A maximum of 48 transfer units can be accepted from accredited degree-granting institutions. Students with transfer credit must fulfill the 12 Associate Degree residence requirements. Transfer Services assists students in making a smooth transition from COS to a university where students may earn their bachelor's degree ([II.A.10.3](#)).

The college's course numbering system identifies which courses are approved for transfer ([II.A.10.4](#)).

Course Numbering System

0200-0299: Experimental courses offered on a trial basis.

0300-0399: Fee-based community services courses; not degree applicable. *

0400-0499: Courses used for Learning Communities.

0500-0699: Non-credit courses; not degree applicable.

0800-0899: Credit courses, not degree applicable.

0900-0999: Credit courses, degree applicable, but not university level.

1000-2999: Credit courses, degree applicable, and university level.

9000-9999: Professional training courses.

All courses offered at COS meet the standards of California Administrative Code, Title 5; Section 55002. The COS Transfer Services website outlines articulation and transfers ([II.A.10.5](#))

Analysis and Evaluation

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. Learning outcomes for transferred courses are comparable to the College's identified learning outcomes on the Course Outline of Records. The articulation officer ensures that CSU and UC transferrable courses are in compliance with course requirements and makes regular updates and revisions when needed.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs and learning outcomes are published in the Programs and Courses section of the catalog ([II.A.11.1](#)). Board Policy 4025 ([II.A.11.2](#)) and Administrative Procedure 4025 on Philosophy and Criteria for Associate Degree and General Education ([II.A.11.3](#)). General Education learning outcomes evaluate communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

For the purposes of this Standard the College considers a program as any course of study which results in a degree or certificate. All degrees include an associate degree general education component, and the College of the Siskiyous General Education Requirements ([II.A.11.4](#)) includes components in communication, information, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Analysis and Evaluation

College of the Siskiyou meets the Standard. Institutional Learning Outcomes are currently being reviewed and revised. A program learning outcome process is in progress using our eLumen system. The faculty have established SLOs on each COR as well as PLOs in the eLumen Program Module. ([II.A.11.5](#)).

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education

curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

All of the College's degree programs include general education components which are based on the General Education Philosophy. (College of the Siskiyous Catalog ([II.A.12.1](#)) The GE philosophy was articulated by Academic Senate and is clearly outlined in Administrative Policy 4025 and Board Policy 4025. ([II.A.12.2](#), [II.A. 12.3](#)) The learning outcomes that stem from the GE philosophy appear immediately after the philosophy in the catalog and collectively encompass the components listed in the Standard. When a course is proposed for satisfying a general education component, faculty in the GE area are consulted as to whether the course learning outcomes meet the GE learning outcomes.

Analysis and Evaluation

All of the College's degree programs consists of a general education component which is in alignment with Administrative Policy 4025 and Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.

II.A13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College offers only associate degrees, all of which focus on specific disciplines ([II.A.13.1](#)). Administrative Procedure 4020 outlines the process for Program, Curriculum and Course Development ([II.A.13.2](#)).

The Associate in Arts for transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are associate degrees that comply with the Student Transfer Achievement Reform Act (SB 1440). Students are given guaranteed admission into the California State University (CSU) system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major ([II.A 13.3](#)).

The curriculum review process has been established through our Curriculum Committee to make sure all courses have correct, up-to-date, and accurate learning outcomes. The Course Outline of

Record (COR) includes Student Learning Outcomes which have been reviewed by faculty and approved through the curriculum process to meet regulatory requirements, specific industry requirements as well as accreditation standards ([II.A 13.4](#), [II.A 13.5](#), [II.A 13.6](#), [II.A 13.7](#)).

Analysis and Evaluation

Current practices have allowed the College to meet this Standard, however, new processes are being developed to improve mapping of Student Learning Outcomes to Program Learning Outcomes in eLumen ([II.A.13.8](#), [II.A.13.9](#)). This will allow the College to streamline the SLO process making it more meaningful for faculty.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College has strong relationships with industry and licensing entities, ensuring that program competencies are relevant and current. The College maintains Advisory Committees composed of leaders in business, industry, professional organizations, public agencies, and private agencies. ([II.A.14.1](#)) These Advisory Committees provide information to the College regarding industry standards and expected technical and professional competencies of program graduates ([II.A.14.2](#)). Through the course syllabus, students are informed of the course Student Learning Outcomes each department has identified ([II.A.14.3](#)). Degrees and certificates are awarded upon completion of the coursework, certification and licensure requirements, and testing that are aligned with state and national skill standards and state and national testing. Licensure of successful graduates is listed on a national or state database. The student has therefore achieved a level of competency in each of the identified Program Learning Outcomes with the completion of all courses required for the certificates or degrees.

Examples of Career & Technical Education certification testing includes the following:

1. Welding Technology:
American Welding Society Certifications
2. Paramedic
Paramedic National Registry Examination
3. Administration of Justice
California Peace Officer Standards and Training Certification (POST)
4. Nursing
National Council Licensure Examination
5. Fire Technology
California State Fire Marshal Certification
6. Early Childhood Development
California Foster Care Licensure

Analysis and Evaluation

College of the Siskiyous prepares students to be able to demonstrate competencies and ensure success on licensure exams. The college tracks success rates as well as employment and earnings data provided by CCCCCO ([II.A.14.4](#), [II.A.14.5](#)).

II.A.15. 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.

Evidence of Meeting the Standard

In the event a program is discontinued, the Vice President of Academic Affairs and the Dean of 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 ([II.A.15.1](#)). These plans may include selection of alternative courses at College of the Siskiyous or allowing students to complete the courses needed at another community college.

Administrative Procedure 4021, on Program Discontinuance, outlines steps to be taken in the event of a full program closure where all courses, degrees, and certificates associated with the discipline are to be discontinued or program degree/certificate archiving where a degree or certificate is to be discontinued. Courses in the discipline may continue to be offered.

Analysis and Evaluation

The College's policy and procedures ensure that the students can complete in a timely manner if a program has been eliminated or significantly changed.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

All programs shall be reviewed annually according to the criteria listed under "Criteria" I Administrative Procedure 4020 ([II.A.16.1](#)). This requirement reviews program relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Appropriate faculty, in the instructional area, and the Dean or Director shall carry out the task of review according to timelines determined by the College.

The programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([II.A.16.2](#)). To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

Analysis and Evaluation

The College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Faculty and academic administrators are committed to evaluating courses and programs, enhancing student learning, improving student achievement, and maintaining high quality instruction. The Program Review process is integral to the evaluation process; its primary intention is the improvement of programs and services ([II.A.16.3](#)).

Conclusions on Standard II.A. Instructional Programs

The College meets Standard II.A through its Board Policies, Administrative Procedures and established practices. Implementation of a Student-Centered, DEI approach coupled with integration of Academic Affairs and Student Services ensures the continuous cycle of instructional program improvement.

Improvement Plan(s)

The College is currently working on implementing eLumen Catalog, SLO and Program Review Modules. This new technology will allow us to move away from the antiquated use of fillable PDFs for SLO data analysis within Program Review. It will also allow the College to streamline its SLO and Program Review processes.

Evidence List

[II.A.1.1](#) Curriculum Committee Agenda

[II.A.1.2](#) Curriculum Committee Minutes

[II.A.1.3](#) Faculty Distance Learning Handbook

[II.A.1.4](#) Distance Education Addendum for a Credit Course

[II.A.1.5](#) Distance Education Addendum for a Noncredit Course

[II.A.1.6](#) @One and Canvas Certified Faculty

[II.A.1.7](#) New Course Pre-Approval Form

[II.A.1.8](#) New Program Pre-Approval Form

[II.A.1.9](#) Administrative Procedure 4020 Program Curriculum Course Development

[II.A.1.10](#) Administrative Procedure 4022 Course Approval
[II.A.1.11](#) Annual Curriculum Training Handbook
[II.A.1.12](#) Sample COR with SLOs
[II.A.1.13](#) Sample POR with PLOs
[II.A.1.14](#) Public eLumen Link
[II.A.1.15](#) Sample Comprehensive Program Review
[II.A.1.16](#) Degrees, Majors and Certificates
[II.A.1.17](#) Board Agenda with Curriculum Approval Item
[II.A.2.1](#) Sample Comprehensive Program Reviews
[II.A.2.2](#) 2017-2023 Program and Curriculum Review Calendar
[II.A.2.3](#) Curriculum Committee Membership
[II.A.2.4](#) 2021 ASCCC Curriculum Institute Registration
[II.A.2.5](#) Annual Curriculum Committee Training Handbook
[II.A.2.6](#) Aug 20, 2020 Convocation Day Agenda
[II.A.2.7](#) October 23, 2020 Racial Literacy Training Part 1 Flyer
[II.A.2.8](#) December 4, 2020 Racial Literacy Training Part 2 Flyer
[II.A.2.9](#) World Café Flyer
[II.A.2.10](#) May 28, 2021 Flex Day Agenda
[II.A.2.11](#) eLumen SLO Module
[II.A.3.1](#) Sample Comprehensive Program Review
[II.A.3.2](#) Sample Three-Year Assessment Plans
[II.A.3.3](#) Sample COR with SLO accessed on website
[II.A.3.4](#) Sample Syllabus with SLOs
[II.A.3.5](#) CTA Collective Bargaining Agreement Article 21.5.2
[II.A.3.6](#) Institutional Learning Outcomes
[II.A.3.7](#) eLumen SLO Module Demo
[II.A.3.8](#) eLumen Program Module
[II.A.3.9](#) COR/Syllabi Cross Reference Spreadsheet
[II.A.4.1](#) Noncredit ESL COR
[II.A.4.2](#) Course Numbering System (page 55 in the 19-20 Catalog)
[II.A.4.3](#) Board Policy 4020 Program Curriculum Course Development
[II.A.4.4](#) Administrative Procedure 4020 Program Curriculum Course Development
[II.A.4.5](#) New Course Pre-Approval Form
[II.A.4.6](#) Tutoring Services Email and Social Media Post
[II.A.4.7](#) 2021 Guided Pathways SOAA
[II.A.4.8](#) Statistics COR with Just in Time Remediation
[II.A.4.9](#) August 2018 Public Policy Institute of California Publication
[II.A.5.1](#) Board Policy 4025 Philosophy and Criteria for Associate Degree in General Education
[II.A.5.2](#) Administrative Procedure 4025 Philosophy and Criteria for Associate Degree in GE
[II.A.5.3](#) Administrative Procedure 4100 Requirements for Degrees and Certificates
[II.A.5.4](#) Board Policy 4020 Program, Curriculum and Course Development
[II.A.5.5](#) Administrative Procedure 4020 Program, Curriculum and Course Development
[II.A.5.6](#) New Course Pre-Approval Form
[II.A.5.7](#) New Program Pre-Approval Form

[II.A.5.8](#) Annual Curriculum Committee Training Handbook

[II.A.6.1](#) Scheduling Development Timeline

[II.A.6.2](#) Courses Offered by Semester

[II.A.6.3](#) Recommended Courses By Term - Sample

[II.A.6.4](#) eLumen Program Sample

[II.A.6.5](#) Siskiyou Course Offering Survey

[II.A.7.1](#) Mission, Vision and Institutional Goals

[II.A.7.2](#) Fall 2021 Class Schedule

[II.A.7.3](#) Faculty Distance Learning Handbook

[II.A.7.4](#) Administrative Procedure 4105 Distance Education

[II.A.7.5](#) Distance Education Addendum

[II.A.7.6](#) @One and Canvas Certified Faculty

[II.A.7.7](#) COR with approved DE Addendum

[II.A.7.8](#) Videoconference Schedule

[II.A.7.9](#) USC Diversity Training Schedule

[II.A.7.10](#) Oct 24, 2020 Racial Literacy Reflection - Sample

[II.A.7.11](#) August 19, 2021 Convocation Agenda – Dr. Luke Wood

[II.A.7.12](#) April 20, 2021 Board Approved Diversity Inclusion and Equity Resolution

[II.A.7.13](#) SJEDI Webpage with link to Agenda and Notes

[II.A.8.1](#) Board Policy 4235 Credit for Prior Learning

[II.A.8.2](#) Administrative Procedure 4235 Credit for Prior Learning

[II.A.8.3](#) Paramedics COR

[II.A.8.4](#) August 20, 2021 Faculty Flex Day Agenda

[II.A.8.5](#) Credit for Prior Learning Application

[II.A.9.1](#) Administrative Procedure 4020 Program and Curriculum Development

[II.A.9.2](#) Sample Program Learning Outcomes

[II.A.9.3](#) Sample Syllabi with SLOs

[II.A.9.4](#) Sample COR with SLOs

[II.A.9.5](#) Three-Year SLO Calendars

[II.A.9.6](#) Sample Comprehensive Program Review

[II.A.9.7](#) August 20, 2021 Faculty Flex Day Agenda

[II.A.9.8](#) CTA Collective Bargaining Agreement Article 21.5.2

[II.A.10.1](#) College of the Siskiyou Catalog 2020-2021 p16

[II.A.10.2](#) Administrative Procedure 4237 Transfer Credit

[II.A.10.3](#) Transfer Center and University Articulation

[II.A.10.4](#) Associate Degree and Certificate Programs Pg 58

[II.A.10.5](#) College of the Siskiyou website for Transfer Center

[II.A.11.1](#) College of the Siskiyou Catalog 2020-21, Programs and Courses 60-236

[II.A.11.2](#) Board Policy 4025 Philosophy and Criteria for Associate Degree and GE

[II.A.11.3](#) Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and GE

[II.A.11.4](#) College of the Siskiyou General Education Requirements

[II.A.11.5](#) eLumen program Module

[II.A.12.1](#) College of the Siskiyou Catalog 2020-21, pp. 49-51

[II.A.12.2](#) Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and GE

- [II.A.12.3](#) Board Policy 4025 Philosophy and Criteria for Associate Degree and GE
 - [II.A.13.1](#) College of the Siskiyou Catalog 2020-21, p. 58
 - [II.A.13.2](#) Administrative Procedure 4020 Program and Curriculum Development
 - [II.A.13.3](#) College of the Siskiyou Catalog 2020-21, p. 16
 - [II.A.13.4](#) Course Outline of Record Report ADJ 2517
 - [II.A.13.5](#) Course Outline of Record Report EMS 0954
 - [II.A.13.6](#) Course Outline of Record Report Fire 0950
 - [II.A.13.7](#) Course Outline of Record Report Fire1001
 - [II.A.13.8](#) eLumen SLO Module
 - [II.A.13.9](#) eLumen Program Module
 - [II.A.14.1](#) Early Childhood Education Advisory Membership
 - [II.A.14.2](#) Early Childhood Education Advisory minutes May 6, 2021
 - [II.A.14.3](#) Course Syllabus
 - [II.A.14.4](#) Early Childhood Education 19-20 Comprehensive Program Review
 - [II.A.14.5](#) Administration of Justice 20-21 Comprehensive Program Review
 - [II.A.15.1](#) Administrative Procedure 4021 Program Discontinuance
 - [II.A.16.1](#) Administrative Procedure 4020 Program and Curriculum Development
 - [II.A.16.2](#) Board Policy 4020 Program, Curriculum and Course Development
 - [II.A.16.3](#) Emergency Medical Services Program Review Fall 2020
-

B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library

The College of the Siskiyou Library's mission and student learning outcomes guide the Library in developing and maintaining its services and collections to support student retention and success ([II.B.1.1](#)). The Library achieves this by providing:

1. Instruction that is delivered through a variety of methods including in person, videoconference, synchronous Zoom, and online ([II.B.1.2](#))
2. Print and electronic resources that sufficiently support the wide variety of courses at all college locations, including online and on the Yreka Campus
3. An open computer lab and general learning space for students on the Weed Campus

Library staff work collaboratively to maintain a balanced collection of print, electronic resources, and media which support the College's curricula. Library faculty are guided by the Library Collections Policy when selecting materials ([II.B.1.3](#)). Discipline faculty members are consulted regarding needs for specific course content. The Library maintains a robust Reserve Collection of textbooks and other required and/or supplementary materials, including electronic materials whenever possible.

In order to better serve students in all locations, the Library maintains a strong collection of online materials. As of June 2019, the Library subscribed to 20 database subscriptions which provide access to over 27,000 periodical titles, 77,000 ebook titles, and 44,000 streaming video titles. This complements our collection of over 33,000 print titles which serve students who prefer physical materials ([II.B.1.4](#)).

The Library participates in the California community college system purchase of a library services platform (LSP) from Ex Libris. The LSP integrates both print and electronic collections allowing users to access all parts of the collection from a single search interface, nicknamed OneSearch. Electronic collections are also searchable from the Library's Articles & Databases page and are integral to serving students 24/7 from all locations with an internet connection ([II.B.1.5](#)). Students who prefer print resources can access them in person (or via appointment or curbside pickup during the pandemic), can request to pick them up on the Yreka Campus, or can request that materials be mailed free of charge.

The Library provides reference assistance to all students, faculty, and staff, as well as community members. In addition, reference assistance is available by email, text, phone, Zoom drop-in times, and Zoom appointments. All contact methods are listed on the Library's web site ([II.B.1.6](#)). A self-serve Research Help page with video tutorials, handouts, and other research support information is also available ([II.B.1.7](#)).

The Library offers instruction to help students develop their research skills and information literacy. This instruction is delivered in various ways, including:

- In-person and synchronous (Zoom) class visits tailored to specific research assignments
- Embedded participation in asynchronous online classes
- In-person Library tours and as an in-person campus scavenger hunt destination
- In-person and synchronous online Student Success Seminars
- Research guides tailored to specific research assignments ([II.B.1.8](#))
- One-on-one librarian-student interactions in the Library
- The Research Help page on the Library web site ([II.B.1.7](#))
- A proposed one-unit course, Information Literacy & Research Skills (LIBR 1001), anticipated to start in AY21-22 ([II.B.1.9](#))

The Library also indirectly supports information literacy instruction by providing faculty with a curated collection of free resources on our Services to Faculty site ([II.B.1.10](#)). The Library maintains a collection of preapproved Flex materials for faculty and hosts in-person and online pre-approved Flex activities to familiarize faculty with Library resources and services.

The Library maintains an open computer lab of eighteen desktop and three laptop computers, free black and white printing, free scanning and photocopies, and reliable free wifi to support student technology needs. Library staff are available during all open hours to assist with basic technology questions. The Library provides a safe, comfortable, and quiet space where students can work on assignments. Due to limited staffing, the Library is primarily open business hours Monday – Friday, although evening hours have sometimes been offered ([II.B.1.11](#)).

ASC

The Academic Success Center at College of the Siskiyous offers a variety of student learning supports. ASC leadership and staff recognize that learning support extends beyond that of offering technology and content-specific tutoring. Oftentimes, the root of learning challenges run much deeper than traditional supports can address. Thus, the ASC has expanded its offerings to provide a more holistic approach that assists students with navigating life’s challenges so that they are able to concentrate on learning.

Drop-In Tutoring (II.B.1.13)	Drop-in tutoring—offered on-campus as well as through Zoom—is available for a variety of general subjects and specific courses. To support AB 705 efforts, drop-in tutoring is available for statistics and English composition courses every hour the Academic Success Center is open.
Embedded Tutoring (II.B.1.13)	Embedded tutoring is available for a variety of courses. To support AB 705 efforts and to support courses with high enrollment of traditionally underserved populations, ENGL 0999 (co-requisite for ENGL 1001) and MATH 1050: Elementary Statistics receive embedded tutoring prioritization. Embedded tutors participate within the course and hold drop-in tutoring hours to assist students in deepening their learning through a variety of alternative strategies. Embedded tutoring is offered for fully online, synchronous Zoom, hybrid, and in-person courses. Drop-in tutoring hours are offered via Zoom, and, pre/post COVID, in-person.
Tutor-Facilitated Group Study Sessions (II.B.1.13)	To support AB705 efforts, the ASC offers MATH 1050 students group study sessions that are facilitated by each sections’ embedded tutor. This model is based on the Supplemental Instruction model with some small-school alterations. Group study sessions are available via Zoom, and, pre/post COVID, in-person
Essay Review / Writing Support (II.B.1.13)	Essay review is an essential service to all student writers who are learning to work within the writing process. This asynchronous service allows students to submit their works-in-progress to a writing tutor. The tutor then identifies strengths and challenges within the essay, focuses the feedback, and returns the essay and comments for the student to review. Essay review is encouraged, and sometimes required, by faculty. Essay review is available via email and Zoom, and, pre/post COVID, in-person.
Study Support (II.B.1.13)	Study support is a drop-in service offered by specially selected tutors. These tutors assist students in building healthy mindsets, setting goals, and identifying effective study strategies. Depending on student need, support is offered either by 1) by a peer tutor, or 2) support provided by a

	staff learning support specialist. Study support is available via Zoom, and, pre/post COVID, in-person.
EdTALKS (formerly “Student Success Seminars” (II.B.1.14))	EdTALKS are brief workshops (30-60 mins), held on a drop-in basis via Zoom and, pre/post COVID, in person. EdTALKS are facilitated by both staff and peer tutors who Entroduce students to the tools, skills, and strategies needed to gain learning confidence and to make the most out of their college experience. Topics encompass mental health, study strategies, mindset, financial literacy, and more.
Test Proctoring (II.B.1.15)	Test proctoring is available for COS students and exists in the form of face-to-face paper exam proctoring as well as technological assistance for Proctorio-based exams. The ASC also offers the use of Google Chromebooks that are Proctorio-enabled for ease of student use.
Midterm & Final Exam Prep Extended Hours (II.B.1.16)	The ASC and Library work together to provide extended evening hours the week prior to midterm and final exams. Extended hours offer access to computers and printing, study spaces, Library reserve textbooks, and tutoring. Extended hours are accompanied by study snacks and beverages to help fuel brains and bodies.
Canvas ASC (II.B.1.17)	The Canvas ASC serves as a virtual learning resource bank for students. This “self-enrolled Canvas course,” is available for no cost to all COS students. It contains current ASC information, modules populated with learning resources, and links to Zoom tutoring rooms.
NetTutor (II.B.1.18)	COS students have access to NetTutor which provides 24/7 access to online tutoring in a variety of content areas. NetTutor is an excellent service, particularly during late evening and weekend hours when ASC tutors are not scheduled.
Student Help Desk (II.B.1.19)	The Student Help Desk provides students with technology assistance related to mySiskiyous, student email, and Canvas. Student Help Desk hours are accessible via phone, walk-in, and drop-in Zoom.
EDUC 0670: Critical Skills Lab (II.B.1.20)	This non-credit course provides individualized learning assistance. Students participating in this course benefit from subject-specific support in math, reading, writing, computing, and research; additionally, EDUC 0670 students receive specialized wrap-around supports that help optimize their learning potential. Supports are coordinated by the course instructor and Expert Instructional Aids, and they are selected as a result of conversations with each student, the results of three “grade checks” per semester, and additional outreach. Possible supports include all those offered in the ASC, Library, Basecamp HQ, and Counseling Services.
Computer Lab (II.B.1.21)	The ASC students with access to desktop computers and laptops for use in the ASC. Free printing (with a daily page limit) is also available to students.
Study Spaces	The ASC houses a variety of study spaces: group study tables, single and double study carrels, as well as comfortable chairs with built-in desks.

Yreka ASC (II.B.1.22)	Students utilizing the Yreka Campus ASC have access to a computer lab, study spaces, test proctoring by appointment, remote tutoring, and limited in-person tutoring.
--------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

Analysis and Evaluation

The College provides library and learning support services in sufficient breadth and depth to reach and support the learning needs of all segments of the student population.

II.B.2 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.

Evidence of Meeting the Standard

Library

The Library’s collection development policy serves as a guiding document for the selection and maintenance of library materials and provides information about how and why collection decisions are made. Included in Administrative Procedure 4040, this collection guidance prioritizes materials that directly support and enhance the curriculum and instructional programs of College of the Siskiyous and the needs of students, faculty, and staff of the College ([II.B.2.1](#)). The Library achieves this by selecting books, electronic collections, and other library materials through discipline faculty requests and consultation, professional book reviews, and information gathered from working with students. Discipline faculty requests and consultation play a vital role in creating a strong collection and their input is valued ([II.B.2.2](#)).

The selection and maintenance of educational equipment and materials is also addressed in the program review process, such as analyzing collection use in the Library’s AY19-20 Comprehensive Program Review ([II.B.2.3](#)) and the multiyear project to update the library’s physical space ([II.B.2.4](#), [II.B.2.5](#), [II.B.2.6](#)). Funding requests that arise from program review are included in campus budgeting processes.

ASC

ASC Instructor/Coordinator and COS Librarian serve on the Guided Pathways Pillar 3 Committee ([II.B.2.7](#)). In doing so, both areas are involved in discussions relating to student success challenges, needs, and solutions. Oftentimes, these conversations include the need for learning support as well as educational equipment and materials. For example, Pillar 3 was instrumental in identifying the need for, and developing, a faculty recording studio in which to produce instructional videos ([II.B.2.8](#)).

In addition to gathering information from the Guided Pathways Pillar 3 Committee, the ASC regularly seeks COS faculty and staff feedback regarding learning support needs, including forms of specialized tutoring, course-specific learning resources for tutors to reference (i.e.,

textbooks and materials), course-specific technology (i.e., TI-84 graphing calculators for Statistics courses), and student training for use of technology (i.e., how to use the Proctorio application in Canvas for proctored exams). These needs are identified through the biannual ASC Faculty Survey (which is conducted as part of the ASC's Program Review process), through various committees' recommendations, among the team that implements and supports EDUC 0670-Critical Skills Lab, and from the ASC Coordinator's and Tutor Coordinator's attendance at learning assistance conferences ([II.B.2.9](#), [II.B.2.10](#)).

Analysis and Evaluation

Faculty and other learning support professionals provide guidance for COS Library and learning support services. Based on recommendations gathered from faculty and learning support staff, the College provides equipment and materials that support course learning outcomes and service area outcomes.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

Library faculty and staff use a variety of assessment methods and data to evaluate existing services and collections and to identify areas for improvement.

Instruction

The COS Library has three Student Learning Outcomes (SLOs):

1. Students who receive formal research instruction provided by the COS Library will be able to effectively locate needed information using a variety of library resources.
2. Students who participate in formal research instruction will be able to evaluate for credibility information provided by the library, Internet resources, and other information sources.
3. Students who use the COS Library and utilize its resources, services, and formal instruction will appreciate the value of libraries in supporting academic and/or career success and in supporting life-long learning.

Library SLOs are assessed through a variety of methods as outlined in our annual assessment plan ([II.B.3.1](#)). The Library is rarely asked to cover evaluation of sources in class visits so SLO #2 is not often assessed. SLOs #1 and #3 are primarily assessed through student surveys administered after formal research instruction visits and through questions on our Annual Student Survey ([II.B.3.2](#), [II.B.3.3](#)). Through these surveys, students consistently report the Library is meeting outcomes #1 and #3 and the Library uses this feedback to improve instruction and services.

The Library has not revised its Student Learning Outcomes in many years. A re-evaluation of current SLOs is expected in the next couple of years as the Library begins to offer LIBR 1001: Library Research & Information Literacy and as the college reconvenes the SLO Committee.

Collections

Library statistics show trends in the use of collections which can inform purchasing, selection, and deselection.

Assessment Method	Example of Change Implemented
The Annual Student Survey asks for student feedback on the adequacy of our collections, both physical and electronic	Based on survey feedback, as well as direct requests from students and faculty, the Library added a collection of Reserve Textbooks to the Yreka Campus in Fall 2018 (II.B.3.4)
The Library monitors physical collection use through circulation reports	Pre-pandemic, the Library was considering discontinuing the Yreka Reserve Collection due to extremely low usage (II.B.3.5)
The Library monitors database usage to make renewal decisions	The Library discontinued our Gale Biography In Context subscription due to low usage (especially for the cost) and similar content in other databases (II.B.3.6)
The Library runs collection reports to make weeding decisions based on criteria such as age of the materials and duplicate titles	In 2017, the Library pulled a report of all titles in the 500s (Sciences) that were published before 2010, evaluated them for weeding, and identified areas where we needed newer titles (II.B.3.7)

Other Services

Library statistics show trends in the use of library services and physical space.

Assessment Method	Example of Change Implemented
The Annual Student Survey asks for student feedback on our hours and facilities	Based on survey feedback for evening hours, the Library hours of operation were expanded to include two evenings a week (II.B.3.8)
Students repeatedly comment on how much they value the Library as a quiet space on the Annual Student Survey (II.B.3.8)	As the Library slowly evolves our open floorplan space, we are trying to maintain quiet areas
The Library uses gate count statistics to track use of our physical space (II.B.3.9)	To address declining gate counts and encourage more use of our physical space, the Library has started to upgrade furniture, host events, allow food and drink in the “Lounge” area, and market our space on campus social media (II.B.3.10)

<p>The Library tracks reference statistics (II.B.3.9)</p>	<p>To address declining reference activity and encourage more use of reference services, the Library has increased campus marketing and added new methods of contact (texting, Zoom) (II.B.3.10)</p>
---------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ASC

The ASC regularly evaluates its learning support services through a variety of assessment methods. Before altering existing services, data is reviewed and analyzed by ASC faculty and staff.

Prior to Spring 2021, the ASC participated in the non-academic program review ([II.B.3.11](#)). Assessment was based on the following Strategic Goals as identified in the COS Master Plan:

COS Master Plan Strategic Goals:

- Strategic Goal #1: Removing Barriers/Streamlining
 - Ensure students can easily log into the ASC and acquire appropriate services/resources (both face-to-face and online)
 - Integrate ASC support and marketing into existing courses
 - Enhance students' ability to get on-demand technical support
- Strategic Goal #2: Student Success
 - Institutionalize integration of learning assistance offerings into existing courses.
 - Enhance quality of tutoring services
 - Assist students in maximizing learning potential
- Strategic Goal #3: Data Quality
 - Collect relevant and meaningful ASC data

In Spring 2021, the ASC developed three student learning outcomes ([II.B.3.12](#)). These outcomes will serve as the remodeled foundation of ASC program reviews beginning in Fall 2021. The updated program review will assess both the non-instructional and instructional ASC services. In preparation for assessment of the student learning outcomes, the ASC has created an annual assessment plan ([II.B.3.13](#)).

