Assessment of 2012-2015 Strategic Plan

Executive Summary

Shasta College’s 2012-2015 Strategic Plan is a critical component of the integrated planning cycle at Shasta College. It is the short-term planning document derived from the 2012-2030 Educational Master Plan and the Institutional Goals. The role of the Strategic Plan in the College’s integrated planning cycle is outlined in the Integrated Planning Manual.

The purpose of the Strategic Plan is to provide a framework for the institutional goals outlined in the Educational Master Plan and the strategies necessary to achieve and assess these goals. Additionally, the Strategic Plan is rooted in evidence-based research practices that will assist in informing institutional decision-making and effectiveness. This document summarizes the past and ongoing campus-wide efforts conducted by Shasta College to fulfill the objectives of the 2012-2015 Strategic Plan.

Overall, as evidenced in the following report, Shasta College had great success in achieving stated goals. Activities that were not completed during this cycle, but that remain a high priority, include the following:

- Identification of enrollment patterns for students in outlying areas (2.2c; 2.2d).
- Assessment of new and innovative technology-enabled student support services (2.3b). Note: Services were identified, but not fully implemented or assessed.
- Redesign of campus website (2.3c).
- Analysis of increase in civic engagement activities in classrooms (3.2a; 3.2b).
- Development and implementation of a plan to make civic and community engagement activities financially self-sustaining (3.2c and 3.2d) Note: Discussion regarding this objective took place, but a plan was not developed.
Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the number of students completing associate degrees and certificates each academic year by five percent.

Activity 1.1a

Identify best practices for increasing the number of students completing degrees and certificates.

The increase in Associate Degrees for Transfer (ADT) has been beneficial as a means to increase the number of students completing degrees, since an ADT confers an admission priority to certain CSUs as well as a guarantee of junior status in certain programs. We are working on a plan to better publicize the ADTs to prospective and current students.

The focus of dual enrollment at the high schools has included CTE (Career and Technical Education) and general education courses. The CTE courses are linked to certificates with the intent to increase the number of students who enter the college with units toward a CTE certificate (or degree). General education courses help students get a start towards their general education requirements and address remedial education needs, thereby eventually increasing the number of completers at Shasta College.

In addition, automating student transcripts combined with a case management approach to counseling will also ensure increased awareness of degree/certificate requirements and reduced time to degree.

The results of all of these efforts have led to an increase in degrees and certificates awarded at Shasta College. As documented in the California Community College Data Mart, Shasta College awarded 799 degrees and certificates in 2011-2012; 830 in 2012-2013; 910 in 2013-2014; and, 997 in 2014-2015. This does translate to at least a 5% increase each year, thereby meeting our Institutional Objective for 1.1.
Activity 1.1b

Implement at least three best practices for increasing the number of students completing degrees and certificates, and assess results.

Best practices include:

1. First Year Experience (Cohort model) for students entering college including comprehensive orientation, team building and case management support by counselors.
2. Dual Enrollment in high schools which will address remedial needs while engaging student in a college course sequence.
3. CTE (Career and Technical Education) pathways that engage students early on and promote clear pathways towards an industry-focused degree or certificate.
4. Restructuring remedial education sequence in math and English to reduce time in below-transfer level courses.

Assessments of strategies are currently underway.

Activity 1.1c

Gain Chancellor’s office approval for at least 3 AA-T or AS-T degrees per year for 3 yrs.

Between 2012 and 2015, Shasta College gained 11 Associate Degrees for Transfer (ADTs). In 2012, Shasta College gained approval for two Associate of Science for Transfer (AS-T) degrees in Business Administration and Early Childhood Education. The 2013 year brought in Associate of Arts (AA-T) for Transfer degrees in Studio Arts, Psychology, Kinesiology, and Theatre Arts, and 2014 gained AA-T degrees in English, Sociology, Philosophy, Communications and Music, and AS-T degrees in Physics and Geology. Shasta College continues to work with the Chancellor’s Office and other entities to gain approval for additional ADTs. See Table 1 below for the list of degrees and dates they were added. In addition, Shasta College has been diligently working on the addition of a baccalaureate degree in Health Sciences.

Table 1. Associates Degrees for Transfer.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Degree Title</th>
<th>Date Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-T</td>
<td>Business Administration</td>
<td>8/1/2012</td>
</tr>
<tr>
<td>AS-T</td>
<td>Early Childhood Education</td>
<td>8/1/2012</td>
</tr>
<tr>
<td>AS-T</td>
<td>Administration of Justice</td>
<td>8/1/2013</td>
</tr>
<tr>
<td>AA-T</td>
<td>Studio Arts</td>
<td>8/1/2013</td>
</tr>
<tr>
<td>AA-T</td>
<td>Psychology</td>
<td>8/1/2013</td>
</tr>
<tr>
<td>AA-T</td>
<td>Kinesiology</td>
<td>8/1/2013</td>
</tr>
<tr>
<td>AA-T</td>
<td>Theatre Arts</td>
<td>8/1/2013</td>
</tr>
<tr>
<td>AA-T</td>
<td>Sociology</td>
<td>7/3/2014</td>
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<tr>
<td>AA-T</td>
<td>Philosophy</td>
<td>7/3/2014</td>
</tr>
<tr>
<td>AA-T</td>
<td>Communications</td>
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<tr>
<td>AA-T</td>
<td>English</td>
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<tr>
<td>AA-T</td>
<td>Music</td>
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<td>AS-T</td>
<td>Physics</td>
<td>8/1/2014</td>
</tr>
<tr>
<td>AS-T</td>
<td>Geology</td>
<td>4/21/2015</td>
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</table>
Activity 1.1d

*Increase the persistence rate from fall to spring and from fall to fall by two percent each year.*

The persistence rate at Shasta College did not increase from fall to spring nor from fall to fall. Therefore, this activity goal was unmet. However, below you will find analytical results of Shasta College’s persistence rates which show an overall upward trend over the last ten years.

Persistence is defined as a student enrolled at census in one term and enrolled at census in a following term. Persistence can be fall to spring, spring to fall, or even fall to fall. Persistence counts students enrolled in subsequent terms regardless of “stopping out” or taking a semester off. The following data shows the number and percent of all students enrolled at census, starting with a primary term and tracking them over time regardless of stop outs, completion, transfer, or other reasons students do not return.

In the table below, F = Fall, S = Spring, and U = Summer. This update explores term to term persistence period beginning with an initial term of Fall 2005 through Fall 2015.

Fall enrollments average just over 10,000 students (10,109), between Fall 2005 and Fall 2015. On average, 65.3% of students who were enrolled in the fall semester return the following primary term (spring). Persistence rates vary from 61.8% (Fall 2006) to 68.5% (Fall 2012 and Fall 2013) for that first semester. Only 13.2% on average enroll the following summer, while 43.8% on average return the following fall.

The persistence rate for Fall 2012 to Spring 2013 enrollment was 68.5%. Of the students enrolled in Fall 2012, 43.9% persisted to the Fall 2013 enrollment. Of the Fall 2013 students, 44.5% enrolled in the Fall 2014 semester, an increase in 0.6% from the Fall 2012 to Fall 2013 persistence rate. The persistence rate for Fall 2013 to Spring 2014 was also 68.5%, the same as the rate for Fall 2012 to Spring 2013. In Fall 2014, 67.7% enrolled in spring 2015, with 43.7% of these students persisting through Fall 2015, a drop of 0.8% from the Fall 2013 to Spring 2014 persistence rate. See Table 2 below.

The persistence rates at Shasta College are below the statewide level as reported above. Additionally, the persistence rates did not increase by 2% as hoped for, but instead remained somewhat static. Shasta College is examining strategies to improve in this area, but also realize that we must better examine how we measure persistence. Currently, we include all programs in our persistence calculations, including programs that are only designed for one year involvement (one year certificates, College Connections, etc.). This would not account for our lack of increase at Shasta College because our methodology has been constant, but it can inform our relation to the statewide rates where these programs are not always included.
Table 2: Persistence Rates for All Students in Fall Cohorts

<table>
<thead>
<tr>
<th>Starting Term</th>
<th>Cohort Size</th>
<th>F</th>
<th>S</th>
<th>U</th>
<th>F</th>
<th>S</th>
<th>U</th>
<th>F</th>
<th>S</th>
<th>U</th>
<th>F</th>
<th>S</th>
<th>U</th>
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<tr>
<td>2005F</td>
<td>9,847</td>
<td>100.0%</td>
<td>63.2%</td>
<td>13.8%</td>
<td>43.9%</td>
<td>37.3%</td>
<td>10.1%</td>
<td>28.7%</td>
<td>25.1%</td>
<td>7.0%</td>
<td>21.2%</td>
<td>19.5%</td>
<td>5.7%</td>
<td>15.3%</td>
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<tr>
<td>2006F</td>
<td>10,252</td>
<td>100.0%</td>
<td>61.8%</td>
<td>14.7%</td>
<td>43.9%</td>
<td>37.5%</td>
<td>9.8%</td>
<td>28.6%</td>
<td>26.0%</td>
<td>7.3%</td>
<td>20.0%</td>
<td>16.9%</td>
<td>3.3%</td>
<td>13.9%</td>
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<tr>
<td>2007F</td>
<td>10,907</td>
<td>100.0%</td>
<td>62.5%</td>
<td>14.5%</td>
<td>43.9%</td>
<td>39.1%</td>
<td>10.1%</td>
<td>28.7%</td>
<td>23.7%</td>
<td>4.6%</td>
<td>18.5%</td>
<td>16.8%</td>
<td>2.7%</td>
<td>12.8%</td>
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<td>2008F</td>
<td>11,487</td>
<td>100.0%</td>
<td>64.9%</td>
<td>15.6%</td>
<td>44.1%</td>
<td>35.9%</td>
<td>6.9%</td>
<td>26.6%</td>
<td>23.6%</td>
<td>3.7%</td>
<td>17.1%</td>
<td>14.5%</td>
<td>3.0%</td>
<td>11.7%</td>
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<td>2009F</td>
<td>11,708</td>
<td>100.0%</td>
<td>62.1%</td>
<td>11.8%</td>
<td>4.1%</td>
<td>36.3%</td>
<td>5.5%</td>
<td>25.3%</td>
<td>21.1%</td>
<td>3.8%</td>
<td>13.9%</td>
<td>11.2%</td>
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<tr>
<td>2010F</td>
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<td>10.4%</td>
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<td>2011F</td>
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<td>10.7%</td>
<td>42.9%</td>
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<td>2012F</td>
<td>9,041</td>
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<td>12.9%</td>
<td>43.9%</td>
<td>37.3%</td>
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<td>13.6%</td>
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<td>17.0%</td>
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<td>2014F</td>
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<td>67.7%</td>
<td>13.7%</td>
<td>43.7%</td>
<td>38.4%</td>
<td>8.5%</td>
<td>27.6%</td>
<td>24.0%</td>
<td>5.0%</td>
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<td>2015F</td>
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<td>100.0%</td>
<td>67.0%</td>
<td>10.0%</td>
<td>43.8%</td>
<td>37.4%</td>
<td>8.1%</td>
<td>27.0%</td>
<td>23.6%</td>
<td>5.1%</td>
<td>17.8%</td>
<td>15.9%</td>
<td>3.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Activity 1.1e

Systematically evaluate CTE curriculum to create stronger pathways to degrees and certificates.

