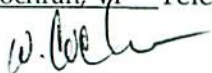


2007-2008 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges

SHASTA COLLEGE

DUE BY April 18, 2008

Prepared by/Title W. Cochran, VP Telephone 530-242-7524 E-mail wcochran@shastacollege.edu



Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

As you respond to the following questions, please consider "new" to mean only those changes which have occurred since the college's last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.

1. Indicate any change in the official name, address or control of the institution.

No Changes.

2. a) What is the institution's overall course completion rate for the fall 2007 semester?
88.73 %

b) Has the institution's course completion rate decreased by 5% or more this past year?
Yes ___ No X If so, by what percentage decrease? _____%

3. Does your institution collect data on state licensing examination results for technical/vocational programs?

Yes X No _____

a. If yes, list the licensure exam pass rate for each technical/vocational program for 2006-07 academic year (Rate = # passing ÷ # attempting).

Name of program ADN Licensure exam pass rate 90.7

Name of program LVN Licensure exam pass rate 93

Name of program Dent. Hygiene Licensure exam pass rate 100

b) Has the institution's licensure exam pass rates declined by 10% or more this past year?
Yes ___ No X If so, by what percentage? _____%

4. Does your institution collect information on job placement rates for its technical/vocational programs?

Yes X No _____

a. If yes, list the job placement rate for each technical/vocational program for 2006-07 academic year.

b) Name of program ADN Job placement rate 95-100

c) Name of program LVN Job placement rate 100

d) Name of program Dent. Hygiene Job placement rate 100

e) Has the institution's job placement rates declined by 10% or more this past year?

Yes ___ No X If so, by what percentage decrease? _____%

5. List all sites or campuses at which students can complete at least 50 % of the credits for a degree or certificate program, and list the programs for which 51% or more of the credits may be earned at each site or campus. Also, report when these sites or campuses began operating, and identify those that are new.

For each of the campuses listed below, instruction began in 1969. The college established outreach site operations in 1974.

Tehama Campus (Red Bluff)

Intermountain Campus (Burney)

Trinity Campus (Weaverville)

See Attachment A for a list of programs for which 51% or more of the credits may be earned online or at each campus.

A Substantive Change Proposal was submitted in December 2007 for approval of ongoing distance learning programs. Due to the action of the commission in January 2008 to place the college on Warning status, the commission chose to defer consideration of the proposal until such time the college satisfactorily addresses four of the college-wide recommendations noted in the ACCJC Reaffirmation of Accreditation report.

6. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.

None

7. List and describe any programs that were added to the college curriculum, regardless of location, in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.

None

8. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

- a) What is the total headcount enrollment for fall 2007 in all types of distance learning offered? 5,257 (online: 4008, ITV: 1249)
- b) Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2007-2008 academic year.

See Attached 2007-2008 Distance Learning Course grid (Attachment B).

9. Complete the attached Student Learning Outcome table and provide lists requested for an annual report update on the college's progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning and improvement.

See Attached table and lists (Attachment C).

10. List and describe any programs for non-US nationals the institution conducts or plans to conduct outside the U.S. Do not include study abroad programs for the institution's native students.

None

11. List and describe any articulation agreements or Memoranda of Understanding with non-US institutions.

None

Attachment A

Degree and Certificate Programs

Each of the programs identified herein, whether degree or certificate, have 50% or more of the curriculum available through the means indicated and include the same academic curriculum and completion requirements as the respective program on the Shasta College campus. All ITV courses and courses taught at one of the three Extended Education campuses are conducted under the direct supervision of the Dean of Extended Education. All online courses are conducted under the direct supervision of the Dean of the respective academic division.

Certificates	Online	ITV and/or EE Campus*	
• Accounting Clerk/Bookkeeper	X		
• Computer Networking (CCNA)	X		
• Computer Networking (CCNP)	X		
• Office Administration			
○ Info Processing Specialist	X		X
○ Medical Billing Specialist		X	X
○ Records Manager	X	X	X
○ Transcriptionist - Medical	X	X	X
• Real Estate		X	X
• Retail Management	X	X	X