ASC Student Learning Outcomes:

The ASC's inclusive and individualized supports help students achieve the following:

- Identify academic and holistic supports that contribute to student success.
- Construct awareness of their unique learning processes, preferences, assets, and challenges.
- Cultivate healthy mindsets and habits that promote a sense of belonging in college, as well as enhanced academic success and learning confidence.

Assessment of strategic goals (prior to Spring 2021) and student learning outcomes (post Spring 2021) is conducted using a variety of tools, including student and faculty surveys, ASC usage

statistics, Student Equity and Achievement plan data, and committee feedback. The following table highlights changes implemented as a result of various assessment methods.

Assessment Method	Example of Change Implemented
The biannual Tutoring Student Survey asks for student feedback on the adequacy of existing tutoring services (II.B.3.14).	Tutoring hours were expanded to include more access to tutoring in the evenings.
The biannual Tutoring Student Survey asks students to identify their level of confidence in terms of course subject matter before and after tutoring (II.B.3.14).	Tutoring offerings are expanded; faculty encourages students to participate in tutoring.
The biannual Paper Review Student Survey asks students to evaluate the effectiveness of the paper review service (II.B.3.15).	Paper Review marketing increased to expand the service’s reach to more students; faculty is actively encouraged to integrate Paper Review as scaffolding into writing assignments.
The biannual Barriers to Student Success Survey asks students to identify their perceived primary barriers to college success (II.B.3.16).	Through EDUC 670-Critical Skills Lab, the ASC coordinates individualized learning assistance plans as well as holistic, wrap-around services offered through Basecamp HQ.
Participation in non-tutoring, on-campus ASC services is monitored to determine trends in usage hours and the purpose(s) for each visit (II.B.3.17).	An experimental adjustment in hours was continued to accommodate students visiting the ASC in the evenings two days a week.
Participation in tutoring services (on campus and online) are monitored to determine trends in hours and use of services (II.B.3.18).	An increase in use of the paper review/essay feedback service leads to additional marketing of the service; more students utilize the service.
The annual Student Equity and Achievement Report requires review of the previous Student Equity and Achievement plan via assessment of data (II.B.3.19).	ASC learning support for identified SEA equity populations continues; support is enhanced by more targeted interventions.
The biannual ASC Services-Faculty Survey asks faculty to identify learning support needs for their students (II.B.3.20).	More instructors ask for, and receive, embedded tutors.
ASC staff assessment of Tutor Trac indicates the program creates barriers to collecting data and accessing data.	ASC Coordinator initiates discussions with other departments on campus regarding alternative data collection programs; SARS is identified as a more accessible program, it is vetted by Tech Services, and will be implemented in Fall 2021.

Analysis and Evaluation

Both the library and the Student Success Centers use a variety of methods to regularly assess services, such as student surveys and statistical data. Assessment and analysis of data are used to make improvements to better meet student needs.

II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library

The Library collaborates with other institutions, organizations, and vendors to provide library collections and services to support students. Formal agreements are documented and are reviewed periodically. Contract reviews are combined with other assessments, such as a review of use statistics, to make sure that such collaborations are meeting the needs of both students and faculty.

Most of the Library's electronic collections are contracted through the Community College League of California Library Consortium which assesses products for accessibility compliance, negotiates pricing, and handles invoicing. The Consortium also coordinates the selection of a suite of EBSCO periodical databases. These databases are available at no local cost to all California community colleges and they form the backbone of the College of the Siskiyous Library periodical database collection.

Library Services

- Library Services Platform with Ex Libris (through the Consortium) ([II.B.4.1](#))
- OCLC EZproxy, interlibrary loan, and cataloging software services ([II.B.4.2](#))
- Zipwhip texting services ([II.B.4.3](#))

Digital Content Providers

- Periodical databases
 - EBSCO: statewide suite plus Alt HealthWatch, CINAHL Plus with Full Text, Professional Development Collection
 - JSTOR: Arts & Sciences I
 - ProQuest: SIRS Issues Researcher
- Ebook databases
 - EBSCO eBook Collections (including a Demand-Driven Acquisition (DDA) account)
 - ProQuest: Ebook Central
 - InfoBase: Credo Academic Core
 - Gale Virtual Reference Library (small collection of individual titles)
 - Oxford English Dictionary
 - OverDrive (ebooks and e-audiobooks, small collection of individual titles)

- Streaming video databases
 - InfoBase: Films on Demand
 - ProQuest: Academic Video Online
 - Individual streaming video titles are provided through contracts with Swank and Kanopy
 - Symptom Media
 - JoVE (Chemistry & Environment, Advanced Biology collections)
- Other databases
 - Transparent Language Online

The Library has written, agreed-upon procedures with the Siskiyou County Library that allows us to share physical materials between library systems and that allows the College of the Siskiyous Library to issue county library cards to students.

ASC

When the ASC collaborates with other institutions and organizations to provide learning support opportunities to students, contractual agreements are created. The contracts are reviewed as part of other ASC assessments (see II.B.3) in order to ensure the collaborations they represent continue to support College of the Siskiyous' instructional programs.

ASC Service Providers

- NetTutor: Provides synchronous and asynchronous distance tutoring and paper review ([II.B.4.4](#)).
 - Assessment is based on analysis of NetTutor participation in the Tutoring Statistics review and results of the biannual tutoring student survey and faculty survey ([II.B.4.5](#), [II.B.4.6](#), [II.B.4.7](#))

ASC Proctoring Agreement

- CVC-OEI Proctoring Network: As part of the CVC-OEI Proctoring Network, COS supports students taking exams for both COS courses as well as those within the Proctoring Network ([II.B.4.8](#)).
 - Assessment is based on analysis of test proctoring participation and evaluation within the Distance Learning Committee.

Analysis and Evaluation

The College takes measures to ensure that any external source for library or learning support services is adequate, appropriate, and utilized.

Conclusions on Standard II.B. Library and Learning Support Services

The College meets Standard II.B by offering a variety of services which are sufficient in quantity, currency, depth, regardless of means of delivery. The College also selects and maintains instructional equipment and materials to support student learning. To ensure student needs are being met, library and learning support services are evaluated and assessed for any needed improvements. Lastly, the College assures the security, maintenance, and reliability of

services provided either directly or through contractual arrangement and evaluates these services to ensure their effectiveness.

Improvement Plan(s)

Although the College is assessing SLOs related to Library and ASC services, we are focusing on improving non-academic Program Review and assessment of Service Area Outcomes. Our work with the Institutional Effectiveness Partnership Initiative has provided us with the resources needed to accomplish this task.

Evidence List

- [II.B.1.1](#) Library Mission and SLOs
- [II.B.1.2](#) Library Instruction Statistics
- [II.B.1.3](#) AP4040: Library and Learning Support Services
- [II.B.1.4](#) IPEDS AY19-20 Library Data
- [II.B.1.5](#) Articles and Databases Webpage
- [II.B.1.6](#) Library Home Page
- [II.B.1.7](#) Research Help Webpage
- [II.B.1.8](#) Library Course Research Guide Example
- [II.B.1.9](#) LIBR1001 Course Outline of Record
- [II.B.1.10](#) Services to Faculty Site: Research & Information Literacy Resources Page
- [II.B.1.11](#) Library Open Hours Since 2010
- [II.B.1.12](#) ASC Hours
- [II.B.1.13](#) Tutor-Facilitated Services
- [II.B.1.14](#) Student Success Seminars webpage
- [II.B.1.15](#) Test Proctoring Webpage
- [II.B.1.16](#) ASC Extended Hours
- [II.B.1.17](#) Canvas ASC Offerings
- [II.B.1.18](#) NetTutor for Students Webpage
- [II.B.1.19](#) Student Help Desk Webpage
- [II.B.1.20](#) EDUC 670 Course Outline of Record
- [II.B.1.21](#) Computer Lab
- [II.B.1.22](#) Yreka ASC
- [II.B.2.1](#) AP4040: Library and Learning Support Services
- [II.B.2.2](#) Example of Faculty Consultation & Participation in Library Collection Development
- [II.B.2.3](#) AY19-20 Library Comprehensive Program Review
- [II.B.2.4](#) AY17-18 Library Program Review Annual Update
- [II.B.2.5](#) AY18-19 Library Program Review Annual Update
- [II.B.2.6](#) AY20-21 Library Program Review Annual Update
- [II.B.2.7](#) Guided Pathways Pillar 3 Membership
- [II.B.2.8](#) Guided Pathways Pillar 3 Recording Studio Funding Request
- [II.B.2.9](#) ASC Faculty Survey Results 2021
- [II.B.2.10](#) ACTLA 2021 Conference Participation
- [II.B.3.1](#) AY20-21 Library SLOs and Assessment Plan
- [II.B.3.2](#) Example Class Visit Assessment – ENGL1001 Fall2019

[II.B.3.3](#) Library Annual Student Survey Responses 2007-2021
[II.B.3.4](#) Yreka Reserves Collection Supporting Documents
[II.B.3.5](#) Yreka Circ stats
[II.B.3.6](#) Biography In Context Use Statistics AY12-13 to AY17-18
[II.B.3.7](#) Agriculture & Animals Titles Published Before 2010 (example report)
[II.B.3.8](#) Library Annual Student Survey Comments 2014-2021
[II.B.3.9](#) Annual Data Survey compilation
[II.B.3.10](#) Library Social media Marketing Slides Fall 2018 and Spring 2021
[II.B.3.11](#) ASC Non-Academic Program Review 2019-2020
[II.B.3.12](#) ASC Mission and SLOs
[II.B.3.13](#) ASC Annual Assessment Plan
[II.B.3.14](#) Tutoring Student Survey Spring 2021
[II.B.3.15](#) Paper Review Survey Spring 2021
[II.B.3.16](#) Barriers to Student Success Survey 2021
[II.B.3.17](#) ASC On-Campus Usage 2020-2021
[II.B.3.18](#) Tutoring Statistics (Sp20-Sp21)
[II.B.3.19](#) Siskiyou Student Equity and Achievement Report (2019-2020)
[II.B.3.20](#) ASC Faculty Survey 2021
[II.B.4.1](#) LSP Institutional Participation Agreement/Contract
[II.B.4.2](#) OCLC Master Services Agreement
[II.B.4.3](#) Zipwhip Contract
[II.B.4.4](#) NetTutor Link-Systems CCC Foundation Agreement
[II.B.4.5](#) Tutoring Statistics (Sp20-Sp21)
[II.B.4.6](#) Tutoring Student Survey Spring 2021
[II.B.4.7](#) ASC Faculty Survey 2021
[II.B.4.8](#) CVC-OEI Proctoring Network MOU

C. Student Support Services

II C. 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College regularly evaluates the quality of student support services through the use of the Ruffalo Noel Levitz (RNL) National Student Satisfaction Inventory), area Program Reviews (that includes local data collection and analysis, Chancellor's Office Student Success Launchboard data, regular meetings of student support program areas, student interviews and program/area specific student satisfaction surveys ([II.C.1.1](#), [II.C.1.2](#), [II.C.1.3](#), [II.C.1.4](#), [II.C.1.5](#)) . Using the results of these evaluations and surveys allows us the ability to ensure that we are providing a comprehensive set of support services to all students regardless of

location or modality of instruction. Additionally, we will continue to use the data that is used to complete our Student Equity and Achievement program plans to evaluate the quality of student support services.

Student support services staff will continue to gather specific data around questions or issues that are presented by conducting targeted student surveys so that we can ensure that we are addressing potential issues as they arise. One example of this is the use of student interviews conducted by our Equity Staff to gather information about programs and services that would be beneficial to offer. Information gathered in these interviews lead to the creation of our Basecamp Student Resource Center, which provides a menu of basic needs services to our students ([II.C.1.6](#)).

Analysis and Evaluation

The College will continue to use service area program reviews, RNL National Student Satisfaction Inventory and Chancellor’s Office Data to evaluate and enhance student support programs and services. While this is a good base of evidence to build from, we acknowledge that there is room for growth in this area. We are currently working with Partnership Resource Team (PRT) to improve our non-instructional program review process. We have begun implementation of a more robust Service Area Outcome evaluation process.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes on an annual basis using non-academic service area program reviews ([II.C.2.1](#)). Data from survey results, MIS, and Banner are analyzed through a variety of means and program policies and practices are modified accordingly to ensure that the College is meeting the current needs of our students.

Student Services Departments conduct regular meetings to ensure that we are meeting the Colleges strategic goals and objectives as well as department specific goals ([II.C.2.2](#)). College wide, each staff member serves on a Guided Pathways Pillar Team, which allows for cross collaboration among all areas of campus ([II.C.2.3](#)). Our Student Equity and Achievement committee members all serve the Institution in more than one capacity. This allows for collaboration and simultaneous services to targeted populations without duplicating efforts. Strong coordination between Instruction and Student Services allows for coordinated efforts to ensure that departments engage in frequent communication to support categorical and campus-based programs. Working closely with our Institutional Research Team, we actively work to collect data on a consistent basis. That data is then used to develop new programs or support changes to existing programs and services ([II.C.2.4](#)).

Analysis and Evaluation

The College conducts annual program reviews for student support service areas. The College also regularly reviews Chancellors Office data related to our Student Equity Plan which allows us to adjust our program policies and practices as needed.

II.C.3 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. (ER 15)

College of the Siskiyous offers appropriate, comprehensive and reliable services for students at all campus locations and for remote learners. The College assures equitable access to all students by providing an array of services to help students achieve their educational goals ([II.C.3.1](#)).

Department/Service	Available on Campus	Available Online
Enrollment Services (Admissions and Records)	Yes	Yes
Counseling & Advising	Yes	Yes
Financial Aid	Yes	Yes
Transfer Services	Yes	Yes
Disability Support Programs and Services (DSPS)	Yes	Yes
Extended Opportunity Programs and Services (EOPS)	Yes	Yes
Outreach (High School and Community)	Yes	Yes
CalWORKs Program	Yes	Yes
Student Health Services	Yes	Yes
Student Life and Leadership	Yes	Yes
Veteran's Resource Center	Yes	No
Basecamp Food Pantry	Yes	Yes
International Student Program	Yes	Yes
Learning Assistance	Yes	Yes

College of the Siskiyous has developed student support services aligned with the needs of students enrolled and the community. Services are provided to both online and in-person students.

Enrollment Services

Enrollment Services is comprised of Admissions and Records and the Financial Aid departments. In-person, walk-up services are available at both Weed and Yreka campuses. Both departments offer Zoom appointments and drop-in services during regular business hours. Services are also provided via email and telephone ([II.C.3.2](#)).

Counseling and Advising

Counseling and Advising offers services to students in person, telephone, or through Zoom. The Counseling and Advising Department implemented online Zoom video conferencing as an option for appointments with any student as well as Zoom drop-in advising. Services are also available in-person, telephone and email ([II.C.3.3](#)).

Student Access Services (SAS)

Formerly the Students with Disabilities Support Program and Services (DSPS), the Student Access Services department is responsible for determining and providing required academic accommodations for students with disabilities ([II.C.3.4](#)).

The SAS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit as equitably from the college experiences as their non-disabled peers.

EOPS/CARE, CalWORKS

These Student Support Programs continue to comprehensively serve the needs of the EOPS/CARE, and CalWORKs participants by providing the following student services: personalized counseling, book vouchers, transportation assistance, meal vouchers, school supplies and grants. Students may see a counselor in-person, by Zoom or telephone. Other services are provided in-person, Zoom, and by telephone and email ([II.C.3.5](#)).

Student Health Center

The Student Health Center provides in-person services at the Weed Campus as well as tele-medicine and in-person appointments at our service provider's location in Weed (Mountain Valley Health Center) ([II.C.3.6](#)).

Basecamp, "HQ"

Basecamp HQ provides support to students with food insecurity as well as foster youth and homeless students. HQ services include a food pantry, CalFresh application assistance, textbook and transportation assistance, laptop loans, basic needs and personal hygiene supplies, school supplies, household supplies and a clothes closet. Requests for assistance can be made by text, email, and in-person. For students not on campus, supplies are delivered locally or mailed ([II.C.3.7](#)).

International Student Program

Located in the Student Services Office, the International Student Program offers assistance to students applying to College of the Siskiyous who plan to attend in-person and full-time, according to the Student and Exchange Visitor Program Guidelines. Students are provided assistance with the process of receiving an I-20, Certificate of Eligibility for Nonimmigrant Student Status. Students are oriented to student services, and F-1 Visa eligibility requirements on an annual basis. Assistance with obtaining a Social Security Card for restricted employment is also provided ([II.C.3.8](#)).

Veteran's Resource Center

A Veteran's Resource Center is located on the Weed campus in the Student Center. The Resource Center provides support to our Veteran students, which includes computers and printing, priority registration, and a private lounge area. Students may contact the Veteran's Counselor and eligibility technician via email, telephone and by Zoom as well as in-person appointments at the Weed campus ([II.C.3.9](#)).

Learning Assistance

A variety of learning supports are available through the Academic Success Center. Course-specific tutoring, study skills support, tutor-facilitated study groups, and learning support workshops (EdTALKS) are available in-person as well as through Zoom and NetTutor. Paper review sessions are conducted both in-person as well as asynchronously through email exchange ([II.C.3.10](#)).

Analysis and Evaluation

College of the Siskiyous has consistently strived to meet all students where they are; academically, socially, culturally and geographically. Even before the pandemic COS was able to do this. With the pandemic the college was able to expand its service to students worldwide with the utilization of Zoom.

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Co-curricular programs include student organizations, such as Phi Theta Kappa International Honor Society, Associated Student Board (ASB), and other student activities and clubs, such as Intersarsity Christian Club, Drama Club, Community Band Club, Photography Club, and more ([II.C.4.1](#)). Club recognition must be student-driven and approved by the Associated Student Board ([II.C.4.2](#)). Each recognized club is advised by a COS employee, which ensures COS responsibility and control over program and club finances ([II.C.4.3](#), [II.C.4.4](#), [II.C.4.5](#), [II.C.4.6](#), [II.C.4.7](#), [II.C.4.8](#)). Club recognition, events, and procedures follow student club guidelines developed by the ASB ([II.C.4.9](#)).

The Athletics Program functions within the guidelines of the California Community College Athletic Association (CCCAA) and holds memberships in the Golden Valley Conference and NorCal Football Conference ([II.C.4.10](#)). The athletics program offers sports for both men and women as per Title IX guidelines ([II.C.4.11](#)). Each sport/program has its own budget in the general fund and the auxiliary foundation. All of the financial needs of the program must be approved prior to spending and are controlled by the institution. Per CCCAA guidelines, all components of institutional control are met (

Analysis and Evaluation

These co-curricular programs are an important part of the social and cultural experiences in our students' educational program ([II.C.4.13](#)). The College is located in a rural area with minimal student-focused community activities and the College is a vital resource of social and cultural activities for its students. All programs are very much under direct institutional control ([II.C.4.14](#)).

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides a comprehensive model of academic counseling and advising services to students using both in-person, and distance modalities, including via telephone and Zoom ([II.C.5.1](#)). The College works diligently to ensure students are accessing counseling and advising services during all stages of their educational journey at the College. Counseling and Advising staff are involved with outreach, specifically at the local high schools. A team that includes counselors/advisors visits local high schools during the spring to offer information about registration and the College in general. All other new and returning students begin the process with a SOAR (Student, Orientation, Advising, and Registration) session ([II.C.5.2](#)). SOAR is offered in person or via Canvas. Students explore the College's website to find information about Financial Aid, Categorical Programs, General Education and Majors, and supportive services. At the end, students meet individually with a counselor or advisor to address registration, multiple measure for English and Math, abbreviated educational plan, and individual questions ([II.C.5.3](#)). All students are encouraged to apply for categorical programs through the Universal Application. Students are strongly encouraged to schedule follow-up appointments with counselors for academic and career counseling. Follow-up meetings include services such as comprehensive educational plans, university exploration and transfer application assistance, career assessments, transcript evaluations, degree audits, and class scheduling ([II.C.5.4](#), [II.C.5.5](#)). Counselors provide intervention services for students on probation and dismissal, financial aid disqualification, personal counseling, and referrals out to campus and community resources ([II.C.5.6](#)). Counselors and advisors collaborate with teaching faculty and staff through committee work, all campus communications, and presentations ([II.C.5.7](#), [II.C.5.8](#)).

Analysis and Evaluation

All counselors and advisors are cross-trained to have the ability to assist anyone at any time. Although the staff have their specialties, the cross-training has encouraged more learning opportunities for all and wider opportunities for help for students ([II.C.5.9](#), [II.C.5.10](#)). The counselors and advisors meet regularly to keep updated on academic requirements and

graduation/transfer policies. They also regularly participate in a variety of professional development trainings and conferences ([II.C.5.11](#), [II.C.5.12](#), [II.C.5.13](#), [II.C.5.14](#)).

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Through Board Policy 5010 and Administrative Procedure 5010 on Admissions and Concurrent Enrollment, the College has adopted and adheres to admissions policies consistent to the mission of the College ([II.C.6.1](#), [II.C.6.2](#), [II.C.6.3](#)). In accordance with Board Policy 5052 and Administrative Procedure 5052 on Open Enrollment, the College remains open access to any student 18 years of age or older ([II.C.6.4](#), [II.C.6.5](#)). Administrative Procedure 5011 outlines instructions for admission of non-high school graduates ([II.C.6.6](#)). Administrative Procedure 5012 discusses admissions processes and criteria for International Students, and Administrative Procedure 5013 does the same for Military Personnel and Dependents ([II.C.6.7](#), [II.C.6.8](#)). Admission criteria are published on the Admissions and Records webpage and on Steps for Enrollment webpage ([II.C.6.9](#), [II.C.6.10](#)). This information can also be found in the 2020-21 College of the Siskiyous catalog ([II.C.6.11](#), [II.C.6.12](#), [II.C.6.13](#)). Applications for specific career and technical education programs are open to qualified students meeting program requirements can be found on the Career and Technical Education webpage ([II.C.6.14](#)).

Academic Advisors and Counselors are trained and versed in educational planning and pathways towards degrees, certificates, and transfer goals. In addition, students may access information on degree and certificate requirements on the Degrees, Majors, and Certificates webpage ([II.C.6.15](#)). Degree requirements and programs can also be found in the 2020-21 catalog ([II.C.6.16](#)). Information on articulation, Associate Degrees for transfer (ADT), the University of California Transfer Admissions Guarantee (TAG) program, the Historically Black College & University (HBCU) Guarantee Transfer Agreement, and other important transfer information can be found on the Articulation and Transfer Counseling webpage ([II.C.6.17](#)).

Analysis and Evaluation

Admissions policies of the College are directly in accordance with Title 5 of California regulations and the Department of Homeland Security, and procedures for admission into specific career and technical programs are based on requirements of continued education and/or governing agencies. Academic Advisors and Counselors participate in state and regional training on transfer requirements and attend Career and Technical Education (CTE) advisory committee meetings on a regular basis in order to stay current on program requirements. Any changes to admissions policies or procedures are vetted through Student Services Council and are discussed with the Advisors and Counselors as needed.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Prior to the fall of 2016, College of the Siskiyous began researching data provided by the Research and Planning Group and Cal-PASS Plus on work done through the Multiple Measures Assessment Project (MMAAP). Interest in MMAAP was in reducing bias in placement. MMAAP's analysis showed that utilizing high school transcript data for placement into math and English was a more accurate predictor of success and reduced bias found in standardized placement tests. Multiple Measures English and Math placement guidelines were developed for use by the Academic Advisors and Counselors when meeting with students ([II.C.7.1](#)). Placement using these guidelines was first done in spring 2017 semester. Since, and based on MMAAP's findings, the California Community College Chancellors Office started requiring colleges to use high school transcript data and to stop using standardized placement tests, thus assisting students to complete transfer level English and math in their first year (AB 705). Current placement practices for College of the Siskiyous can be found on the Assessment and Placement webpage ([II.C.7.2](#)). Placement data from 2019-20 shows that the new placement strategy has reduced the need for remediation as well as removing biases ([II.C.7.3](#)).

Analysis and Evaluation

Placement data validated the effectiveness of the exclusive use of high school transcript data in placing students in math and English courses to minimize bias.

II.C.8 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.

Evidence of Meeting the Standard

College of the Siskiyous maintains all student records according to Board Policy 5040 and Administrative Procedure 5040 (on Student Records, Directory Information, and Privacy ([II.C.8.1](#), [II.C.8.2](#))). College of the Siskiyous follows the policies and procedures for the release of student records according to Administrative Procedure 5045 and the Family Educational Rights to Privacy Act (FERPA) ([II.C.8.3](#)). These policies are published on our website and in the 2020-21 catalog ([II.C.8.4](#), [II.C.8.5](#), [II.C.8.6](#), [II.C.8.7](#)). Hard copy student records are maintained in locked cabinets within locked offices. Old records are either archived in a locked and secure location or destroyed in accordance with Board Policy 3310 and Administrative Procedure 3310 on Records Retention and Destruction ([II.C.8.8](#), [II.C.8.9](#)). Electronic records are protected by industry standard firewalls and security systems through the Information Technology Department. The Internet Native Banner (INB), College of the Siskiyous' student information system, houses the FERPA release of information for

individual students in the SPACMNT tab (comments section). This information is available to appropriate Student Services faculty, staff, and administrators. No information is given to students without verifying identity and/or appropriate security word. No information is given to anyone who does not have an educational need to know without written authorization and identity verifying from the student. All employees, full time and part time, temporary and permanent, are verified to have completed FERPA training through Keenan Safe Colleges prior to having access to student records.

Analysis and Evaluation

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which files are maintained. The College follows established board policies and administrative procedures for release of student records and publishes this information on the website and in the catalog. All staff complete FERPA training.

Conclusions on Standard II.C. Student Support Services

The College meets Standard II.C through various methods including:

- Applicable Board Polices and Administrative Procedures
- Student Surveys and interviews
- Program Review
- Student Equity and Achievement Data Analysis
- Student support services offered in various modalities
- Student steps for enrollment
- Early implementation of MMP
- Required FERPA training for all employees

Improvement Plan(s)

The College is actively engaged in implementing the Guided Pathways initiative and, in the last year, has streamlined the student onboarding process with the launch of MyPath. The Guided Pathways steering committee is also looking at strategies that will help further define clear pathways to complete degrees, certificate and transfer goals.

Evidence List

[II.C.1.1](#) RNL Student Satisfaction Inventory 2016

[II.C.1.2](#) RNL Student Satisfaction Inventory 2017

[II.C.1.3](#) Student Services Non-Academic Program Reviews

[II.C.1.4](#) DSPS Student Survey

[II.C.1.5](#) EOPS End of Semester Student Survey

[II.C.1.6](#) Basecamp Headquarters Webpage

[II.C.2.1](#) Student Services Non-Instructional Program Reviews

[II.C.2.2](#) College of the Siskiyous Mission, Vision and Institutional Goals

[II.C.2.4](#) 2019-2022 College of the Siskiyou Student Equity Plan

[II.C.3.1](#) Student Services Webpage

[II.C.3.2](#) Admissions & Records Webpage

[II.C.3.3](#) Counseling & Student Support Programs Webpage

[II.C.3.4](#) Student Access Services (SAS) Webpage

[II.C.3.5](#) EOPS/CARE Webpage

[II.C.3.6](#) Student Health Clinic Webpage

[II.C.3.7](#) Basecamp HQ Webpage

[II.C.3.8](#) International Students Webpage

[II.C.3.9](#) Veteran's Services Webpage

[II.C.3.10](#) Academic Success Center Webpage

[II.C.3.11](#) College of the Siskiyou Catalog 20-21

[II.C.4.1](#) Student Clubs' Webpage

[II.C.4.2](#) ASB Website

[II.C.4.3](#) Administrative Procedure 5400 Associated Students

[II.C.4.4](#) Board Policy 5400 Associated Students

[II.C.4.5](#) Administrative Procedure 5410 Associated Students Election

[II.C.4.6](#) Board Policy 5410 Associated Students Election

[II.C.4.7](#) Administrative Procedure 5420 Associated Students Finance

[II.C.4.8](#) Board Policy 5420 Associated Students Finance

[II.C.4.9](#) Club Handbook

[II.C.4.10](#) Athletics' Website

[II.C.4.11](#) Athletics' EADA report

[II.C.4.12](#) Athletics' Catalog reference

[II.C.4.13](#) Athletics' Missions/Vision statements

[II.C.4.14](#) ASB and Clubs Catalog reference

[II.C.5.1](#) Counseling and Student Support Programs' Website

[II.C.5.2](#) SOAR Website

[II.C.5.3](#) Orientation Packet

[II.C.5.4](#) DegreeWorks Educational Plan

[II.C.5.5](#) Degree Works Audit

[II.C.5.6](#) Advising Resources and links to GE patterns and goal check-sheets

[II.C.5.7](#) Sample of training (Peninsula Trainings)

[II.C.5.8](#) Sample of training (CalWorks Trainings)

[II.C.5.9](#) Articulation Conferences

[II.C.5.10](#) Articulation Events

[II.C.5.11](#) CSU Counselor Conference

[II.C.5.12](#) Equity Training

[II.C.5.13](#) Black Mental Wellness

[II.C.5.14](#) Trauma Informed Practices

[II.C.6.1](#) Board Policy 5010

[II.C.6.2](#) Administrative Procedure 5010

[II.C.6.3](#) College Mission, Vision, and Institutional Goals

[II.C.6.5 Administrative Procedure 5052](#)
[II.C.6.6 Administrative Procedure 5011](#)
[II.C.6.7 Administrative Procedure 5012](#)
[II.C.6.8 Administrative Procedure 5013](#)
[II.C.6.9 Admissions and Records webpage](#)
[II.C.6.10 Steps for Enrollment webpage](#)
[II.C.6.11 Steps to Apply 2020-2021 Catalog](#)
[II.C.6.12 International Students 2020-2021 Catalog](#)
[II.C.6.13 Special Admissions for K-12 Students 2020-2021 Catalog](#)
[II.C.6.14 Career and Technical Education webpage](#)
[II.C.6.15 Degrees, Majors, & Certificates webpage](#)
[II.C.6.16 Degree and Program Requirements 2020-2021 Catalog](#)
[II.C.6.17 Articulation and Transfer Counseling webpage](#)
[II.C.7.1 Multiple Measures Placement guide](#)
[II.C.7.2 Assessment and Placement webpage](#)
[II.C.7.3 Placement data 2019-20](#)
[II.C.8.1 Board Policy 5040](#)
[II.C.8.2 Administrative Procedure 5040](#)
[II.C.8.3 Administrative Procedure 5045](#)
[II.C.8.4 Family Educational Rights and Privacy Act \(FERPA\) webpage](#)
[II.C.8.5 What is FERPA webpage](#)
[II.C.8.6 FERPA Frequently Asked Questions webpage](#)
[II.C.8.7 FERPA Policy 2020-2021 catalog](#)
[II.C.8.8 Board Policy 3310](#)
[II.C.8.9 Administrative Procedure 3310](#)

STANDARD III:

Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The Siskiyou Joint Community College District (District) prioritizes the integrity and quality of its programs and services by employing individuals who are qualified by appropriate education, training, and experience. The District's recruitment process seeks to find qualified applicants by requiring candidates to participate in a competitive selection process that assesses the knowledge, skills, and abilities identified as essential to successful job performance. HireTouch is the platform used to capture this information and manage recruitment.