“Stronger pathways” in CTE indicate guided coursework directly linked to employability in high-need CTE fields. This necessarily implies stronger connections with employers and aligned curriculum meeting the employer needs. Consequently, completion cannot be strengthened without employer involvement. In 2014, the EWD (Economic and Workforce Development) division refocused on Deputy Sector Navigator (DSN) areas that tie into local employment, and the DSNs work with faculty to support curricula updates and alignment to industry standards. The college also made the decision to terminate involvement with the Small Business Development Center (SBDC) grant in order to concentrate on grants such as Career Pathways that are more closely related to our CTE programs.

The work of the Career Pathways Grant includes integrating academic and career-focused curriculum and developing work-based learning opportunities for our 10 partner schools. It offers evidence-based, high-quality career pathway curricula using models from around the state, such as Get Focused Stay Focused and The Health and Science Pipeline Initiative (HASPI). In 2015, we have increased our dual enrollment at every local high school, expanded concurrent enrollment opportunities, and promoted the important conversations between high school and college instructors. Based upon information gleaned from these new relationships, students will be better prepared for both college and careers.

These efforts are ongoing and more will be added over the next few years. At the same time, deans and faculty are always reflecting on CTE degrees and certificates to ensure relevancy for employers and the labor market. Additionally, a survey of 548 Shasta College students who earned a vocational certificate of 6 or more units or a vocational degree in 2012-2013 was conducted in the
summer of 2014 to evaluate the effectiveness of CTE programs. About 42% of respondents indicated their primary reason to attend Shasta College was to earn a certificate or degree, but not to transfer. Eighteen students (7.3%) indicated they wanted to update job skills or were attending for personal enrichment. The majority of students reported feeling satisfied (33.7%) or very satisfied (60.6%) with the education and training they received at Shasta College for an overall satisfaction rate of 94.3%.

Currently employed respondents were asked how closely related their job is to their field of study at Shasta College. Two-thirds (66.7%) indicated they were working in the same field as their studies and training, and one-third (31%) indicated their job is not related to their studies. Of those respondents who engaged in a job search after finishing their studies, 76% reported finding a job and 24% were still looking (the remaining respondents were not looking or were already employed). Of those with a successful job search, 91.9% found a job within six months (72.1% within three months). Figure 1 displays current employment status of certificate/degree completers/respondents.

Before earning a degree or certificate, 35.4% of respondents worked full-time. After earning a degree or certificate, 45.1% reported working full-time, as represented in Figure 2.

The hourly wage of completers increased 32.8% from before their studies ($14.35) to their hourly wage after completing a degree/certificate ($19.06). See Figure 3 below.

The results of the survey show that earning a certificate or degree is related to positive employment outcomes. After graduation, a majority of certificate/degree completers are employed, with two-thirds (67%) working in the same field as their studies, and 45% working full time. On average, certificate/degree completers posted a 33% increase in their hourly wage after earning their credential and the vast majority were satisfied with the education and training they received at Shasta College (2014).

Figure 1. Current Employment Status of Respondents.

![Figure 1](image-url)
Figure 2. Work status of Respondents Before Studies/Training and After Earning a Degree/Certificate.

- Full time (40 or more hours per week): Before 35%, After 45%
- Part time (20 to 39 hours per week): Before 24%, After 20%
- Part time (less than 20 hours per week): Before 6%, After 7%

Figure 3. Increase In Respondent Earnings From Before Studies and Training to After Earning a Degree or Certificate.
Institutional Goal 1.2

*Increase the number of first-time students who transfer and/or are transfer prepared so that the District’s transfer rate exceeds the state-wide average for California community colleges as reported in the ARCC report.*

**Activity 1.2a**

*Identify best practices to facilitate student transfer.*

1) **AAT/AS Transfer Degrees**
   
   Support and expand the AAT/AS transfer degrees. In collaboration with the Instructional Office, faculty continues to develop and promote our transfer degrees. Additionally, articulation to the four year institutions will be well advertised to the high schools and community through our Enrollment Management Committee.

2) **Technology Enhancements**
   
   a) Electronic Transcripts (E-Tran). In June 2012 a total of 662 transcripts were processed, of which 279 went to CSU’s or UC’s. Therefore, 42% of the outgoing transcripts have the potential to use E–Tran submission to our partnering four year institutions. The ease of sending transcripts electronically will also result in long-term cost savings in supplies and labor. E-Tran is affordable at $5,965.00 annually.

   b) Ongoing development of an online degree audit report system/automated educational planning tool that students can use to degree shop and run various transfer possibilities including degree requirements for each institution. Initial estimates for Ellucian’s software is $40,000 and $18,000 annually.

   c) Academic Works – In spring 2012, 1,563 scholarship applications were submitted, but 508 applications were disqualified due to incompleteness. The use of an online scholarship database will eliminate a cumbersome paper-packet process to an online scoring system while safeguarding applicant information, and it will create a more user-friendly and accurate scholarship process for students. With more students being awarded scholarships, we will eliminate potential socioeconomic roadblocks to transfer and degree completion. AcademicWorks software initial cost is $6000 and $6500 annually.

   d) **IT Position** - The creation of a full-time technology position dedicated to Student Services (in addition to our current support level) directly connects to each technology upgrade listed in #2. Costs are ongoing at $53,027 annually.
3) **Incoming Transcript Evaluation**  
The District is working on a consistent and accurate process for transcript evaluation. Transcript evaluation is critical in students reaching their transfer goals. Our Datatel program has the capabilities to record a student’s incoming transcript information, but the module is not being used due to lack of resources. The current process for transcript evaluation is done manually and performed by several A&R department employees when a student applies for their degree. To accurately and consistently evaluate transcripts, we will need to fully utilize the transcript evaluation module in Datatel.

4) **Full-Time Transfer Center Assistant**  
We are working on expanding the transfer functions that our college can offer to increase our overall transfer rates. Currently, the district has one part-time Transfer Center employee that is divided equally between the Career Center and the Transfer Center, thus giving each department only .25 FTE which is well below the state average. Employing a full-time Transfer Center Assistant to perform much needed transfer services such as field trips, orientations, advertising to local area high schools, transfer topics workshops, and overall creating a college-going culture could significantly improve transfer rates. Studies have shown that community colleges with the highest transfer rates have a fully staffed Transfer Center. Increasing the Transfer Center Assistant from part time to full time is estimated at $35,200.

**Activity 1.2b**

*Implement and/or expand successful student transfer practices and assess results.*

**Update on E-Tran:**  
Due to excellent collaboration between Student Services and IT, this process is currently functioning as designed. In the brief period of operation, it has sped up the sending and receiving of electronic transcripts instead of the manual printing and mailing while delivering a higher level of security between colleges. We anticipate that electronic transcripts will reduce costs associated with staff, paper and mailing. The system is fully implemented. However, until other institutions are able to implement the same system, we will not be able to gauge how many transcripts we are able to send and receive.

Additionally, the district has partnered with Credentials, Inc. to automate the transcript ordering process. Currently, the majority of transcripts are processed automatically which has allowed Admissions and Records staff to focus on other processes such as transcript evaluation. The district currently accepts transcripts from other colleges through E-Tran.
Update on Degree Audit:

**Background:** Degree Audit improves the college’s advisory services to students, ensures that students stay on track in their educational program, and facilitates review of alternate degree programs. Degree audit serves as the foundation of the *Colleague Student Planning* solution (software package used by the college). The Degree Audit software is currently used to process virtually all degree applications. The software continues to be refined and updated to reflect current catalog years. This software continues to serve as the foundation for a student planning solution which remains in the pilot stage.

**Results:** The Degree Audit software has reduced degree evaluation processing time by half. Through the last cycle (2013-2014 academic year), 75% of degree applications (n= approx. 550) were processed through this software.

Update on IT Position:
The Student Success and Support Program plan currently supports 1.95 IT positions which have been filled.

Update on Transcript Evaluation:
Admissions and Records Technicians have been identified to work on this process. These Technicians continue to work on mapping the transcript evaluation workflow process.

Update on Full Time Transfer Center Assistant:
A part-time Student Success Facilitator was hired in 2015 to support Transfer Center activities.

