Shasta College

Accreditation Midterm Report

Submitted to the

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2008

Shasta-Tehama-Trinity Joint Community College District

11555 Old Oregon Trail

Redding, CA 96049-6006

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NOTE: The College prepared this Midterm Report with the goal of clearly identifying evidence that supports the responses to the College-wide Recommendations and the responses to the individual Planning Agenda items. To aid the Commission's verification of the College's evidence, the College listed documents and website links in the report. Copies of some documents are not in electronic format, yet, and are only available in hard copy for inspection by the visiting team, while others are accessible via the listed links to College websites.

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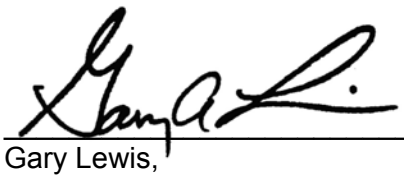
Statement of Report Preparation

The District's Accreditation Co-Liaison Officers, the Vice President of Academic Affairs, William Cochran, Ed.D., and the Dean of Economic and Workforce Development, Brad Banghart, led the effort to prepare the Midterm Report. The primary writers of the responses to Standards 1 through 4 were the actual chairs of the individual subcommittees who wrote the original planning agenda items. It was thought that those who wrote the original planning agenda items knew the intent of each and were the best ones to respond. Where there were absences due to retirements, reassignments, or job location moves, volunteers readily stepped forward to help. It is important to note that each subcommittee had at least one of the original co-chairs present to help write the responses, with many having both original co-chairs.

This Midterm Report is submitted in compliance with the policies of the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges. The Midterm Report was presented to the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District at their August 20 and September 10, 2008, Governing Board Meetings for review.



Gary Lewis,
Superintendent/President
Shasta-Tehama-Trinity Joint Community College District

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Legend:

(A) - Administrative **(C) –** Classified **(F) -** Faculty **(S) –** Student **(E) -** Ex-Officio Members
(MSC) - Classified Management, Supervisory, Confidential

Responses – Recommendations and Commission's Concern

In preparation for the Accreditation self evaluation in 2005, a research document (California Community College Governance - A Look at Shasta College) was written by Brad Banghart, Co-Liaison Officer, that explored the District from a historical perspective. Various areas of the District's organizational operations were examined from a critical view. One area of focus was planning, and the analysis concluded that the District historically has not reflected a culture of planning. This analysis was reinforced after completion of the self-evaluation and supported by the eight recommendations formalized by the site team. The District leadership recognized that, in order to establish a realistic, workable and effective broad-based planning process, a focused effort was required to bring about a District-wide cultural shift by encouraging a collaborative effort to develop, support and sustain overall institutional improvements.

The first action instituted by the then Acting Superintendent/President, Gary Lewis, was to convene an ad hoc committee March 2006 to review and make recommendations as to how the College should structure its planning processes and procedures to comply with the recommendations of the accreditation visiting team from the Western Association of Schools and Colleges (WASC). The ad hoc committee's efforts also brought about awareness related to institutional planning and the need to build a culture of evidence. The time and effort to institute a cultural shift is substantial. Thus, the College leadership has given this effort a high priority by implementing processes and procedures to address the site team's recommendations.

The College has surpassed the proficiency level of implementation and progressed toward a continuous quality improvement model of implementation. The systematic evaluation process through program reviews and ongoing dialogue in the various participatory committees and sub-committees provides an institutional distribution of information with ongoing review, evaluation and modification leading to improving institutional effectiveness and efficiency. This process is a dynamic cyclical procedure that is ongoing with the intent to improve educational effectiveness through ongoing refinement and improvement of institutional and program practices that provide demonstrable evidence of the College's priority to enhance student achievement and learning.

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Recommendations and Status

Recommendation #1. ***The college must develop an integrated, ongoing, and broad-based planning process. It must inform all resource allocations and other college decisions, as well as allow for participation by all appropriate constituencies. The process should be one that establishes goals and measurable objectives that leads to demonstrated evidence of institutional improvements that can be communicated to the public. The institution should ensure that there is a clear, well communicated cycle in which the planning process itself is evaluated (Eligibility Requirement 19; Standards I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.B.4, III.D.1.a, IV.A.2, IV.B.2).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #1 reads as follows:

> *Shasta College has implemented this recommendation to the awareness level. When the Planning Structure is reviewed by the Board of Trustees, at that point, the college will be prepared to progress to the development level of implementation.*

Since the fall 2007 visit by the site team, Shasta College has made tremendous progress towards the implementation of an integrated, on-going, broad-based planning process. Referring to the ACCJC "Rubric for Evaluating Institutional Effectiveness," the College has progressed from the "Development Level," and because it has yet to complete a full cycle of integrated planning, it is currently at the "Proficiency Level." The College, however, has all of its procedures and processes in place and expect to be at the "Sustainable, Continuous Quality Improvement Level" by January 2009.