Classifications and Criteria

Based on the identified needs of the organization, the District establishes classifications for all positions in the academic, classified, and management services to allow for the appropriate assignment of responsibilities to personnel ([III.A.1.1](#)). The classifications describe the representative duties, the knowledge, skills, and abilities required to perform the duties, and the education, training, and experience minimally necessary for employment consideration. The District reviews or develops all classification specifications in collaboration with subject-matter experts familiar with the needs of the institute and the duties to be assigned within the respective classifications.

All job announcements are posted on the Human Resources (HR) page of the District website [\(III.A.1.2\)](#). Job descriptions for administrative and classified employees include the specific responsibilities of the position [\(III.A.1.3\)](#). Job descriptions are often revised when a position is vacated in order to ensure it is reflective of current needs and required skills.

The Human Resources department also advertises open positions in a variety of electronic and printed mediums to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed at the CCC Registry, EDJOIN Online Education, HigherEdjob.com, diversjobs.net Diverse, Indeed.com, healio.com, LinkedIn.com, ACNL.org, InsideHigherEd.com, ACBO, and community news outlets. Additional sources are utilized as appropriate and typically at the request of the experts in the subject matter and services [\(III.A.1.4\)](#).

Minimum Qualifications

Minimum qualifications for administrators, faculty, and staff are verified by the District to confirm personnel are qualified to provide support of programs and services. Review of qualifications is conducted in agreement with the established procedure defined by Board Policy 7120 [\(III.A.1.5\)](#). The criteria and procedures for hiring classified employees are outlined in the Recruitment and Hiring Manual [\(III.A.1.6\)](#). The minimum qualifications for academic positions are established by the California Legislature, the Board of Governors in consultation with the Academic Senate of the California Community Colleges and AP 7211 [\(III.A.1.7, III.A.1.8\)](#). Upon acceptance of an application, an HR Analyst reviews the information to ensure that the applicant meets the minimum qualifications before moving them forward to the hiring committee.

For academic personnel, in addition to statewide academic qualifications, the District identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and any other student services faculty as determined by the hiring dean and/or vice-president after consultation with faculty in the discipline and in collaboration with the HR department.

Procedures

The District's recruitment and selection policies and procedures meet the requirements of the California Educational Code and Title 5 Code of Regulations and are developed or reviewed through the participatory governance process. They are outlined in the District's Recruitment and Hiring Manual. These policies and procedures require District staff and experts, in the subject matter and services to be performed, to participate in the process by serving on hiring committees. Hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of applications and interviews. Another function of the hiring committee is to serve as the second-level screening process, which typically consists of tenured faculty, managers, and classified employees, as appropriate.

For all selection processes, an Equal Employment Opportunity Representative (EEO) serves as a facilitator to ensure hiring processes are consistently followed in accordance with established

policy, procedures, and rules. All hiring facilitators and EEOs attend an annual mandatory training session developed and presented by the Human Resources department to ensure that all facilitators understand and follow the District's hiring procedures ([III.A.1.9](#)).

Full-time faculty positions are filled through normal job posting sites or targeted recruitment, if necessary. Part-time faculty hiring consists of the District accepting applications on an ongoing basis through the College's job website ([III.A.1.10](#)).

Faculty members are involved in the selection of new faculty through their participation on hiring committees. Members of the hiring committees (faculty and academic managers) determine which applicants are well-qualified for the position, and which should be forwarded to the Superintendent/President for final consideration. These hiring committees also evaluate whether applicants meet minimum qualifications, develop screening criteria, review application materials, and interview applicants with prepared interview questions ([III.A.1.11](#)).

Effective teaching is typically evaluated in the interview process for members of the faculty. Applicants answer questions and provide a teaching demonstration designed to allow assessment of their teaching ability. Hiring committee members who are experts in the subject matter assess the effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions.

The Human Resources department verifies experience and education qualifications for newly hired personnel in several ways. The hiring manager checks references with previous employers to verify experience. The hiring manager then forwards the results of the reference checks to the Chief Human Resource Officer (CHRO) for review. For newly hired faculty members, the Human Resources department and Academic Affairs staff verify educational qualifications by reviewing official copies of transcripts and obtaining verification through a third-party agency confirming such degrees were conferred. Candidates possessing degrees from non-US institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services. A formal offer of employment is not extended to a potential candidate until the hiring manager receives final approval from the Chief Human Resources Officer (CHRO) that the candidate meets all minimum qualifications and requirements.

Analysis and Evaluation

The District has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Both program and subject-matter experts participate with Human Resource staff in the development of job descriptions to ensure the job descriptions accurately reflect the duties, responsibilities, and leadership for specific positions.

Over the past year and half, the District has seen a high turnover rate due to an offered early retirement incentive in addition to normal retirements, along with the impact of COVID-19, all of which has created an extensive use of interim and short-term employees necessary to fill vacancies. The COVID-19 impact on recruiting has been challenging, not just at the district level, but statewide.

It is not a common practice to specifically recruit academic personnel who will teach as part of the distance learning program, but, with the onset of the COVID 19 pandemic, this approach has been reconsidered. While all academic personnel must have the skills to teach face to face courses, more faculty members are opting to complete online-education training. Faculty are able to complete Canvas Certification training locally but, in order for a faculty member to be eligible to teach online (which includes asynchronous, synchronous and hybrid), faculty must be @One Certified ([III.A.1.12](#), [III.A.1.13](#)). Once a faculty member has completed training and the DE Coordinator has confirmed certification, the division dean may assign them to a distance learning course. Faculty members who teach online courses are evaluated as part of the regular evaluation process, ensuring the integrity and quality of those courses.

Other local challenges found as a small rural college are the College's remote location and the county-wide lack of housing for new employees. The College's upcoming student housing project will provide more housing for students, easing that demand in local communities and freeing up housing opportunities for employees.

All District faculty job announcements include standard language regarding diversity qualifications; individuals must demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" ([III.A.1.14](#)). The District has begun discussing the goal of reflecting more diversity, equity, and inclusion in all non-faculty job announcements as well.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The Siskiyou Joint Community College District (District) requires that faculty members possess the minimum qualifications for their respective disciplines as established by the California Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. In addition to statewide academic qualifications, the District identifies qualifications that focus on the knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty members. Board Policy 7120 Recruitment and Hiring and the Recruitment and Hiring Manual meet the requirements of

California Education Code and Title 5 Code of Regulations ([III.A.2.1](#), [III.A.2.2](#)). To ensure the employment of qualified personnel, the human resources and Academic Affairs departments verify all qualification requirements for all regular academic positions.

The minimum and desirable qualifications for faculty hired to teach “for credit” courses are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, and scholarly activities ([III.A.2.3](#)). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook ([III.A.2.4](#)). The hiring committee will also review transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise. Where degree equivalency evaluation is required, the applicants are forwarded to the Academic Senate’s Equivalency committee for determination, which is then shared with the appropriate dean ([III.A.2.5](#)).

Both California Education Code and Title 5 of the California Code of Regulations require applicants for faculty and administrative positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This qualification is related to the candidates’ potential to contribute to the mission of the college. Hiring committees also assess this qualification through supplemental and/or interview questions related to working with diverse groups of students and experience with programs that support student retention.

Supplemental and/or interview questions related to teaching pedagogy, classroom strategies that support different learning styles, and teaching demonstrations may be used by hiring committees to assess teaching skills ([III.A.2.6](#)). All full-time faculty positions require a final interview with the college president, the department’s vice president, and/or a dean. These interviews provide another opportunity for the college to assess whether candidates have adequate and appropriate knowledge of the subject matter, along with an understanding of the additional responsibilities of the full-time position.

Faculty members may continue to expand their knowledge and skills by attending conferences, training, and other professional development activities. Faculty members may also apply for sabbaticals through an established process as detailed in the Collective Bargaining Agreement ([III.A.2.7](#)).

The District employs 34 full-time and an estimated 100 part-time faculty members as of fall 2021, with three vacancies and three new positions. All faculty meet the minimum qualifications for program disciplines as defined by the California State Chancellor’s Office as well as perform curriculum and student learning outcome-related duties as outlined in the faculty job description ([III.A.2.8](#)). The names and degrees of full-time faculty members are published in the college catalog ([III.A.2.9](#)).

Analysis and Evaluation

The District values the importance of the hiring process in supporting the mission of the institution and striving to attract and hire qualified full-time and part-time faculty. Faculty qualifications include knowledge of the subject matter and requisite skill for the service to be performed.

The importance of hiring faculty is a core value of the college faculty, staff, and administrators. The process is often time-consuming, but committee members agree to participate because of the critical need to higher exceptionally qualified faculty to support student success and achievement goals.

The District is continuously looking for methods to improve the hiring process to more fully determine sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. Currently, the District's Social Justice, Equity, Diversity and Inclusion (SJEDI) committee is developing recommendations for enhancing diversity, equity, and inclusion in the recruitment process.

III.A.3 Administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality

Evidence of Meeting the Standard

The District ensures all administrators and staff possess minimum qualifications as defined by Board Policy (BP) 7211 and the Recruitment and Hiring Manual ([III.A.3.1](#), [III.A.3.2](#)).

Qualifications for all administrators and other employees are clearly stated in job announcements, and the educational and experiential requirements for academic administrators are prescribed by state and federal laws and regulations ([III.A.3.3](#)). Desirable qualifications for academic and classified administrators are determined based on the needs, goals, and priorities of the department and institution.

The knowledge and abilities required for each classified professional position are identified in the job description. Each supervisor, in consultation with appropriate experts, identifies desirable qualifications for classified professional positions based on the scope of the assignment and the goals and priorities of the department. Supervisors may seek input from appropriate faculty and staff when determining these desirable qualifications. Job classifications are assessed and updated on a regular basis, when vacancies come open, or a new position is requested.

Analysis and Evaluation

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications consider the institution's needs related to effectiveness

and program quality. Opportunities for expansion of knowledge and skills are available through conferences and other professional development activities.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The Human Resources department (HR) works collaboratively with hiring committees and the Academic Affairs office in reviewing transcripts to ensure that applicants meet the minimum educational requirements as stated in job announcements ([III.A.4.1](#)). Only degrees from accredited institutions are considered to meet the educational requirement ([III.A.4.2](#)).

When questions related to equivalency arise, the District's Equivalency Committee is convened to review the application documents and come to a decision regarding the faculty qualifications ([III.A.4.3](#)). The committee is comprised of five members of the Academic Senate appointed by the Senate, an administrator, and an academic program analyst ([III.A.4.4](#)). The ruling of the equivalency committee is final. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established by an approved agency.

Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application. This is stated in the application procedure portion of the job announcement for faculty positions ([III.A.4.5](#)).

Faculty members are required to complete distance learning training program prior to teaching online through Canvas.

Analysis and Evaluation

The human resources department works collaboratively with hiring committees and the Academic Affairs office to review transcripts to ensure required degrees held by faculty, administrators and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if transcripts have been verified by a recognized agency. The Equivalency Committees reviews questions regarding equivalency that may arise for final determination if the applicant can move forward.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation

processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College has separate evaluation processes for faculty, classified staff, and administrators. Each group follows systematic procedures and timelines. Each process has specific criteria for evaluation and a component related to professional development. The processes seek to assess effectiveness of personnel and encourage professional improvement. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

The District's evaluation process for full-time and part-time faculty is intended to provide relevant feedback, a structured opportunity for reflection, and constructive suggestions for improvement. The faculty evaluation procedures include a variety of components, including teaching, professional quality, job performance, department responsibilities, and supporting students ([III.A.5.1](#), [III.A.5.2](#)). Contract, regular faculty, and part-time faculty evaluation procedures and timelines are being followed in accordance with the collective bargaining agreement ([III.A.5.3](#)). Instructors are encouraged to analyze the data obtained from the evaluation process to identify and address pertinent plans for professional growth. The evaluation process is designed to support the ongoing efforts of faculty to enhance their effectiveness in the classroom and in the college community. The process is also designed to comply with legal mandates and to identify unsatisfactory performance. Part-time instructors are evaluated at least once in their first year of employment with the District and then at least once every six (6) semesters they are employed.

Faculty who teach online courses are evaluated using the same criteria and process as on-campus evaluations, as outlined in the collective bargaining agreement. Distance learning instructors are evaluated for regular and effective contact as part of this evaluation process.

The evaluation process for regular and probationary classified employees is outlined in Article 11 of the Collective Bargaining Agreement ([III.A.5.4](#)). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of judgement and initiative, punctuality and attendance, safety, and communication. The tool also includes a component related to setting goals, which dovetails into professional development and training ([III.A.5.5](#)). In the event that a Performance Improvement Plan (PIP) is developed for a classified professional, it is formalized and identifies timelines for improvement and follow-up, which requires a 60-day follow-up on the areas needing improvement. Probationary employees have a 12-month probationary period. Regular classified employees are evaluated annually.

The evaluation process for administrative employees is outlined in human resources procedures ([III.A.5.6](#)). This process applies to all administrators, with the exception of the superintendent/president. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet goals and ensure these

employees are supporting the College's goals. The purpose of the evaluation of administrative staff is to promote and support appropriate leadership and management skills, improve the overall operation of the organization through strong leadership, and support administrators in growth and development of professional abilities. Administrators are evaluated on the following components: communication, leadership, and administrative skills. The process includes recommendations for improvement. Training and development are also considered in the evaluation process. Administrative evaluations are completed annually. Any actions related to improvement are formal, timely, and documented.

Analysis and Evaluation

The District strives to follow an established process for evaluating regular and probationary personnel and full-time and part-time faculty within the timelines set forth by the State. All of the processes have written criteria for evaluating performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage professional improvement. It is expected that all evaluations are completed in accordance with the established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a Performance Improvement Plan is recommended for an employee, a timeline for follow-up is documented within the plan.

The sheer volume of evaluations, especially considering the amount of time each of these meetings require in order to provide meaningful feedback to employees, requires a time commitment from the District's administrators and faculty. The District believes this investment of time demonstrates its continued support of student success and improvement of institutional effectiveness at the highest level possible.

Since the spring of 2020, when the COVID-19 pandemic impacted the entire California Community Colleges system, the process for evaluations has presented several challenges due to employees working remotely and classes being offered online, with the exception of essential programs and staff. A second impact was the loss of several positions in the Human Resources and Academic Affairs departments after a reorganization to address a projected budget shortfall in 2020/2021. This shortfall is being addressed strategically in 2021/2022 in order to bring back staffing, which will allow for a more equitable distribution of workload. Finally, both the CSEA and CTA bargaining units went several years before having their contracts ratified. Each represented group now has a more defined process, which is a change from past practices in some instances. It is anticipated that the college will be back on track for all evaluations in fall 2021.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting).

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The District's goal is to maintain a sufficient number of qualified faculty (full-time and part-time) members to assure the fulfillment of faculty responsibilities. Through the hiring practices discussed above, the District ensures that faculty are qualified to teach in their respective disciplines. The District continuously meets or exceeds its full-time Faculty Obligation Number (FON) ([III.A.7.1](#), [III.A.7.2](#)).

In addition to maintaining the FON, College of the Siskiyous hires qualified part-time faculty to meet instructional and student service needs. The District has an on-going process to hire part-time faculty in many disciplines, and accepts applications through the job announcement web page.

The District follows an annual process for hiring full-time faculty each year ([III.A.7.3](#)). As part of the District's integrated planning process, all full-time faculty requests must be included in the discipline's annual program plan. The Office of Institutional Research provides a variety of qualitative and quantitative data to assist with preparation of the Full-Time Faculty request form for a new full-time faculty hire. Once a Full-Time Faculty request form has been completed, it is sent to the respective dean or administrator for review and then forwarded to the Academic Senate. All completed requests are presented at the Academic Senate's October meeting where they, in collaboration with Deans, prepare a prioritized list. The Academic Senate then forwards the list to the Integrated Planning and Budget Committee for review and action. Once this phase of the process is completed, the list is then forwarded to the superintendent/president for a final decision on which positions will be posted.

The criteria for determining the prioritization of full-time discipline faculty to be hired each year includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected industry and student need, effect of not hiring, stability and shortage of a particular need, expansion of the discipline, and the College's mission ([III.A.7.4](#)).

The District offers local Canvas Certification training for all full-time and part-time faculty members. Faculty who teach in the online modality, are required to complete @One training, which has also been made available by the College's Distance Learning Coordinator. These certifications help to ensure appropriate staffing for online classes which, with COVID-19, has become a critical modality for the College ([III.A.7.5](#)). The full-time Distance Learning

coordinator oversees the distance learning program and is the co-chair of the Distance Learning Committee. This full-time position supports the online program and provides the appropriate training ([III.A.7.6](#)).

Analysis and Evaluation

The District has continued to hire full-time faculty in order to replace vacancies and/or to address the need for full-time faculty. Additionally, the College continually assesses the need for faculty to ensure the quality of educational programs and services.

Full-time faculty members have college service and professional development duties beyond their classroom and office hours. Faculty members participate on college committees, councils, and workgroups as part of the participatory governance process, on full- and part-time hiring committees, and in a variety of student engagement activities. Faculty members also fulfill other responsibilities, including academic standards, curriculum development and revision, and SLO assessment and evaluation. In addition, faculty members participate in the evaluation of regular (tenured) and contract (tenure-track) faculty members.

With an understanding of the importance of these responsibilities, the District continuously works towards meeting or exceeding its FON to ensure the District meets its mission and strategic goals for student achievement.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The District has employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development. Part-time faculty members are valued members of the College and play a significant role in supporting student success.

Orientation and oversight are provided to part-time faculty by the Office of Academic Affairs, Academic Senate, and other service areas as required, and from faculty members in each discipline to ensure new hires have the tools necessary to be successful ([III.A.8.1](#)). Part-time faculty members receive communication from their area dean on a regular basis and email updates regarding schedules, final exam dates, textbook order dates, census requirements, and other information. Part-time faculty members are invited to attend all division, department, and participatory governance meetings ([III.A.8.2](#)).

The College provides an hourly stipend for part-faculty for any mandated training, orientation or professional development sessions (i.e., sexual harassment training, convocation, town hall meetings, and/or flex day activities) ([III.A.8.3](#)).

During the past few years, the District has focused on bringing several speakers to the campus to allow for more participation in professional development opportunities. As a result, many part-time faculty members have attended presentations focusing on student success, student equity, DEI, and distance learning ([III.A.8.4](#)).

Part-time faculty are evaluated on a regular basis; this process was partially delayed in the 2019/2020 and 2020/2021 academic year due to COVID-19 and staffing changes within Academic Affairs. The District has a Memorandum of Understanding in place with the faculty association that these evaluations will be completely caught up in the 2021/22 academic year. At the College of the Siskiyous, the evaluation process is taken seriously and is considered another opportunity to connect with part-time faculty and provide mentoring and support. According to the CCA/CTA/NEA collective bargaining agreement, new part-time faculty are evaluated once during their first four semesters of teaching, followed by an evaluation at least once every six semesters ([III.A.8.5](#)).

Analysis and Evaluation

The District truly values the involvement and contributions of part-time faculty, both in the classroom and in helping to build and promote strong programs.

The District follows the applicable employment policies during the hiring process and CCA/CTA/NEA collective bargaining agreement's regulations for class assignments and professional development obligations. The District provides a variety of methods for part-time faculty regarding orientation, flex activities, and departmental orientation. Deans provide oversight and lead the evaluation process. Part-time faculty members are also welcomed to attend all professional development activities, to attend division and department meetings, and to attend a variety of committee meetings. This open and inclusive culture provides numerous opportunities for integration of part-time faculty into the life of the institution.

In order to enhance the onboarding of new part-time faculty and continued training for all faculty, along with increased professional growth opportunities, the College, in partnership with the Academic Senate, is developing training sessions in Canvas in 2021/2022 so all part-time and full-time faculty members will be able to access necessary information at any time from a central location.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

As part of the District's integrated planning process, each department reflects annually on its staffing needs. All classified and management staffing requests are included in annual Program Review plans which are considered during the annual budget prioritization process located in the Integrated Planning Guide [\(III.A.9.1\)](#). The District has a budget development timeline that includes open hearings at the Integrated Planning and Budget committee (IPB) meetings in April [\(III.A.9.2\)](#). These sessions provide an opportunity for all campus constituents to see specific details of the requests through a Continuous Quality Improvement Plan (CQIP) document, and also listen to the justification department representatives provide on the creation of a new position or need to fill a vacancy [\(III.A.9.3\)](#). Requests should be discussed and approved by the area supervisor before being placed on the IPB open hearing agenda. Once the open hearings have completed, IPB ranks and prioritizes all budget requests, including all staffing requests. The committee then votes to approve the recommendations and move them forward to College Council. College Council subsequently reviews and votes on the prioritization received from IPB, moving forward their recommendations to the superintendent/ president for the final determination [\(III.A.9.4\)](#). If there is an urgent off budget cycle request, a CQIP is brought forward to IPB for review and vote during the fiscal year.

The human resources department (HR) reviews job descriptions on a regular basis and conducts desk audits as necessary, or when requested. Hiring supervisors work with the human resources staff on reviewing job descriptions and developing new job descriptions, if required. New positions are reviewed by HR, shared with CSEA if it is a classified position, then brought forward to the Integrated Planning and Budget committee for review and vote. Once this part of the process is completed, the approved job description for the position is then shared with the Board of Trustees as information only and ready for official posting [\(III.A.9.5\)](#).

Analysis and Evaluation

The District strives to have enough staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. However, due to a reorganization of staff in the 2020/21 fiscal year, selected vacancies were not replaced. The results of this decision have brought to the surface the need for the College to step back and revisit the staffing level in several departments. Because of the earlier cutbacks, as well as the length of time it takes to hire new or replaced current positions, along with the impact of COVID-19 on recruitment, there have been multiple concerns about staff and administrators' workloads secondary to additional projects, initiatives, and compliance requirements. The District takes these concerns seriously and will start discussions on how to strategically address the current organizational structure and workload challenge in fall 2021.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

As discussed in III.A.9 above, the College's integrated planning process requires each department to reflect annually on its staffing needs. All manager and supervisor staffing requests must be included in an annual program plan which will be considered during the annual prioritization process. Requests for classified supervisor and manager positions follow the same process; department representatives are invited to provide data and other information that supports their requests. As noted in Participatory Governance flow chart located in the Local Decision Making Handbook, the members of the Integrated Planning and Budget committee vote, and the final ranking is forwarded to College Council for a vote to recommend the rankings to the superintendent/president for consideration and approval ([III.A.10.1](#)).

The College ensures administrators have the preparation and experience to support the College's purpose and mission by conducting a rigorous hiring process and sound evaluation practices, as described in Standards III.A.2 and III.A.5. All administrators meet or exceed the minimum qualifications required for their positions.

There has been significant turn-over at the senior management level (president and vice president) over the past 5+ years ([III.A.10.2](#), [III.A.10.3](#)). During the summer of 2017, the District saw the retirement of the superintendent/president and vice president of administrative services. By July 2017, both vacancies had been successfully filled. In fall 2018, the vice president of instruction resigned, and the superintendent/president took on oversight of the Instruction Office for the remainder of the semester. In spring 2019, the District brought in an interim vice president of instruction and took the position out for a competitive recruitment. In July 2019, the District hired a vice president of academic affairs who brought over twenty years of experience in the California Community College system, thus bringing a sense of stability to the instruction office.

In spring of 2020, the position of vice president of human resources was eliminated in a reorganization. This, as well as four other unfilled vacancies in the department, have been difficult on Human Resources. The HR department now sits under the vice president of administrative services and the department staffing structure is currently being re-evaluated in order to create workload equity, efficiency, and effectiveness.

In spring of 2021, both the superintendent/president and vice president of student services resigned. The dean of liberal arts and sciences stepped in to assist with Student Services for a few months to ensure consistency and leadership over that area. During the early summer of 2021, the District completed a competitive and successful recruitment process for the vice president of student services. This individual was able to start at the beginning of the fall 2021 semester.

After the superintendent/president's resignation, the sitting vice president of academic affairs was selected by the Board of Trustees to serve as acting superintendent/president for the remainder of the academic year, becoming interim superintendent/president with the next academic year. The vacant position of vice president of academic affairs was filled by an internal

candidate on an interim basis. The District will be recruiting for a permanent superintendent/president in fall 2021 with a start date of July 1, 2022.

Analysis and Evaluation

The District has been impacted by the turnover in management over the last five years, but feels that, with the current administrators in place, a sense of stability may be achieved. The District strives to attract high-quality candidates for its administrative positions, both from outside and within the District, despite the fact that, as with all California Community College districts, COVID-19 has impacted recruitment in a negative manner. Additionally, the District is a small, rural institute, and compensation may not be comparable to Southern California or the Bay Area. Siskiyou County has been also experiencing a severe housing/rental shortage since 2014. All of these factors have created a more challenging recruitment environment, so the District continues to pursue the “grow your own” approach.

- The College and District will continue to review the hiring process to ensure timely and sufficient hiring.
- The College and District will continue to search for recruitment opportunities or incentives.
- The College and District will continue to strive to provide consistency in administrative leadership on a long-term basis.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District follows all board policies and administrative procedures (BPs and APs) and applies them in a consistent and equitable fashion. BPs and APs are located on the District’s website ([III.A.11.1](#)). The District ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication with leaders of the associations (unions) and the constituency senates. Board policies related to human resources are available to all employees and the public through the District’s website. Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC) and are also being relocated into Board Docs ([III.A.11.2](#)). Administrative Procedures (APs) related to these policies are under constant review, and revisions are made in a timely manner.

The human resources department has a variety of internal procedures, particularly related to the processing of personnel transactions. Most procedures are in written form and are available on the HR website.

The Chief Human Resources Officer is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. This is achieved through regular

training and consultation with managers and union representatives. Since the District strives for the practice of interest-based problem-solving in labor negotiations, open dialog between employee groups helps ensure that personnel policies and procedures are equitably and consistently administered.

The practice of providing individual or group orientations to new employees has been in place for many years. Each employee receives a packet of these policies and regulations and signs a document verifying receipt of such. The employee also receives his/her respective collective bargaining agreement, when applicable ([III.A.11.3](#)).

Analysis and Evaluation

The District follows all board policies and administrative procedures and applies them in a consistent and equitable fashion. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. These policies are reviewed on a regular cycle or when the Community College League of California announces revisions, at which point they are updated and run through the participatory governance process. They are available to employees and the public on the District's website. The policies and procedures are fair and equitably and consistently administered.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District maintains programs, practices, and services that support its diverse personnel as seen noted in Board Policy 7100 and Board Policy and Administrative Procedure 3240 ([III.A.12.1](#)). The District's Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce ([III.A.12.2](#)). The EEO Plan includes most, if not all, of the information on the College's efforts toward a diverse and inclusive educational environment.

Board of Trustees, Faculty, and Staff Commitment

The Board of Trustees is committed to equity and inclusion. In addition to their annual goal of "Cultivate an environment of equity and inclusion for all student populations, staff and faculty," the Board adopted Resolution 2020-2021-12 "Commitment to Diversity, Equity, and Inclusion" at their April 20, 2021, regular board meeting. This resolution serves to support the efforts of the Vision for Success, promote diversity and equity training, recognize the month of April as Diversity, Equity and Inclusion Awareness Month, and celebrate the District's racial and ethnic diversity among students, faculty, classified staff, and administrators ([III.A.12.3](#)).

The District’s faculty evidenced their support by signing “The Anti-Racism Pledge” in support of the statewide Academic Senate’s Resolution 3.04 F20 “Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instruction Strategies” ([III.A.12.4](#)).

In the spring of 2021, the District’s Diversity Committee changed its name and enhanced its mission. The newly named Social Justice, Equity, Diversity, and Inclusion Committee has membership that is representative of the entire campus with three faculty members, three classified staff, six administrative support/management staff, and one student representative. 42% of the current membership represents underrepresented or minority groups ([III.A.12.5](#)).

The Student Equity Plan works toward addressing the disproportionate impact of identified student groups and improving the general student population success rates. The District’s plan is focused on Black/African American, foster youth, veterans, Native American/American Indian, Hispanic, disabled, and low-income students.

Accountability

In the Board of Trustees’ Self-Evaluation Survey for 2020, the Trustees rated themselves “Strongly Agree (4) and Agree (3)” on Goal #5 “Cultivate an environment of equity and inclusion for all student populations, staff and faculty” ([III.A.12.6](#)).

The District conducted an anonymous Diversity Climate Survey for Students. Below are samples of responses received:

- 23.8% identified their ethnicity as other than white
- 27.14% identified their gender identity as other than heterosexual
- 48.39% answered “Agree” that the District has a diverse group of instructors
- 49.18% answered “Agree” that the District has a diverse staff
- 49.21% did not know whom to contact if they experience or witness discrimination
- 54.10% answered “Agree” that the District provides adequate opportunities for students to participate in and celebrate diversity-related events

The Social Justice, Equity, Diversity, and Inclusion Committee is currently discussing these issues. The survey indicated that the District should focus on Gender Identity, Sexual Orientation, and Religion, as each of these indicators was >50% ([III.A.12.7](#)).