**Activity 1.2c**

*Increase the number of students who complete a transfer level math course in their first year of study by five percent over three years.*

**Actions taken to increase the rate are:**

**Placement/curriculum:**
- Spring 2013/Fall 2013: Validated math placement test and made changes in cut scores.
- Fall 2013/Spring 2014: Successfully offered an accelerated basic skills math course, Math 260, which enables students to move into higher level math one semester earlier.
- Fall 2013: Began regularly assessing SLOs for STU-310 (general supervised tutoring course used at all the learning centers).
- Spring 2014: Submitted application for the Path2Stats program which will develop curriculum for a stats-based alternative to current graduation requirement (trained faculty and began offering Stats 114 in Fall 2015).
- Fall 2015: Implemented Path2Stats program and Math My Way curriculum to increase success in the basic skills pathways and reduce time to degree.
### Staffing:
- Fall 2012 to Fall 2014: Hired four new math faculty who specialize in basic skills math. Piloted Math Camp to support student success before courses begin.
- Spring 2014: Hired an Administrative Assistant of Foundational Skills and the Learning Centers to focus on improving the operations of the Math Lab and other learning centers.
- Summer 2014: Associate Dean position for Foundational Skills was hired to focus on basic skills courses and increase academic supports in the English and math classes and the Writing Center and Math Lab.
- Fall 2014: Math faculty member stationed in Math Lab and focuses half her time on improving math success and retention rates.
- Spring 2015: Curriculum for Path2Stats and Math My Way approved.
- Fall 2015: Courses piloted.

### Results:
A research brief was prepared in March 2013 exploring math enrollments in a student’s first year. The brief showed the average number/percent of students taking transfer-level math in their first year. Rates have increased from 10% (2007-2008 and 2008-2009) to 11% (2009-2010) to 14% (2010-2011) to 16% (2011-2012). Current rates now hover at about 33% of students being placed into transfer level math with approximately 59% success rate. This is an improvement, but more effort is required to maximize student success in math. Shasta College has received a Basic Skills Transformation Grant that will allow us to expand services to increase growth in this area.

### Activity 1.2d

**Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years.**

The English placement test was reviewed by the English department and the dean of Enrollment Services. A computer-grading writing test was experimented with, but ultimately a transcript-based placement system was determined to be the default placement mechanism.

In addition, dual enrollment English 1-A courses have been approved at two feeder high schools, so students will come to the college with the transfer-level course already completed. In addition, the following specific actions have been taken:

### Placement/curriculum:
- Fall 2013: Worked with area high schools to adopt the Expository Reading and Writing Curriculum that better aligns high school English with college level courses.
- Spring 2013/Fall 2013: Validated English placement test and made changes in cut scores.
- Fall 2013: Began regularly assessing SLOs for STU-310 (general supervised tutoring course used at all the learning centers).
- Spring 2014: Removed one course (English 270) and thus one placement level in the English sequence. Made changes to classes preceding and following this.
- Fall 2014: Increased support for English success through expanded services in the Writing Lab.
Staffing:
- Spring 2014: Hired an Administrative Assistant of Foundational Skills and the Learning Centers to focus on improving the operations of the Writing Center and other learning centers.
- Spring 2014: Sent four staff members to two writing center conferences.
- Summer 2014: Added additional support for English success through the addition of an Associate Dean of Foundational Skills.
- Summer 2015: Sent three administrators to the National Acceleration Conference to learn about models for English pathways.

New programs/initiatives:
- Spring 2013, Fall 2013, Spring 2014: Offered a Write Right night the week before finals. Extra tutoring hours provided for students.
- Fall 2013, began piloting a student athlete success program called The Edge to help student athletes succeed in their classes, including English.

Results: The amount of students that are placed directly into a transfer level English course have increased slightly over this time period from approximately 56% to nearly 60% of students placed into transfer level courses. This is a direct result of the work with the high schools to align curriculum and expand dual enrollment. This also exceeds the state rate. For those placed into non-transfer courses, specifically one level below transfer (English 190), we showed some improvement in the amount of students completing a transfer level course in their first year of study from 12-13 to 13-14; with rates of 27% to 30% respectively. However, these rates reduced to 26% in 14-15. Increasing our through-put rates for students starting multiple levels below transfer is also a major priority and that work will be carried over in the next strategic plan.

Institutional Goal 1.3

Increase the number of students who progress through the basic skills sequence into degree-applicable courses by two percent annually.

Activity 1.3a

Research placement effectiveness and innovative best practices to guide improvements in placements practices.

Shasta College has been very innovative in their approach to placement practices. The math department, in particular, has been early adopters of multiple measures for placement, including the use of high school transcripts and a tool developed locally that allows students to assess their own math levels.

The Research Office conducted research on consequential validity for both math and English during Spring of 2014. The consequential validity study surveyed nearly all English and math courses offered in Spring 2014, eliciting each student’s perception of the appropriateness of their course placement and the method in which they were placed into the course. Instructors were also asked to record their perception of each student’s appropriateness of placement. Students were matched by student ID number.
A total of 2,335 valid responses were recorded of the 3,141 total students enrolled at census (74.3% response rate). Of these students, 98.9% of student responses were matched to faculty responses. About one-third of the students (n = 852, 36.5%) indicated they were placed in the course through an assessment test, with less than half (n = 1,027, 44%) enrolled in the course by passing the prior course within the sequence. Fourteen percent were placed by multiple measures with a counselor and less than 6% of students self-placed into math. Overall, 93.4% of students reported they were in the appropriate level course. Students in transfer level courses consistently reported that they were in the appropriate level course (93.6% for English, 96% for math), whereas those in lower level courses were somewhat less satisfied. Instructors reported that 86.9% of English students and 86.7% of math students were in the appropriate course. Overall, 92-94% of students were satisfied with their placement into math or English courses, regardless of placement method or course. Faculty perceptions agree that 87% of students were placed correctly in math and English.

Additionally, the original English placement test was reviewed by the Dean of Enrollment Services and the English department. During this review period, the team experimented with a computer-grading writing test, and ultimately opted to utilize transcript-based placement as the default placement mechanism. Also during this process, the Common Assessment Initiative was brought about by the Chancellor’s Office, which will bring one single assessment test for English to all California Community Colleges. This Common Assessment will replace the old Compass test, which is currently being phased out. Until the new Common Assessment test is implemented, the English department and Dean of Enrollment services agreed to continue utilizing transcript-based placement as the default and the Compass assessment test as a back-up assessment method.

At the state level, The RP Group has been working diligently with the Chancellor’s Office and other state organizations on the development of multiple measures assessments. Additionally, the Common Assessment Initiative (CAI) was developed to align the varying assessment tools at California Community Colleges so as to have consistent assessment tools for math and English course placement. Shasta College will begin piloting the Multiple Measures Assessment Project for placement for first-year students (matriculating directly from high school) in Spring 2015 for Fall 2015 placement and enrollment.

Activity 1.3b

Implement innovative best practices in placement and assess results.

Participation in Statewide Multiple Measures Project.

Participation in the Multiple Measures Assessment Project (MMAP) has been enlightening and confirming for Shasta College. Through this project, students were placed into courses through the examination of high school transcripts. In English, results from the first cohort of the MMAP (entering Shasta College from high school in Fall 2015) show a significant increase in the number of students placed directly into transfer level courses. In addition, the success rates remained constant. For math, the study revealed that math placement already relied heavily on multiple measures (including high school transcripts and a locally created placement tool), which has been an effective way to place incoming students.
**Activity 1.3c**

*Increase the number of students completing degree-applicable English courses who began their studies in basic skills English courses by at least 2 percent per year.*

Shasta College did not meet this stated objective, however, we did make dramatic changes to how we place and support students in our English courses. Key activities include:

- Support of Expository Reading and Writing Curriculum (ERWC) curriculum in regional high schools to better align English curriculum between high school and college.
- Expanded dual enrollment courses in high school so students can address remedial needs before arriving at Shasta College.
- Expansion of staff and services in the Shasta College Writing Center.
- Restructuring of English curricular pathway including the elimination of English 280.
- Exploration of additional ways to support and accelerate students through the basic skills English sequence.
- Effort aimed at supporting athletes who start in Foundational Skills was launched in Spring 2014.

Tables 3 and 4 below show the percentages of students who successfully passed a college-level course in English after three years in relation to where they began the course sequence. (Fall 2013-Spring 2015; Basic Skills Cohort Tracker.) These results remained constant over the period of this strategic plan and will remain a focus in our future efforts.

**Table 3. Percentage of Students who Successfully Passed a College-Level Course in English after 3 years in Relation to Where They Began the Course Sequence (Fall 2013-Spring 2015).**

<table>
<thead>
<tr>
<th>English Level</th>
<th>#A, B, C</th>
<th>Total Grades</th>
<th>% A, B, C</th>
<th>Pass-through Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>One level below</td>
<td>ENGL-190</td>
<td>1649</td>
<td>2,707</td>
<td>60.9%</td>
</tr>
<tr>
<td>Two levels below</td>
<td>ENGL-280</td>
<td>285</td>
<td>489</td>
<td>58.3%</td>
</tr>
<tr>
<td>Three levels below</td>
<td>ENGL-270</td>
<td>188</td>
<td>330</td>
<td>57.0%</td>
</tr>
<tr>
<td>Four levels below</td>
<td>ENGL-260</td>
<td>116</td>
<td>178</td>
<td>65.2%</td>
</tr>
</tbody>
</table>
Activity 1.3d

*Increase the number of students completing degree-applicable math courses who began their studies in basic skills math courses by at least two percent per year.*

As with English, we did not achieve our stated objective for increasing through-put rates for math. As evidenced in the chart below, our through-put rates remained fairly consistent and remain an area of focus for Shasta College. However, significant efforts and resources have been committed to increasing these rates and we are confident that these efforts will produce results in our next planning cycle.

