EVALUATION REPORT

College of the Siskiyous
Weed, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that
Visited College of the Siskiyous from March 1st-4th 2010

William Duncan IV, Chair

College of the Siskiyous
Visiting Team Roster
March 2010

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Superintendent/President
Taft College

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SUMMARY OF EVALUATION REPORT

INSTITUTION: College of the Siskiyous

DATES OF VISIT: March 1st to 4th 2010

TEAM CHAIR: William Duncan, IV, Superintendent/President Taft
                                 College

A nine-member accreditation team visited College of the Siskiyous from March 1st to March 4th, 2010, to assess how well the college is meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, provide recommendations to assure quality and encourage institutional improvement, and submit recommendations to the ACCJC regarding the status of the college.

The team chair and assistant conducted a pre-visit to COS on January 26th, 2010, to meet with the COS president and discuss logistics for the upcoming site visit. They toured the campus, visiting several buildings.

The visiting team prepared for the visit by attending an ACCJC all-day training session on February 3rd, 2010, and by studying ACCJC materials prepared for visiting teams. The chair attended an all-day training session for accreditation site visit chairs on November 24th, 2009.

Prior to the visit, team members carefully read the college's Self Study Report, 2007 Focused Midterm Report, recommendations from the 2004 visiting team, and began reviewing online and digital evidence provided by the college. The team members were assigned to two or more of four committees, one each for the four ACCJC standards. Each committee was comprised of one lead member and two or three additional members. Team members completed written evaluations of the Self Study Report and began identifying areas for further investigation. On the day before the formal start of the visit, the team members met at the college to review and discuss evidence provided by the college, and review other materials submitted to the ACCJC since its last accreditation site visit in 2004.

During the visit, the team continuously met with numerous faculty, staff, administrators, Board of Trustees members, and students. Five of the team members visited the off-campus center in Yreka. Two open forums were held to allow participation from any individuals who wished to participate, one in Yreka and one at the main campus in Weed. A third open forum was conducted for students at the Weed campus.

The Self Study Report was posted online and mailed to visiting team members about 30 days prior to the site visit. The team felt the Self Study Report was well written and organized, with some inconsistencies that needed to be clarified during interviews with campus faculty and staff. The college was well prepared for the site visit and was accommodating in meeting requests for additional information and interviews.

Commendations

1. Planning Days

The college is commended for the twice-a-year college-wide Planning Days and the direct role they play in promoting dialogue and effecting positive change at COS (IB.1, IB.4, IVA.1, IVA.2.A).

2. Advanced Technology

The college is commended on its proactive use of advanced technology to support the delivery of programs and services to students regardless of location. This investment in advanced video conferencing and other distance learning methodologies demonstrate its commitment in reaching its geographically remote student population (IIA.1.b, IIIC.1.b).

3. Improved Facilities

The college is commended on its commitment to the development of new green-building facilities that are improving the environment in which students learn. In particular the team commends the college on its development of Career and Technical Education facilities and its foresight in preparing students for jobs in this region (IIA.2.f, IIA.3, IIIB.1.a, IIIC.1.a).

Recommendations

1. Research Capacity

In order to fully comply with the standards, the team recommends the college increase the research capacity of the institution to conduct the college's research agenda, to assist college staff with the use of research-based information in decision-making, and to ensure that the college's planning and resource-allocation processes are infused with relevant and timely information on the effectiveness of the institutional practices and student learning (IB.2, IB.3, IB.6, IIA.1.C, IIB.4, IIIA, IIIB, IIIC, IIID.3, IVB.2.B).

2. <u>Program Review</u>

In order to fully comply with the standards, the team recommends that all college departments and programs complete the annual program review and strengthen its linkages to the college's planning and resource allocation processes. The team further recommends that the college make its mission statement and detailed student achievement and student learning data central in the dialogue and reflection that informs the program review, institutional planning, and all college decision-making processes (IB.1 – 7, IIA.2, IIB.3, IIB.4, IIC.2).

3. <u>Evaluation</u>

In order to fully comply with the standards, the team recommends the college conduct regular, rigorous and inclusive evaluation(s) of its participatory governance, program review, and planning processes. The results of the evaluation(s) should be broadly communicated to the campus community and the Board of Trustees, and the evaluation results should be central to process improvement (IB.1, IB.3, IB.6, IIC.2, IVA.5).

4. <u>Assessment of Student Needs</u>

In order to fully comply with the standards, the team recommends the college conduct regular, systematic evaluations of its students' learning and support needs and of the campus environment in regards to diversity and ensure that instruction and support services meet those identified needs, regardless of location (IIA.1.b, IIA.2.d, IIA.3.C, IIB.3.a, IIB.3.D, IIB.4).

5. <u>Student Learning Outcomes</u>

The team recommends the college build on its recent efforts to reach a proficiency level in the development and assessment of student learning outcomes by 2012 and establish a timeline to do so. Specifically, the team recommends that the college:

- Complete the development of student learning outcomes for all courses and programs, including basic skills and distance education, and all learning support and student services programs
- Develop and implement timelines for the continuous and regular assessment of all course, program and institutional student learning outcomes
- Use those assessments as occasions for regular dialogue about improving learning at the college
- Link evidence of SLO assessment to planning and resource allocation.

(IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.f, IIA.2.i, IIA.3, IIB)

6. <u>Library and Learning Support Services</u>

In order to fully comply with the standards, the team recommends the college evaluate library and learning support services staffing to provide adequate student access and support at all locations and for all delivery methods and maintain sufficient physical and electronic materials to enhance student learning (IIC.1.a, IIC.1.b, IIC.1.c).

7. <u>Strategic Plan</u>

In order to fully comply with the standards, the team recommends the college's new strategic plan fully integrate human resources, facilities, technology, and financial resources to support the college's short- and long-range needs (IIIA.6, IIIB.2, IIIC.1.c, IIID.1.a).

8. <u>Ethics Policies</u>

In order to fully comply with the standards, the team recommends the college develop ethics policies for all staff (IIIA.1.d).

9. <u>Updated Board Policies and Procedures</u>

In order to fully comply with the standards, the team recommends the college establish a timeline and specific responsibilities for completing the remaining Administrative Procedures that support the recently revised Board Policies (IVB.1.e).