The District has made progress in its efforts to reflect student and community diversity; several hires in the last few years have been representative of underrepresented or minority groups. Much effort is made to encourage a diverse applicant pool for every position posting; however, the majority of the staff continues to represent the white, non-Hispanic group.

	Staff	Students	County
Hispanic	7.56%	20% (includes FIELD)	12.60%
African-American	6.75%	4%	1.6%
Asian/Pacific-Islander	6.75%	1%	0.40%
Multi-ethnicity	6.75%	8%	6.75%

Hiring Process

The District has a complete and thorough application and interview process. The District implemented an online application program three years ago. Unless the applicant chooses not to answer, the applicant tracking program tracks job category, gender, race, ethnicity, disabled & veteran description, and job source ([III.A.12.8](#)).

An Exit Interview form is sent to everyone who voluntarily resigns ([III.A.12.9](#)). Some individuals complete the form prior to leaving, others submit after separation, and a majority choose not to reply. Results from exit interviews are compiled (if enough exits are gathered), presented and discussed at a management meeting. If results are critical of a supervisor/manager, the appropriate administrator is notified.

When a job offer is declined, an attempt is made to discuss the reason for the decline. Some reasons given for refusal of job offers have been family obligations, lack of housing, and competing job opportunities.

As in years past, the District has had significant issues recruiting for most positions. Hard-to-fill positions are extremely difficult to recruit. Through a partnership with Fairchild Medical Center and Dignity Health Mercy Medical Center, a hard-to-fill incentive for nursing faculty was made available in the spring and summer of 2021 ([III.A.12.10](#)). The District continues to offer relocation and travel expense reimbursements for interviews (when interviews were scheduled face-to-face). In addition, the District website highlights “actively seeking diversity in its faculty and staff to include a wide variety of perspectives and approaches to work and working relationships” in the Job Opportunity section.

Training/Professional Development

The Board of Trustees is trained annually in Equal Employment/Title IX training. For 2020/2021, all of the Trustees attended the training on May 18, 2021 ([III.A.12.11](#)).

The District provides Equal Opportunity training sessions for employees who volunteer to serve as the EEO representative on hiring committees. This year’s training was conducted on May 12 and May 13, 2021 for a total of nineteen staff and faculty members ([III.A.12.12](#)).

Despite the pandemic, the District was able to continue to offer professional development for staff, faculty, and administrators. The District provided training opportunities, brought in guest speakers, and provided resources, with samples as noted below.

- Peninsula Conflict Resolution Center – World Café facilitation, conflict coaching, mediation, effectiveness sessions (training, team building, and facilitated dialogue) – Audience: Faculty and Staff ([III.A.12.13](#))
- Flex Day Keynote & Q/A for District, August 20, 2020 – Faculty and Staff Presentation on Racial Literacy, October 23, 2020 ([III.A.12.14](#))

- Virtual Graduation Address, Lasana Hotep
- “Minding the Obligation Gap in Community College and Beyond” Book for faculty, administrators, and staff ([III.A.12.15](#))
- USC California Community College Equity Leadership Alliance, USC Race and Equity Center –eConvening Series ([III.A.12.16](#))

As in the past, the District continues to consider the evaluations of faculty, staff, and administrators through the Diversity, Equity and Inclusion (DEI) lens. The student and online instructor evaluations contain questions on harassment, prejudice, and respect ([III.A.12.17](#)).

Analysis and Evaluation

The District is in the process of updating its goals and priorities related to equity and diversity. These efforts will be coordinated with the initiatives found in the student equity plans.

The diversity among the College’s employee population has increased over the past six years. Increased awareness and training as part of the hiring process may have contributed to this increase. The College will continue to implement strategies identified in the EEO Plan to further diversity in hiring efforts. Methods for increasing the diversity among part-time faculty will be explored as part of continuous improvement in this area.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has a written institutional code of ethics located in Board Policy and Administrative Procedure 3050. ([III.A.13.1](#)). This policy and procedure clearly delineates a code of professional ethics for faculty and staff designed to provide space for employees and students of the District to dialog if they believe that an ethical violation has occurred. Any failure by an employee to uphold the District’s Code of Professional Ethics will be subject to appropriate sanctions by the District.

Analysis and Evaluation

The College has a board policy and administrative procedure on institutional code of ethics for all constituent groups. This information is located on the District’s website under Board Policies and Procedures and is available to the public ([III.A.13.2](#)). The intent is to ensure the District is providing an environment where a student can successfully achieve their educational goals or career path.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based

on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting Standard

The District considers providing professional development opportunities a core value and supports numerous opportunities for professional development for all College personnel: faculty, classified staff, and administrators ([III.A.14.1](#)). These opportunities include multiple workshops and trainings on campus, as well as funds for travel and conferences and, due to more money being available for professional development from various categorical funds, the College has seen a considerable upswing in the number and quality in these events since its last accreditation visit ([III.A.14.2](#)). While the COVID-19 pandemic has slowed down travel for professional development or training, most organizations have been able to convert to online conferences and participation amongst District staff and faculty continues to remain high.

Classified and Administrative Managers are expected to maintain currency in the skills needed to perform their responsibilities ([III.A.14.3](#), [III.A.14.4](#)). The Professional Growth Award program is designed to encourage all classified staff, supervisors, and managers to grow, develop, and improve professionally by participating in formal educational opportunities. As of fall, 2021, fourteen awards have been given to qualified employees ([III.A.14.5](#)).

Faculty are encouraged to engage in professional development activities on an ongoing basis and seek ways to improve their effectiveness ([III.A.14.6](#)). Additionally, it is expected that faculty members will maintain currency and depth of knowledge in their disciplines by participating in professional organizations, conferences, workshops, and/or by reading professional journals, and engaging in informal discussions with colleagues. Sabbatical leaves for eligible tenured faculty are an additional opportunity for professional development. Faculty may elect to request a one-semester sabbatical or a full academic year sabbatical, as outlined in AP 7341 Sabbatical Leaves ([III.A.14.7](#)). This opportunity is also included in the 2019-2022 bargaining agreement between the District and the Faculty Association ([III.A.14.8](#), [III.A.14.9](#)).

The human resources department coordinates a variety of training opportunities for faculty and staff through the following entities: California's Valued Trust and Beacon Health Options' Employee Assistance Programs, a training consortium sponsored by the law firm of Liebert Cassidy Whitmore; and the District's insurance administrator, Keenan and Associates. The latter offers training online through a program called Safe Colleges. There are dozens of training opportunities available. The human resources department also provides training to faculty and staff on hiring practices and the prevention of harassment in the workplace. Except for the Safe Colleges training modules, each of these professional development activities include an evaluation by the participants for the purpose of improvement ([III.A.14.10](#), [III.A.14.11](#), [III.A.14.12](#), [III.A.14.13](#)).

In addition to the Convocation and Flex Day DEI focused workshops such as, Cultural Curriculum Audit, Core Competencies for Equity Advancing Educators and Best Practices in

Online teaching (which included an Online Equity Rubric presentation), the College also offers opportunities throughout the academic year. A sample of such opportunities include the Peninsula Conflict Resolution World Café Workshop, Lasana Hotep’s Racial Literacy Training Sessions and District EEO Training ([III.A.14.14](#), [III.A.14.15](#), [III.A.14.16](#)).

Analysis and Evaluation

The District plans for and provides personnel with a variety of opportunities for continued professional development, consistent with the institution’s mission and based on evolving pedagogy, technology, and learning needs. In order to improve its professional development program further, one goal of the College is to continue encouraging classified staff to participate fully in professional development opportunities. Another important goal is to investigate how to institutionalize and, indeed, further expand the current vigorous professional development programs across campus. In order to achieve these goals, further resources will have to be identified, possibly necessitating the creation of a College-Wide Professional Development Committee. The campus has also prioritized offering additional DEI opportunities moving forward.

III.A.15 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.

Evidence of Meeting the Standard

The District makes provisions for keeping all personnel records secure and confidential. Employee records are housed in the human resources department, located in the administrative building. Employees may review their personnel records in accordance with law. Only individuals authorized by employees may review personnel files, unless otherwise noted in board policy and collective bargaining agreements ([III.A.15.1](#)). The human resources department is secure and cannot be accessed by outside employees. The confidentiality of job applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees ([III.A.15.2](#)).

Analysis and Evaluation

The District follows board policy and makes provision for the security and confidentiality of personnel records. All hiring committee members must sign confidentiality forms to ensure candidate information is kept secure. Employees may review their personnel files at the District, in accordance with the law.

Conclusions on Standard III.A. Human Resources

The College meets this standard. The College has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services.

The Siskiyou Joint Community College District (District) requires that faculty members possess the minimum qualifications for their respective disciplines as established by the California Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. The District ensures all administrators and staff possess minimum qualifications as defined by Board Policy (BP) 7211 and the Recruitment and Hiring Manual. The human resources department works collaboratively with hiring committees and the Academic Affairs office to review transcripts to ensure required degrees held by faculty, administrators and other employees are verified to be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if transcripts have been verified by a recognized agency. The College has separate evaluation processes for faculty, classified staff, and administrators. Each group follows systematic procedures and timelines. The District continuously meets or exceeds its full-time Faculty Obligation Number (FON). The District has employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development. As part of the District's integrated planning process, each department reflects annually on its staffing needs. The District ensures consistent and equitable application of personnel policies and procedures. The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College has a board policy and administrative procedure on institutional code of ethics for all constituent groups. The District plans for and provides personnel with a variety of opportunities for continued professional development. The District follows board policy and makes provision for the security and confidentiality of personnel records. The District follows board policy and makes provision for the security and confidentiality of personnel records.

Improvement Plan(s)

The College acknowledges challenges associated with needed personnel and is working to recruit positions. In alignment with recruiting, the College is also working to update its Recruitment and Hiring Manual and implement retention strategies such as a new FT/PT Faculty Orientation and development of a College-Wide Professional Development committee.

Evidence List

- [III.A.1.1](#) Employee Classifications
- [III.A.1.2](#) College of the Siskiyous Job Website
- [III.A.1.3](#) Sample Job Descriptions, management and classified
- [III.A.1.4](#) Ad Club
- [III.A.1.5](#) BP 7120 Recruitment & Hiring
- [III.A.1.6](#) Recruitment and Hiring Manual
- [III.A.1.7](#) CCCCCO Minimum Qualifications Handbook
- [III.A.1.8](#) AP 7211 Minimum Qualifications and Equivalencies
- [III.A.1.9](#) EEO Training Materials
- [III.A.1.10](#) Sample Job Description, full-time faculty and part time faculty

[III.A.1.11](#) Faculty Handbook – HR Process
[III.A.1.12](#) Canvas Training and Certification
[III.A.1.13](#) Faculty Distance Learning Handbook
[III.A.1.14](#) ADJ Faculty Job Posting
[III.A.2.1](#) BP 7120 Recruitment and Hiring – Academic Employees
[III.A.2.2](#) Recruitment and Hiring Manual
[III.A.2.3](#) Sample Faculty Job Announcements
[III.A.2.4](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook
[III.A.2.5](#) Equivalency Process
[III.A.2.6](#) Supplemental and Interview Questions - Faculty
[III.A.2.7](#) CCA/CTA/NEA Collective Bargaining Agreement Article 10.1, Sabbatical Leaves
[III.A.2.8](#) Nursing Faculty Job Description
[III.A.2.9](#) Excerpt, College Catalog: List of Faculty and Degrees
[III.A.3.1](#) AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
[III.A.3.2](#) Recruitment and Hiring Manual
[III.A.3.3](#) Sample Job Announcement
[III.A.4.1](#) AP 7211 Minimum Qualifications and Equivalencies
[III.A.4.2](#) Recruitment and Hiring Manual
[III.A.4.3](#) Equivalency Application Form
[III.A.4.4](#) COS Equivalency Committee Information
[III.A.4.5](#) Sample of Job Announcement
[III.A.5.1](#) Faculty Evaluation Forms
[III.A.5.2](#) Student Evaluation Forms
[III.A.5.3](#) CCA/CTA/NEA CBA Evaluation Article 7
[III.A.5.4](#) CSEA CBA Evaluation Article 11
[III.A.5.5](#) Classified Evaluation Process and Forms
[III.A.5.6](#) Administrator Evaluation Process and Forms
[III.A.7.1](#) District Report on Faculty Obligation Numbers (FON)
[III.A.7.2](#) California Community College Chancellor’s Office FON Report - 2021
[III.A.7.3](#) Full-Time Faculty Request Process
[III.A.7.4](#) Full-Time Faculty Request Form
[III.A.7.5](#) Distance Learning Handbook
[III.A.7.6](#) Announcement DE Coordination Position
[III.A.8.1](#) Sample: Enrollment Services Training PPT’s
[III.A.8.2](#) Faculty Handbook (Draft)
[III.A.8.3](#) Convocation and Flex Day Agenda Fall 2021
[III.A.8.4](#) World Café Training
[III.A.8.5](#) CCA/CTA/NEA Collective Bargaining Agreement, Article 7.8 Evaluation Part-Time Faculty
[III.A.9.1](#) **Integrated Planning Guide**
[III.A.9.2](#) Budget Development Timeline
[III.A.9.3](#) Sample CQIP-Staff Request
[III.A.9.4](#) Sample of IPB CQIP Ranking for Staff

[III.A.9.5 Board Agenda Item – New Job Descriptions](#)
[III.A.10.1 Local Decision Making Handbook](#)
[III.A.10.2 Organizational Chart 2019-20](#)
[III.A.10.3 Organizational Chart 2021-22](#)
[III.A.11.1 Policies and Procedures - Siskiyous website](#)
[III.A.11.2 Board Policy 2010 Board Membership](#)
[III.A.11.3 Orientation Power Point](#)
[III.A.12.1 BP 7100 BP&AP 3420](#)
[III.A.12.2 EEO Plan 2020-23](#)
[III.A.12.3 Board Resolution Commitment DEI](#)
[III.A.12.4 Academic Senate Equity, Social Justice, and Anti-Racism Resolution](#)
[III.A.12.5 SJEDI Committee Membership](#)
[III.A.12.6 Board of Trustees Self Evaluation 2020](#)
[III.A.12.7 Diversity Climate Survey Students - Results](#)
[III.A.12.8 HireTouch Applicant EEO Survey](#)
[III.A.12.9 Employee Exit Questionnaire](#)
[III.A.12.10 Job Details – Nursing Faculty](#)
[III.A.12.11 Equal Employment/Title IX Board Training PPT](#)
[III.A.12.12 Presentation for EEO Reps](#)
[III.A.12.13 Siskiyous World Café Agenda](#)
[III.A.12.14 2020 Convocation & Flex Agenda](#)
[III.A.12.15 Minding the Obligation Gap](#)
[III.A.12.16 USC Race and Equity Center](#)
[III.A.12.17 Example: Faculty Evaluation Form](#)
[III.A.13.1 BP/AP 3050 Institutional Code of Ethics](#)
[III.A.13.2 Policies and Procedures Webpage](#)
[III.A.14.1 AP 7160 Professional Development](#)
[III.A.14.2 Request for Staff Development Funds Form](#)
[III.A.14.3 New Hire HR Orientation PPT](#)
[III.A.14.4 New Employee Supervisor Checklist](#)
[III.A.14.5 Professional Growth Program Process & Forms](#)
[III.A.14.6 Faculty Handbook](#)
[III.A.14.7 AP 7341 Sabbatical Leaves](#)
[III.A.14.8 CTA CBA Article 10.1 Sabbatical Leave](#)
[III.A.14.9 Sabbatical Leave Forms](#)
[III.A.14.10 Sexual Harassment Training Email](#)
[III.A.14.11 LCW Training – Speaking Freely or Shouting Fire](#)
[III.A.14.12 Mandated Reporter Training Email](#)
[III.A.14.13 LCW Consortium Training 2021-22](#)
[III.A.14.14 World Café Workshop](#)
[III.A.14.15 10-4-20 Racial Literacy Training Part 2](#)
[III.A.14.16 EEOC Training](#)
[III.A.15.1 Excerpt, SJCCD Agreement with CSEA](#)
[III.A.15.2 Screening Committee Confidentially Agreement](#)

B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of meeting the Standard

The Facilities Master Plan 2020-2030 outlines how the College will provide access, safety, security and a healthful environment for those who come onto campus ([III.B.1.1](#)). In addition, several other documents guide decisions about physical resources, including federal and state laws that govern specific elements of physical resources, such as accessibility.

The District ensures the safety of its facilities by hiring qualified personnel to oversee its facilities program. In new capital construction and renovation projects, qualified firms are hired to ensure safety and access in the design and construction of buildings. The District must meet design, construction, and health and safety standards established by the Division of State Architects (DSA) in order to ensure accessibility and safety of the buildings' users. All capital renovation and construction projects are assigned to the Director of Facilities and Maintenance for oversight and compliance. The District has conducted several discussions regarding moving toward a fully documented ADA transition plan and continues to research opportunities while addressing needs at the campus levels.

Resources required for addressing support of all programs and departments are part of the integrated planning and budget process. The starting place for all requests is the Program Plan and then the CQIP request for the funds. The Integrated Planning and Budget committee holds open hearings, which lead to prioritization of requests through the participatory governance process. The requests are then recommended to College Council to send to the Superintendent/President for a final decision ([III B.1.2](#)).

SchoolDude is a software program the District uses that allows all departments on campus to request resources necessary to address any facility repairs, safety concerns, office moves, and facility modifications. This program also allows Facilities staff to determine urgent requests and to track frequency and severity of the requests.

To ensure safety on both campuses, the District has an MOU with Weed Police Department to patrol the campus on a daily basis, both day and evening. They also have a strong partnership with the Yreka Police Department. The District has designated staff to provide added safety support on the campuses for the evening classes and to walk students to their cars, if needed. Since the District is in a small rural area, and funding for an onsite police department is not a feasible option right now, the District has invested in dozens of cameras for both campuses

which record and store activity on a daily basis for review if an incident occurs. The Yreka campus is currently in talks with the Yreka Police Department to consider an integrated viewing system which will allow a quicker response by the police department if there is unusual activity on campus.

The District's Safety Committee is chaired by the Director of Facilities and includes a representative from the District's liability insurance administrator, Keenan & Associates, and constituents from both campuses as part of the committee structure. The committee is charged with addressing safety opportunities and concerns for the District ([III.B.1.3](#)). This committee's central discussion is safety concerns brought forward by the students and employees at each campus and developing resolutions which may include funding sources, emergency maps, review and discussion of Worker Compensation activity, and developing safety information to be sent out to the campuses ([III B.1.4](#)). The Colleges have historically conducted safety-related drills during each year, but, due to the onset of COVID 19 in Spring 2020, and with most staff working remotely, along with distance learning being the primary modality for students in non-essential classes, the drills were delayed. It is anticipated these drills will start up again in Fall 2021.

In April 2021, one of the goals for the Associated Student Board was to address student concerns about campus safety. In response to this initiative, the Director of Facilities and Maintenance met with this student group and provided them a campus tour of the grounds. It was during this tour that the District and ASB agreed upon a plan to upgrade outdoor lighting in specific areas on campus in order to provide a safer environment for those attending evening classes or working on campus. This plan has since been implemented and completed ([III B.1.5](#), [III.B.1.6](#)).

In response to the COVID 19 pandemic, the District set up a dedicated website with resources and protocols for use by students, staff, and faculty. With the ever-changing climate and landscape of the pandemic, the District has been required to remain flexible regarding the updating of these protocols and how safety is being addressed at the campus level. The District was able to purchase a screening application, bring onsite testing to the campus along with vaccine clinics and personal protective equipment (PPE). A consistent message has been maintained on masking requirements, positive case reporting, and addressing concerns by all constituent groups on campus ([III.B.1.7](#)).

Campus safety information is posted on the on District's website. There are ongoing efforts being made to assist the District in developing updated emergency response plans and procedures, and for ensuring compliance with relevant state and federal law, such as safety and security reporting (Clery Act) ([III.B.1.8](#)).

The District recognizes the need to develop an updated emergency operation plan to support the College on both the Weed and Yreka campuses and manage countywide incidents. In response to this need, in 2021 the District entered into a 3-year agreement with IMReady to help with the process by revising the Emergency Operation Plan (EOP) and hold table-top trainings in areas of

major incident concerns, which were identified through a survey in May/June 2021. Part of this agreement also addresses the need for training of building stewards ([III.B.1.9](#)).

All emergency-related communications and instructions to the College is broadcast from the superintendent/president, Public Information Office and/or the Director of Facilities, depending on the incident. An emergency broadcast system through Everbridge is in place that has the capability of sending broadcasts via telephone/cellphone, email, and/or text. During an emergency, all methods will be used to notify students, faculty, and staff of the situation and instructions. Overall coordination between the District and outside agencies is managed by the Director of Facilities and/or the District's Emergency Operations Committee (EOC).

The District has held several discussions regarding moving forward with an ADA transition plan. The District intends to identify ways of fully developing this plan, recognizing that the cost of outsourcing the project to a qualified company for initial site visits and analysis to determine ADA compliance projects may be substantial, as are the follow-up solutions. Currently, all new construction is ADA-compliant and the Facilities department has addressed several projects in-house.

As a member of Statewide Association of Community Colleges (SWACC), a self-insured group, the District works with the insurance administrators, Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits. The inspection is conducted to assist the District in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the identified risks. The purpose of the inspection is to reduce the frequency and severity of property and liability losses to the District by identifying hazards that could result in such losses and by providing recommendations to the District on ways to correct hazards ([III.B.1.10](#)).

Currently, there are no off-campus sites in the College's space inventory for dual enrollment-classes. The College uses rented classroom space in local area high schools, which have similar standards in comparison to the College and are equipped sufficiently to deliver a distance learning platform. The College also has ISA agreements in place to utilize space outside the facilities; these are not part of the space inventory.

Analysis and Evaluation

The District's centralized approach to ADA, safety, and emergency management eliminates duplication of effort while ensuring compliance with regulations. In the coming years, the District will be working toward increasing security in the areas of access control and the mass notification system, enhancing the Emergency Preparedness planning, and identifying a long-term ADA transition plan

The District plans, acquires and/or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures

effective utilization and the continuing quality necessary to support its programs and services with safety and security considered a critical component. The District plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account when requesting resources through the participatory governance process and budget planning.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, and, and other assets, in a manner that assure effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The California Community College Chancellor's Office (CCCCO) is responsible for the planning and administrative management of the District's capital outlay and construction program. The District can use a variety of debt instruments, such as bonds and certificates of participation, for the funding of capital projects. The CCCCCO uses a five- year planning process for instructional equipment replacement that aligns with the scheduled maintenance planning and funding process at the state level ([III.B.2.1](#)).

Based on some funding from the state, the District was able to address urgent repairs typically found in 50-year-old-plus buildings. The District has been able to repair roofs and boilers in some of the buildings that support instruction, replace the locking system in the gym area, and repainting of the LCR building. In 2016, the District took out a loan to address the parking lots on the Weed campus, convert the old science building into usable space through renovations, and provide some support to other areas, such as building an athletic field in support of a growing soccer program and the Banner revitalization project ([III.B.2.2](#)).

The District is guided by its Facilities Master Plan (FMP) in its vision and planning for the physical infrastructure in order to support a safe and effective environment. The Facilities Master Plan is based on the Institutional Master Plan. In the facilities master planning process, each department has an opportunity to present its needs, desires, and vision for the future. Every effort was made to ensure that all members of the campus community (faculty, staff, administrators, students, and community) were given an opportunity to participate in the planning process. There was a series of meetings in large and small group formats, and meetings with members from every department and program ([III B.2.3](#)). This information is compiled and incorporated into the Facilities Master Plan. In 2019, the District began the lengthy process of developing the 2020-2030 Facilities Master Plan, and it will be going to the Board of Trustees for adoption in October, 2021. Once approved by the Board of Trustees, the Facilities Master Plan serves as the guiding document for facilities development ([III.B.2.4](#)).

Over the past several years, the District has been working on several projects in support of some of the long-term needs of the institution's instruction programs. An existing building was renovated to house the Law Enforcement Academy and the athletics program. Resurfacing has been done of all athletic fields with the addition of a soccer field and football practice field.

Through Strong Workforce funds, the District is currently installing a new fire tower for the Fire Academy Program. The Student Lodges put forth a repair and maintenance plan each year before the beginning of summer ([III.B.2.5](#)). In 2020, the District was awarded funds for a fully-funded Theatre-Arts Renovation and Expansion project in the amount of \$27 million dollars; this is currently going through a re-scoping process with the state ([III.B.2.6](#)). Looking at the local housing shortage that has been front and center or since 2014, the District is exploring a P3 partnership with Servitas, LLC, in order to provide an additional 180 beds in the Lodges. The Yreka campus is maintained by staff at the Weed campus, but the District remains open to contracting out work if the scope of a project is beyond the skillset of in-house maintenance staff, or the timing of completion is of a concern.

All locally funded projects are part of the annual budgeting process. If there is an additional need for resources, these requests start at the Program Plan level, proceed through the budget process, which includes the development of a CQIP request that is presented at the Integrated Planning and Budget IPB) committee meeting for open hearings in April of each year ([III.B.2.7](#)). Once the IPB prioritizes all requests, the recommendations are forwarded to College Council for approval. The list is given to the superintendent/president for final a decision. Any off-budget cycle requests may be brought for consideration by IPB during the fiscal year ([III.B.2.8](#)).

Analysis and Evaluation

The District implements a facility planning process, which includes the Institutional Master Plan, Facilities Master Plan, Technology Master Plan, and annual program planning for each department or program.

Planning ensures alignment with the Institutional Master Plan and core values of the institution; the Facilities Master Plan ensures that plans for improvements to the facilities fully support the Institutional Master Plan; the annual program plan identifies each program's needs in order to improve student learning or services to students, faculty, and staff.

The District's planning process ensures that physical resources are developed, constructed, and maintained in a way that assures safety, security, and healthfulness. It also ensures that instructional needs are understood and evaluated by committees consisting of constituents across the campuses. The decision-making process related to the physical infrastructure allows for modification over time, giving it the flexibility to respond to changing mandates, environments, and resources.

III.B.3 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.

Evidence of Meeting the Standard

Through FUSION, facilities assessment is completed periodically by a team from the Foundation for California Community Colleges from the State Chancellor's Office. This detailed assessment

provides the District and the state with data to support requests for additional funding for scheduled maintenance and buildingsystem replacement ([III.B.3.1](#)).

The District's annual space inventory evaluates the utilization of campus facilities. The report is submitted to the CCCCO in support of capital outlay planning. The District uses the data to determine the adequacy of the physical space. These reports also form the basis for the initial projects proposals for capital projects and final project proposals should funding become available ([III.B.3.2](#)).

For long-term assessment of the use of facilities, the District utilizes the Facilities Master Plan ([III.B.3.3](#)). The Facilities Master Plan is reviewed, updated, and/or modified every ten years. While being guided by the Facilities Master Plan and state/federal regulations, the District relies on its program planning process to ensure campus groups can communicate needs and problems as they arise.

As noted in III.B.1, the District is part of the Statewide Association of Community Colleges (SWACC), and works with the insurance administrators Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years with follow-up documentation and annual follow-up visits. The inspection is conducted to assist the District in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the identified risks ([III.B.3.4](#)).

When possible, the campuses use external maintenance agreements for areas that need repairs and exceed the skill set of maintenance staff. The use of SchoolDude has proven to be a useful tool in allowing campus constituents to request or report a repair need. This platform allows for tracking of frequency and level of repair. Weed and Yreka are both located in a rural area and are smaller in comparison to the Bay Area or Los Angeles districts. Being smaller, most constituents on campus feel comfortable reporting any maintenance need or repairs. Before the end of each spring semester, the Director of Facilities and the maintenance and custodial department staff will prepare a maintenance schedule list to be addressed over the summer months. This planning mechanism has been extremely helpful over the past couple of years with all projects being completed by September ([III.B.3.5](#)).

Analysis and Evaluation

The District plans and reviews its use of facilities through various methods that provide many opportunities for input. While the Facilities Master Plan serves as the guideline for facilities development, the program review provides the analysis and data needed to evaluate the use of and request for facilities.

Evaluation of the facilities happens through the state's space inventory system FUSION, SWACC assessment, use of School Dude, and physical evaluation by staff to assess the facilities and grounds for short-term and long-term maintenance planning.

The District recognizes the need to have a 5-year scheduled maintenance plan for short-term and long-term planning of funds to address these replacements or repairs. Completion of this document will be in Fall 2021.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The Facilities Master Plan is the foundation for long-range capital planning. The Facilities Master Plan is driven by the Institutional Master Plan, so there is an integration of goals among the physical, human, technological, and financial resources of the District ([III.B.4.1](#), [III.B.4.2](#)). The process of revising the Facilities Master Plan every ten years provides an avenue for the District to develop capital plans and explore ideas for future planning. The effectiveness of long-range capital planning is dependent upon the state's planning processes and funding priorities.

The District has self-funded many smaller capital projects, expanding its ability to provide the best learning environment for students. The challenge moving forward will be in financing the renovation or replacement of several campus buildings that are reaching the end of their life cycle. State capital funding is limited and the District, especially the Weed campus, needs to explore local funding for future capital projects. The District will need to become more strategic and identify capital projects to address in the next five years.

In July of 2020, the District was notified by the state it was receiving funds for the Theatre-Art Renovation and Expansion project ([III.B.4.3](#)). This is one of the two fully-funded projects in the state at \$27 million. Through a tedious process, the District was able to justify its declaration of hardship, allowing for 100% funded project. The District is also exploring a P3 partnership with Servitas for additional student housing. While on the surface it appears both initiatives require little or no contribution from the District, in reality, there may be some funding that is required in the future. Therefore, in the final 2021/22 Board-approved budget, a reserve was created specifically for future capital projects in the amount of \$250,000 ([III.B.4.4](#)).

A variety of methods is used to define the total cost of ownership: the specific project budget, utility costs, insurance, the Facilities and Maintenance budget, and scheduled maintenance. In the development of new capital projects, the District will need to plan for the total cost of ownership for facilities and equipment, which includes, initial cost of design for construction or procurement, maintenance costs, including manpower necessary for maintenance and operations, utility expenses, life-cycle costs for equipment and operational systems weather protection systems service systems, including HVAC, electrical, data, plumbing, controls, fire alarm, fire sprinklers and conveyances.

As a part of the strategic planning process, the District ensures that the Facilities Master Plan is driven by the Institutional Master Plan, and that the Facilities Master Planning process is inclusive, reflecting the needs and vision of students, faculty, staff, and administrators. This is

accomplished through a series of open forums and individual department meetings. The District utilizes the Facilities Master Plan as a tool to guide the long-range development of capital planning goals.

With the onset of COVID-19, and before enrollment management, practices have been focusing on distance-learning offerings, in alignment with the District’s mission and its goals for Vision for Success. The change in modality requires a different type of long-term planning in regard to facilities and resources, which continue to be a major focus of the District. The District anticipates that the continued gradual increase in distance learning offerings will provide greater access to courses and degrees, resulting in higher rates of degree and certificate completion ([III.B.4.5](#)).

Analysis and Evaluation

The District will be challenged over the next five to seven years to identify local funds to address the facilities and infrastructure needs its aging buildings. In this process, the District will continue to incorporate the needs of distance learning and other modes of delivering instruction in the long-range facilities plan and recognizing the cost of ownership for existing facilities and new capital projects. The Director of Facilities will develop a five-year scheduled maintenance list, along with five-year capital projects, both reflecting current repairs and maintenance needs along with the long-term planning as noted in the Facilities Master Plan.

Conclusions on Standard III.B. Physical Resources

The District meets this standard through processes identified in the 2020-2030 Facilities Master Plan. The Facilities Master Plan, as well as the Technology Master Plan, are both driven by the District’s Institutional Master Plan. While the Facilities Master Plan serves as the guideline for facilities development, the Annual and Comprehensive Program Review process provides the analysis and data needed to evaluate the use of and request for facilities. Additionally, through FUSION, facilities assessment is conducted and provides the District and the state with data to support requests for additional funding for scheduled maintenance and building system replacement.

Improvement Plan(s)

N/A

Evidence List

- [III.B.1.1](#) Facilities Master Plan 2020-2030
- [III.B.1.2](#) Budget Development Timeline
- [III.B.1.3](#) Safety Committee Agenda
- [III B.1.4](#) Campus Incident Safety Report
- [III B.1.5](#) Lighting Map ASB
- [III B.1.6](#) Funding Request for ASM Lighting Email
- [III B.1.7](#) College COVID 19 website
- [III B.1.8](#) Campus Safety Website

[III B.1.9](#) IMReady Agreement
[III B.1.10](#) SWACC Report
[III.B.2.1](#) Five Year Capital Plan
[III B.2.2](#) CEQA and TMP PPT
[III B.2.3](#) Facilities Master Plan
[III B.2.4](#) IPB FMP Presentation
[III B.2.5](#) Summer Maintenance List
[III B.2.6](#) Theatre Project Board Report
[III.B.2.7](#) April 9 2021 IPB Open Hearing Minutes
[III B.2.8](#) CQIP Ranking 2021-22
[III B.3.1](#) Foundation of CCC Fusion Assessment
[III B.3.2](#) Five Year Capital Outlay Plan
[III B.3.3](#) Facilities Master Plan
[III B.3.4](#) SWACC Report 2021
[III B.3.5](#) Summer Scheduled Maintenance List 2021
[III B.4.1](#) Institutional Master Plan
[III B.4.2](#) Facilities Master Plan
[III B.4.3](#) Board Report Theatre-Arts Renovation and Expansion Project
[III B.4.4](#) Final Budget 2021-22
[III B.4.5](#) Technology Master Plan

C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Technology Services department has primary responsibility for all technology deployed by the College. The department has adopted Information Technology Service Management (ITSM) as its approach to meeting the technology needs of the college. Under this approach, the department defines its work in terms of services that it provides to the College’s faculty, staff, and students. Consequently, the department has been organized in accordance with four lines of service ([III.C.1.1](#)).

The department is headed by the Director of Information Technology ([III.C.1.2](#)). This position has primary responsibility for all Logistical Services. These are services that do not directly involve technology but are more administrative in nature, such as governance, procurement, and project management. The Director of IT also oversees three teams that correspond to the other three lines of service provided by the department.

The Client Services team is responsible for services that are delivered to faculty, staff, and/or students. These include the Workstation Service that provides employees with personal computers to perform their duties, the Classroom\Lab Service that provides technology in the classroom to be used by faculty and students as well as in labs for student use, and the Telecommunication Services that provides phone and fax capabilities throughout COS campuses. The Client Services team is comprised of three technicians with increasing levels of skill and responsibility: Technician I, Technician II, and Technician III.

Services related to software applications that support the College's business processes rather than individual users are the responsibility of the Enterprise Application Services team. These applications include Banner (the College's enterprise resource planning application), Canvas (the learning management system), and DegreeWorks (an academic advising tool). The team consists of two positions. The Application Manager leads the department's effort to install, upgrade, and maintain these applications. The Systems Support Specialist provides technical expertise to assist in these areas.

The Infrastructure Services team is responsible for those services that provide the underlying technological infrastructure needed to deliver the other services. This includes the data network, servers and storage, and cyber security. This team also consists of two positions. The Network Administrator has primary responsibility for the data network and cyber security. The Systems Support Specialist has primary responsibility for user account management and server maintenance.

To improve the College's management and operational functions, the College launched a Banner Revitalization program, which comprised several projects to expand the use of the College's Enterprise Resource Planning (ERP) system to additional business processes. These projects significantly increased the productivity of the Administrative Services division.

To enhance the teaching experience for faculty and the learning experience of students, the College has implemented the Canvas Learning Management System (LMS). This cloud-based software solution provides a variety of tools that allow faculty and students to interact and collaborate for both classroom and online courses, significantly improving the student experience. In addition, it has adopted and deployed Zoom to deliver online and, in nearly two dozen classrooms, hybrid learning.

To increase the level of technological support provided to students, staff, and faculty, Microsoft Office365 has been deployed, extending access to office productivity and collaborative applications beyond the campus to the cloud, thereby making these applications available virtually anywhere. The College has also leveraged Microsoft's Active Directory Azure to provide Single Sign-On capability to simplify resource access for employees and students. Finally, the Technology Services department has implemented the HappyFox help desk and customer support software solution. This application is used to track issues and service requests and to report on the department's ability to meet its service level agreements.

Analysis and Evaluation

The College of the Siskiyous continually maintains and regularly upgrades existing technology and implements new technology in a constant effort to ensure that technology supports and advances the College's mission. The Technology Services department's current efforts to implement ITSM represents a significant improvement in these efforts. As mentioned above, the department has delineated four lines of service and been restructured to reflect this. It has created a Technology Services Portfolio in which all services the department offers will be defined, including Service Level Agreements. Currently, the Employee Support and Workstation services have been defined and procedures have been updated to reflect a service management approach ([III.C.1.3](#), [III.C.1.4](#)). Moving forward, the department will continue to roll-out ITSM to all aspects of its operations. It is expected that this effort will be completed in another two years.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Every five years, the College develops an Institutional Master Plan that projects the future of the College of the Siskiyous, makes general recommendations that address current and foreseeable challenges, and identifies strategic target areas and actions plans that the College will implement to achieve its mission and vision in the context of its values. The Technology Services department then works with the Technology Advisory Committee (described in [III.C.5](#)) to develop a corresponding Technology Master Plan that focuses on how the College will use technology to achieve the strategic targets and execute the action plans defined in the Institutional Master Plan. Then each fiscal year within the five-year time frame, the Technology Services department develops an Operational Plan that defines at a tactical level its planned work for the coming fiscal year. This plan guides the allocation of both human and fiscal resources. The most recent Institutional Master Plan, which directs the development of the Technology Master Plan, covers 2019-2024 ([III.C.2.1](#)). Unfortunately, due to COVID, there was a delay in the development of the 2021-2025 Technology Master Plans but, it is currently underway. Nevertheless, the Technology Services department was able to develop an Operational Plan for fiscal year 2021-2022. ([III.C.2.2](#)).

Over the last five years, nearly every aspect of the College's technology infrastructure has been updated. The College's Internet connection was upgraded to increase the potential bandwidth from 100Mb to 1Gb. The College's firewall was upgraded to a next generation Palo Alto firewall to intelligently analyze traffic and proactively identify and eliminate potential threats. All of the Cisco network switches have been refreshed and an aged Cisco wireless network was replacement with a Cisco Meraki wireless network that provides increased bandwidth and expanded coverage. Finally, several HP stand-alone servers were replaced with a Nutanix hyperconverged device that provides greater performance and improved stability.

In 2019, Banner was upgraded from version 8 to 9. Recently, the College formed the Enterprise Application Steering Committee which, among other things, plans both minor and major updates and upgrades to the College's enterprise applications, including Banner (the ERP system), Canvas (the LMS application), and DegreeWorks (the application the College uses to plan and track academic progress). This committee oversees the implementation of these updates and upgrades in test environments, user acceptance testing, and final implementation in production ([III.C.2.3](#)).

The Technology Services department has developed a formal hardware lifecycle for workstations and is currently developing a formal lifecycle for all technological hardware, including all infrastructure components to accurately forecast all technological expenditures.

Analysis and Evaluation

The College has always made and executed plans to refresh existing technology and to implement new technology to ensure that all deployed technology meets the needs of the College. It is now in the process of maturing the process by which these plans are developed by integrating it with the implementation of ITSM. Each year, the Technology Services department will hold service reviews with various user groups to evaluate the department's performance in providing technological services to customers and to ensure the scope and level of service being provided are in alignment with the College's operational and academic needs. These reviews will also analyze emerging technologies to determine if existing services can be enhanced and/or new services provided.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College of the Siskiyous has two campuses, the primary campus in Weed and another campus in Yreka. It also offers courses to students online. The College has implemented several measures to assure that technology resources in all three locations can be accessed reliably, safely, and securely. Chief among these is the migration of critical systems to the cloud, fortifying their security and bolstering redundancy so that access to these systems is not disrupted by individual component failures. The College's public web site and its ERP system are among the systems that have been migrated to the cloud ([III.C.3.1](#), [III.C.3.2](#)).

For systems still hosted locally on campus, the College has deployed a Nutanix hyperconverged device and Microsoft HyperV virtualization technology to provide redundancy and resilience at both the hardware and software levels. In addition, backups of these systems are stored in the cloud so that they are protected from malicious software by an 'air gap' and are available for recovery from disasters that adversely impact the campus.

The College has implemented a Personal Information Security Program to safeguard the personally identifiable information (PII) of both employees and students stored in the College's

information systems. This program assures that access to PII is restricted to those who need such access to perform their jobs and that the College complies with all relevant statutory and regulatory requirements. It also provides training on the proper use and protection of PII. Each year, the College assesses the existing risks and safeguards and develops a plan to enhance security ([III.C.3.3](#))

Analysis and Evaluation

The College has made significant progress in improving the reliability and strengthening the security of its technological solutions both in the classroom and online, and it has developed processes and programs to ensure continuous improvement in these areas. It has also formed an ICT Accessibility Committee to ensure that the information and communication technology (ICT) it employs is accessible to staff, faculty, and students with disabilities ([III.C.3.4](#)). This committee is currently developing formal procedures to evaluate software and instructional material to determine whether it satisfies accessibility requirements before being purchased and deployed by the College.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instruction and support for students on the use of technology is provided by the College's Academic Success Center (ASC) ([III.C.4.1](#)). The ASC provides tutoring to students who need instruction on the use of technology, both the College's systems and general software needed to complete assignments. It also staffs a Student Help Desk to provide technological support over the phone or through email.

Regular training on technology is provided to both staff and faculty in flex day training at the start of each term ([III.C.4.2](#)). Topics for training are selected based on feedback from staff and faculty. In-person training on the use of Canvas, the College's Learning Management System (LMS), is provided to faculty by the College's Distance Learning Coordinator and Distance Learning resources are readily accessible on the College's Distance Learning webpage ([III.C.4.3](#)). What's more, online training on a large variety of technology is made available to all staff and faculty through the Visual Resource Center, an online learning and collaboration platform offered by the California Community Colleges Chancellor's Office (CCCCO). Finally, the Technology Services department staffs an Employee Help Desk to provide technological support to employees over the phone, via email, or in-person ([III.C.4.4](#)).

Analysis and Evaluation

The College has several resources to provide technological instruction and support to both students and employees. It is currently in the process of selecting online cybersecurity training that must be taken by all employees annually. It is also launching a project to integrate the CCCC's Visual Resource Center with the College's web site. This integration will extend the

amount of training available and allow the College to maintain records of training received by its employees.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has defined both Board Policy 3720 Computer and Network Use and Administrative Policy 3720 Computer and Network Use that govern the appropriate use of technology ([III.C.5.1](#), [III.C.5.2](#)). These policies were developed using templates provided by the Community College League of California which were then modified to suit the unique needs and circumstances of the College.

A Technology Advisory Committee (TAC) has been formed to regularly review the College's technological needs and proposed solutions in order to advise decision-making bodies on the use of technology to best achieve the College's mission, vision, and goals in harmony with its values ([III.C.5.3](#)). A Charter has been created that defines the committee's roles and responsibilities and enumerates its membership, including members of the faculty. In addition, formal procedures have been defined for staff and faculty to submit proposals to upgrade or implement new technological solutions ([III.C.5.4](#))

The College has implemented Zoom software for remote classes and video conferencing within traditional classrooms. To ensure quality and continuity in all classrooms, the Technology Services department has created a smart classroom standard that defines the equipment to be deployed and sets forth the architectural design, specifying how equipment is to be connected and configured ([III.C.5.5](#)).

Analysis and Evaluation

The College seeks to enforce all Board and Administrative Policies and has developed several procedures to ensure adherence to these policies. Individuals are required to read and formally accept these policies when they begin working at the College. The corresponding procedures are being reviewed and updated as part of the implementation of ITSM to services offered by the Technology Services department.

A collaborative web site has been created for Technology Advisory Committee (TAC). To maintain a record of the committee's deliberations, this web site stores the agendas and minutes for all TAC meetings ([III.C.5.6](#)). What's more, the minutes document proposals submitted for review as well as the current status of those proposals. As the committee matures, it will expand its role to include portfolio management, prioritizing and scheduling initiatives and projects technology efforts to best meet with the College's needs.

Conclusions on Standard III.C. Technology Resources

The College of the Siskiyous provides technological resources for both its employees and students that allow it to properly fulfill its mission. The design and maintenance of technology is done so as to improve the reliability and strengthen the security of the College's information systems. The College also strives to deliver technological instruction and support to both students and employees and it has established formal policies that govern the proper use of technology and implemented procedures to assure compliance with these policies. While the COVID-19 pandemic has temporarily interrupted long-term planning efforts, the College is moving forward with the implementation of Information Technology Service Management (ITSM) to significantly improve the quality of technological services.

Improvement Plan(s)

Technology Services department is currently developing the Technology Master Plan for 2021-2025. Once fully vetted and approved, the Master Plan will provide guidance which would assist in standardizing processes and providing a long-range vision for the College.

Evidence List

- [III.C.1.1](#) Technology Services Organizational Chart
- [III.C.1.2](#) Director of IT Job Description
- [III.C.1.3](#) Service Definition - Employee Support Service
- [III.C.1.4](#) Service Definition - Workstation Services
- [III.C.2.1](#) 19-24 Institutional Master Plan
- [III.C.2.2](#) Technology Services FY21-22 Operational Plan
- [III.C.2.3](#) ERP System Initiative
- [III.C.3.1](#) College of the Siskiyous Home Page
- [III.C.3.2](#) ERP System Initiative
- [III.C.3.3](#) COS Personal Information Security Program ~ 21-22
- [III.C.3.4](#) ICT Accessibility Procedures
- [III.C.4.1](#) ASC Webpage
- [III.C.4.2](#) Fall 2021 Flex Day Agenda
- [III.C.4.3](#) Distance Learning Webpage
- [III.C.4.4](#) Technology Services Webpage
- [III.C.5.1](#) Board Policy 3720 Computer and Network Use
- [III.C.5.2](#) Administrative Policy 3720 Computer and Network Use
- [III.C.5.3](#) Technology Advisory Committee Webpage
- [III.C.5.4](#) Technology Advisory Committee Procedures
- [III.C.5.5](#) COS Smart Classroom Standard
- [III.C.5.6](#) Agendas and Minutes – Technology Advisory Committee

D. Financial Resources

Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The District acknowledges the Weed and Yreka campuses may have different needs based on their individual programs and location. These budgets, while combined in the final budget document, are separated internally by organization codes to allow for budget development and monitoring of specific program and departments associated directly with each campus.

The District's Unrestricted General Fund advance apportionment for 2021-22 was \$20,017,488, inclusive of a 1.03% deficit in the Student Center Funding Formula (SCFF) ([III.D.1.1](#)). For the District, this represented an increase of \$931,727 in general funds compared to the prior year's allocation. The District is currently in a Hold Harmless status and the increase in funds correlates back to the state's California Community College 2021-22 budget, which recognizes a COLA of 5.0% in the SCFF.

The District also allocated increased general and categorical funds in 2021-22 to core instruction, growth, student success, equity, services, cost of ownership (facilities) and restoring some vacant positions resulting from an early retirement incentive, regular retirements and resignations ([III.D.1.2](#), [III.D.1.3](#)).

While the District remains focused on recovery from the impact of significantly declining FTES on enrollment, growth, student success, equity, and sustainability due to COVID-19, it plans to continue to search for improvements through efficiencies in order to ensure ongoing solvency. The Institutional Master Plan and Local Making Decisions Handbook will be used in the strategic planning and resource allocation process to ensure there are sufficient financial resources for the support of student learning, student services, and administrative operations ([III.D.1.4](#), [III.D.1.5](#)).

The District integrates program review, planning, and resource allocation in its Fall 2021 Integrated Planning Guide ([III.D.1.6](#)). The program review process aims to provide updates on the current status and future needs of programs with rationale based on analyses of course-level and program-level outcomes. The annual planning and budget cycle are used to establish priorities among competing needs so the District can remain flexible should budgets increase or decrease without warning during the budget planning period or the fiscal year ([III D.1.7](#), [III D.1.8](#)).

Analysis and Evaluation

Through proactive fiscal stewardship, accumulation of ending balances, and increases in general funds, and categorical monies, the District's 2021/2022 budget is sufficient for institutional support. The challenge for the District in the next three years is the removal of the Hold Harmless status in 2024-25 and its potential negative impact on the general fund. It is anticipated that, with the continued enhancement of integrated strategic planning process through participatory governance, the District will be able to strategically align resources with institutional needs and address this challenge in a manner that is sustainable focusing on support students.

III. D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's mission and goals are the foundation for integrated strategic planning and financial budgeting of resources. The Board of Trustees reviews goals annually to address priorities within the District ([III D.2.1](#)). The District has three major board policies (BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management ([III D.2.2](#), [III.D.2.3](#), [III.D.2.4](#))) as well as a documented timeline that guide budget development and support fiscal planning.

The fall 2021 Integrated Planning Guide describes our decision-making processes and provides a framework for resource prioritization and allocation through participatory governance committees ([III D.2.5](#)). Each of the College's plans, which include the Strategic Enrollment Management Plan, Technology Master Plan and Facilities Master Plan, are informed by the Institutional Master Plan and, as illustrated in the Integrated Planning Guide, travel through a cycle of continuous quality improvement ([III D.2.6](#), [III.D.2.7](#), [III.D.2.8](#))

The overarching strategic planning process where the mission statement is revisited and strategic planning takes place has historically taken place during Planning Day/Convocation day ([III D.2.9](#)). A brief budget overview is presented, which is particularly important during years when the state budget is volatile. Typically, in early fall, a joint meeting is scheduled with the Integrated Planning and Budget Committee and College Council to present the "draft" Final Budget for review and approval ([III.D.2.10](#)).

The flow of budget planning is synchronized with the District's budget assumptions and planning process. Both are reliant on state funding projections. Budget analysis and development at the College level takes place February through May of each year. The starting point are Program Review plans, preparation of Continuous Quality Improvement Proposals (CQIP) for resource requests, Governor's proposed budget in January, Budget Development Timeline by February with Budget Assumptions going through the participatory governance process in

February/March, then taken to Board ([III.D.2.11](#)).

Starting in March, all budget managers begin reviewing and entering information into Banner Self Service (budgeting) related to their areas. Fiscal Services provides annual training for all budget managers collectively, or individually if needed for new employees ([III D.2.12](#), [III D.2.13](#)). It is at this point that all councils meet to discuss Program Review plans and CQIPs for their respective areas in readiness for the Open Hearings in April with the Integrated Planning and Budget Committee (IPB). At these Open Hearings, any individual may present a justification for the request of resources. Once all the Open Hearings are completed, IPB then ranks/prioritizes all requests and votes on the results and then forwards the results to College Council. IPB presents the results to College Council who then takes a vote to move the recommendations forward to the Superintendent/President for a final decision ([III D.2.14](#)).

When the final budget is adopted for the District, college-level planning for the upcoming year begins again with the annual updates of Program Review plans, which are due no later than December 15 of each year, and calls for both quantitative and qualitative analysis of program status. Based upon a review and analysis of course-level and/or program-level outcomes and goals set for the coming year, each program requests resources for program improvement. The primary vehicle for the allocation of discretionary funds outside of unit operation budgets is the annual Program Review plan, which dovetails into the prioritization of physical, human, and technical/equipment resource requests.

After Program Review plans are completed, along with CQIPs for resource requests, the next phase of planning and budgeting are the councils (Instruction Council, Student Services Council and Administrative Services Council) ([III.D.2.15](#)). Requests for discretionary allocations outside the program's operating budget are grouped by category (fiscal resources, human resources, physical resource, technology resources), and presented at the IPB committee for review and prioritization and then forwarded to College Council.

The College has multiple venues and methods to help communicate to all constituents the ongoing status of state, District, and College budgets, along with the allocation of resources to meet prioritized requests. Two primary participatory governance committees are the Integrated Planning and Budget committee and College Council. The role of each committee member is to help disseminate information to College constituents. Additional College forums are Convocation, Town Hall and All College meetings, Senates, Councils, and department meetings ([III.D.2.16](#)).

Once the adoption budget has been approved by the Board of Trustees, the budget document and narrative are posted on the District website for public access ([III.D.2.17](#)). Resource allocation information through the Open Hearing process and CQIP ranking is available to college constituents on the Integrated Planning and Budget website and is updated when key decisions are made regarding resource prioritizations ([III.D.2.18](#)). Fiscal Services personnel are available to answer questions regarding all budget and financial questions. The college has made a conscious effort to have open and frequent communications with constituents regarding fiscal

planning and budgeting.

Analysis and Evaluation

The District's mission and goals provide the foundation for all financial planning at the college. As outlined in the Integrated Planning Guide, the College integrates Program Review with planning and resource allocation in the annual strategic planning and budget process. The Annual Program Review, planning, and budget cycle is used to establish priorities among competing needs so that the College can remain flexible should funding increase or decrease without warning during the budget planning period or fiscal year. The connection among institutional strategic objectives, program goals and resource allocation are reviewed at the program-level, participatory governance level, and executive management-level.

The appropriate information and tools are provided by the District and College, allowing constituents to become educated on the state, District, and College budgeting processes. The College reviews a variety of financial information with the campus community on a regular basis, including topics such as basic assumptions of budget development, annual reporting, and regular budget updates. Key stakeholders have access to day-to-day information through the District's integrated Banner system.

III.D.3 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.

Evidence of Meeting the Standard

The college strives to work through the governance process on budget development processes and procedures ([III D.3.1](#)). In early spring of each year, a budget development timeline along with assumptions are reviewed by Administrative Services Council, Integrated Planning and Budget, committee and College Council for recommendations prior to the superintendent/president presenting the document for board approval ([III.D.3.2](#), [III.D.3.3](#)). All budget development by the different departments, which may include budget managers, vice presidents, deans, supervisors, directors, and the superintendent/president, takes into consideration resource requests, reviewed and recommended through the participatory governance process. During the development process, budgets are shared at Instruction Council, Administrative Services Council, Student Services Council, Integrated Planning and Budget, and College Council with a recommendation to the superintendent/president and finally to the board for approval ([III.D.3.4](#)).

Tentative Budget and Final Budget information is made available through Board Docs, the college website and Fiscal Service ([III.D.3.5](#)).

Analysis and Evaluation

At the College, constituents are kept informed of state budget projections throughout the budget-building cycle. The Superintendent/President and Vice President of Administrative Services

share with the campus emerging information on the state fiscal conditions and how they impact college planning and operations. State and local budget updates are delivered primarily through Convocation, All College meetings, and participatory governance committee meetings. Budget development is handled at the departmental level and rolled up into an inclusive document that identifies different fund activities, estimated actuals and eventually a final budget for any given fiscal year. The college recognizes that planning and budget will require refinement with the process going forward but has made some positive steps forward over the last few years.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Through an integrated planning and budget process, regular updates regarding the state's general fund activity, economy and impact to the California Community College System funding are presented to and discussed at the various participatory governance groups. The college strives to align resources based on strategic plans and objectives in order to meet the needs of the institution and students.

The Integrated Planning and Budget committee meets twice a month. A standing agenda item is updates from the Strategic Enrollment Committee which shares FTES numbers, outreach initiatives and enrollment activities ([III.D.4.1](#)). The Integrated Planning and Budget Committee also supports student learning by guiding the institution's short and long-term strategic plans and assisting in the development of responsible budgets that align resources with institutional needs ([III.D.4.2](#), [III.D.4.3](#)). The committee accomplishes its goals through the creation, review, and recommendation of strategic plans such as the Facilities Master Plan, Technology Master Plan, Strategic Enrollment Plan and Institutional Master Plan along with program reviews, and budgets ([III.D.4.4](#), [III.D.4.5](#), [III.D.4.6](#)). In accordance with the participatory governance process, the Integrated Planning and Budget Committee forwards its recommendations to College Council with the final recommendation forwarded to the superintendent/president for board approval ([III D.4.8](#)).

The College's budget is augmented throughout the year with additional funds as they are received from the state or other sources such as grants or categorical funds. Grants and other externally funded programs are overseen by program managers assigned to the program. Administrative Services closely reviews, monitors, and assists in the oversight of the unrestricted general fund, categorical, grant programs, auxiliary and enterprise operations such as the foundation, bookstore and food services. With the District being at the Hold Harmless apportionment funding level through the Student Center Funding Formula (SCFF) over the past three years has prompted additional questions and concerns by all college constituents. With the potential fiscal cliff in 2024-25, the college continues to evaluate its planning assumptions in a very strategic manner to ensure thoughtful fiscal stewardship and alignment of resources with

institutional needs, while recognizing that changes in levels of categorical funding or another economic downturn is a possibility.

Analysis and Evaluation

Budgets are developed utilizing all available funding streams which could be federal, state or local revenue and along with projected expenditures. Any material or major economic events are also taken into consideration including the state's enacted budget impact on the system, one-time funding and on-going funding. As information becomes available, all developments around existing state funding, potential new grants, categorical funds or generation of local revenue is shared through the governance process.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decisions making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

As part of its planning culture, the college reviews the actual versus adoption budget annually, as well as throughout the fiscal year within Fiscal Services or by department budget managers. All financial data is housed in the Banner ERP platform. The process helps in identifying variances or the possible need to re-adjust funding resources within departments or divisions. It also serves to monitor the effectiveness of the financial planning. All participants in the development of budgets have access to fiscal information (current and historical) in Banner. Additionally, assistance from Fiscal Service staff is available to provide more in-depth knowledge or guidance regarding fiscal analysis and budget development. The college provides periodic training on how to use Banner and various reports available for planning ([III.D.5.1](#)).

The college follows the Board Policies BP 6200 Budget Preparation, BP 6300 Fiscal Management and BP 6250 Budget Management for the financial management and oversight of operations ([III.D.5.2](#), [III.D.5.3](#), [III.D.5.4](#)). The District undergoes a comprehensive external audit annually ([III.D.5.5](#)). The audit is conducted in accordance with state compliance requirements and generally accepted accounting principles utilizing the Budget and Accounting Manual (BAM) for California Community Colleges. In addition, the college engages in internal Program Reviews of standard operating procedures that continuously assess for opportunities for improvement. Through these means, the College engages in continuous evaluation of the financial management processes, and initiates any needed improvements.

Analysis and Evaluation

The College's budget complies with District and state guidelines. All changes to the budget during a current fiscal year or during budget development follow a well-defined process, allowing for constituent dialogue and review before changes are forwarded to Integrated Planning and Budget, College Council and the Board. The Vice President of Administrative

Services reviews finances on a regular basis. Budget managers continuously review their respective budgets during the fiscal year, comparing actual expenditures to budget and ensuring the proper alignment of resources. In addition, there may be monthly, quarterly, semiannual, and annual reviews depending on funding sources. There is also monitoring of all categorical, enterprise, and grant funds to ensure that compliance is met.

All request for expenditures through Purchase Requests or Payment Vouchers are documented, signed and processed utilizing a manual paper form that, depending on dollar threshold, could require a minimum of two signatures. The district is currently in the process of leveraging technology to streamline this process through Banner. Currently all Purchase Requests, Payment Vouchers, Travel and Budget Adjustments are reviewed and signed by the Vice President of Administrative Services with Fiscal Services providing the final review of account numbers.

III.D.6 Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflects appropriate allocation and use of financial resourcesto support student learning programs and services.

Evidence of Meeting Standard

Audits for the District are managed by Fiscal Services which is under Administrative Services. When necessary, the District provides a timely response to the external audit firm. Before the final audit is presented to the Board of Trustees, the process, opinions and material findings (if any) are discussed with the Audit Subcommittee with a representative from the auditing firm leading the overview ([III.D.6.1](#)). The College received an unmodified and clean audit for 2019-20 ([III.D.6.2](#)). State and federal findings for 2018-19 were corrected in 2019-20 ([III.D.6.3](#)).