<table>
<thead>
<tr>
<th>Math</th>
<th>One level below</th>
<th>#A, B, C</th>
<th>Total Grades</th>
<th>% A, B, C</th>
<th>Pass-through rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-102</td>
<td>1713</td>
<td>3,015</td>
<td>56.8%</td>
<td></td>
<td>(74/285) 26.0%</td>
</tr>
<tr>
<td>MATH-110</td>
<td>187</td>
<td>264</td>
<td>71.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two levels below</td>
<td>#A, B, C</td>
<td>Total Grades</td>
<td>% A, B, C</td>
<td>Pass-through rates</td>
<td></td>
</tr>
<tr>
<td>MATH-101</td>
<td>1602</td>
<td>2,941</td>
<td>54.5%</td>
<td></td>
<td>(48/330) 14.5%</td>
</tr>
<tr>
<td>MATH-100</td>
<td>116</td>
<td>202</td>
<td>57.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three levels below</td>
<td>#A, B, C</td>
<td>Total Grades</td>
<td>% A, B, C</td>
<td>Pass-through rates</td>
<td></td>
</tr>
<tr>
<td>MATH-240</td>
<td>927</td>
<td>1,350</td>
<td>68.7%</td>
<td></td>
<td>(13/183) 7.1%</td>
</tr>
<tr>
<td>MATH-260</td>
<td>79</td>
<td>106</td>
<td>74.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four levels below</td>
<td>#A, B, C</td>
<td>Total Grades</td>
<td>% A, B, C</td>
<td>Pass-through rates</td>
<td></td>
</tr>
<tr>
<td>MATH-220</td>
<td>533</td>
<td>945</td>
<td>56.4%</td>
<td></td>
<td>(4/177) 2.3%</td>
</tr>
</tbody>
</table>

Increasing performance, especially in the basic skills math sequence, has been a primary focus of the Math Department and the Shasta College Basic Skills Initiative at Shasta College. The infusion of SSSP and Equity funds has also leveraged many current practices. Examples of key programs and practices to increase math performance include Summer Math Camp, Proactive Counseling, Student Athlete Success Program, Enhanced Tutoring, robust Learning Centers, Student Success Workshops and the introduction of Supplemental Instruction. We have also introduced Path2Stats, Math My Way and changes in the math department to reduce courses in the math sequence. Shasta College also hosted two 3CSN events on our campus regarding Acceleration and Equity and hosted a week-long Supplemental Instruction (SI) training for faculty, administration and key-staff that was conducted by SI experts from University of Missouri at Kansas City. Shasta College is fortunate to be recipients of the Basic Skills Transformation grant and many of these efforts will be expanded or strengthened to ensure continued progress toward this objective.

In addition, the Math Lab faculty position and Associate Dean of Foundational Skills were created to help make progress on this Activity and others.
Institutional Goal 2

Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District’s large geographic areas.

Institutional Objective 2.1

Increase access to instruction by increasing the number of sections using the Learning Management System to 60% in any given semester over three years.

Activity 2.1a

Analyze different LMS hosting options to determine which would allow for higher availability to students, greater technology support for instructors, and greater flexibility with course design, and report to College Council.

Shasta College evaluated Moodle LMS hosting solutions including a re-evaluation of our existing “off-site” hosted solution, several other hosted solutions, and options that would bring the Moodle LMS back “in-house” at Shasta College. In August of 2012, we began to investigate the Joule 2.3 hosted Moodle LMS solution offered by Moodle-Rooms (MR). We entered into negotiations with MR in September 2012 for a multi-year contract. The resulting contract was rejected by the District, and on October 1, 2012 we entered into a four (4) month “ramp-up” contract to further evaluate MR. On November 27, 2012, the District entered into a one (1) year contract with MR that allowed us to use their hosted Moodle LMS solution (Joule 2.3) until May 31, 2014. This contract also included access to the TRAIN learning resources for faculty training (self-paced) as well as training for students new to the Moodle environment (self-paced).

Shasta College was provided access to the MR environment in January of 2013, and the development environment has been fully configured. The production environment was configured after migration of courses from the current LMS to the new LMS was completed. The TRAIN environment was made available to Shasta College on February 1, 2013 and customized training for Shasta College faculty was developed as follows:

- What’s New in Moodle 2 – self-paced training for faculty, made available as a pilot on March 18, 2013
- Moodle Course Development - full training for faculty made available April 1, 2013
- Moodle Lite – training for faculty made available June 1, 2013
- Moodle Overview – self-paced training for those new to Moodle made available June 1, 2013
The current Moodle Server-Site-Transfer/Migration was scheduled to begin on March 25th and to be concluded by March 29, 2013. This was a major undertaking and involved a complete archival, transfer to Shasta College, validation, transfer to new host (MR), and re-direction of all new LMS traffic to the new hosted solution. The migration of all courses from the current version of Moodle to the new version in the Joule 2.3 format began around April 1, 2013, and final configuration of the production Moodle environment occurred once content was verified. Faculty teaching online were provided access to their summer 2013 online sections on the newly configured production server on April 15, 2013. On April 29th, 2013, faculty teaching online were provided access to their fall 2013 online sections. Enrollment processing in the new environment began June 1st, 2013. On June 10, 2013, Shasta College faculty opened the summer term and introduced Shasta College students to the new Moodle Joule 2.3 LMS from Moodle-Rooms.

Despite these efforts, Moodle did not produce the desired results in the end, thus resulting in Shasta College identifying a new LMS, Canvas, for implementation in the summer of 2015. Canvas LMS was selected for use at Shasta College for the following reasons:

- Ease of use
- Exceptional technology support for students and faculty
- Training – self-paced was made available through @One and all faculty have access
- Enhanced Access to student support services through state-wide collaborations (Online Tutoring, Online Readiness Modules)
- Access to a vibrant user community
- LMS access for all courses

Faculty were first provided access for evaluative purposes in March 2015 and recommended adoption of the system in April 2015. Sample course shells were provided for all faculty in May 2015 and training was made available beginning Summer 2015. Canvas has been extremely well received and we are confident that we will achieve the level of participation identified in this objective during the next planning cycle.
Activity 2.1b

**Identify best practices to encourage instructors to use the LMS to web-enhance their courses so as to provide greater student access to instructional materials.**

In an effort to identify best practices to encourage instructors to use the LMS to web-enhance their courses so as to provide greater student access to instructional materials, a literature review was conducted. That literature review seeks to identify factors that affect faculty motivation to participate in teaching online distance education courses in general and to specifically identify those factors that affect faculty motivation to “web-enhance” their courses. The literature review is a summary document of observations from research papers, journal articles and other published documents. It is intended to provide College Council with the opportunity to recognize similarities and assess applicability of listed observations. For contextual grounding, historical references, definitions, and brief explanations are occasionally included. For example, this review examines “best practices to encourage instructors” from the Motivation Theory perspective and relies heavily upon principles established by Maslow, Herzberg, and Rogers, in an attempt to identify both motivators and de-motivators as they relate to the adoption of the use of new technologies in teaching. Also, 6.7 million students nationwide (32% of all higher education students) took at least one online course in fall 2011, up 9.3% from the previous year (lowest growth rate in the last 10 years), further lending support for use of web-enhanced modalities for teaching.

Over the past 16 years, the world of online teaching and learning has moved out of its infancy and into the mainstream. Correspondingly, motivating factors have matured and have moved down the needs pyramid. Research studies from 1997 to 2002 focused primarily on intrinsic motivators for faculty participation in the new world of online learning. By 2009, the lack of appropriate extrinsic motivators, particularly in public colleges and universities, had become grossly apparent as compelling disincentives for faculty to engage in online teaching activities.

In aggregate, research supports a college’s use of a combination of intrinsic and extrinsic motivators as appropriate for the current adoption stage of the college faculty. Faculty innovators require little external stimulus or rewards for engaging in new technologies. The early adopters are similarly motivated (personally and intrinsically) but are typically more risk averse and as such, require more support. The early majority through late adopters engage reluctantly and typically only after both key inhibitors have been reduced or eliminated and key extrinsic rewards have been introduced.

One literature review analyzed thirteen research studies on the topic of faculty motivation to teach online (Maguire, 2005). A frequency analysis was performed on motivators and barriers. The primary motivators, in order of frequency, were:
1. Opportunity to use technology more innovatively to enhance course quality and develop new ideas
2. Personal motivation to use technology
3. Credit toward tenure {Note: not pertinent to web enhancement}
4. Collegial support and recognition

In the same review, the primary barriers, in order of frequency, were:
1. Lack of technical support
2. Lack of time to develop and maintain course material
3. Lack of [resources] for materials, expenses, design and development
4. Concern about quality  
5. Lack of release time  
6. Lack of training  

A later study (Cook, Ley, Crawford and Warner, 2009) used a principal component analysis approach to analyze groupings of motivators and inhibitors. In that study, 15 motivational factors were categorized within a group they called “Traditional Staff Service” items. This grouping was indicated to have the single greatest impact on faculty motivation. Interestingly, the second and third ranked groupings both focus on rewards (monetary and otherwise).  

A later study (Cook, 2012) had similar results, but saw an increased focus on extrinsic motivators presented in the form of “negative motivators.” In this study, concerns about workload and monetary rewards had become more important than technology support with respect to deterrents for faculty to engage in online activities. Finally, a study done on strategies for faculty retention (Green, 2009) successfully identified motivators and inhibitors and went on to offer an assessment of “best practices” presented in a section titled “Implications and Future Directions.” Key elements include:  

1. Provide an intuitional support system that includes the following:  
   a. Training at all levels of online DE instructors from beginners to veteran distance educators.  
   b. Assist in course development. This includes the overall instructional design of an entire course to the development of instructional media. Instructional designers and media developers can help faculty to develop and use instructional media that meets the needs of their students.  
   c. Mentors for beginning online distance educators. A process needs to be in place where veteran distance educators serve as mentors to provide guidance and support on various issues.  

2. Faculty should be compensated at a level that they feel is fair based on the increased workload associated with developing and teaching an online distance education course.  

3. Ensure that online distance education students are adequately supported. Faculty should be able to focus on teaching and not have to be the frontline support for students facing technical issues. Faculty should also be supported when they experience technical issues.  

4. Develop a sense of community with online distance education instructors. It is important to help instructors feel connected.  

Shasta College continues to expand and improve student access to learning opportunities and instructional materials as experienced by a 23% increase in web enhanced sections from spring 2012 to spring 2013. This literature review contains relevant assessment criteria that could be used to identify specific motivators that are most likely to encourage Shasta College faculty either to begin to web enhance their face-to-face sections or to continue to do so in the future.  

Through a strong leader in the Instructional Technology Support department, dedicated faculty and excellent support staff, Shasta College has taken these suggestions to heart and have been following the suggestions mentioned including compensation and technological support.
Activity 2.1c

Implement best practices that have proven to be effective in encouraging instructors to use the LMS to web-enhance courses and assess results.