AS Degree	Online	ITV and/or EE Campus*	
• Administration of Justice		X	X
• Agriculture		X	X
• Business Administration			
○ Accounting	X	X	X
○ General Business	X	X	X
○ Management	X	X	X
○ Real Estate	X	X	X
• Computer and Information Systems			
○ Business Information Systems	X		X
○ CCNA Option	X		X
○ CCNP Option	X		X
• Early Childhood Education	X	X	X
• Equine Science		X	X
• Family Studies		X	X
• Forestry Science and Technology		X	X
• General major	X	X	X
• Hospitality Management			
○ Hotel/Restaurant Management	X		
• Legal Assistant		X	X
• Natural Resources		X	X
• Office Administration			
○ Administrative Assistant	X	X	X
○ Administrative Assistant – Legal	X	X	X
○ Information Processing Specialist	X	X	X
○ Medical Office Specialist	X	X	X
○ Transcriptionist - Medical	X		X

Shasta College ACCJC 2007-08 Annual Report
Attachment A

AA Degree	Online	ITV and/or EE Campus*	
• Communication Arts		X	X
• Environmental Horticulture		X	X
• Journalism	X	X	X
• Transfer Gen Ed	X	X	X
• University Studies	X	X	X

* ITV capabilities provide the opportunity to earn the degree or certificate at any of the Extended Education campuses. This typically occurs at the Tehama Campus where a larger number of courses are made available due, in part, to three ITV classrooms and a larger student population from which to support live instruction.

Attachment B

2007-2008 DISTANCE LEARNING COURSES

COURSE NAME & NUMBER	DISTANCE DELIVERY MODES	FIRST OFFERED			CREDIT TYPE	DEVELOPER
		Sm07	F07	S08		
ACCT 2: Intro to Financial Accounting	2-way V		X		Trans: AA/AS	Dept Fac
ACCT 4: Intro to Managerial Acctg	2-way V			X	Trans: AA/AS	Dept Fac
ACCT 102: Basic Accounting II	2-way I	X			AA/AS	Dept Fac
ADJU 18: Community Relations	2-way I	X			Trans: AA/AS	Dept Fac
ADJU 42: Interviewing & Counseling	2-way V			X	Trans: AA/AS	Dept Fac
AGRI 54: Resource Economics	2-way V		X		Trans: AA/AS	Dept Fac
ANTH 2: Cultural Anthropology	2-way V			X	Trans: AA/AS	Dept Fac
BIOL 5: Intro to Human Biology	2-way V		X		Trans: AA/AS	Dept Fac
BIOL 10: General Biology	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
BUAD 40: Entrepreneurship	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 42: Financing Small Business	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 66: Business Communications	2-way V			X	Trans: AA/AS	Dept Fac
BUAD 71: Intro to e-Commerce	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 72: e-Commerce Marketing	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 73: Web Design Concepts for e-Commerce	2-way I			X	Trans: AA/AS	Dept Fac

BUAD 81: Stress Mgmt in Workplace	2-way V	X			Trans: AA/AS	Dept Fac
BUAD 84: Attitude in Workplace	2-way V	X			Trans: AA/AS	Dept Fac
BUAD 85: Customer Service in the Workplace	2-way V	X			Trans: AA/AS	Dept Fac
BUAD 90: Value and Ethics	2-way V	X			Trans: AA/AS	Dept Fac
BUAD 91: Principles of Management	2-way V		X		Trans: AA/AS	Dept Fac
CAS 30: Casino Surveillance	2-way I		X		Trans: AA/AS	Dept Fac
CIS 2: Intro to Computer Science	2-way I	X			Trans: AA/AS	Dept Fac
CMST 20: Interpersonal Communications	2-way I		X		Trans: AA/AS	Dept Fac
DSS 63: Dietary Service Supervisor Opns and Management	2-way I		X		Trans: AA/AS	Dept Fac
ECE 8: Teaching Practices for Young Children	2-way V			X	Trans: AA/AS	Dept Fac
ECE 15: Health & Safety in Children's Programs	2-way V			X	Trans: AA/AS	Dept Fac
ENGL 14: Survey of Drama as Literature	2-way I		X		Trans: AA/AS	Dept Fac
ENGL 97: Special Topic: Gothic Lit	2-way V			X	Trans: AA/AS	Dept Fac
ENVR 24: Soils	2-way V		X		Trans: AA/AS	Dept Fac
ESCI 9: Earthquakes, Volcanoes, & Other Geologic Hazards	2-way I with F-to-f			X	Trans: AA/AS	Dept Fac
ESCI 36: Geology of Mt Shasta & Vicinity	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
ESCI 37: Geology of N. California	2-way I with F-to-f			X	Trans: AA/AS	Dept Fac
ESCI 42: Geology of Redding Area	2-way I with F-to-f			X	Trans: AA/AS	Dept Fac