On a daily, weekly, and monthly basis, financial information is prepared by Administrative Services, Fiscal Services staff to ensure that resource allocations are appropriate, accurate, and in support of student learning programs and services. The College uses Banner, an integrated financial management system that is easily accessible to all unit budget managers ([III.D.6.4](#)). The District has created multiple reports in Banner that are used to audit, verify, and augment budgets within the different funds. Journal and budget augmentations flow through an approval process that starts with the approving manager then to college fiscal services staff ([III.D.6.5](#), [III.D.6.6](#)). The College has an internal process in place that provides for multiple levels of review and approval of requisitions, travel requests, and other expenditures.

To ensure compliance at the program level, once a year during budget development. all new hires receive in-depth training which is applicable to their specific work area and assignment. This training includes requisitions, budgeting, and fiscal management ([III.D.6.7](#)).

Analysis and Evaluation

As of the 2019-20 financial audit reports, financial management is sound within the District and at the College. The Banner financial management system is adequate and accessible for budget management. Financial policies and procedures ensure effective internal controls with multiple

levels of review.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College participates in a District wide annual external audit at the end of each fiscal year. The scope of the audit covers individual campus activities, state and federal programs. Audit findings and recommendations are presented to the Vice President of Administrative Services and the Director Fiscal Service by audit representatives who also ensure prompt notification to the affected areas in order to develop timely response and a corrective action plan ([III.D.7.1](#)). The auditors re-examine those areas with findings or recommendations in the subsequent year's audit to ensure corrective efforts have been effective. The Board of Trustees Subcommittee for Audits reviews annual audits and recommends approval to the Board.

Analysis and Evaluation

Annual external audits are used to identify any shortcomings within the internal controls which may impact state or federal compliance. In order to respond to any findings related to the audit, the Vice President of Administrative Services and Director Fiscal Services will notify the impacted department in order to develop a response and identify a corrective action.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.

Evidence of Meeting the Standard

Audit engagements are managed centrally by the District through Administrative Services. The District has received unmodified audit and federal compliance opinions for 2019-20. In 2018-19 the District did receive compliance opinions for state, federal and internal controls. The District created corrective action plans to address these findings in 2019-20. As a result, there were no compliance findings for fiscal year ending 2019-20.

All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review progress of corrective actions annually ([III.D.8.1](#), [III.D.8.2](#)). These responses are presented to the Audit Subcommittee of the Board and then the Board for action. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from external audits is provided to the Audit Committee, Board, Superintendent/President, Vice Presidents, Director of the Foundation and other constituent groups. This meeting is used to evaluate and improve the District's financial management and internal control systems by sharing relevant information that may impact a specific department, program or the District at a broader level.

Analysis and Evaluation

The District strives continuously to ensure its compliance with state and federal statutes. It also ensures that internal controls are in place, such as self-audits, through monthly reconciliations along with maintaining a separation of duties that includes checks and balances.

Independent auditors examine all District financial resources, including those such as auxiliary, enterprise activities, student club accounts, categorical programs, contracts, and grants. As a part of the audit process, the District also receives a management letter which may recommend strengthening internal controls or improving financial procedures. These reports and related follow-up help to evaluate and implement corrective standard operating procedures and strengthen internal controls to ensure compliance and appropriate use of all funds.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting Standard

District reports on the cash and reserve balance through the publication of the 311 Annual Financial and Budget Report ([III.D.9.1](#)). Remaining ending balances will be rolled into the following year's budget to be used for one-time expenses if deemed necessary and with Board approval.

In accordance with the State Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition, the State Chancellor's Office requires a minimum prudent unrestricted general fund balance of five percent ([III.D.9.2](#)). To ensure the District does not drop below this minimum requirement, the final budget clearly separates the 'reserve' line item which is approved by the Board on an annual basis ([III.D.9.3](#)).

The Capital Expenditure and Undesignated reserves are the remaining ending balance after the reserve requirements above have been met. While these unallocated reserve funds are a part of the year-end balance and therefore one-time funds, they could be used for one-time expenses or one-time seed money for programs that must subsequently be included in institutional budgets. During times of serious fiscal exigency, the Board may approve the use of the reserves for transitional purposes.

As of the Adoption Budget 2021-22, the total reserves of the District are adequate to meet both short-term and long-term financial emergencies.

Reserves

The District's designated ending fund balance is comprised of the following categories: State Required 5% Minimum Reserve; Contingency Reserve; and Undesignated Reserve III D.9.4.

Capital Expenditure Reserve

This reserve was added to the Tentative Budget for fiscal year 2021-22 in an effort to address the ongoing cost of ownership and future repairs of buildings that are 50 plus years old. The approved reserve was \$250,000 as a starting point keeping in mind that future schedule maintenance repairs are currently in the millions.

State Required 5% Minimum

In accordance with the State Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition, the State Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent. To ensure the District does not drop below this minimum requirement, the amount is segregated in the budget reports for that purpose.

Contingency Reserve

Contingency Reserve is monies set aside to cover unexpected expenses during the fiscal year.

Undesignated Reserve

These funds make up the remaining ending balance. This balance is maintained to allow for gradual adjustment to any substantial reductions in revenue and, along with other cash reserves, to handle the significant cash flow requirements. This reserve may be allocated to cover any other unanticipated one-time expenditures.

The District has historically been able to meet its cash-flow requirements with the exception of the 2020-21 where the Governor's enacted budget required deferrals of apportionment from February through June 2021 at which point the District elected to participate in a TRAN of no more than \$5 million. With the State's enacted budget for 2021-22 eliminating all deferrals, the TRAN will be completely paid off by November 2021 ([III.D.9.5](#)).

The District participates in the Statewide Association of Community Colleges (SWACC), a member-owned and member-operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer ([III.D.9.6](#)). SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides an excess casualty program ([III D.9.7](#)).

Analysis and Evaluation

The District has maintained sufficient unrestricted reserves as identified in AP 6305 Reserves ([III.D.9.8](#)). Unrestricted general fund reserves shall be no less than 5 percent of the current year. Unrestricted and designated general fund budgeted expenditures are sufficient to meet the cash flow requirements of the District as well as the Board's goals of a reserves between 12 and 15 percent.

The Final Budget, shows an estimated ending reserve of \$6,597,355 at 31.24% which is trending much higher than previous year of 17%. This is mainly due to the savings impact of COVID-19

on operating cost in 2020-21. A decrease in instructional expenses related to the College's FIELD ISA and the inability to run a normal schedule of courses coupled with the 5.07% COLA as part of the Student Center Funding Formula (SCFF) 2021-22, has contributed to the reserve increase.

In the 2020-21 budget year, the Governor's enacted budget called for deferrals of apportionment from February through June 2021 due to the impact of COVID-19 on state revenues at which point the District opted for a TRAN to address cash during this period of time. The 2021-22 budget completely eliminates these deferrals and the TRAN will be paid in full by November 2021.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Per applicable Board Policies and Administrative Procedures, the District practices effective oversight of its finances in a manner consistent with its goals. Oversight is maintained in all areas, including financial aid, grants, externally-funded programs, enterprises, auxiliary organizations, student clubs, and its institutional investments and assets. As per Board Policy and Administrative Procedures 6300 Fiscal Management, quarterly reports are shared with the Board regarding Revenue and Expenses, Cash Flow and Warrants ([III.D.10.1](#)). The Vice President of Administrative Services reviews the status of all funds throughout the year and reports any concerns to the College Superintendent/President ([III.D.10.2](#)). All key areas have designated budget managers whom monitor and review budget verses actuals during the course of the year and annual budget development. Purchase and payment requests are processed through an internal process and forms which require a minimum of two signatures or more depending on dollar threshold with final approval by the Vice President of Administrative Services ([III D.10.3](#)).

The District's grant coordinator plays a role in researching new potential grants and assisting with renewing current grant applications. This position works closely with the Superintendent/President along with other stakeholders across the district following ([III.D.10.4](#)). All new funds are presented to the Board for approval prior to the acceptance of any new monies ([III.D.10.5](#)). The District's director of fiscal services provides financial oversight and support services to the program budget managers responsible for externally funded programs, contracts, and grants. This office acts also in an internal audit capacity to ensure that all reporting is completed correctly and within compliance and defined criteria. The annual development of these budgets, day to day monitoring of expenses and reporting is handled by a specific coordinator with fiscal services serving as the second level reviewer.

As per Board Policy and Administrative Procedure 6400, the District prepares for the annual external audit with an engagement letter executed in early spring each year by the auditing firm

and district ([III.D.10.6](#)). The interim visit by the external auditors consists of a comprehensive and intensive internal control review and assessment, as well as testing over state and federal compliance areas. Since COVID-19 has impacted external audits and site visits, we are seeing a move to utilize remote tools to submit supplemental documents, reports and samplings electronically to the auditors in an environment that develops and tracks the progress of information being requested and exchanged.

After the financial records are closed for the fiscal year, the external auditors complete their financial statement, federal compliance and state compliance audit. As part of the audit, the external auditors review the disbursement of Title IV funds (financial aid), the foundation auxiliary, enterprises, grants, categorical and capital projects. Upon the completion of the annual audit, the auditors will meet with Administrative Services for an exit interview and in preparation for the presentation to the District Audit Committee and Board of Trustees meeting for approval. All audits are posted on the district's website ([III D.10.7](#), [III D.10.8](#)).

The District currently utilizes the Banner integrated ERP system for all its fiscal transactions, financial aid, human resources, registration, instruction and student services. Between 2017 and 2020 Banner went through a planned revitalization initiative which has allowed several departments to streamline and find efficiencies by automating previously manual processes.

The office of the Vice President of Administrative Services currently maintains a workflow process to record contracts, memoranda of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, and insurance requirements. All items requiring Board approval are placed on the appropriate agenda.

The District is part of the Retiree Health Benefits Joint Power of Agency through the Community College League of California, Northern California Community Colleges Self-Insurance Authority (Property, General Liability and Worker Compensation) and Community College Insurance Group (Vision & Dental). Depending on each board's bylaws, each group meets a minimum of two times and up to four times per year. The Vice President of Administrative Services, along with an appointed District designee, attends all meetings as a member of the respective boards which includes review and approval of investments strategies and financial statements ([III.D.10.9](#)).

Analysis and Evaluation

The District meets this standard. The Vice President of Administrative Services oversees the District's financial resources through ongoing monitoring of all funds. To ensure that financial resources are used effectively in support of the College's mission and strategic planning, each department continuously monitors their respective budgets and expenditures with all purchase request and payment vouchers requiring, at a minimum, a second level of review and signature and additional signatures depending on the threshold of the transaction. The Board is presented with Revenue and Expenses, Cash Flow and Warrants each month. External auditors perform pre-audits, site visits and preparations of the District's and Foundations Final Audit report on an

annual basis. Documents are posted on the District's website under Administrative Services. The District ensures membership on all Joint Power of Authority boards to monitor individual and pooled investment activities.

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies plans and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District maintains adequate reserves to ensure financial solvency ([III.D.11.1](#)). The District has an obligation to fund post-retirement benefits. In order to reduce the overall cost to the District, in 2005 the District became a founding District of the Retiree Health Benefit Program JPA Trust under the Community College League of California. A roll forward actuarial study was performed in 2021, estimating the amount that should be accumulated under GASB 74/75 ([III.D.11.2](#)).

Building maintenance costs are budgeted in the College's operating costs and capital projects budget for scheduled maintenance. The College also has access to capital funds that have been set aside over time, funds to assist with the larger-scale maintenance of facilities. The 2021-22 Final Budget reflects a new designated reserve line item for Capital Expenditures in the amount of \$250,000 ([III.D.11.3](#)).

In June of 2017, SJCCD entered into a Lease/Purchase agreement with the California Community College Financing Authority with the principle amount not to exceed \$4,000,000. The intent of this transaction was to address specific capital improvements at the District sites and facilities. The debt service is from 2017 to 2032 with payments scheduled in August and February of each year and expense is built into the annual fiscal budgets ([III.D.11.4](#)).

In 2020-21, the District did participate in the TRAN program put together by the California Community College League. This was in response to the State's Enacted budget for 2020-21 which noted a deferment of apportionment payments starting in February 2021. The District was projecting that it would experience a cash flow shortfall during fiscal year 2020-21 created by timing differences between its anticipated expenditures and estimated receipt of revenues, including deferred State funding allocations. A TRAN was issued by the District in an amount not-to-exceed \$5,000,000, with participation by the District in the Community College League of California Tax and Revenue Anticipation Notes Program. As part of the State's Enacted budget for 2021-22, the payoff of all deferrals with California Community Colleges would take place in the first half of the 2021-22 fiscal year ([III.D.11.5](#)).

Analysis and Evaluation

The annual Adoption Budget reflects compliance with external standards, including but not limited to GASB, other post-employment benefits(OPEB), the Education Code, Title 5 regulations, Full-Time Faculty Obligation Number (FON), the 50 percent law, EPA funding, etc. Throughout the past several years, the District has shown diligence and discipline in budget management. Following budget funding concerns in previous years, the college has continued to control its discretionary spending even during periods of increases instate funding. The implementation of strategic long-range plans directly influences short-term financial decisions.

The College has developed four major documents through the participatory governance process that identify long-range financial priorities: the Institutional Master Plan, Strategic Enrollment Plan, Facilities Master Plan, and Technology Master Plan. Specific categories under each of these plans with high impact on long-term planning include capital planning, scheduled maintenance, and institutional technology refresh. Each plan is reviewed on a regular schedule in order to validate established goals, or, when data revealed changes in the environment, to realign planning goals to meet short-term and long-term fiscal priorities.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District follows the employer rates that have been statutorily set for STRS and PERS. The District's proportionate share of net pension liability was \$7,752,720 for STRS and \$11,825,564 for PERS at the June 30, 2021 measurement date.

The District recognized that post-employment benefits, specifically retiree health benefits, would continue to increase future liabilities. As a result, the District retiree benefits were discontinued for classified employees hired after December 1992 and for Faculty, Administrators and ASM this benefit was no longer available to new employees hired after July 1992.

In response to GASB 45, a Retiree Health Benefits JPA Trust was created in 2005 and SJCCD was one of the founding Districts. This JPA allows districts to invest in both long-term and short-term investment portfolios aimed at reducing future liabilities ([III.D.12.1](#)).

Pursuant to the Governmental Accounting Standards Board (GASB) Statement 45, the District is required to perform an actuarial study every two years in order to determine numerous components of the District's post-employment benefit costs for the eligible current and retired employees. Modifications to the GASB standards through GASB Accounting Standards 74 and 75 require similar reporting, but have changed valuation formulas as well as some terminology. Specific information from this report is required to be included in the District's annual financial

statements and is audited annually during that process. The administration contracted with an independent company, Total Compensation, Inc. (TCI), to perform the actuarial study in order to be in compliance with the GASB regulations.

The starting point for the actuarial study (Measurement Date) is June 30, 2020. The District provides basic census information to TCI about our eligible retirees. As of the Measurement Date, the District had 78 eligible employees (69 retired and 9 active) who currently have or will have lifetime health benefits through College of the Siskiyous. TCI takes this information and applies assumptions related to health care cost trends, mortality table rates, investment return estimates, and other trend information to determine the District’s Other Post-Employment Benefits (OPEB) liability.

Under the GASB Accounting Standards 74 and 75, the focus is more on the Total OPEB Liability, and the requirement to report the Annual Required Contribution (ARC) has been eliminated from the GASB language. Several key components from this year’s study and the last study under GASB 74/75 are shown below.

	<u>2020</u>	<u>2021</u>
Total OPEB Liability (Actuarial Accrued Liability)	\$7,259,631	\$7,161,571
Fiduciary Net Position (Actuarial Value of Plan Assets)	\$2,002,569	\$2,074,036
Net OPEB Liability (Unfunded Actuarial Accrued Liability)	\$5,257,062	\$5,087,535

The information in this most recent report reveals that our total OPEB liability has decreased and our assets in the OPEB Trust have increased by a larger amount to help cover that liability. The District’s decision to move from being self-insured to a premium-based health insurance program has stabilized the District’s liability and aided in the containment of insurance risk as the key factor to controlling the future liability.

The District currently operates on a “pay-as-you-go” methodology whereby the retiree health benefit costs are expensed at the time they are paid. For the 2019-20 and 2020-21 fiscal years, the District paid \$468,529 and \$507,106, respectively. On page 11 of the actuarial study, there is a schedule which projects our future “pay-as-you-go” amounts for the next ten years under the current assumptions ([III.D.12.2](#)). That information reflects that our “pay-as-you-go” retiree health costs could level off and start to decline as soon as 2023-24.

The District continues to budget for the “pay-as-you-go” amount for the estimated retiree health benefit cost in the general fund.

Analysis and Evaluation

The District has planned and accounted for its long-term OPEB liability through the establishment of an irrevocable trust. When the annual adoption budget allows, the District will contribute to this trust on the average \$50,000 to \$75,000. Over the last couple of budgets cycles,

the District chose not to make any additional contributions however, the investment portfolio has done extremely well which offsets any concerns regarding the past two years and a budgeted contribution in the 2021-22 Final Budget. The District also accounts for the pay-as-you-go in the annual budgeting process as STRS/PERS rate obligations increase.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting Standard

The voters passed the ‘Measure A’ Bond in November 2005 for \$31,400,000. A Bond Resolution was adopted and signed by the Governing Board on July 21, 2005. The College staff, with the assistance of a bond specialist, prepared and issued the first Bond offering in February 2006, resulting in a net deposit of \$14,997,976.

In February 2008, a second Bond sale was planned for the remaining \$16.4M. After negotiations with the county regarding property valuations to support the issuance, a second bond sale was completed and a net deposit of \$9,998,688 was received. In February 2010, the District again started conversations with the County to go out for a third bond issuance. After being unable to reach consensus with the County, the District obtained Bond Anticipation Notes (BAN) totaling \$998,775. As of June 30, 2019, a third bond issuance for the remaining amount of \$6.4M has yet to be issued ([III.D.13.1](#)).

It was determined in 2020, that the District was not required to continue with the Citizens Bond Oversight Committee since the proceeds from the Bond sales had been fully expended and it was concluded that for the foreseeable future, property valuations would not allow for an additional bond issuance. All committee members were notified of the discontinuance of this annual meeting in 2020.

In May 2017, the District wanted to finance certain capital improvements to District sites and facilities. To finance such capital improvements, the District entered into an asset transfer lease financing, where it would lease the Science Complex located on the College of the Siskiyou College Weed campus. Pursuant to the Site Lease, by and between the District and the California Community College Financing Authority (the "Lessor"), the District subleases the property back from the Lessor ([III.D.13.2](#)). Execution of the lease in a principal amount did not exceed \$4,000,000 and debt services payments are currently built into the General Fund budget annually and paid in two semi-annual payments, one in August and the other in February. The total amount for budget for 2021-22 is \$357,112 with total repayment to be completed in February 2023.

Analysis and Evaluation

Other than the Measure A Bond, which is repaid by tax payers, the District has one other locally-incurred debt obligation. The Lease/Purchase agreement, scheduled to be paid in full by February

2023, is currently a standing item budgeted in the General Fund with debt service payments made twice a year.

III.D.14 All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All requests by the college to apply for grants must be reviewed and approved by the Superintendent/President and key stakeholders prior to submission to the funding agency. All grants pursued by the College directly support the mission of the college and are consistent with strategic and institutional plans ([III.D.14.1](#)). Foundation events and fund-raising efforts are all presented to the Foundation Board for approval prior to the start of any initiative to ensure that the funds are used in the manner intended. At the completion of each event, an official report is presented to the Board regarding the event and fiscal information. The District prepares annual reports which are subject to audit and all meeting minutes are posted to the District website along with final reports ([III.D.14.2](#)). All other debt, including the Retiree Health Benefits Liabilities via an actuarial report and any TRAN loans or Lease/Purchase transactions are subject to external audits on an annual basis and brought to the Board of Trustees either for review or action if required ([III.D.14.3](#), [III.D.14.4](#)).

Analysis and Evaluation

The District complies with the Board Policy and Administrative Procedure 3280 Grants, as well as contracts out the actuarial study of the Retiree Health Benefits liability (one-year comprehensive, second year roll forward). TRAN's, Lease/Purchase transactions and all Foundation activities are approved by the Board and recorded following State requirements. Expenditure of these funds are shared and approved by the Foundation Board. All activities and transactions are subject to an external audit on an annual basis.

III.D.15 The Institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Financial Aid Director is responsible for the assurance of all federal compliance and processing of funds. All programs practice Board Policy and Administrative Procedures 5130, Financial Aid, and abide by guidelines set by the funding agency at the Federal, State or other regulatory group level. Each program ensures compliance under Title IV ([III.D.15.1](#)).

The college financial aid department had a default rate for 2017 of 15.6 percent which was

slightly over 5 percent lower than 2016 and 4 percent lower in comparison to 2015 ([III.D.15.2](#)). These rates are above the national average of 9.7 percent, but the College has made positive strides towards continuing to lower this number going forward.

The Financial Aid Department continues to partner with ECMC a third-party vendor servicer who works to assist in assessing and developing plans to help reduce default rates and potential risk. Over the last 5 years, this partnership has provided positive results as seen in the declining numbers. The College's Financial Aid Department regularly monitors student financial aid activity and offers loan and debt counseling and financial aid workshops ([III.D.15.3](#)).

The Financial Aid Department files a yearly FISAP report and prepares a yearly close-out of COD, Pell, and Direct Loans along with monthly reconciliations for these programs ([III.D.15.4](#)).

The Financial Aid Department practices established policies and procedures that are reviewed annually ([III.D.15.5](#)). The Financial Aid Department confirms its compliance by completing NASFAA self-evaluation guides each year, utilizing recommended good practices and standards of participation in Title IV programs, and providing students the most recently updated consumer information from the Department of Education.

Analysis and Evaluation

The College's Financial Aid Department's default rate has been monitored and managed in a proactive manner that is periodically modified to ensure the College continues to lower the default rate with the national rate being the goal. The College's Financial Aid department has developed numerous internal checks and balances along with self-audits that help to demonstrate its compliance with Federal Title IV regulations and requirements.

III.D.16 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 and the quality of its programs, services and operations.

Evidence of Meeting the Standard

Prior to seeking or accepting a contract or grant, the superintendent/president, vice president of academic affairs, vice president of administrative services and vice president of student services may be part of the review process to determine if the proposal is consistent with the College's mission and goals. Policies for contracts and grants are governed by: Board Policy and Administrative Procedure 6340 Bids and Contracts, Administrative Procedure 6350 Contracts-Construction and Administrative Procedure 6370 Contracts and Personal Services ([III.D.16.1](#), [III.D.16.2](#), [III.D.16.3](#)).

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the College. All contracts and agreements are monitored by the Vice President of Administrative Services and the Director Fiscal Services.

The District's legal counsel reviews specialized contracts as necessary to ensure legal compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures. These agreements cover, among other things, personal and professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements.

Analysis and Evaluation

Contractual agreements established with external entities are consistent with the College's mission and goals. The Superintendent/President and Vice President of Administrative Services are responsible for ensuring that all recommended contractual agreements and grants comply with applicable Board Policies and Administrative Procedures.

Conclusions on Standard III.D. Financial Resources

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness at both the Weed and Yreka campuses. The College's mission and goals inform its financial planning and practices policies and procedures as outlined in BP 6200 Budget Preparation, BP 6250 Budget Management and BP 6300 Fiscal Management. The College follows a Budget Development Timeline which is aligned with the College's cycle of continuous quality improvement. All budget related items such as budget reports and narratives, CQIP rankings and audit reports are easily accessible on the College's website. All financial data is housed in the Banner ERP platform. The process helps in identifying variances or the possible need to re-adjust funding resources within departments or divisions. It also serves to monitor the effectiveness of the financial planning. On a daily, weekly, and monthly basis, financial information is prepared by Administrative Services, Fiscal Services staff to ensure that resource allocations are appropriate, accurate, and in support of student learning programs and services. Audits occur annually and all Audit Reports are accessible on the College website. Total reserves of the District are adequate to meet both short-term and long-term financial emergencies. The District has planned and accounted for its long-term OPEB liability through the establishment of an irrevocable trust. The College's Financial Aid department has developed numerous internal checks and balances along with self-audits that help to demonstrate its compliance with Federal Title IV regulations and requirements. Contractual agreements established with external entities are consistent with the College's mission and goals.

Improvement Plan(s)

With the assistance of ECMC, a third-party vendor, the College hopes to continue reducing its student loan default rate until it reaches the national average of 9.7%.

Evidence List

- [III.D.1.1](#) Proposed Final Budget 2021-22, Pg 2
- [III.D.1.2](#) Budget Narrative 2021-22
- [III.D.1.3](#) CQIP Tracking Sheet 2021-22
- [III.D.1.4](#) Institutional Master Plan

[III.D.1.5](#) Local Decision Making Handbook
[III.D.1.6](#) Fall 2021 Integrated Planning Guide
[III D.1.7](#) Budget Assumptions & Board Report 2021-22
[III.D.1.8](#) Budget Development Timeline
[III D.2.1](#) Board Goals 2020-21
[III D.2.2](#) BP 6200 Budget Preparation
[III D.2.3](#) BP 6250 Budget Management
[III D.2.4](#) BP 6300 Fiscal Management
[III D.2.5](#) Fall 2021 Integrated Planning Guide
[III D.2.6](#) Strategic Enrollment Management Plan
[III D.2.7](#) Technology Master Plan
[III D.2.8](#) Facilities Master Plan
[III D.2.9](#) Planning Day 2018 Mission Review
[III D.2.10](#) Joint IPB College Council Final Budget Item
[III D.2.11](#) Budget Development Timeline
[III D.2.12](#) Budget Manager Training Email 03/02/21
[III D.2.13](#) Budget Manager Training Materials PPT
[III D.2.14](#) CQIP Ranking 2021-22
[III D.2.15](#) Administrative Services Council Program Plan & CQIP
[III D.2.16](#) Feb 5 2021 All College Meeting
[III D.2.17](#) Administrative Services Home Page
[III D.2.18](#) CQIP Ranking & Funding Status
[III D.3.1](#) Fall 2021 Integrated Planning Guide
[III D.3.2](#) Budget Development Timeline 2021-22
[III D.3.3](#) Budget Assumption 2021-22
[III D.3.4](#) 21-22 Final Budget for Board Approval
[III D.3.5](#) Budget Information, College Website
[III D.4.1](#) Integrated Planning and Budget May 2021
[III D.4.2](#) Integrated Planning and Budget Open Hearings 2021-22
[III D.4.3](#) 2021-22 CQIP Ranking Sheet
[III D.4.4](#) Facilities Master Plan 2020-2030
[III D.4.5](#) Technology Master Plan
[III D.4.6](#) 19-24 Institutional Master Plan
[III D.4.7](#) 2021-22 Final Budget Board September 2021-22
[III D.5.1](#) Banner Budget Training
[III D.5.2](#) BP 6200 Budget Preparation
[III D.5.3](#) BP 6300 Fiscal Management
[III D.5.4](#) BP 6250 Budget Management
[III.D.5.5](#) Audit Report Links
[III D.6.1](#) Audit Committee Email
[III D.6.2](#) Board Report Audit 2019-20
[III D.6.3](#) SJCCD Audit 20219-20
[III D.6.4](#) Banner Budget Query
[III D.6.5](#) Budget Change Form

[III D.6.6](#) Purchase Request Form
[III.D.6.7](#) Budget and Finance Training
[III D.7.1](#) SJCCD Final Audit 2019-20, corrective action for 2018-19.
[III D.8.1](#) Audit 2019-20 GLBA correction for 2018-19 Audit
[III D.8.2](#) GLBA corrective document
[III D.9.1](#) 2019-20 Annual 311 Board Report
[III D.9.2](#) Administrative Procedure 6305 Reserves
[III D.9.3](#) 2021-22 Final Budget Reserves
[III D.9.4](#) 2021-22 Budget Narrative
[III D.9.5](#) 2020-21 TRAN Board Report
[III D.9.6](#) SWACC Training
[III.D.9.7](#) SWACC Coverage
[III D.9.8](#) Administrative Procedure 6305 Reserves
[III D.10.1](#) BP & AP 6300 Fiscal Management
[III D.10.2](#) BP & AP 6100 Delegation of Authority Business and Fiscal Affairs
[III D.10.3](#) BP & AP 6150 Designation of Authorized Signatures
[III D.10.4](#) BP & AP 3280 Grants
[III D.10.5](#) 7-20-21 Lumina Grant Board Report
[III D.10.6](#) BP & AP 6400 Financial Audits
[III D.10.7](#) Annual Audit Webpage
[III D.10.8](#) Foundation Audit 2019-20
[III D.10.9](#) NCCCSIA Board Packet
[III D.11.1](#) 2021-22 Budget Reserves
[III D.11.2](#) Actuarial Study Retiree Health Liabilities 2021
[III D.11.3](#) 21-22 Proposed Final Budget Reserves
[III D.11.4](#) Board Report – Lease Revenue Bonds
[III D.11.5](#) TRAN Board Report November 2020
[III D.12.1](#) SJCCD GASB 74/75 Final Report 2021
[III.D.12.2](#) Actuarial Study Retiree Health Liabilities 2021
[III D.13.1](#) Citizens Bond Oversight Committee 2018-19 Report
[III D.13.2](#) Lease/Purchase Agreement May 2017
[III D.14.1](#) BP & AP 3280 Grants
[III D.14.2](#) Foundation Fiscal Information Webpage
[III D.14.3](#) Actuarial Study Retiree Health Liabilities 2021
[III D.14.4](#) Lease Revenue Bonds 2017
[III D.15.1](#) BP & AP 5130 Financial Aid
[III D.15.2](#) Financial Aid Default Rates
[III D.15.3](#) Financial Aid Webpage
[III.D.15.4](#) 2021 FISAP Report
[III.D.15.5](#) COS Financial Aid Policies and Procedures
[III D.16.1](#) BP & AP 6340 Bids & Contracts
[III D.16.2](#) AP 6350 Contracts - Construction
[III D.16.3](#) AP 6370 Contracts - Personal Services

STANDARD IV:

Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

College of the Siskiyous faculty, staff, and administrators continue to advance efforts toward innovative learning and institutional excellence. Most recently, these efforts have been focused on innovation in distance and remote instruction, as well as advancements in diversity, inclusion and equity. Examples include:

- OER Textbook List ([IV.A.1.1](#))
- Zero Textbook Cost List ([IV.A.1.2](#))
- COS Distance Learning Webpage ([IV.A.1.3](#))
- AP 4105 - Distance Education ([IV.A.1.4](#))
- Curriculum Committee DE Addendums 1 ([IV.A.1.5](#))
- Curriculum Committee DE Addendums 2 ([IV.A.1.6](#))
- CARES Act Distribution ([IV.A.1.7](#))
- Social Justice, Equity, Diversity, and Inclusion Committee Minutes ([IV.A.1.8](#))
- Academic Senate Resolution ([IV.A.1.9](#))
- Board of Trustees Resolution ([IV.A.1.10](#))

However, the efforts are ongoing in other areas as well. For instance, through their participation in conferences, workshops, institutes, and trainings, faculty, staff, and administrators bring back strategies, ideas, and techniques that can be shared and applied throughout the campus community ([IV.A.1.11](#), [IV.A.1.12](#), [IV.A.1.13](#)).