Between 2012 and 2015, several best practices were implemented to encourage and support instructors in their use of the Learning Management System (LMS) to web-enhance their courses. Easy step-by-step instructions for Moodle were provided to instructors, no longer requiring them to take a course in MoodleLite prior to using it. The @One Introduction to Online Teaching and Learning course was offered to all faculty via a Shasta College cohort every summer and as needed throughout the year. As of the end of this current Strategic Plan review cycle, 33 faculty have attempted, completed, and passed the @One course. A location near the Senior Online Learning Technician now exists where faculty can work on and receive assistance in developing online courses. The use of Moodle was approved as a flex activity during the 2014-2015 academic year. Instructors could earn 42 flex hours for converting a course from face-to-face to online; two flex hours for adding online content to a face-to-face course; and about one hour for attending an educational technology training.

Faculty workshops for use of the LMS were increased, and offered as in-person workshops designed to assist faculty in their use of Moodle so they would be appropriate for web-enhancement. Two full-time support staff are now available to assist faculty and students with use of Moodle, whereas previously there was only one support staff available. The Moodle student website was redesigned, an online student orientation was developed, and in-person LMS orientations were increased to assist students in learning and utilizing it.

Additional developments included implementation of a new LMS in Spring 2015, with hopes to increase the number of web-enhanced courses. This new LMS has a robust online community that the college intends to leverage for better support for faculty. A robust workshop schedule was created as were additional online support resources and outreach via email.
Activity 2.1d

Develop at least 10 new online courses that allow students to complete transfer or general education requirements.

Fifteen new online or hybrid courses were developed during the 2012-2015 Strategic Plan review cycle. These courses are presented in Table 5 below.

Table 5. New Online/Hybrid Courses Offered at Shasta College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Subject</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULA 49</td>
<td>Culinary Arts</td>
<td>Menu Planning &amp; Cost Analysis</td>
</tr>
<tr>
<td>CULA 60</td>
<td>Culinary Arts</td>
<td>Beverage Management</td>
</tr>
<tr>
<td>ECE 24</td>
<td>Early Childhood Education</td>
<td>EC Curriculum: School Age Care</td>
</tr>
<tr>
<td>ECE 26</td>
<td>Early Childhood Education</td>
<td>The Child with Special Needs</td>
</tr>
<tr>
<td>KINES 1</td>
<td>Kinesiology</td>
<td>Foundations of Kinesiology</td>
</tr>
<tr>
<td>OAS 158</td>
<td>Office Administration</td>
<td>Office Procedures: Administrative Assistants</td>
</tr>
<tr>
<td>OAS 171</td>
<td>Office Administration</td>
<td>Proofreading Skills</td>
</tr>
<tr>
<td>SDEV 301</td>
<td>Skills Development</td>
<td>Pre-GED Test Preparation</td>
</tr>
<tr>
<td>SDEV 302</td>
<td>Skills Development</td>
<td>GED Test Preparation</td>
</tr>
<tr>
<td>STU 1</td>
<td>Student Development</td>
<td>College Success</td>
</tr>
<tr>
<td>GEOG 1B</td>
<td>Geography</td>
<td>Cultural Geography</td>
</tr>
<tr>
<td>CHEM 1B</td>
<td>Chemistry</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CIS 65</td>
<td>Computer Information Systems</td>
<td>Programming Concepts &amp; Methodology using C++</td>
</tr>
<tr>
<td>CIS 67</td>
<td>Computer Information Systems</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td>CIS 73</td>
<td>Computer Information Systems</td>
<td>Photoshop</td>
</tr>
</tbody>
</table>
Institutional Objective 2.2

Increase access to instruction by implementing alternative course delivery options as appropriate.

Activity 2.2a

Research student need for alternative delivery options, and report to College Council.

A group of faculty and administrators met and reviewed options for shortening the 18-week semester, including adding flex days and compressing the calendar to 16 weeks. Information was developed for the Senate and general faculty population to explain the different options. The District proposed a 17-week semester for 2014-2015 with increased flex time, and it was approved by the Association. This model is continuing into 2016-2017 and is renegotiated every year. Faculty may choose to revisit the compressed calendar option in the future, which will take more planning and state approval.

The CIO and deans also proposed moving to block scheduling, given that many faculty taught identical classes in different configurations (e.g., 2 days a week and 3 days a week) and scheduling often required students to come to campus more often or created conflicts with other classes they needed. Most classes now take advantage of this option, although some classes continue to be scheduled more than 2 days a week for pedagogical reasons or to accommodate 5 unit courses or those with significant labs. The college has not seen an increased demand for classes at night or on weekends, but online and hybrid offerings have increased, and the Accelerated College Education (ACE) program, designed for working adults who can come only at night, will begin in the Fall of 2016.

Activity 2.2b

Implement changes based on student needs and assess results.

As reported in 2.2a above, Shasta College changed from an 18 week per semester calendar to a 17 week semester in 2014-2015. The effectiveness of this change regarding student success is evaluated here.

Table 6 presents percentages of student success and retention for 18-week and 17-week semester systems. Table 7 presents percentages of student success and retention across the entire school year for 18-week and 17-week semester systems. Both success and retention rates dropped very slightly upon switching to the 17-week semester system, with 87.3% of students returning in Fall 2014 (17-week semester) compared to 88.6% returning when it was the 18-week semester system (Spring 2014). Seventy-two percent of students were successful during the 18-week semester system (Spring 2014) compared to 71.7% who were successful in the 17-week semester system (Fall 2014). When comparing these rates across the entire school year, success rates only dropped by 0.2%, with 63.1% of students being successful in the 17-week semester system (2014-15 SY) compared to 63.3% being successful in the 18-week semester system (2013-14 SY). As faculty and students adjust to the new schedule, we are confident that these small decreases will be mitigated.
Table 6. Retention and Success of Students at Shasta College for 18-week vs. 17-week Semesters.

<table>
<thead>
<tr>
<th></th>
<th>2014 Spring (18 week)</th>
<th>2014 Fall (17 week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>88.6%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Success</td>
<td>72.3%</td>
<td>71.7%</td>
</tr>
</tbody>
</table>

Table 7. Retention and Success of Shasta College Students in 18-week vs. 17-week semesters over the entire school year.

<table>
<thead>
<tr>
<th></th>
<th>2013-14 SY (18 week)</th>
<th>2014-15 SY (17 week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>82.8%</td>
<td>81.2%</td>
</tr>
<tr>
<td>Success</td>
<td>63.3%</td>
<td>63.1%</td>
</tr>
</tbody>
</table>

Activity 2.2c

Research students in outlying areas who are taking courses and identify common factors resulting in enrollment.

This research was not conducted during the 2012-2015 Strategic Plan period. However, because this activity is carried over into the 2015-2018 Strategic Plan in Objective 2.2c, outreach strategies for students living in outlying areas will be developed and implemented during the next planning cycle.

Activity 2.2d

Develop and implement strategies to increase the overall number of students living in outlying areas who take online or traditional courses.

This research, development, and implementation did not occur during the 2012-2015 Strategic Plan period. However, because this activity is carried over into the 2015-2018 Strategic Plan in Objective 2.2c, outreach strategies for students living in outlying areas will be developed and implemented during the next plan cycle.
Institutional Objective 2.3

*Increase the number of and access to new and existing types of technology-enabled student support services.*

Activity 2.3a

*Research the effectiveness of existing and new types of technology-enabled student support services and report to College Council on the feasibility of implementing these new types of technology-enabled student support services.*

A presentation was given to College Council in May 2013 on effective new and existing types of technology and the feasibility of implementation. The report and documents were accepted as fully meeting the strategic objective. The full report document includes product descriptions, impact on students, best practice research, associated costs, and ramifications of non-implementation and scope and feasibility assessments, and is available upon request from the Research Office. Below is an outline of the report.

**I. Educational Master Plan** – the delivery of student services will shift from a campus based model to a student-based model in which services are provided regardless of the student’s physical location.

**II. Holistic Review** – We will start by addressing the ways in which technology is impacting all aspects and structures of Shasta College and explore how best to implement and evaluate student support services use of technology.

- I.T. staff will learn more about staff experiences with a variety of technology used to support students.
- Faculty and staff will learn more from I.T. about the major enterprise processing and larger scale technology systems and how they are supported.
- Learning about the best current ideas for using “social networking” technologies on campuses.
- Exploring where technology could be used to save resources.
- Recognize that upfront costs can result in long term savings while providing greater access.
- Professional development activities about technology available to staff to manage their professional and personal computing needs.
- Finding ways to share what is learned with the wider staff community.
- Hiring practices that identify enthusiasm for technology in all positions.
- The pace of change with technology is so fast that institutions must recognize that technology is another means to effect change. However, technology should always be viewed as a support but not expected to be the full solution. Introducing technology must be coupled with an examination of processes, capacity and support.

Institutional transformation must address how people will work together and deliver services in the new model they are designing. It must also address how to integrate these changes in a positive way into the thinking and behavior of each and every member of the institutional community. Open communication and empathy for workload, learning curves and needs will allow us to overcome possible obstacles to change.
III. Best practices literature, common themes for successful implementation:

- Strong case for change
- Strong executive sponsorship and leadership
- Clear vision and goals
- Skill development and training
- Collaboration and communication across departments (rethinking of department segregation)
- Customer/Student input
- Appropriate human resource allocation
- Commitment from all involved
- A well-articulated plan

We were not able to redesign our website during this planning cycle. However, our goal is to rethink web design and ensure that a single enrollment transaction initiates a logical sequence of choices for the student to progress through as needed, including student support service options.

IV. Student service trends that are emerging for the 21st century

Common themes for either redesign or technology as the agent for transformation:

- Student-centered vision
- Redesigned services
- One-stop service center
- Cross-functional teams
- Self-service objectives
- Web-enabled services
- Systemic change
- Replacement of student information systems

Other points of interest:

- Routine transactions should be automated.
- Students should have the choice to initiate transactions and have direct access to their own information.
- Students should have high-quality personal assistance when needed.
- When students prefer personal assistance, it should be available at a single location.