ESCI 45: Geology of Castle Crag & Vicinity	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
GEOG 8: World Regional Geography	2-way I	X			Trans: AA/AS	Dept Fac
HIST 55: History of American Frontier	2-way I		X		Trans: AA/AS	Dept Fac
HORT 33: Environmental Horticulture	2-way V		X		Trans: AA/AS	Dept Fac
LEGL 145: Torts	2-way V		X		AA/AS	Dept Fac
LEGL 147: Contract, Employment & Agency	2-way V		X		AA/AS	Dept Fac
LEGL 148: Family Law	2-way V			X	AA/AS	Dept Fac
LEGL 149: Commercial Law	2-way V			X	AA/AS	Dept Fac
MATH 13: College Algebra	2-way V	X			Trans: AA/AS	Dept Fac
MATH 41A: Concepts of Elem Math	2-way V			X	Trans: AA/AS	Dept Fac
NR 8: Career Placement - Natural Resources	2-way V			X	Trans: AA/AS	Dept Fac
NR 50: Natural Resources Measurements	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
NR 53: Forest Protection & Restoration Ecology	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
NR 64: Water Resources	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
NR 65: Forest Ecology	2-way I with F-to-f		X		Trans: AA/AS	Dept Fac
NR 70: Wildlife Conservation & Management	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
OAS 30: Creating & Managing the Virtual Office	2-way I		X		Trans: AA/AS	Dept Fac
OAS 31: Marketing Yourself as a Virtual Assistant	2-way I			X	Trans: AA/AS	Dept Fac
OAS 58: Word Processing Transcription	2-way I		X		Trans: AA/AS	Dept Fac

OAS 159: Word Processing I – Medical Transcription	2-way I		X		AA/AS	Dept Fac
OAS 160: Word Processing II – Medical Transcription	2-way I		X		AA/AS	Dept Fac
OAS 171: Proofreading Skills	2-way V		X		AA/AS	Dept Fac
PSYC 17: Abnormal Psychology	2-way V		X		Trans: AA/AS	Dept Fac
REAL 33: Legal Aspects of Real Estate	2-way V		X		Trans: AA/AS	Dept Fac
SOC 2: Social Problems	2-way V			X	Trans: AA/AS	Dept Fac
SOC 70: Social Welfare	2-way V		X		Trans: AA/AS	Dept Fac

Prepared by Thomas J. Orr II Telephone 530-529-8980 E-mail torr@shastacollege.edu

W. Orr, VP Academic Affairs
Signature & title

College Name Shasta College

Attachment C

Annual Report Update on Student Learning Outcomes 2007-2008

Dear Colleague:

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide an institutional framework of that which is required for defining expected student learning outcomes. This is done by assessing learning, analyzing the assessment results, and using those results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcome requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@accjc.org.

From the ACCJC 2002 Standards

Standard I B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education?	x		% of Courses <u>100%</u>	<p>List the general education courses for which identification of expected student learning outcomes is complete.</p> <p>All General Education areas have written outcomes</p>
2. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		x	% of Courses <u>87%</u>	<p>List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.</p> <p>There are a total of 266 General Education courses (2007-2008 catalog). Of these 232 (87%) have been accurately mapped to their respective GE outcomes. Of the remaining 34 courses (13%), they are either not mapped to the correct GE area, not mapped to a second GE area, or no information has been submitted. These courses are listed in the document entitled "Summary Report on GE Courses-to-Outcomes Mapping", the mapping of GE courses/outcomes is available in the document entitled "General Education Courses-to-Outcomes Matrix (2007-2008)"</p> <p>Both of these documents are available at the Shasta College SLO website: http://www3.shastacollege.edu/slo/General%20Education/GeneralEducation.htm</p>

3. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		x	% of Courses _____ completed for 25% of the GE areas	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. Humanities & Social Science areas
4. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?		x	% of Courses _____ completed for 25% of the GE areas	List the general education courses for which assessment of expected student learning outcomes is complete. Humanities & Social Science areas
5. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?		x	% of Courses _____ completed for 25% of the GE areas	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete. Humanities & Social Science areas
6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?		x	% of Courses ___0___	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