The creation of a local decision-making handbook codifies the process through which all employees and students can participate in the governance process at the College ([IV.A.1.14](#)). The Local Decision-Making Handbook details each participatory governance charge, membership, procedures, and evaluation processes. Through clear, well defined processes, innovative ideas can move freely between committees, councils, and constituencies.

Analysis and Evaluation

Through the processes detailed in the Local Decision-Making Handbook, policies and procedures are in place to support innovation and improvement. Policies and procedures are evaluated and revised as they travel through committees and councils to ensure multiple voices and perspectives are considered ([IV.A.1.15](#), [IV.A.1.16](#)). Through this process of assessment, critique, and revision, the College's mission is supported ([IV.A.1.17](#)).

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy 2510 and Administrative Procedure 2510 articulate standards for participation in local decision-making as per Education Code Section 70902(b)(7), Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students); and ACCJC Accreditation Standard IV.A (IV.A.2.1, [IV.A.2.2](#)). Board Policy 2510 articulates the participating entities legally required to participate in the local decision-making process. AP 2510 expands upon and clarifies BP 2510 by naming and identifying the constituency groups on campus, beyond those presented, in whose voices are also represented in the governance process. All of these processes and procedures are fully articulated in the Local Decision-Making Handbook ([IV.A.2.3](#)). Students are represented in all levels of the decision-making process. Student representatives sit on all college-wide decision-making councils and committees including but not limited to:

- College Council ([IV.A.2.4](#)),
- Curriculum Committee ([IV.A.2.5](#)),
- Integrated Planning and Budget ([IV.A.2.6](#)),
- Safety Committee ([IV.A.2.7](#)), and
- Social Justice, Equity, Diversity, and Inclusion Committee ([IV.A.2.8](#)).

The Associated Student Body is recognized as a stakeholder committee per the Associated Student Board Constitution ([IV.A.2.9](#)). Additionally, a student trustee sits on the District Board of Trustees and has recently been granted the privilege of making and seconding motions and casting an advisory vote ([IV.A.2.10](#), [IV.A.2.12](#), [IV.A.2.13](#), [IV.A.2.14](#)).

Most recently, student participation in local decision-making has led to the evaluation and assessment of campus safety and security after dark. A campus lighting improvement project was initiated in Spring 2021.

A regular assessment of the local decision-making procedures occurs as is articulated in the Local Decision Making Handbook. Each council/committee is evaluated annually while senates comply with evaluation procedures as stated in their individual by-laws ([IV.A.2.15](#)).

Analysis and Evaluation

The College meets this standard through applicable board policies and administrative procedures. The Local Decision Making Handbook confirms compliance of policies and procedures and details the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. Student participation is of high priority and, as such, have a seat on all councils and committees.

IV.A.3 Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

College of the Siskiyous articulates and defines its participatory governance processes and procedures in its Local Decision-Making Handbook and through the regular review and revision of Board Policy 2510) and Administrative Procedure 2510 ([IV.A.3.1](#), [IV.A.3.2](#) [IV.A.3.3](#)). All constituencies required to participate in the governance process are identified, and their roles are defined as per Ed. Code and Title 5.

In the Local Decision-Making Handbook, the role of each committee and council is defined and roles of members are articulated to ensure constituencies are represented in decision-making processes. The primary decision-making bodies in which representative decision-making occurs are the Integrated Planning and Budget Committee and College Council. These two committees are comprised of representatives from each of the College's constituency groups. Individuals' contributions are based upon their areas of responsibility and expertise. College Council Agenda and Minutes ([IV.A.3.4](#), [IV.A.3.5](#), [IV.A.3.6](#), [IV.A.3.7](#), [IV.A.3.8](#), [IV.A.3.9](#), [IV.A.3.10](#), [IV.A.3.11](#)).

Analysis and Evaluation

College of the Siskiyous clearly articulates the scope, membership, and charge of each participatory governance committee. Furthermore, board policies and administrative procedures provide emphasis on the role of constituency groups in governance, including planning, budget development, and development of institutional policies.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board Policy 4020 and Administrative Procedure 4020 establish the responsibilities and authority of the faculty and academic administrators in determining curriculum and other student learning programs and services ([IV.A.4.1](#), [IV.A.4.2](#)). The Curriculum Committee serves as the decision-making body that provides recommendations regarding course and instructional programs through the Academic Senate to the Board of Trustees ([IV.A.4.3](#), [IV.A.4.4](#)).

When proposing new or modified programs, faculty follow Board Policy and Administrative Procedure 4020 ([IV.A.4.5](#), [IV.A.4.6](#)). The program approval process, as detailed in BP and AP 4020, has established and defined the Program Approval Process which ensures that the program is evaluated by academic administrators and is aligned with the College's mission. A similar process is in place for course approvals and is detailed in Administrative Procedure 4022 ([IV.A.4.7](#)).

Analysis and Evaluation

College of the Siskiyous' Board Policies and Administrative Procedures provide clearly articulated responsibilities and roles for faculty and academic administrators in all matters related to Program and Curriculum Development, Program discontinuance, Course Approval, and Library and Learning Support Services ([IV.A.4.8](#), [IV.A.4.9](#), [IV.A.4.10](#), [IV.A.4.11](#)).

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Institutional plans and policies are developed and evaluated throughout the participatory governance process. The process is codified and documented in the Local Decision-Making Handbook ([IV.A.5.1](#)). The handbook defines committee roles and membership, ensuring that as planning and decisions are made, diverse voices and expertise are represented throughout the process. These collaborative, participatory, and representative processes can be found in the board policies and administrative procedures, as well as in meeting materials of College Council, Academic Senate, and the Social Justice, Equity, Diversity, and Inclusion Committee ([IV.A.5.2](#), [IV.A.5.3](#), [IV.A.5.4](#), [IV.A.5.5](#), [IV.A.5.6](#), [IV.A.5.7](#)).

The two primary recommending bodies on campus are College Council and Integrated Planning and Budget Committee. The memberships of these bodies are comprised of individuals from all constituency groups on campus ([IV.A.5.8](#), [IV.A.5.9](#)). However, diverse voices are represented in

many committees, as is evidenced in the memberships of the Enrollment Management Task Force, Curriculum Committee, and Instruction Council ([IV.A.5.10](#), [IV.A.5.11](#), [IV.A.5.12](#)).

Analysis and Evaluation

The college committee structure supports institutional planning processes and the development of policies and procedures by including a variety of perspectives and through collaborative work between students, staff, faculty, and administrators. Documents such as the Institutional Master Plan, Facilities Master Plan, and Operational Plan for Technology Services are examples of products of the institutional planning process, reflecting feedback and input from constituency groups and college committees ([IV.A.5.13](#), [IV.A.5.14](#), [IV.A.5.15](#)).

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Local Decision-Making Handbook articulates processes for decision-making for the College. It specifies flow of information and proposals through college committees. Board Policy (BP) 2510 Participation in Local Decision Making and BP 3250 Institutional Planning and Evaluation define terms and concepts, including but not limited to California's 10+1, California's Educational Code, and Title 5 ([IV.A.6.1](#), [IV.A.6.2](#)). College committees post agendas, minutes, and supporting documents on webpages, monthly campus publications, weekly all-campus email updates and in the District's meeting management software platform, BoardDocs®, which provides history and context for both current and future decision making ([IV.A.6.3](#), [IV.A.6.4](#), [IV.A.6.5](#), [IV.A.6.6](#), and [IV.A.6.7](#)).

Analysis and Evaluation

The College and its committees are migrating to BoardDocs® in order to ensure that information is transparent and verifiable. Agendas and minutes of committee meetings are warehoused on the associated committee page on the college website. Additionally, members of committees communicate decisions and proposals to their constituent groups.

IV.A. 7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The Local Decision-Making Handbook defines the roles of all governance committees on campus. The handbook itself is subject to a bi-annual review. Each year, the College undergoes a process of assessment and review in order to determine alignment between the Institutional Master Plan, institutional goals, the College's mission, and, most importantly, the needs of students ([IV.A.7.1](#)). Governance councils and committees perform end-of-the-year evaluations;

the results of these evaluations are used to review and update goals for the upcoming year ([IV.A.7.2](#), [IV.A.7.3](#), [IV.A.7.4](#), [IV.A.7.5](#), [IV.A.7.6](#), [IV.A.7.7](#)). Annual reports are reviewed by the Board of Trustees each year, Administrators are evaluated using a process that incorporates a 360-degree peer evaluation as well as a self-evaluation ([IV.A.7.8](#), [IV.A.7.9](#)). The Board of Trustees also performs an annual self-evaluation as required by Board Policy and Administrative Procedure 2745, Board Self

Analysis and Evaluation

The College regularly assesses the effectiveness of its governance structure and decision-making process. This evaluative process continues to be modified as needs are identified. The reflective nature of this process has led to changes in committees' structures, composition, and scopes.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Through practice of applicable board policies and administrative procedures, the College meets this standard. The College has a clearly defined participatory governance process in which membership includes representatives from each of its constituency groups. Specifically, student participation is of high priority. Council and committee agendas, minutes/notes and associated documents are readily available on the College's website as well as in BoardDocs®. Each governance group is evaluated annually as well as administrators, classified staff, administrative support management and board members. Evaluation results are used to assess current goals and inform future goals.

Improvement Plan(s)

The College has been challenged with getting adequate student participation. The onset of COVID has exacerbated this challenge. ASB has been making efforts in recruiting new senators and increasing student engagement. As the number of face-to-face classes increase, our hope is that students will once again find interest in contributing to the campus community.

Evidence List

[IV.A.1.1](#) OER Textbook List

[IV.A.1.2](#) Zero Textbook Cost List

[IV.A.1.3](#) COS Distance Learning Webpage

[IV.A.1.4](#) AP 4105 - Distance Education

[IV.A.1.5](#) Curriculum Committee DE Addendums 1

[IV.A.1.6](#) Curriculum Committee DE Addendums 2

[IV.A.1.7](#) CARES Act Distribution

[IV.A.1.8](#) Social Justice, Equity, Diversity, and Inclusion Committee Minutes

[IV.A.1.9](#) Academic Senate Resolution

[IV.A.1.10](#) Board of Trustees Resolution

[IV.A.1.11](#) 2021 ASCCC Plenary Agenda

[IV.A.1.12](#) 2021 National Small College Enrollment Conference Agenda

[IV.A.1.13](#) 2021 Convocation and Flex Agendas

[IV.A.1.14 Local Decision Making Handbook](#)
[IV.A.1.15 Board Policy 2410 – Board Policies and Administrative Procedures](#)
[IV.A.1.16 Administrative Procedure 2410 – Board Policies and Administrative Procedures](#)
[IV.A.1.17 Board Policy 1200 - The District](#)
[IV.A.2.1 BP 2510 Participation in Local Decision Making](#)
[IV.A.2.2 AP 2510 Participation in Local Decision Making](#)
[IV.A.2.3 Local Decision Making Handbook](#)
[IV.A.2.4 College Council Membership](#)
[IV.A.2.5 Curriculum Committee Membership](#)
[IV.A.2.6 Integrated Planning and Budget Membership](#)
[IV.A.2.7 Safety Committee Membership](#)
[IV.A.2.8 Social Justice, Equity, Diversity, and Inclusion Committee Membership](#)
[IV.A.2.9 Associated Student Board Constitution and By-Laws](#)
[IV.A.2.10 BP 2015 Student Member](#)
[IV.A.2.11 AP 2015 Student Member](#)
[IV.A.2.12 BP 2105 Election of a Student Member](#)
[IV.A.2.13 AP 2105 Election of a Student Member](#)
[IV.A.2.15 Local Decision Making Handbook](#)
[IV.A.3.1 Local Decision Making Handbook](#)
[IV.A.3.2 BP 2510 - Participation in Local Decision Making](#)
[IV.A.3.3 AP 2510 - Participation in Local Decision Making](#)
[IV.A.3.4 Integrated Planning and Budget Committee Agenda/Minutes 12/15/2020](#)
[IV.A.3.5 Integrated Planning and Budget Committee Agenda/Minutes 2/5/21](#)
[IV.A.3.6 Integrated Planning and Budget Committee Meeting Agenda/Minutes 4/2/21](#)
[IV.A.3.7 Integrated Planning and Budget Committee Meeting Agenda/Minutes 5/21/21](#)
[IV.A.3.8 College Council Agenda/Minutes 12/9/2020](#)
[IV.A.3.9 College Council Agenda/Minutes 2/10/2021](#)
[IV.A.3.10 College Council Agenda/Minutes 4/28/2021](#)
[IV.A.3.11 College Council Agenda/Minutes 8/25/2021](#)
[IV.A.4.1 Board Policy 4020 - Program, Curriculum, and Course Development](#)
[IV.A.4.2 Administrative Procedure 4020 - Program, Curriculum, and Course Development](#)
[IV.A.4.3 Curriculum Committee Handbook](#)
[IV.A.4.4 Curriculum Committee Annual Training](#)
[IV.A.4.5 Board Policy 4020 Program, Curriculum and Course Development](#)
[IV.A.4.6 Administrative Procedure 4020 Program and Curriculum Development](#)
[IV.A.4.7 Administrative Procedure 4022 Course Approval](#)
[IV.A.4.8 Board Policy 4020 Program, Curriculum and Course Development](#)
[IV.A.4.9 Administrative Procedure 4021 Program Discontinuance](#)
[IV.A.4.10 Administrative Procedure 4022 - Course Approval](#)
[IV.A.4.11 Board Policy 4040 - Library and Learning Support Services](#)
[IV.A.5.1 Local Decision Making Handbook](#)
[IV.A.5.2 BP 2410 Board Policies and Administrative Procedures](#)
[IV.A.5.3 AP 2410 Board Policies and Administrative Procedures](#)
[IV.A.5.4 AP 2510 Participation in Local Decision Making](#)

[IV.A.5.5](#) College Council Minutes – BP/AP Approval
[IV.A.5.6](#) Academic Senate AP review and approval,
[IV.A.5.7](#) Social Justice, Equity, Diversity, and Inclusion Committee BP/AP Evaluation (DEI).
[IV.A.5.8](#) Integrated Planning and Budget Committee
[IV.A.5.9](#) College Council
[IV.A.5.10](#) Enrollment Management Task Force
[IV.A.5.11](#) Curriculum Committee
[IV.A.5.12](#) Instruction Council
[IV.A.5.13](#) Institutional Master Plan
[IV.A.5.14](#) Facilities Master Plan (DRAFT)
[IV.A.5.15](#) Operational Plan Technology Services
[IV.A.6.1](#) BP 2510 Participation in Local Decision Making,
[IV.A.6.2](#) BP 3250 Institutional Planning and Evaluation
[IV.A.6.3](#) Campus Connection August 2021,
[IV.A.6.4](#) Campus Connection May 2021,
[IV.A.6.5](#) Weekly Email
[IV.A.6.6](#) BoardDocs® Homepage,
[IV.A.6.7](#) BoardDocs® Homepage Meetings List
[IV.A.7.1](#) 2019-2024 Institutional Master Plan
[IV.A.7.2](#) Administrative Service Council Annual Report
[IV.A.7.3](#) Integrated Planning and Budget Committee Annual Report
[IV.A.7.4](#) College Council Annual Report
[IV.A.7.5](#) Instruction Council Annual Report
[IV.A.7.6](#) President's Cabinet Annual Report
[IV.A.7.7](#) Student Services Council Annual Report
[IV.A.7.8](#) Board of Trustees Review Campus-Wide Standing Committees Annual Reports
[IV.A.7.9](#) Administrator 360 Survey Distribution List

B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As a result of the resignation of the Superintendent/President at the start of the Spring 2021 semester, Dr. Char Perlas has assumed the position of Interim Superintendent/President of College of the Siskiyous ([IV.B.1.1](#)). With an emphasis on transparency, inclusivity, and equity, she provides leadership to maintain the College's directive in achieving its Institutional Master Plan goals ([IV.B.1.2](#)).

In ensuring and improving the quality of the institution, Dr. Perlas provides weekly email updates to the college community ([IV.B.1.3](#)). The email updates highlight recommendations

submitted via the anonymous virtual suggestion box which was implemented in Spring 2021 to allow for inclusion and acknowledgement of all campus personnel ([IV.B.1.4](#), [IV.B.1.5](#)). In addition to the updates, a monthly newsletter, Campus Connection, showcases information from each area of the college ([IV.B.1.6](#)). Furthermore, there are a number of established communication venues which allow for increased transparency, sharing of ideas and strengthening partnerships: All-College, Executive Cabinet, President’s Cabinet, and President’s Think Tank ([IV.B.1.7](#), [IV.B.1.8](#), [IV.B.1.9](#), [IV.B.1.10](#)).

Dr. Perlas works closely with the Board of Trustees as outlined in Board Policy 2430 ([IV.B.1.11](#)). Agreed upon goals between the Superintendent/President and the Board of Trustees mirror effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IV.B.1.12](#)). The Local **Decision-Making Handbook** confirms the participatory governance process which defines the Superintendent/President’s role in decision making.

Analysis and Evaluation

The Superintendent/President, delegated by the Board of Trustees, assumes primary responsibility for the quality of the institution. Through the participatory governance process, the Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President assumes responsibility to ensure that the institution’s purpose, size and complexity are aligned with its overall administrative structure. The Superintendent/President works collaboratively with the Vice Presidents and Administrative Support Management (ASM) team to ensure decisions are aligned with the Institutional Master Plan ([IV.B.2.1](#)) as well as the Facilities Master Plan ([IV.B.2.2](#)). Currently, constituent groups are in the process of revising its Strategic Enrollment Management Plan ([IV.B.2.3](#)) and Educational Master Plan. These planning documents serve to inform administrative structure decisions.

At the writing of this ISER, the College of the Siskiyou executive team consisted of an Interim Superintendent/President ([IV.B.2.4](#)), an Interim Vice President of Academic Affairs ([IV.B.2.5](#)), a Vice President of Student Services ([IV.B.2.6](#)) and a Vice President of Administrative Services/Human Resources ([IV.B.2.7](#)). The Interim Superintendent/President is the District’s Chief Executive Officer (CEO) who delegates authority to each of the vice presidents according to their responsibilities as outlined in each job descriptions.

Analysis and Evaluation

The CEO, in collaboration with the executive team and ASM, ensures that the administrative organizational structure reflects the institution's purposes, size, and complexity. Currently, the executive team consists of one Interim Superintendent/President an Interim Vice President of Academic Affairs, a Vice President of Student Success and a Vice President of Administrative Services who also serves as the Vice President of Human Resources. By Fall 2022, we anticipate having a permanent Superintendent/President and Vice President of Academic Affairs.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **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 allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

College of the Siskiyous Integrated Planning Guide establishes procedures that the CEO uses to guide institutional improvement of the teaching and learning environment (IV.B.3.1). The Integrated Planning Guide details how the College incorporates its mission, vision, Institutional Master Plan (IMP), program review, outcomes assessment, and budgeting processes into one cohesive cycle for continuous improvement.

The Local Decision Making Handbook specifies the participatory governance process used to set values, goals and priorities (IV.B.3.2). It provides an overview of each participatory governance committee, mission, and membership. Additionally, it provides the governance structure of the decision making process which ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning.

The College's institutional set-standards have been established and are documented in the ACCJC mid-term report and ACCJC Annual Reports (IV.B.3.3). They are also referenced in the Strategic Enrollment Management plan as well as aligned with the College's Institutional Master Plan goals (IV.B.3.4, IV.B.3.5).

The College's resource allocation process is established through data and research driven Comprehensive Program Reviews and initiated through Continuous Quality Improvement Proposals (CQIP) (IV.B.3.6, IV.B.3.7). In requesting resources, Faculty, staff and administrators complete a CQIP form which ensures that the request is aligned with the College's

vision/mission/Institutional Master Plan as well makes reference to the area's Program Review. CQIPs are reviewed and approved/denied by the Integrated Planning and Budget (IPB) committee ([IV.B.3.8](#)).

The Superintendent/President's Office oversees the evaluations of all participatory governance committees and distributes evaluations annually each spring ([IV.B.3.9](#)). Evaluation results are then reviewed by each participatory governance group. Results are used to assess the College's overall planning and implementation efforts to achieve the mission of the institution as well as to inform goal development for the next academic year ([IV.B.3.10](#)).

Analysis and Evaluation

Through an established collegial process, the Superintendent/President uses research and data to guide institutional improvement of the teaching and learning environment. Processes and procedures have assisted in ensuring the development of institutional set standards, reliance of high quality research and analysis for evaluation and planning, and integration of resource allocation to support student achievement and learning. The annual evaluation process, led by the Superintendent/President's office, allows the College to measure effectiveness towards achieving its mission and identifies deficiencies which are used to set goals for the upcoming year.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President has assumed the primary leadership role for accreditation. She is a member of the Accreditation Steering Committee as well as a Standard II and IV Team contributor ([IV.B.4.1](#)). During development of the Institutional Self Evaluation Report (ISER), the Superintendent/President received weekly updates from the Accreditation Liaison Officer (ALO) who also provided updates to the campus at large ([IV.B.4.2](#)). The Superintendent/President worked closely with the ALO in coordinating trainings conducted by ACCJC ([IV.B.4.3](#), [IV.B.4](#)).

In an ongoing effort to ensure that the College meets or exceeds Eligibility Requirements (ER) and Accreditation Standards, Board Meeting agenda items are aligned with applicable Accreditation Standards/ER ([IV.B.4.5](#)). In regards to Commission policies, the Superintendent/President ensured that the College made a concerted effort to solicit third-party comments by establishing a deadline for the draft ISER to be available to the public via the College website ([IV.B.4.6](#)). The draft ISER was made available to the College community on October 20, 2021 and the public for third party comment on **January 31, 2022**, 6 months in advance of the ISER due date. The remaining Commission policies are regularly revisited for

compliance in the College's Board Policy and Administrative review process which consists of faculty, staff and administrative participation.

Analysis and Evaluation

The Superintendent/President recognizes that accreditation is a college-wide responsibility and, through her leadership, ensures not only accreditation compliance but, institutional participation in maintaining compliance. Both the Accreditation Steering Committee and the Standard Teams were comprised of members from a variety of constituent groups. Use of Microsoft Teams allowed for streamlined organization of ISER Development while BoardDocs assists in keeping Accreditation Standards at the forefront of Board Meeting discussions ([IV.B.4.7](#)).

IV.B. 5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Through Board Policy 2430, the Superintendent/President assumes responsibility to assure the implementation of statutes, regulations, and governing board policies ([IV.B.5.1](#)). Furthermore, the Superintendent/President also assumes responsibility for assuring that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures ([IV.B.5.2](#)).

The Executive Team, which consists of the Superintendent/President, Vice President of Academic Affairs, Vice President of Student Services, and Vice President of Administrative Services/Human Resources, meets bi-weekly. Any new information regarding statutes, regulations and governing board policies are discussed during Executive Cabinet meetings. Additionally, any proposed changes to institutional practices are also initially vetted in Executive Cabinet prior to being discussed in President's Cabinet ([IV.B.5.3](#)). The Superintendent/President has weekly one-on-one meetings with her direct reports which provides the Superintendent/President with an additional resource to assure compliance.

The Superintendent/President is an ex-officio member of the Integrated Planning and Budget (IPB) Committee ([IV.B.5.4](#)). IPB is primarily responsible for the budget and resource allocation process. The co-Chair of the IPB Committee, the Vice President of Administrative Services, provides both the Committee and the Superintendent/President with budget updates in a consistent and timely manner ([IV.B.5.5](#)). Furthermore, budget updates are frequent agenda items on Board of Trustees board agendas ([IV.B.5.6](#)).

Efforts to ensure that statutes, regulations and governing board policies are current with Community College League of California updates, are regulated by the College's participatory governance process. Per the participatory governance flow chart located in the Decision Making Manual, board policies and administrative procedures are vetted through the governance model and final approvals are at the College Council level, which is chaired by the

Superintendent/President and then by the Board of Trustees (IV.B.5.7, [IV.B.5.8](#), [IV.B.5.9](#), [IV.B.5.10](#)).

Analysis and Evaluation

The College has established practices and procedures to ensure the implementation and currency of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The Superintendent/President provides leadership and, in collaboration with the Executive Team, ensures that decisions regarding budget and resource allocation are in alignment with the College's mission.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Working and communicating with the communities served by the institution is of high priority to the Superintendent/President. Active participation in the following organizations allows the Superintendent/President to ensure community voices are heard as well as to confirm that the College is meeting community demand:

- American Association of University Women ([IV.B.6.1](#))
- Complete College America
- Cradle to Career 4 Siskiyous ([IV.B.6.2](#))
- Foundation Board ([IV.B.6.3](#))
- LOLA (League of Local Agencies)
- North State Together
- Rotary Clubs of Siskiyou County (Weed, Mount Shasta)
- Siskiyou Health Collaborative ([IV.B.6.4](#))
- Siskiyou County Chambers of Commerce (Dunsmuir, Mount Shasta, Weed, Yreka)

The Superintendent/Presidents communicates regularly to the campus through her weekly email updates ([IV.B.6.5](#)). The email updates are also posted on the President's webpage and available to the public ([IV.B.6.6](#)). Additionally, the College's monthly Campus Connection publication includes a section from the Superintendent/President where she frequently recognizes heritage months, employee contributions, new or changes in executive leadership and upcoming diversity, equity and inclusion events ([IV.B.6.7](#)).

Analysis and Evaluation

The Superintendent/President is actively engaged in the community and attends a number of community facilitated meetings. She enthusiastically provides presentations, reports and keynotes when requested ([IV.B.6.8](#)). The Superintendent/President interacts with the press and is consistent in providing communications to the College and communities.

Conclusions on Standard IV.B. CEO

The College meets this standard through the following highlights:

- The Superintendent/President practices an Equity Centered approach to providing directive for the College to achieve its IMP goals. The IMP goals guide the development of goals for each of College plan. The CEO, in collaboration with the executive team and ASM, ensures that the administrative organizational structure reflects the institution's purposes, size, and complexity.
- Through the Integrated Planning guide and Local Decision Making Handbook, a collegial process has been developed which informs the college's values, goals, and priorities.
- The College annually submits data on institutional performance standards.
- The College's resource allocation process is established through data and research driven Comprehensive Program Reviews and initiated through Continuous Quality Improvement Proposals (CQIP).
- The Superintendent/President's Office oversees the evaluations of all participatory governance committees and distributes evaluations annually each spring.
- The superintendent/president was actively involved in the Accreditation process including development of the ISER. She was a member of the Accreditation Steering Committee as well as contributed to Standard II and IV. Board meeting agenda items are aligned with applicable accreditation standards and documented in BoardDocs.
- Through the applicable board policy, the Superintendent/President assumes responsibility to assure the implementation of statutes, regulations, and governing board policies. The Executive Team, which consists of the Superintendent/President, Vice President of Academic Affairs, Vice President of Student Services, and Vice President of Administrative Services/Human Resources, meets bi-weekly to discuss information on statutes, regulations and governing board policies.
- The College has established practices and procedures to ensure the implementation and currency of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
- The superintendent/president actively participates in a number of community organizations as well as consistently sends communications to the campus via weekly all-college emails and Campus. Connection submissions.

Improvement Plan(s)

The College is looking to stabilize its administrative team. The College is in the process of hiring a permanent superintendent/president, as well as confirming permanent positions for the following: vice president of academic affairs, dean of career technical education and dean of liberal arts, science and student success.