V. Why IT Investments Often Don't Improve Educational Outcomes:

- Tend to focus on the technology itself.
- Technology changes rapidly, education changes slowly.
- The pace of change with technology is so fast that institutions must recognize that technology is another means to effect change.
VI. How to Use IT Investments to Improve Educational Outcomes:

- Begin with a long-term focus on a few selected outcomes and the educational activities needed to improve them.
- Choose technology that can contribute incrementally and cumulatively over the long haul.
- Track the progress of the strategy to get the data (and money) needed to stay on course.
- Create coalitions to ensure that the program has all the ingredients needed in the recipe for improving outcomes.

Activity 2.3b

Implement new and innovative technology-enabled student support services and assess results.

Student Services and IT have collaborated to implement multiple technology enabled support services. Examples include:

- Financial Aid Academic Works
- Student Educational Planning
- SARS MSG
- Electronic Transcripts
- Degree Audit
- Change of Major
- Online Orientation
- Drop Thought
- Ask Financial Aid
- Student Lingo
- Automated waitlists

Implementation of new and innovative technology-enabled student support services has occurred but a full cycle of assessment has not. Continued implementation of these new technology-enabled student support services will occur during the next assessment cycle (2015-2018 Strategic Plan).
**Activity 2.3c**

Redesign the campus website to address any needs indicated by research and assess the effect of the changes.

In early 2012 the website was upgraded by switching to a new content management system, Microsoft SharePoint in anticipation of implementing a new MyShasta portal. SharePoint was chosen as a lower cost and easier to manage solution than the Ektron content management system. Another factor was that SharePoint is the same technology used by Ellucian for the new MyShasta portal. From a resources and integration perspective, it made sense to consolidate the technology behind the main Shasta College website and the MyShasta portal.

An overall redesign of the Shasta College campus website did not occur during this 2012-2015 Strategic Plan period; however, the need for website redesign will be re-examined and executed during the next planning cycle.

**Institutional Goal 3**

*Shasta-Tehama-Trinity Joint Community College District will increase students’ academic and career success through civic and community engagement with educational institutions, businesses and organizations.*

**Institutional Objective 3.1**

Support effective existing and develop at least three new collaborative partnerships with other educational institutions, businesses and organizations.

**Activity 3.1a**

Analyze the effectiveness of current college partnerships providing work experience opportunities to students.

Expanding partnerships to provide work experience for students is an on-going goal for Shasta College and progress has continued through this planning cycle. A strong EWD department, CTE advisory committees and the introduction of Deputy Sector Navigators have ensured relevancy and growth in this area. In addition, the Shasta College Career Center partnered with faculty to increase options for students to learn key employability practices including participation in mock interviews.
In 2014, representatives of work experience, work study and civic engagement met to discuss the overlap in their programs and the need to clarify the different opportunities for students. As a result, they have requested that the Academic Senate create an oversight group. Once this is established, analysis of work experience opportunities can take place.

In addition, the College has played an active role with Reach Higher Shasta and the creation of a career connection portal that will track student internship opportunities and help connect students with work experiences.

Activity 3.1b

**Increase student work experience opportunities by 10% over three years through collaboration with local businesses and agencies.**

Although we believe anecdotally that there has been an increase in this area, we do not have numerical results due to a lack of baseline data. We are currently working on a career connection portal that will be able to assess and track work experience opportunities for students. Work experience classes will be able to utilize online tools to facilitate contact with employers and identify opportunities. In addition, the per-student has increased for faculty teaching work experience sections.

Activity 3.1c

**Increase participation in collaborative efforts to improve college readiness as measured by local high school graduates’ college-going rates and Shasta College’s transfer rates to four-year institutions.**

Significant work has been done to increase collaboration with our partnering high schools. This has resulted in an increase of the local college going rate and a decrease in the remediation rate for students transitioning from high school to Shasta College.

Examples include:
- Partnership with the CAPP grant with Anderson Union HS District to improve college-going rates and reduce remediation through academic support, curriculum alignment, faculty to faculty meetings and college visits
- Reach Higher Shasta: a collaborative partnership in Shasta County looking at alignment between systems and student and parent engagement.
- Expect More Tehama: a collective impact model in Tehama County looking at changing the College Going Culture and increased opportunities for students.
- High School Counselor Day: A collaborative effort to ensure communication between Shasta College and high school counselors (also includes a monthly webinar between high school counselors and the Dean of Enrollment Management).
- Expository Reading and Writing Curriculum to better align high school and college alignment in English.
- Expanded Dual Enrollment, including the reduction of student fees to increase access for high school students.
Spring 2014 saw the implementation of the North State Promise and increased efforts to reach out to local high school students. Other efforts that will be measured in the future are the High School Leadership program and the anticipated Career Pathways Trust grant. Transfer rates should increase as a result of the increasing number and marketing of the ADTs.

Shasta College will increase partnerships with Cal PASS and National Student Clearinghouse to ensure adequate tracking of these objectives.

**Activity 3.1d**

*Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/universities.*

As reported under 3.1.e, one new partnership has been identified and developed offering two bachelors and one master’s level program through Brandman University. Additional partnership possibilities are in the early exploratory stages, including transitions into BSN programs with CSU Sonoma State and/or CSU Chico, and a continuation to a Psychology BA with National University -- it is too early to report on them at this time.

This initiative is a key priority in the 2015-2018 Strategic Planning Cycle. For example, in Fall 2015, Shasta College initiated the BOLD program (Bachelors through Online and Local Degrees), which will dramatically increase options for students to obtain their BA/BS degrees in an affordable way without leaving the north state.

**Activity 3.1e**

*Develop at least two additional partnerships with four-year institutions to increase student transfer opportunities.*

We have a new partnership underway with Brandman University through which additional degrees will be offered at the Downtown Redding Health Sciences University Center (HSUC) facility. Brandman University is planning to bring at least two BA programs and one MA program, plus possibly an EdD. An agreement with Brandman University was approved by the Board of Trustees in December, 2013. Possible additional partnerships with National, Chico and Sonoma State are in the early stages.

We are also exploring an agreement with the Western Governors University, a non-profit, competency based university that provides a wide range of educational programs for students who have already attained their associate degree.
Institutional Objective 3.2

*Increase campus involvement in civic and community engagement opportunities/benefits as measured by doubling the number of students involved.*

Activity 3.2a

*Identify best practices for faculty to add civic and community engagement opportunities to their courses.*

Although much work was done towards this institutional goal, we do not have data to validate the efforts. Progress includes the creation of the Shasta College Center for Community Engagement (SCCCE) that works with community partners to identify service-learning opportunities for students. In addition, since 2012, approximately 20 faculty received training on the integration of service into their academic courses.

In addition, the SCCCE created the “Student Leadership Fellows Program” which started in Fall 2012. This program requires students accepted into the program to register for one college unit via WSL 94. This program was offered Spring 2013 and Fall 2014 and will continue on a semester basis.

Activity 3.2b

*Implement best practices to encourage faculty to add civic and community engagement opportunities to their courses, and assess the number of faculty who added civic and community activities to their course syllabi.*

There has been no comprehensive survey of faculty to discover how many courses actually include community engagement opportunities. If the oversight group is approved by Senate, one task will be to conduct an inventory of opportunities and continue to increase them over the next few years. Best practices have been researched and a plan for community engagement at Shasta College will be finalized by Dec 2016.
Activity 3.2c

Develop a plan to make civic and community engagement activities financially self-sustaining.

This activity is unmet as a plan for making civic and community engagement activities financially self-sustaining was not developed, although it was discussed.

From 2012-2014, Shasta College Center for Community Engagement (SCCCE) was supported by grants. Grant funds cover salaries for adjuncts who are covering Ms. Wylie’s reassignment time (40% per semester). In addition, the grants are providing financial support for administrative costs such as printing costs, facilities, supplies, etc. We are in a position to continue offering grant support through June 2014.

The process of developing a plan to allow SCCCE to continue to provide activities under a more sustainable environment had been discussed throughout the 2012-2015 Strategic Plan assessment cycle, however no formal plan had been developed. One measure that has already been implemented is to offer community engagement activities through work site learning unit-bearing courses (WSL 94). Students pay for the course and work with our community partners for a minimum of 60 hours for one-unit.

Additional efforts are to pursue more grants which focus on community engagement. The SCCCE is submitting an application to the Carnegie Foundation for their Community Engagement Elective Classification for the 2015 award cycle. Receiving this competitive classification would booster the college’s qualifications for future grant opportunities.

Activity 3.2d

Implement a plan to make civic and community engagement activities financially self-sustaining.

The development and implementation of this plan did not occur during the 2012-2015 Strategic Plan assessment cycle.
Institutional Goal 4

_Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities._

Institutional Objective 4.1

_Complete and assess the integrated planning cycle as described in the Integrated Planning Manual._

Activity 4.1a

_Implement use of TracDat for Annual Area Plans, Program Review and SLO tracking._

The progress update, directly below, was given to College Council on 12/18/2012 describing the implementation of TracDat for annual area plans, program review, and SLO tracking.

Shasta College signed a perpetual license agreement with Nuventive to use TracDat software effective 4/17/2012. College representatives from technology and other key staff collaborated with Nuventive tech support to upload the approved forms for our Annual Area Plan and Program Review process, adopted in fall 2011 by Academic Senate and College Council. By August 1, 2012 technology services uploaded the Active Directory of all faculty and staff into TracDat to build a comprehensive list of users with email accounts. Nuventive sent a technician to provide two days of demonstrations and training to key staff, including the Research Director and interim Dean of Enrollment Services.

When the Fall 2012 semester started, the research office provided demonstrations of TracDat to orient faculty and staff on data entry and navigation. Instructions were written for specific tasks, such as mapping courses to programs in each academic division. The VP of Academic Affairs supported each division office with overtime for administrative assistants that needed to upload SLO documents from Docushare to TracDat. Once the deans and assistants were making progress, the Research Director started “hands-on” training for faculty and staff working on Annual Area Plans and Program Review. Additional instruction(s) were developed and distributed in hard copy and electronically. Over 120 faculty and staff attended these trainings.