2007-2008 Institutional Annual Report Update on Student Learning Outcomes

Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
7. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?		x	% of Courses <u>83%</u>	<p>For all steps of Part II: A listing of active courses (as of 4/15/08) and their progress in the SLO cycle is posted at the Shasta College Website: "Spring 2008 Results for Courses" lists all courses and a tally of each course's progress in the SLO cycle "Spring 2008 Division Reports on Courses" summarizes the results by Division and for the campus as a whole.</p> <p>These two documents are available at http://www3.shastacollege.edu/slo/reports/reports.htm</p>	
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		x	% of Courses <u>80%</u>		
9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?		x	% of Courses <u>17%</u>		
10. Analyzing the	Has the college		x			

Results of Assessment	analyzed assessment results for the student learning outcomes for all courses?			% of Courses__9%__		
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		x	% of Courses__6%__		

Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
12. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?		x	% of Programs <u>28</u>	For all steps of Part III: A listing of active degrees & certificates (as of 4/15/08) and their progress in the SLO cycle is posted at the Shasta College Website: "Spring 2008 Results for Degrees and Certificates" lists all degrees & certificates and a tally their progress in the SLO cycle This document is available at http://www3.shastacollege.edu/slo/reports/reports.htm
13. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		x	% of Programs <u>27</u>	
14. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?		x	% of Programs <u>3</u>	

15. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?		*	% of Programs <u> 3 </u>	
16. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?		*	% of Programs <u> 2 </u>	
17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?		*	% of Programs <u> 2% </u>	

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	<p>Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?</p> <p>Has the college defined expected student learning outcomes for student support services?</p>		X	<p>% of Instructional Support Courses or other experiences 91%</p> <p>% of Student Support Services Courses or other experiences <u>NA</u></p>	<p>List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete.</p> <p>LRC: Library Instruction LRC: Reference Services LRC: Access (Circulation) Services LRC: Collection Development LRC: Technical Services</p> <p>ENGL 348 Adult Literacy (tutoring) ENGL 382 Reading & Writing Workshop (tutoring) MATH 382 Mathematics Workshop (tutoring) NSCI 390 Natural Science Learning Labs STU 310 General Tutoring lab/Supervised T</p> <p>List the student support services courses or other experiences for which identification of expected student learning outcomes is complete. Only orientations for Matriculation, DSPS, and EOPS.</p>
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?			0% of Instructional Support Courses or other experiences	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.

	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		X	0% of Student Support Services Courses or other experiences	List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.
20. Defining Assessment of Expected Student Learning Outcomes	<p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?</p> <p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?</p>		X	<p>% of Instructional Support Courses or other experiences 91%</p> <p>% of Student Support Services Courses or other experiences <u>N/A</u></p>	<p>List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.</p> <p>LRC: Library Instruction LRC: Reference Services LRC: Access (Circulation) Services LRC: Collection Development LRC: Technical Services</p> <p>ENGL 348 Adult Literacy (tutoring) ENGL 382 Reading & Writing Workshop (tutoring) MATH 382 Mathematics Workshop (tutoring) NSCI 390 Natural Science Learning Labs STU 310 General Tutoring lab/Supervised T</p> <p>List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. Only orientations for DSPS and EOPS.</p>

<p>21. Assessing Student Learning Outcomes</p>	<p>Has the college assessed student learning outcomes for all courses or other experiences in instructional support?</p> <p>Has the college assessed student learning outcomes for all courses or other experiences in student support services?</p>		X	<p>% of Courses or other experiences in Instructional Support <u>46%</u></p> <p>% of Courses or other experiences in Student Support Services</p>	<p>List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.</p> <p>LRC: Library Instruction LRC: Reference Services LRC: Access (Circulation) Services LRC: Collection Development LRC: Technical Services</p> <p>List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete. Only orientations for DSPS and EOPS.</p>
<p>22. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses or other learning experiences in instructional support?</p> <p>Has the college analyzed assessment results for all courses or other learning experiences in student support services?</p>		X	<p>% of Courses or other learning experiences in instructional support.</p> <p>46%</p> <p>% of Courses or other learning experiences in student support services.</p>	<p>List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.</p> <p>LRC: Library Instruction LRC: Reference Services LRC: Access (Circulation) Services LRC: Collection Development LRC: Technical Services</p> <p>List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete. Only</p>

					orientations for DSPS and EOPS.
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?			% of Courses or other learning experiences in Instructional Support. 9%	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. LRC: Library Instruction
	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?		X	% of Courses or other learning experiences in Student Support Services.	List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented