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

2014 Annual Report
Final Submission
03/28/2014

Shasta College
P.O. Box 496006
Redding, CA 96049

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Meridith Randall
3.	Phone number of person preparing report:	530-242-7524
4.	E-mail of person preparing report:	mrandall@shastacollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.shastacollege.edu/Academic%20Affairs/Documents/Chapter%201%20-%202013-14%20President%2006-21-13.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	www.shastacollege.edu (homepage)
6.	Total unduplicated headcount enrollment:	Fall 2013: 8,598 Fall 2012: 8,670 Fall 2011: 9,398
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,178
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,218
9.	Number of courses offered via distance education:	Fall 2013: 152 Fall 2012: 143 Fall 2011: 154
10.	Number of programs offered via distance education:	27
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,538 Fall 2012: 3,497 Fall 2011: 3,630
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70%
14b.	Successful student course completion rate for the fall 2013 semester:	70.9%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	540
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	100

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	840
16b.	Number of students who received a degree in the 2012-2013 academic year:	696
16c.	Number of students who received a certificate in the 2012-2013 academic year:	168
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	700
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	614
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	ESL, Music, Transition for Students with Disabilities
19a.	Number of career-technical education (CTE) certificates and degrees:	85
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	85
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	85
	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
20.	Associate Degree Nursing	51.38	national	80 %	92.31 %
	Nurse Aide	51.39	state	80 %	100 %
	Dental Hygiene	51.06	state	80 %	100 %
	Licensed Vocational Nurse	51.39	state	80 %	100 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
Agriculture	01.00	75 %	71 %
Business and Management	52.01	75 %	74 %
Family and Consumer Sciences	19.00	75 %	71 %
Health	51.00	75 %	79 %
Public and Protective Services	43.01	75 %	86 %

22. Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
None		

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Discussion about institution-set standards, while it began with looking at historical data and parts of our strategic plan, has now led to an examination of what is considered acceptable performance, regardless of the past. These discussions take place with advisory committees for CTE programs as well as the general education and foundational skills areas at the college. For example, we are contemplating setting a college standard for student success in foundational skills courses, not just an overall student success rate. At the program level, we are in the process of establishing a "program vitality" committee that would identify criteria for adequate program performance -- criteria that might then become institution-set standards.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question		Answer
24.	Courses		
	a. Total number of college courses:		786
	b. Number of college courses with ongoing assessment of learning outcomes		680

		Auto-calculated field: percentage of total:	86.5

25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	89
	b.	Number of college programs with ongoing assessment of learning outcomes	68
		Auto-calculated field: percentage of total:	76.4

26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	19
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	19
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	in process
28.	Number of courses identified as part of the GE program:	191
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	45%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	82
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). In Fall 2013, we decided to make a concerted effort to assess all 7 ILOs in a thorough and effective manner. Faculty on the SLO Committee were tasked with developing surveys that assessed actual skills in the 7 areas rather than students' assessment of their skill levels. So, for example, the survey on quantitative reasoning includes math problems we would expect a graduate of the college to solve; the survey on information competency includes questions about doing research and identifying reliable web sources. In January 2014, these surveys were tested on a group of about 80 students and revised based on their feedback. In March 2014, the surveys were administered to 2254 students in 141 randomly selected course sections. Students were asked to supply ID numbers so we can disaggregate by new students, students with 30+ units, certificate students, et al. At this writing, we expect to have results and analysis with the next few weeks, which will then inform any changes we make to help students better achieve ILOs. Although this process was labor-intensive, we feel the instruments we developed are better indicators of student outcomes than commercial products.	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
	Each course in a program has at least one SLO that is mapped to at least one PLO, meaning that the course aligns with the PLO(s). Faculty regularly review the SLOs and when changes are made, the alignment with PLOs is also reviewed. Each PLO is mapped to one ISLO. For general education courses, each is mapped to a GELO, and each GELO is aligned with one ISLO. This alignment system ensures that all student learning outcomes and their assessments work to support institutional student learning goals. Starting in Fall 2012, all new or revised course-level SLOs must be mapped to an ISLO. All the SLO mapping is recorded in TracDat and can be referenced by faculty in the discipline. As faculty have participated in the revised Program Review process over the last two years, they have become more aware of the value of their SLOs and PLOs. The anticipated "program vitality" process will be an additional forum to discuss any changes needed to expected outcomes for programs of study, and all instructional programs will be examined.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
	Each semester, each course must submit an assessment summary report to the Office of Research and Planning; typically, all or most of the faculty teaching any individual course report assessment results and hold a dialogue about those results before creating the report. Beginning in Fall 2012, these reports were entered into the TracDat system so that faculty can retrieve information for use in the annual program review process. The summary of the assessment results and plans for improvement are integrated into Annual Area Plans, which are disseminated to the entire college community and discussed in various planning committees. Program Learning Outcomes (PLOs) are assessed biannually on the Program Review forms, which are completed by every degree and certificate program as well as the Foundational Skills program. Similar to the results of SLO assessment on the Annual Area Plans, the PLO results are available to the entire college community via Program Review forms. General Education Learning Outcomes (GELOs) were assessed and the results were compiled into a summary report in 2012. This spring, all 7 ISLOs were assessed and the resulting analysis will be shared college-wide in order to stimulate conversation and action.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
	For several semesters, time was set aside on Flex Day for faculty to meet and discuss SLO and GELO assessment results. Based on these conversations, when faculty then made resource requests, they were asked to connect those requests to gaps identified by SLO results, and those requests were prioritized in the resource allocation process each spring. In fact, connection to improving SLOs is one of the criteria used in the college-wide resource allocation rubric. Starting in 2014-15, flex time was added to facilitate more frequent conversation about student learning outcomes and changes for improvement. The SLO Coordinators have a standing report at Academic Senate meetings as well so that faculty are kept up to date on SLO developments.
	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	As a direct result of SLO assessment and analysis of the results, the Precalculus faculty

39.	decided last year that it would be best for student outcomes if all instructors used the same textbook (after 20 years of using a variety of texts). Also in the math department, faculty realized after assessing SLOs that students were not learning some topics adequately in one of the Calculus courses, so a unit was added to the curriculum. In the Horticulture program, students were found to be deficient in work-readiness skills, so coaching on customer service and soft skills was added to the curriculum. In Sociology, it was discovered that more active learning activities were needed to increase student engagement with and understanding of the material.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We may have some more programs in which 50% or more of the coursework can be completed online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Tehama Campus, Trinity Campus and Intermountain Campus -- generally, through ITV (synchronous video transmission. There is also an off-campus Health Science building about 5 miles from the main campus where health programs are offered.
43.	List all of the institution's instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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