Examples for reporting SLOs and other assessments were entered, tested and minor revisions were made with input from the SLO Coordinators. Cabinet approved the status codes for initiatives on 11/13 as each VP Level Council started ranking initiatives according to the Integrated Planning cycle. Sample reports were made available to support College Council as we began to develop a Prioritized College-wide Annual Action Plan in Spring 2013. In the first week of December 2013, work was completed to allow every faculty to submit course level SLOs in TracDat in Fall, 2014. Another instruction manual was developed with input from the SLO Coordinators.
Activity 4.1b

Complete and/or update all necessary plans that support institutional effectiveness.

As part of the Integrated Planning Process, Shasta College has numerous plans to guide the work in key areas. The following plans represent the input of all constituency groups and can be found on the Shasta College website. Highlights are included in Table 8 below.

Table 8. College Plans that Support Institutional Effectiveness.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>UPDATE</th>
</tr>
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</table>
| Enrollment Management Plan  | The Enrollment Management Committee reviewed and updated the Enrollment Management Plan of 2011. The updated plan was approved by the Board of Trustees on July 9, 2014. To accomplish the review and update of this plan, the Enrollment Management Committee reviewed and confirmed its mission or “charge”. The Committee agreed to the following:  
  • Committee Mission: To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.  
  In light of its mission/charge, the Committee considered to re-draft its goals. The Committee agreed to organize its work around strategies which “seek” students, “keep” them once they are at Shasta College and help students “complete” their stated goal.  
  Committee Goals:  
  • “Seek” Goal #1: Develop a comprehensive marketing plan linked to the Educational Master Plan and other strategic planning efforts that strives to:  
    o Enhance diversity to reflect the students served throughout our district  
    o Promote Shasta College as a first choice transfer institution  
    o Respond to changing economic needs of the region  
  • “Keep” Goal #2: Develop responsive strategies in the matriculation process to support student retention.  
  • Goal #3: Utilize research based methods to evaluate scheduling patterns that promote persistence.  
  • “Complete” Goal #4: - Utilize research based methods to evaluate scheduling patterns to promote the completion of degrees, certificates, and/or transfer-readiness.  
  The Committee noted the significant work that has already taken place throughout the campus and sought to integrate this plan with other initiatives. |
| Facilities Master Plan      | The Facilities Master Plan reflects both the long-term facility and maintenance needs of the District. The plan was updated and approved in 2014. The Facilities Master Plan will support the values and goals established by the Educational Master Plan. It provides a framework for future development, including the placement of new facilities, renovation of existing facilities and the improvement of a number of campus-wide sites. It provides guidance and |
support for future funding opportunities. 
Goals of the FMP Support the learning process by providing learning environments that inspire. These goals include:

- Quantifying the existing uses of the District’s facilities.
- Providing a framework for decision making about utilizing available maintenance and construction funds.
- Guiding maintenance efforts to the areas of highest need.
- Evaluating our learning environment in relation to the programs that are offered.
- Creating a welcoming learning environment for all.
- Providing a framework for decision making about technology that supports the future learning environments.

**Student Equity Plan**

The Shasta College Student Equity Plan was updated and approved by the Board of Trustees on December 10, 2014. This plan reflects the District's commitment and practice in providing all members of the college community an environment where faculty, staff and students can learn, work and interact with each other in a supportive and collegial manner. The five identified student equity categories and subsequent outcomes were created in a collaborative manner in conversation with constituent groups representing a broad section of the campus community and with local community input. Barriers were identified and activities to address them were developed. The District has identified student equity as a high priority and the established goals and intended outcomes reflect this commitment. In addition, an Associate Dean was hired in 2015 to lead these efforts.

**Student Success Plan**

The Student Success and Support Program Plan was updated October 17, 2014. The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated Student Education Plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an educational goal and course of study, or students on academic or progress probation).
| **Faculty and Staff Diversity Plan (Equal Employment Opportunity Plan)** | The Shasta-Tehama-Trinity Joint Community College District Equal Employment Opportunity Plan (Plan) was adopted by the Governing Board on June 14, 2016. The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all, will foster diversity, promote excellence, and provide a positive student learning experience.

Through an inclusive educational environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to applicable Title 5 Regulations (Sections 53000 et seq.) and the steps the District shall take to make progress in achieving a diverse workforce. The Plan contains an analysis of whether under-representation of special populations exists. It includes establishment of a Faculty and Staff Diversity Committee, methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan.

The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs and complaint procedures in instances of unlawful discrimination. To properly serve a growing diverse population and to promote a positive student learning environment, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves. |
| **Professional Development Program** | Formerly the Staff Development Committee, the Professional Development Program was established to ensure broader campus involvement.

The mission of the Professional Development Program, as carried out through the Professional Development Committee (PDC), is to promote an inclusive learning culture that supports the strategic goals of the College in which all college employees—faculty, Classified staff, Confidential staff and administrators—will have ongoing opportunities to develop and expand the skills and practices that influence student learning, and support students in achieving their educational goals. In addition to providing ongoing professional development opportunities for all college staff, the PDC approves all funding requests.

The PDC works in coordination with the Faculty Excellence Committee (FEC), a subcommittee of the Academic Senate, who oversees the Faculty Excellence Program. The FEC’s mission is to promote, improve, and sustain the professional growth of faculty for the benefit of students, and in order to assist the College in meeting its goals. The FEC has developed the professional development calendar/configuration and the institutional criteria for faculty professional development credit; determines the content and schedule for professional development days/activities; assesses faculty professional |
development needs; and evaluates the overall professional development program.

- Set institutional criteria for funding of PD activities
- Evaluate and vote on individual/group PD funding requests
- Research and facilitate PD activities for all College staff
- Survey College staff annually regarding PD needs and evaluation of PD program
- Evaluate outcomes of PD activities and make recommendations for continuance/discontinuance of evaluated activities
- Communicate with College staff regarding PD program
- Provide input for the campus human resources development plan

### Technology Plan

The 2007-2010 Technology Plan is due for a complete revision and should be completed during the 2015-2016 academic year.

The Technology Planning Committee is currently evaluating the effectiveness of the process used to develop the previous multi-year Technology Plan, and anticipates that structure changes and timeline changes will be needed due to the implementation of the new District Strategic Planning Process.

The committee is also evaluating the Annual Area Plan initiatives that are now being prioritized by College Council to identify which of them will have an impact on technology. Initiatives that are approved and prioritized by College Council, particularly those of a greater scope, will be integral in the development of the updated Technology Plan.

### Basic Skills Plan

A Basic Skills Plan is completed and submitted to the state annually and highlights activities conducted and goals for the following year. It also includes annual data tables that allow Shasta College staff to track progress towards overall goals.

From 2012-2014, the plans highlight ways to crosswalk initiatives outlined in other district plans including the SSSP, BSI and Equity plans. Overall, Shasta College’s goals are to:

1. Reduce the need for remediation.
2. Shorten the amount of time needed to progress through the basic skills sequence to college level courses.
3. Support students in basic skills courses.

Specifically, we have implemented the following activities:

- **Proactive Counseling pilot project:** In 2014-15, we conducted a small pilot to implement proactive (intrusive) counseling. This cohort included two instructors and one counselor. The SSSP is helping support the project by allocating 20% counselor release time. Going forward, the SSSP plan will maintain that level of support.

- **Math Camp – Summer 2014 and 2015:** This activity corresponds to SSSP goals to implement summer bridge type programs to support first year students. At the end of Math Camp, SSSP covered the cost of
counselors to advise students regarding math placement and educational planning.

- **Assessment Instruments:** SSSP purchased the ALECKS diagnostic suite for use in our basic skills math courses.
- **Student Lingo:** SSSP purchased 10 online student success workshops so students have 24/7 access to training regarding note-taking, time management, etc.

<table>
<thead>
<tr>
<th><strong>Distance Education Plan</strong></th>
<th>The three-year Distance Education Plan was Approved by the Board of Trustees 7/9/2014.</th>
</tr>
</thead>
</table>
|                           | *Ad hoc Committee Mission:*  
Develop a comprehensive and integrated Distance Education Plan to enhance programs and services to students. The plan is meant to ensure that Distance Education programs meet the needs of the community and that students receive high quality services in order to attain outcomes comparable to face-to-face students.  

Key objectives include:  

**Goal 1:** The Shasta-Tehama-Trinity Joint Community College District will enhance student preparation and readiness for Distance Education courses to improve student outcomes.  

**Goal 2:** The Shasta-Tehama-Trinity Joint Community College District will enhance faculty development opportunities and trainings to improve support and preparation for teaching Distance Education courses.  

**Goal 3:** The Shasta-Tehama-Trinity Joint Community College District will support Distance Education and Extended Education with technology and facilities that support student learning throughout the District.  

**Goal 4:** The Shasta-Tehama-Trinity Joint Community College District will enhance Student Services and Academic support for Distance Education programs and Extended Education sites.  

**Goal 5:** The Shasta-Tehama-Trinity Joint Community College District will integrate Distance Education marketing, promotion, and outreach into the other campus marketing and outreach efforts.  

**Goal 6:** The Shasta-Tehama-Trinity Joint Community College District will plan Distance Education and Extended Education course offerings to meet the needs of the service area.  

**Goal 7:** Distance Education will develop a continuous improvement cycle.  

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**Shasta College**  
Office of Research and Institutional Effectiveness
Activity 4.1c

Assess effectiveness of planning activities according to the Integrated Planning Model.

College Council collected feedback from various employee groups and used this feedback to modify and improve the planning process as outlined in the Integrated Planning Manual. A supplement to the manual was produced to guide the Integrated Planning Process for the 2013-14 year.

Additionally, the sub-committee discussed recommendations for College Council concerning the possible need for additional revisions to the planning process. The main result is that the three sub-councils (Student Services Council, Administrative Services Council, and Instructional Council) reviewed the rubric in the Integrated Planning Manual, and made modifications on it for ranking initiatives. See Table 9 below for the updated resource allocation rubric from the Integrated Planning Manual.


