Subject: ACCJC - 2016 Annual Report Submission

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

2016 Annual Report
Final Submission
04/07/2016

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/Catalogs/2015-2016%20Catalog/Chapter%201%20-%202015-16%20The%20College.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status	http://www.shastacollege.edu/President/Accreditation/Pages/288.aspx

	with ACCJC:	
6.	Total unduplicated headcount enrollment:	Fall 2015: 8,858 Fall 2014: 8,475 Fall 2013: 8,598
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	8,130
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	735
9.	Number of courses offered via distance education:	Fall 2015: 162 Fall 2014: 157 Fall 2013: 152
10.	Number of programs which may be completed via distance education:	27
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 4,932 Fall 2014: 4,508 Fall 2013: 4,127
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a	n/a

	program which leads to an associate degree?	

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 2015 semester:	72.7%
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.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	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?	600
	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
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,090
16b.	Number of students who received a degree in the 2014-2015 academic year:	694
16c.	Number of students who received a certificate in the 2014-2015 academic year:	396
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 2014-2015:	590
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes

18b.	If yes, please identify them:	ESL, Transition for Students with Disabilities
19a.	Number of career-technical education (CTE) certificates and degrees:	75
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:	75
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:	75

20. 2013-2014 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 (%)
Associate Degree Nursing	51.38	national	80 %	96.3 %
Nurse Aide	51.39	state	80 %	100 %
Licensed Vocational Nursing	51.39	national	80 %	0 %
Dental Hygiene	51.06	national	80 %	100 %

21. 2013-2014 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 and Natural Resources	01.00	75 %	57 %
Business and Management	52.01	75 %	70 %
Information Technology	11.10	75 %	50 %
Engineering and Industrial Technologies	15.00	75 %	66 %
Health	51.00	75 %	90 %
Family and Consumer Sciences	19.02	75 %	80 %
Public and Protective Services	43.01	75 %	89 %

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

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

#	Question		Answer

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).
	Institution-set standards are determined each year by College Council and reviewed against the most r ecent data. Although the college has exceeded its standard for certificate attainment, it was discovered that some programs have few completers. In Agriculture, for example, this discovery has led to a close review of the curriculum, particularly duplicative programs, unclear outcomes for some programs, and confusing pathways. A five-year plan for Agriculture is in draft form to address these and other issues. There has also been an attempt to remind students to apply for certificates (and degrees) when they are close to completing requirements.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	771
	b.	Number of college courses with ongoing assessment of learning outcomes	606
		Auto-calculated field: percentage of total:	78.6
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	138
	b.	Number of college programs with ongoing assessment of learning outcomes	138
		Auto-calculated field: percentage of total:	100
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 instructional programs:	in progress -- college reviewing its SLO assessment process
28.	Number of courses identified as part of the general education (GE) program:	186
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	41%
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*:	91
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). As we have reported in the past, we assess ILOs using locally developed instruments and post the results on a public website. Results are also discussed in various college committees like College Council and Academic Senate. We are now due to re-assess some ILOs to see if there has been progress; that project will take place this spring or next fall.	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindf ul 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).

This year, we embarked on a re-examination of our outcome assessment process and its value to faculty. Working with two new SLO coordinators, we spent Fall 2015 researching other colleges\' SLO programs and visited two other campuses. The coordinators also gathered feedback from Shasta faculty about their experiences, both positive and negative, with outcomes assessment. Our goal is to move from compliance to relevance in relation to SLOs. In March, David Marshall from IEBC came to work with faculty, and one point he made is that it is more useful to think of courses (and their outcomes) as part of a program rather than as discrete entities. We are planning to work with our programs over the next year to look at courses through the lens of programs -- that is, to consider course SLOs as they contribute to program level outcomes. Our expectation is that we will discover that some courses may not contribute to program goals, and therefore do not need to be continued.

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).
	As part of the effort mentioned in Question 36, we have created a new model for faculty communication about outcomes. Rather than work individually to assess and report assessments in TracDat, we are encouraging faculty this spring to meet together -- within a discipline or across disciplines -- and discuss their SLOs. We ask that they report the results of these conversations on a form that can be shared. While we think this process will enhan ce use of results for the benefit of students, we also recognize that many departments -- notably math and English -- have met consistently for years and discussed how to improve results for students.

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).
	Generally, faculty report assessment results in TracDat each semester for each course, and meet periodically to discuss results and changes. We are trying to create more usable reports to facilitate better discussion, and also facilitate the use of course level results when considering program level outcomes. Currently, faculty must report on PLO assessment every two years in their program reviews. Starting in Fall 2016, program reviews will be evaluated by the Program Review Committee, which will issue recommendations for each instructional program at the college on a four-year cycle. This will enable the college to look at programs in context and holistically, and move us toward having robust programs rather than just \"many\" programs. Program reviews are used in the resource allocation process (called \"area planning\"), which is conducted annually. Results of learning outcomes assessment are built into the scoring rubric. Through integrated planning, we are able to direct resources toward student success and achievement.

#		
39.	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).	
	We have some road to travel before SLO assessment makes a critical impact on our curricula and programs, but over the last several months, we have made some important progress (see previous answers). Faculty routinely revise SLOs as they realize through assessment that they are not highlighting or measuring the most important components of a course, and they engage in dialog with each other about the purposes of their courses and programs. Perhaps the greatest impact presently is on our institutional effectiveness, particularly resource allocation, which puts a focus on student learning as the ultimate goal when budgeting. It has become second nature at many participatory governance committees to discuss impacts on student outcomes when deciding future directions and priorities for the institution.	

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 2 2013-2014: 0 2012-2013: 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)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We have added some ADTs that require approval -- they may not require a full proposal

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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 Sciences building about 5 miles from the main campus in Redding where health programs are offered.
43.	List all of the institutions 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.

If you need additional assistance, please contact the commission.

Sincerely,

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