Evidence List

[IV.B.1.1](#) Superintendent/President Job Description

[IV.B.1.2](#) Institutional Master Plan

[IV.B.1.3 All College Email Webpage](#)
[IV.B.1.4 All College Email with Suggestion Box Response](#)
[IV.B.1.5 Virtual Suggestion Box link in mySiskiyou](#)
[IV.B.1.6 April 2021 Campus Connection](#)
[IV.B.1.7 All-College PPT](#)
[IV.B.1.8 Executive Cabinet Agenda](#)
[IV.B.1.9 President's Cabinet Agenda](#)
[IV.B.1.10 President's Think Tank Agenda](#)
[IV.B.1.11 BP 2430 Delegation of Authority to the Superintendent/President](#)
[IV.B.1.12 21-22 Superintendent/President Goals](#)
[IV.B.1.13 Local Decision Making Handbook](#)
[IV.B.2.1 Institutional Master Plan](#)
[IV.B.2.2 2020-2030 Facilities Master Plan](#)
[IV.B.2.3 19-23 Strategic Enrollment Master Plan – Draft](#) (in progress)
[IV.B.2.4 Superintendent/President Job Description](#)
[IV.B.2.5 Interim Vice President of Academic Affairs Job Description](#)
[IV.B.2.6 Vice President of Student Services Job Description](#)
[IV.B.2.7 Vice President Administrative Services Job Description](#)
[IV.B.3.1 Fall 2021 Integrated Planning Guide](#)
[IV.B.3.2 Local Decision Making Handbook](#)
[IV.B.3.3 2020 Midterm Report](#)
[IV.B.3.4 19-23 Strategic Enrollment Management Plan – In progress](#)
[IV.B.3.5 Institutional Master Plan](#)
[IV.B.3.6 Sample Comprehensive Program Review](#)
[IV.B.3.7 Sample Continuous Quality Improvement Proposal \(CQIP\)](#)
[IV.B.3.8 Integrated Planning and Budget Committee Minutes – CQIP approval](#)
[IV.B.3.9 College Council Annual Evaluation Survey](#)
[IV.B.3.10 20-21 Instruction Council Annual Report](#)
[IV.B.4.1 Accreditation Steering Committee Membership](#)
[IV.B.4.2 All-College PPT with Accreditation Update](#)
[IV.B.4.3 ACCJC Training for Employees](#)
[IV.B.4.4 ACCJC Presentation to the Board](#)
[IV.B.4.5 Board Agenda Item with Applicable Accreditation Standards](#)
[IV.B.4.6 Campus Connection Accreditation Timeline](#)
[IV.B.4.7 ISER Microsoft Teams Site](#)
[IV.B.5.1 Board Policy 2430 Delegation of Authority to the Superintendent/President](#)
[IV.B.5.2 Superintendent/President Job Description](#)
[IV.B.5.3 March 29 2021 Executive Cabinet Agenda](#)
[IV.B.5.4 Integrated Planning and Budget Membership](#)
[IV.B.5.5 May 26 2021 Integrated Planning and Budget Committee](#)
[IV.B.5.6 May 16 2021 Board of Trustees Agenda Item – Financial Reports Approval](#)
[IV.B.5.7 Local Decision Making Handbook](#)

[IV.B.5.8](#) March 31 2021 College Council Minutes – BP/AP Approval
[IV.B.5.9](#) April 20 2021 Board of Trustees Agenda – AP Review
[IV.B.5.10](#) April 20 2021 Board of Trustees Agenda – BP Approval
[IV.B.6.1](#) Sept 2019 AAUW Newsletter
[IV.B.6.2](#) March 25 2021 Cradle to Career Agenda
[IV.B.6.3](#) May 12 2021 Foundation Board Agenda
[IV.B.6.4](#) May 10 2021 Siskiyou Health Collaborative Minutes
[IV.B.6.5](#) All Campus Email Sample
[IV.B.6.6](#) All Campus Email Webpage
[IV.B.6.7](#) March 2021 Campus Connection
[IV.B.6.8](#) FIELD Graduation Program

C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Siskiyou Joint Community College District’s Governing Board of Trustees is comprised of seven locally elected officials representing areas defined in Board Policy 2010 ([IV.C.1.1](#)). There is also a student trustee seated on the Board, duly elected by the student constituency group each May. The Board of Trustees governs in accordance with the authority granted and duties defined in California Education Code 70902, as prescribed in Board Policy 2200 ([IV.C.1.2](#)). As part of an annual review and revision process ([IV.C.1.3](#)), the Board of Trustees regularly reviews and approves policies and procedures to assure the academic quality, integrity, and effectiveness of the students’ learning programs and services and the financial stability of the institution, and reflect the District’s policy of governance, current legal requirements, and sound practice ([IV.C.1.4](#)). All board policies are posted online on the District’s webpage and are accessible by the Trustees, employees, and the public ([IV.C.1.5](#)).

Analysis and Evaluation

Evidence of the Board of Trustees’ commitment to the institution’s academic quality, integrity, and effectiveness is documented in the Board’s agendas, minutes, and reports. Board policies and administrative procedures go through the participatory governance process before coming before the Board, which allows for suggestions and recommendations from the constituency groups and contributes to a well-rounded, more informed decision-making process. The Trustees are diligent in preparing for their meetings and bring pertinent questions and comments to board policy approval agenda items.

Monthly study sessions and presentations keep the Board apprised of student learning and

service area outcomes ([IV.C.1.6](#)), as well as student successes resulting from both instructional and student support efforts ([IV.C.1.7](#)). The Board regularly reviews new and revised curriculum ([IV.C.1.8](#)). Regular budget presentations ensure the Board meets its fiduciary responsibility to assure the financial stability of the District ([IV.C.1.9](#)). The Board receives and reviews monthly financial reports as part of their oversight of the District's budget and fiscal health ([IV.C.1.10](#)).

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Siskiyou Joint Community College Board has established board policies which define the Board's duties and responsibilities, code of ethics/standards of practice, and communications among board members. Board Policy (BP) 2715 outlines the high standards of ethical conduct, which includes acting as a whole when reaching consensus ([IV.C.2.1](#)). BP 2720 prohibits members of the Board from communicating amongst themselves "in order to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board ([IV.C.2.2](#))." The Board of Trustees follows the Brown Act (California Code Sections 54950-54963) and are careful to avoid conducting district business outside of scheduled board meetings. Administrative Procedure (AP) 2510 outlines the role of participatory governance in the Board's decision-making processes as well as specifies that the Board reaches decisions as a unit ([IV.C.2.3](#)).

Analysis of Evidence

Each elected/appointed trustee to the Governing Board of the Siskiyou Joint Community College District (SJCCD) participates in a comprehensive orientation as outlined in AP 2740 ([IV.C.2.4](#)). This orientation provides the newly-elected or appointed board member with valuable information and resources, as well as opportunities to meet with key District personnel to learn about the District's mission, services, and processes.

Ongoing professional development is encouraged for all board members to support them in exercising their responsibilities at the highest ethical standards and expressing their personal convictions in order to make informed decisions as a collective entity, as evidenced in BP 2200 Board Duties and Responsibilities ([IV.C.2.5](#)). The Board has participated in college-wide Brown Act trainings ([IV.C.2.6](#)). Additionally, at the March 16, 2021, Board of Trustees meeting, ACCJC Vice President Gohar Momjian provided the Board with a one-hour presentation titled: Guide to Accreditation for Governing Boards ([IV.C.2.7](#)). This presentation underscored for the Board its responsibility to act as a collective entity.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Selection

Board Policy (BP) ([IV.C.3.1](#)) and Administrative Procedure (AP) 2431 ([IV.C.3.2](#)) define the responsibility of the Board of Trustees in the selection of the CEO of the District, and clearly outline the process by which it will take place. AP 2431 dictates that the constituency groups, student body, and community will all be represented on the CEO Search Committee, ensuring an inclusive, transparent, and participatory process. It also specifies that the Committee will include representation from the Yreka campus. AP 2431 provides guidelines for the Chief Human Resources Officer for developing the screening process, search and interviews timeline, conducting interviews, reference checks, and site visits, and the final interview process. The Board of Trustees interviews the finalists and selects an individual. As noted in AP 2431, the Board of Trustees may, by a vote of action, include additional activities within the selection process, including candidate receptions, campus forums, or site visits to the campus of the finalist(s). The District has employed recruitment firms for the superintendent/president position in the past, working closely with the Chief Human Resources Officer.

Evaluation

The Superintendent/President is evaluated annually through the process detailed in Administrative Procedure 2435 ([IV.C.3.3](#)). The evaluation is based on the annual goals set by the Superintendent/President ([IV.C.3.4](#)) and the Board ([IV.C.3.5](#)). Members of the different constituent groups are included in the evaluation. This evaluation is conducted in closed session and includes not only campus feedback but a self-evaluation component. In addition to the annual evaluation, the Board has maintained a standing closed session agenda item for “Superintendent/President Performance Evaluation – Ongoing Review of Goals and Objectives.” This item allows the Board to review the Superintendent/President’s progress on established goals as well as provide feedback on performance ([IV.C.3.6](#)).

Analysis of Evidence

The monthly closed session evaluations of the President’s progress toward goals serve to strengthen communications between the Board and the Superintendent/President. They allow the Board to stay apprised of college developments and informed of interactions between the Superintendent/President and the college community. This regular review of goals and objectives not only provides the Superintendent/President with timely input and direction but gives the Board more of a real-time perspective on their employee’s performance and the opportunity to provide constructive and honest feedback.

The annual evaluations, which are conducted each summer, are developed and jointly agreed to by the Board and the Superintendent/President. The criteria for evaluation are based on Board Policy and the Superintendent/President’s job description. As stated in AP 2435, the primary goal of the evaluation is to build trust between the Board and the Superintendent/President. The evaluation survey is distributed using a 360-degree peer survey model with input from selected members of the campus community ([IV.C.3.7](#)); the results are tabulated and shared with the

Board, who then compose the evaluation summary and review it with the Superintendent/President ([IV.C.3.8](#)). The evaluation may be used in developing goals and objectives for the next academic year.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

Each trustee serving on the Siskiyou Joint Community College District (SJCCD) Board is elected by their area as a representative of their area’s interest ([IV.C.4.1](#)). Trustee elections are held every two years in even numbered years to stagger the terms of the trustees ([IV.C.4.2](#)). In accordance with BP 2105, a Student Trustee is elected by the student body each spring for a term commencing on June 1 and ending on May 31 ([IV.C.4.3](#)). The Student Trustee participates in discussion of agenda items and receives all materials the Board of Trustees receives, with the exception of closed session materials.

In 2019, the Board of Trustees established elections by trustee areas, and they are elected by the registered voters in the same trustee area. As outlined in Board Policy 2100 ([IV.C.4.2](#)), each Trustee represents one of the seven Siskiyou County areas:

- Area I: Dunsmuir, McCloud, and Castella Area
- Area II: Mount Shasta Area
- Area III: Big Springs, Butteville Union, Gazelle, and Weed Area
- IV: Yreka Area
- V: Butte Valley Unified, Delphic, Grenada, Little Shasta, Montague Tulelake, and Willow Creek Area
- VI: Scott Valley Unified, Forks of Salmon, and Sawyers Bar Area
- VII: Bogus, Fall Creek, Happy Camp Union, Hornbrook, Junction, Klamath River, and Seiad Areas

Administrative Procedures 2710, Conflict of Interest ([IV.C.4.4](#)), and 2712, Conflict of Interest Codes ([IV.C.4.5](#)), ensure that each trustee advocates for the institution’s educational quality without regard for a personal agenda or interest. Trustees cannot simultaneously hold two public offices that are incompatible. Furthermore, Board Policy 2715 ([IV.C.4.6](#)) contains the Board’s Code of Ethics, and outlines the Board’s responsibility 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, where possible, 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.

Board Policy and Administrative Procedure 2015 ([IV.C.4.7](#)) outline the terms of office, responsibilities, and privileges extended to the Student Trustee. Each spring, the Board of Trustees considers whether to afford the Student Trustee certain privileges; in April 2021, the Board agreed to extend the privileges to make and second motions and cast an advisory vote to the 2021/2022 student member ([IV.C.4.8](#)).

Analysis and Evaluation

The SJCCD Board of Trustees provides opportunities for members of the public to address the Board and participate in the business of the Board. BP 2345 provides the guidelines for public participation in direct correlation with California Government Code Sections 54954.3 and 54957.5 (CA Brown Act) ([IV.C.4.9](#)). To ensure that the Board is adequately representing its public areas, all Board of Trustees meetings are open to the public and all meetings allow for comments from the public ([IV.C.4.10](#)). Agendas, minutes and closed session actions are made available to the public and as prescribed by Brown Act ([IV.C.4.11](#)).

Prior to the meetings, Trustees review the agenda and all board materials. The Superintendent/President reaches out to each board member the day prior to the Board Meeting to determine if trustees have any questions regarding the agenda and/or documents ([IV.C.4.12](#)). These questions and responses are then brought back to the Board as a whole at the board meeting, so that all Board members have access to the same information, thus allowing for a more fully-informed voting process.

IV.C.5 The governing board establishes policies consistent with the college/district/ system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board regularly approves and adopts policies relating to the quality, integrity, and improvement of student learning programs and services. BP 2200 gives the Board the ultimate responsibility in maintaining the educational quality, legal matters and financial integrity and stability of the institution ([IV.C.5.1](#)).

The Board ensures the quality of educational programs and services by regularly reviewing and approving curriculum as well as the District's strategic plans, such as the Institutional Master Plan, Educational Master Plan, Vision for Success, and the progress of the implementation of Guided Pathways.

Reports from representatives at the Board table, which include Administrative Support Management (ASM) Senate, Academic Senate, and Classified Senate representatives, as well as leaders in other departments and areas, keep the Board apprised of efforts in these areas. Their fiscal oversight includes annual review, approval, and adoption of the District's budget. Monthly financial/budget reports inform the Board of available resources; the Board has also requested a monthly report of year-to-date legal expenses ([IV.C.5.2](#)).

Administrative Procedure 2410 outlines the timeline for reviewing each chapter of the District Board Policy Manual ([IV.C.5.3](#)). Policies are regularly reviewed and updated to maintain alignment with the College's mission. A regular rotation schedule has been established to review the seven chapters of the board policy manual ([IV.C.5.4](#)). In addition to the College's own internal rotation for review, annual updates provided by the Community College League of California's Policy and Procedure Service are reviewed and updated through the participatory governance process.

Analysis and Evaluation

The agendas of the Board's regular meetings serve as evidence of the Board's commitment to the quality of the institution. These monthly meetings provide the Board the opportunity to approve policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services, as well as the opportunity to exercise their fiduciary responsibility to ensure the College has adequate resources to support student learning and services. Board meetings regularly include study session on topics relevant to the Board's scope of responsibility, presentations from various departments and areas of the College, as well as outside entities that fall within the Board's jurisdiction and relate to the business of the District ([IV.C.5.5](#)). Additionally, individual Board members sit on Guided Pathways Pillar Committees and report back to the whole Board ([IV.C.5.6](#)).

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All board policies and administrative procedures are posted on the College of the Siskiyous Board of Trustees' webpage and are accessible by the public ([IV.C.6.1](#)). The Board's size, duties, responsibilities, structure, and operating procedures are clearly outlined in BP 2010 Board Membership ([IV.C.6.2](#)), BP 2100 Board Elections ([IV.C.6.3](#)), BP 2200 Board Duties and Responsibilities ([IV.C.6.4](#)), and BP/AP 2410 Board Policies and Administrative Procedures ([IV.C.6.5](#)).

Analysis and Evaluation

The board policies relating to the Board's size, duties, responsibilities, structure, and operating procedures can be publicly accessed on the College's website. They are reviewed and/or revised regularly. The District is currently in the process of transferring the housing of its policies and procedures to an online platform where they will be indexed and searchable.

IV.C. 7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies and procedures, as evidenced in the agendas, minutes, and resolutions of their meetings. The Board routinely reviews and/or approves all revisions of policies and procedures by majority vote at its regular meetings ([IV.C.7.1](#)). Through that assessment, the Board ensures that the policies and procedures align with the College's mission and are updated when necessary due to changes in state or federal statutes or regulations.

Analysis and Evaluation

The Board of Trustees has implemented and follows a regular review cycle of all seven chapters of the policies and procedures ([IV.C.7.2](#)), as outlined in Administrative Procedure 2410 ([IV.C.7.3](#)). In addition, the District subscribes to the Community College League of California's Policy and Procedure Service, which provides bi-annual updates alerting the District to changes in state or federal statutes or regulations relative to the mission and operations of the District ([IV.C.7.4](#)). The review and revision process is constantly being evaluated for effectiveness and efficiency.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board receives regular presentations by our Institutional Researcher who reviews key indicators of student learning and achievement as well as links the data with existing institutional plans ([IV.C.8.1](#)). The goals in the College's Institutional Master Plan ([IV.C.8.2](#)) help inform the annual development of Board goals ([IV.C.8.3](#)), which are aligned with the Chancellor's Office Vision for Success goals ([IV.C.8.4](#)). In addition, the Board receives reports on and approves drafts of plans that are either in development or are in the updating process, such as the Educational Master Plan, Facilities Master Plan and Strategic Enrollment Management Plan

[\(IV.C.8.5\)](#).

Furthermore, board members serve on Guided Pathways Pillar Teams ([IV.C.8.6](#)). Discussion and action items regarding student learning and achievement occur at the monthly Pillar Team meetings. Pillar teams are also engaged in contributing to the development of institutional plans such as the Strategic Enrollment Management Plan and the Educational Master Plan. Board members who are members of a Pillar Team are encouraged to report back to the governing board as a whole at their regular meetings.

Analysis and Evaluation

The Board of Trustees are not only informed of key indicators of student learning and achievement, but they also contribute to these conversations. The Superintendent/ President keeps the Board updated on the development of institutional plans relating to student learning and achievement and provides updates on efforts occurring in each of the College's service areas.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Per Board Policy and Administrative Procedure 2740 ([IV.C.9.1](#)), the Board is committed to its ongoing development as a governing body and to a trustee education program, which includes new trustee orientation. Board Policy and Administrative Procedures 2110 ([IV.C.9.2](#)) outline the process for filling board vacancies to provide for continuity of board membership, while Board Policy 2100 specifies a mechanism for staggered terms of office ([IV.C.9.3](#)).

Analysis and Evaluation

Newly-elected trustees are encouraged to participate in the Community College League of California's Effective Trusteeship Workshop. The District's own onboarding process for trustees, defined in AP 2740, incorporates presentations and resources from each area of the College, as well as one-on-one opportunities with key district personnel.

Each year, several board members attend the Community College League of California's Annual Trustee Conference; in November 2020, three Board members attended the first CCLC Annual Trustee Virtual Conference ([IV.C.9.4](#)). The Student Trustee is encouraged to attend the CCLC Student Trustee Annual Conference. The Board has participated in Brown Act ([IV.C.9.5](#)), Equal Employment Opportunity/Title IX ([IV.C.9.6](#)), and ACCJC trainings ([IV.C.9.7](#)).

On a routine basis, as part of their regular meeting, the Board is presented with a one-hour study session on issues and departments under the Board's jurisdiction and relative to the operations of the District, which contributes to their ongoing board education and development. There is often

additional time offered for presentations during the Board's meetings for items members of the campus community wish to share with the Board, such as updates on particular programs or opportunities for students ([IV.C.9.8](#)).

Board members serve a term of four years, as outlined in Board Policy 2100. Elections are held every two years and there are two cycles of area elections. Trustees from Areas 1, 2, and 3 are elected in one cycle, and Trustees from Areas 4, 5, 6, and 7 are elected in the other. In the instance of board vacancies, the Board follows the guidelines established in BP/BP 2110, which includes processes from California Education Code 5090 and California Government Code 1770 and 6061 ([IV.C.9.9](#)).

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

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. Board Policy 2745 outlines the evaluation process ([IV.C.10.1](#)). In March of each year, an ad-hoc committee is appointed by the Board ([IV.C.10.2](#)) to develop the process which will be used for the Board's self-evaluation as well as evaluation by representatives from the campus community and constituencies ([IV.C.10.3](#)).

Analysis and Evaluation

The results from the Board's self-evaluation and evaluation by the campus community and constituencies are used to improve board performance, academic quality, and institutional effectiveness. The summary of the evaluation is presented in a special meeting of the Board of Trustees each July ([IV.C.10.4](#)). Results are used to reflect on the past year's accomplishments and inform the development of Board goals for the upcoming academic year ([IV.C.10.5](#)).

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees upholds an ethics/standards of practice and conflict of interest codes as defined by Government Code and State and Federal Regulations and outlined in Board Policies and Administrative Procedures 2710 ([IV.C.11.1](#)), 2712 ([IV.C.11.2](#)), and 2715 ([IV.C.11.3](#)). In addition, Board Policy 2712 includes the policy for responding to behavior that violates its code; the Board implements this policy when they become aware of actual or perceived violations of the conflict of interest code or the Board's standards for ethical conduct.

Governing Board members, the superintendent/president, vice-presidents, deans, and other designated personnel complete Form 700 Statement of Interest as required by the Fair Political Practices Commission ([IV.C.11.4](#)). Other designated employees include:

- Director of Fiscal Services
- Director of Maintenance and Operations
- Director of Athletics
- Director of Information Technology
- Bookstore Supervisor
- Food Services Supervisor

All signed copies are stored in permanent files in the Superintendent/President's Office.

Analysis and Evaluation

All Trustees annually complete and sign form 700, Statement of Interest which confirms their compliance with BP 2710 Code of Ethics/Standards of Practice. Board members' interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Board is familiar with the standards for ethical conduct and with the process for handling any violations, perceived or actual. The Board has not had to utilize this process for many years, most likely due to its strong emphasis on a collegial atmosphere with mutual respect, appropriate communication, and the importance of reinforcing the role of the Board in the District's operations.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As per Board Policy 2430, 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 ([IV.C.12.1](#)). Board Policy 2430 also outlines the Superintendent/President's responsibilities and expectations. In the case where there is no applicable board policy to provide direction to the Superintendent/President, per BP 2430, the Superintendent/President has the power to act but is required to bring the decisions to review by the Board, informing the Board of the action and recommending the Board develop policy if one is required. Board Policy and Administrative Procedure 2435, Evaluation of the Superintendent/President, clearly outline the process and criteria for the annual evaluation ([IV.C.12.2](#)).

Analysis and Evaluation

The Superintendent/President performs their responsibilities as outlined in the job description ([IV.C.12.3](#)), the employment contract ([IV.C.12.4](#)), and the board policies noted above. The Board regularly conducts evaluations of the Superintendent/President at its regular monthly meetings ([IV.C.12.5](#)), which provide them the opportunity to ensure the Superintendent/President is following all relevant laws and regulations in the operation of the College, as well as monitoring progress toward the Superintendent/President's annual goals. Additionally, the Board of Trustees collaborates with the Superintendent/President when setting goals and objectives for performance at their annual goal-setting session for the next academic year ([IV.C.12.6](#)).

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports, through policy, the College's efforts to improve and excel. The Board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees receive regular updates and presentations regarding the accreditation process and the Board's responsibilities as outlined in accreditation standards. The Trustees received training from ACCJC Vice President Gohar Momjian on the Board's Responsibilities in the Accreditation Process ([IV.C.13.1](#)). Additional presentations have included the ACCJC Midterm Report ([IV.C.13.2](#)) and a one-hour accreditation update study session ([IV.C.13.3](#)). Also, each year, the Board incorporates "support of actions that demonstrate the College meets Accreditation Standards" into its annual goals ([IV.C.13.4](#)).

Analysis and Evaluation

The Board of Trustees have taken an active role in the accreditation process. Members of the Board assisted in reviewing Standard IV.C. and providing feedback. The Superintendent/President, who, at the time of the development of the Institutional Self Evaluation Report (ISER), was also serving as the Accreditation Liaison Officer, provides the Board with regular Accreditation and ISER updates ([IV.C.13.5](#)).

Conclusions on Standard IV.C. Governing Board

The College meets this standard through applicable Board Policies and Administrative Procedures. Specifically:

- As part of an annual review and revision process, the Board of Trustees regularly reviews and approves policies and procedures to assure the academic quality, integrity, and effectiveness of the students' learning programs and services and the financial stability of the institution, and reflect the District's policy of governance, current legal requirements, and sound practice.
- The governing board abides by high ethical standards and acts as a whole when reaching consensus.
- In selecting and evaluating the superintendent/president, the Board complies with procedures as detailed in Board Policy.
- The Board assumes identified responsibilities such as approving policies and procedures and ensuring that the College has the necessary resources to support student learning and services.
- The Board's size, duties, responsibilities, structure and operating procedures can be publicly accessed on the College's website.
- The Institutional Researcher provides the Board with presentations which review key indicators of student learning and achievement.
- The Board is regularly evaluated and uses evaluation results to inform future goals.
- The Board annually signs form 700 which indicates their commitment to uphold a code of ethics and conflict of interest policy.
- 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 Board of Trustees receive regular updates and presentations regarding the accreditation process and the Board's responsibilities as outlined in accreditation standards.

Improvement Plan(s)

The Board is working to select a permanent superintendent/president with the goal of a July 1, 2022 start date.

Evidence List

[IV.C.1.1](#) Board Policy 2010 – Board Membership

[IV.C.1.2](#) Board Policy 2200 – Board Duties and Responsibilities

[IV.C.1.3](#) Five-year policies & procedures review cycle

[IV.C.1.4](#) Board of Trustees 4-07-20 - Approval of policies and procedures

[IV.C.1.5](#) Policies and Procedures page on the College of the Siskiyous website

[IV.C.1.6](#) Study session related to service area (student services)

[IV.C.1.7](#) Study Session related to student learning (instruction)

[IV.C.1.8](#) Board of Trustees 4-20-21 Item 11.6 & Minutes - Approval of new curriculum

[IV.C.1.9](#) Board of Trustees Agenda and Minutes with 2021/2022 Budget Presentation

[IV.C.1.10](#) Board meeting minutes – May 18, 2021 – Monthly staff and fiscal reports

[IV.C.2.1](#) BP 2715 Code of Ethics/Standards of Practice

[IV.C.2.2](#) BP 2720 Communication Among Board Members

[IV.C.2.3](#) AP 2510 Participation in Local Decision Making

[IV.C.2.4](#) AP 2740 Board Education

[IV.C.2.5](#) BP 2200 Board Duties and Responsibilities

[IV.C.2.6](#) Brown act training presentation, November 2019

[IV.C.2.7](#) ACCJC Board of Trustees Training Presentation

[IV.C.3.1](#) BP 2431 Superintendent/President Selection

[IV.C.3.2](#) AP 2431 Superintendent/President Selection

[IV.C.3.3](#) AP 2435 Evaluation of the Superintendent/President

[IV.C.3.4](#) Superintendent/President Goals 2019/2020

[IV.C.3.5](#) Board of Trustees Goals

[IV.C.3.6](#) Board of Trustees Agenda with Closed Session Agenda Items

[IV.C.3.7](#) 360-Degree Peer Survey, 2019/2020

[IV.C.3.8](#) Board of Trustees Agenda and Minutes including Superintendent/President Evaluation

[IV.C.4.1](#) Siskiyou Joint Community College District Trustee Area map

[IV.C.4.2](#) BP 2100 Board Elections

[IV.C.4.3](#) BP 2105 Election of Student Members

[IV.C.4.4](#) AP 2710 Conflict of Interest

[IV.C.4.5](#) AP 2712 Conflict of Interest Codes

[IV.C.4.6](#) BP 2715 Code of Ethics/Standards of Practice

[IV.C.4.7](#) BP/AP 2015 Student Members

[IV.C.4.8](#) April 2021 Board meeting materials – Student trustee privileges

[IV.C.4.9](#) BP/AP 2345 Public Participation at Board Meetings

[IV.C.4.10](#) Board meeting materials – Public Comment

[IV.C.4.11](#) BoardDocs meeting management platform

[IV.C.4.12](#) Email to trustees prior to board meeting – July 19, 2021

[IV.C.5.1](#) BP 2200 Board Duties and Responsibilities

[IV.C.5.2](#) Board meeting minutes May 18, 2021 – Monthly staff and fiscal reports

[IV.C.5.3](#) BP/AP 2410 Board Policies and Administrative Procedures

[IV.C.5.4](#) Policy and procedures review rotation cycle

[IV.C.5.5](#) Study Session agendas

[IV.C.5.6](#) Guided Pathways Pillar membership lists

[IV.C.6.1](#) College of the Siskiyous website – Policies and Procedures

[IV.C.6.2](#) BP 2010 Board Membership

[IV.C.6.3](#) BP 2100 Board Elections

[IV.C.6.4](#) BP 2200 Board Duties and Responsibilities

[IV.C.6.5](#) BP/AP 2410 Board Policies and Administrative Procedures

[IV.C.7.1](#) Board Meeting materials – Review of Board Policies and Administrative Procedures

[IV.C.7.2](#) BP/AP 5-year rotation

[IV.C.7.3](#) AP 2410 Board Policies and Administrative Procedures

[IV.C.7.4](#) League Subscriber Services Update Overview

[IV.C.8.1](#) Institutional Research Presentation to the Board - Data and Demographics

[IV.C.8.2](#) Institutional Master Plan 2019-2024

[IV.C.8.3](#) Board Goals

[IV.C.8.4](#) Vision For Success Goals

[IV.C.8.5](#) Jan. 19, 2021, Board Strategic Enrollment Management Study Session

[IV.C.8.6](#) Pillar Team Membership

[IV.C.9.1](#) BP/AP 2740 Board Education

[IV.C.9.2](#) BP/AP 2110 Board Vacancies

[IV.C.9.3](#) BP 2100 Board Elections

[IV.C.9.4](#) Board of Trustees Minutes – Nov. 17, 2020, Agenda Item 9.3

[IV.C.9.5](#) Board of Trustees Minutes – Brown Act training

[IV.C.9.6](#) Board of Trustees Minutes – EEO/Title IX training

[IV.C.9.7](#) Board of Trustees Minutes – ACCJC training

[IV.C.10.1](#) BP 2745 Board Self-Evaluation

[IV.C.10.2](#) Board meeting materials, 3-16-21 – Selection of committee for self-evaluation process

[IV.C.10.3](#) 2021 Self-Evaluation Instruments

[IV.C.10.4](#) Board minutes which include evaluation results

[IV.C.10.5](#) Board minutes (draft), July 17, 2021 - Goal-setting discussion

[IV.C.11.1](#) BP/AP 2710 Code of Ethics/Standards of Practice,

[IV.C.11.2](#) BP/AP 2712 Conflict of Interest Codes

[IV.C.11.3](#) BP 2715 Code of Ethics/Standards of Practice

[IV.C.11.4](#) Form 700 – list of required submitters

[IV.C.12.1](#) BP 2430 Delegation of Authority to the Superintendent/President

[IV.C.12.2](#) BP/AP 2345 Evaluation of the Superintendent/President

[IV.C.12.3](#) Superintendent/President job description

[IV.C.12.4](#) Superintendent/President contract

[IV.C.12.5](#) Board meeting materials, Aug. 6, 2020, Superintendent/President evaluation

[IV.C.12.6](#) Board minutes which include evaluation outcomes

[IV.C.13.1](#) 3-16-21 ACCJC Board Training

[IV.C.13.2](#) Board of Trustees presentation – Feb. 4, 2020 - ACCJC Midterm Report

[IV.C.13.3](#) Board of Trustees presentation – Dec. 15, 2020 - Accreditation Study Session

[IV.C.13.4](#) Board of Trustees Goals – 2020/2021

[IV.C.13.5](#) 3-02-21 Email update to the Board

D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

This Standard is not applicable, as College of the Siskiyous is the only college in the Siskiyou Joint Community College District.

**QUALITY
FOCUS
ESSAY**

H. Quality Focus Essay

Introduction of Projects

[insert response]

Anticipated Impact on Student Learning and Achievement

[insert response]

Outcome Measures

[insert response]

Action Plan(s)

[insert plan for each project]

Activity	Responsible Party	Resources	Timeline