<table>
<thead>
<tr>
<th>Category</th>
<th>No (0)</th>
<th>Low (1)</th>
<th>Medium (2)</th>
<th>High (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed to achieve an Institutional Goal or Institutional Objective</td>
<td>Has no alignment with an Institutional Goal or Institutional Objective</td>
<td>Has minimum alignment with an Institutional Goal or Institutional Objective</td>
<td>Has moderate alignment with an Institutional Goal or Institutional Objective</td>
<td>Has strong alignment with an Institutional Goal or Institutional Objective</td>
</tr>
<tr>
<td>Highly ranked in Instructional Council, Administrative Services Council, or Student Services Council</td>
<td>Low Ranking</td>
<td>Low to Mid Ranking</td>
<td>Mid to High Ranking</td>
<td>High Ranking</td>
</tr>
<tr>
<td>Identified as a need based on measurement of a student learning outcome</td>
<td>Has no link to measurement of a student learning outcome</td>
<td>Has minor link to measurement of a student learning outcome</td>
<td>Has moderate link to measurement of a student learning outcome</td>
<td>Has strong link to measurement of a student learning outcome</td>
</tr>
<tr>
<td>Number of students affected</td>
<td>No students affected</td>
<td>Impacts a smaller focused group of students</td>
<td>Impacts many students in multiple areas</td>
<td>Impacts students campus wide</td>
</tr>
<tr>
<td>Improves institutional efficiency</td>
<td>Has no cost/benefit value</td>
<td>Has low cost/benefit value</td>
<td>Has moderate cost/benefit value</td>
<td>Has high cost/benefit value</td>
</tr>
<tr>
<td>Meets a safety or legislated mandate</td>
<td>Has no link to safety or mandate</td>
<td>Has low or indirect link to safety or mandate</td>
<td>Has moderate link to safety or mandate</td>
<td>Has strong link to safety or mandate</td>
</tr>
<tr>
<td>Criticality of the request</td>
<td>If unfunded there will be no disruption of service</td>
<td>If unfunded will have minor impact on service</td>
<td>If unfunded will have moderate impact on service</td>
<td>If unfunded will have major impact on service</td>
</tr>
</tbody>
</table>
Institutional Objective 4.2

**Obtain sustainable and continuous quality improvement level for student learning outcomes as defined in the Accrediting Commission for Community and Junior Colleges’ rubric.**

**Activity 4.2a**

*Develop and assess all course-level SLOs and PLOs on a cycle with Annual Area Plans and Program Reviews.*

In 2015, the last 3 academic years were assessed regarding implementation and assessment of course SLOs. Of the 741 active college courses offered at Shasta College, 583, or 78.7%, reported ongoing assessments of student learning outcomes (data taken from TracDat).

The 2013-2014 ACCJC report indicated that 86.5% of Shasta College courses had ongoing assessments of learning outcomes (680 of the 786 total courses). The 2012-2013 ACCJC report apprised readers that 91% of the 708 courses at Shasta College undertook regular reviews of student learning outcomes. It is unclear as to why the 2014-2015 appraisal of course learning outcomes are so low in comparison to other years; although it could be a documentation issue due to implementation challenges with TracDat.

The 2014-2015 ACCJC report indicates that all of the 136 college instructional programs undergo an annual review of learning outcomes. This is a significant increase from the 2013-2014 ACCJC report which indicated that 76.4% of instructional programs were reviewed.

There are 191 courses at Shasta College that are part of the General Education (GE) program. Of these courses, 45% have ongoing assessment of learning outcomes. Of the 191 general education courses, 82 have SLOs that are mapped to GE program SLOs. There are 7 Institutional Learning Outcomes, all of which have ongoing assessments (2014-2015 ACCJC Report).

**Activity 4.2b**

*Through the Annual Area Plans process, assess student attainment of SLOs and PLOs, implement changes, and assess the implemented changes.*

Starting with the process in Fall 2012, results of the assessment of Student Learning Outcomes were incorporated into the Annual Area Plan process with the intention that requests for resource
allocation would be supported by SLO results. In the Program Reviews, faculty were directed to assess and report on PLO results. While some Initiative requests were specifically supported by SLO results, the great majority were not, which indicates a need for further discussion about and training in the use of SLO results. Similarly, PLO assessment is not fully in place; a software solution for recording individual student outcomes is in the process of being implemented. Once both SLOs and PLOs are more clearly part of the Annual Area Plan and Program Review process, changes based on results can be undertaken and assessed.

**Activity 4.2c**

*Maintain college-wide dialogue about learning outcome assessment results.*

Shasta College has moved away from "forced" Flex Day discussions to a model where faculty (including part-time faculty) have increased amounts of flex time to discuss assessment results and changes to improve learning outcomes. Ideally, many flex projects will directly impact student learning and achievement. This time is generally unscheduled and faculty are empowered to work on their own professional needs. However, 12 hours are expected to be spent per year on SLO assessment, conversation about results, plans for improvement, and evaluation of any changes. Many faculty take advantage of this time to have conversations and plan improvements. Some disciplines, such as math and English, also schedule a day during each semester to meet.

The college SLO Committee and faculty co-chairs currently recognizes the need to re-structure SLO conversations for better effectiveness with emphasis on improvement rather than a continuing cycle of assessment without closure. The IEPI (Institutional Effectiveness and Partnership Initiative) Assistance team scheduled for May 2015 will be asked to help re-think the current dialogue. Assessment results are included in planning and resource allocation processes.

**Activity 4.2d**

*Allocate resources to support learning outcomes through the integrated planning cycle.*

We continue to emphasize the importance of using learning outcome assessment results when preparing resource requests and the rubric for assessment requires that the connection to learning outcomes be evident in order for the request to receive top prioritization. The College began the process of allocating resources to support learning outcomes through the Annual Area Plan process by including a question in that plan about learning outcome results. However, few plans made requests for resources that were specifically tied to improving learning outcome results. The College will continue to work with all employees on utilizing learning outcomes as a basis in resource requests.
Institutional Objective 4.3
Evaluate and document the participatory governance structure.

Activity 4.3a
Evaluate current governance structure and decision-making processes and revise processes as needed as a result of institutional dialogue.

To begin work on this Institutional Objective, the Faculty and Staff Survey was administered in September 2012 to determine whether the issues highlighted in 2010 still existed. The survey was substantially the same as the survey administered in Fall 2010. Over the course of about two weeks, 333 employees completed the survey (comparably, 307 employees completing the survey in 2010), representing all constituencies of the college. The results of the survey were reported to College Council on September 11, 2012, and were made available to the entire college community by posting them on the Planning Documents page of the college website. College Council reviewed the results of this survey with the following observation:

Overall, respondents expressed more confidence in and optimism about the planning and governance processes at the college than in 2010. A greater number reported awareness of the mission statement, strategic plan, and participatory planning, which is likely a result of increased efforts in communication during the development of the Educational Master Plan, 2012-15 Strategic Plan, and the Integrated Planning Manual over the past year.

In particular:
• 96% are aware of the mission statement, compared to 86% in 2010;
• 91% are aware of the strategic plan, compared to 69% in 2010;
• 83% are aware of the participatory planning process, compared to 65% in 2010;
• 83% agree that Shasta College encourages discussion and communication throughout the college community, compared to 54% in 2010;
• 75% are satisfied with their opportunities to participate in key institutional decisions, compared to 50% in 2010;
• 84% believe that the planning cycle is complete and comprehensive, compared to 51% in 2010;
• 89% believe instructional planning results in continuous improvement, compared to 68% in 2010.

Some of the results from the 2010 survey that the accreditation visiting team had mentioned as problematic had improved substantially by the time that the 2012 survey was administered. For example, while only 36% of classified staff felt they had a voice in participatory planning in 2010, 71% felt they had a voice in 2012 (along with 72% of full-time faculty). In answer to a question about feeling “empowered to actively participate in creating and implementing innovation,” the percentage of full-time faculty who agreed rose from 41% in 2010 to 74% in 2012 while the percentage of adjunct faculty increased from 43% to 77%.

Full-time faculty also agreed in greater numbers in 2012 that they had an equitable role in “governing, planning, budgeting and policy-making bodies” – 66% compared to 38% in 2010.
This laid the groundwork for the creation of a decision making handbook (institutional Objective 4.3.b) and for educating District staff and faculty about decision-making processes (Institutional Objective 4.3.c).

**Activity 4.3b**

*Create a decision-making handbook.*

The Participatory Governance Manual was completed in May 2013 and can be found on the Shasta College webpage. This manual addresses the decision-making handbook needed for this activity. It was included as evidence to the ACCJC in the follow-up report that was submitted in October 2013. The ACCJC reported that the follow-up report was accepted during their January 2014 meeting. During the early spring, College Council discussed the concept behind this handbook and the decision was made to call this handbook the Participatory Governance Manual. A small group was formed to guide the development of this document. Minutes from the various spring 2013 College Council meetings document the process. Feedback was gathered from various constituent groups.

**Activity 4.3c**

*Educate district staff and faculty about decision-making processes.*

College Council has discussed a variety of strategies to educate staff and faculty. Overall, the consensus was to empower and encourage managers to use the Participatory Governance Manual and be transparent about decision-making. The Participatory Governance Manual was completed in May 2013; as part of the process, drafts were shared with all college staff and faculty in order to solicit input. Input received was incorporated into the final version, which was approved by College Council and shared with the Board of Trustees. In August 2013, the manual was posted and copies were distributed. As the college enters its second year of integrated planning under the new model, opportunities to both explain and refine the decision-making processes described in the Participatory Governance Manual continue to occur.

In addition, every Welcome Back and Flex Day that takes place at Shasta College has a discussion on the planning cycle and continues to emphasize the importance of the Shasta College Integrated Planning Process. These conversations can be confirmed through agenda items and PowerPoints presentations displayed at the events. Annual presentations to the Shasta College Board are another way to ensure that all are educated about the decision-making progress.