When the 2005 Accreditation Self-Study Report was written, Shasta College did not have planning procedures in place and planning was done by fiat by the Superintendent/President. In 2006, the new Acting Superintendent/President formed an ad hoc committee to research best practices for institutional planning and to report its findings to him. Based on this report, the college community engaged in considerable dialogue through formal presentations and informal discussions around the issues of integrated planning and how it could be best implemented at the college. The result of these discussions became the basis for

the implementation of the College Council, the primary planning committee for the college and a central participatory governance body. (College Council By-laws can be found on the College Council website).

The planning model adopted by the college, "Shasta College's Planning and Review Cycles," is illustrated in Figure 1. This illustration shows the component parts of the planning cycle – plan, implement, evaluate – at the program and the institutional levels, as well as the flow of information from program to institution then back to program.

The foundation for planning at Shasta College is the program review, conducted as self-studies in each instructional program (general education and career technical), student services, library and various administrative offices. The procedures underlying the program review process were developed collegially in an effort headed by the Vice President of Academic Affairs. The new program review procedures provide an opportunity to look constructively at programs and services with an eye toward improving the quality of instruction and service, and making effective and efficient use of resources. To support program review activities, the Office of Research and Planning provides quantitative data concerning course offerings, average class size, full-time to part-time faculty participation, FTES, student retention and success, and grade distributions. Also, program and course SLOs are part of the program review assessment.

While comprehensive program reviews are conducted every five years, an annual update is required that includes an assessment of progress to date toward meeting program goals, including SLOs/SAOs, and an action plan to outline future progress on these goals. This not only allows the program to facilitate progress to its goals, but also allows the program to assess whether or not the stated goals meet their needs and whether or not mid-course corrections should be made. The annual program action plans also include budget requirements necessary to fulfill goals.

For administrative departments that serve college-wide needs and have more in-depth planning requirements, program review efforts include the development of department specific plans. A good example is the Technology Department that has recently developed an extensive and thorough plan to guide future activity. The Technology Plan has an integrated overview of the technology needs of the college, aligning these needs with the strategic goals of the college and prioritizing them against fiscal and other resource constraints.

Program reviews and administrative area plans are presented to the College Council for review and comment. The College Council integrates the information from the plans into a college-level strategic plan. The process of integrating the individual program reviews results in an alignment of departmental and institutional mission and goals. Therefore, College Council

provides the means to facilitate synergy and more efficient and collaborative interdepartmental workings.

While writing the college strategic plan, the College Council has access to resources and information provided by the college's Budget Committee and other campus-wide committees and departments, such as the Academic Senate, Technology Planning Committee, Enrollment Management Committee, the Communication Committee, the Invest in Our People Committee, Student Equity Committee, and the Office of Research and Planning. Each of these committees has a broad constituency base, and has an important role in the planning process. The strategic plan will also include an annual assessment of progress to date on goals and initiatives. The college strategic plan and other documents are posted on the College Council website that is available to the college community and the public.

While the College Council provides the means for integrated short and long-term planning, the President's Cabinet provides the forum for integrated action addressing issues that are unexpected or that arise outside of the planning cycle. The President's Cabinet is composed of the Vice President of Academic Affairs, the Vice President of Student Services and the Vice President of Administrative Services, the Associate Vice President of Human Resources and the Associate Vice President of Technology. Each member of the Cabinet contributes information from their constituencies to enable decisions to be made that consider all factors and interests.

This is our first complete academic year implementing the new planning process at Shasta College. Beginning last spring semester, the College Council has been receiving program reviews and hearing reports from the various college communities in preparation for writing our first strategic plan under this new process. Our 2009-2012 Strategic Plan will be complete by December 2008. To date, the departments seem pleased with the new program review procedures. Part of the mission of the College Council is to ensure that the planning processes used are effective. Therefore, once we have completed our strategic plan in December, we expect to review thoroughly our planning processes and make adjustments where necessary.

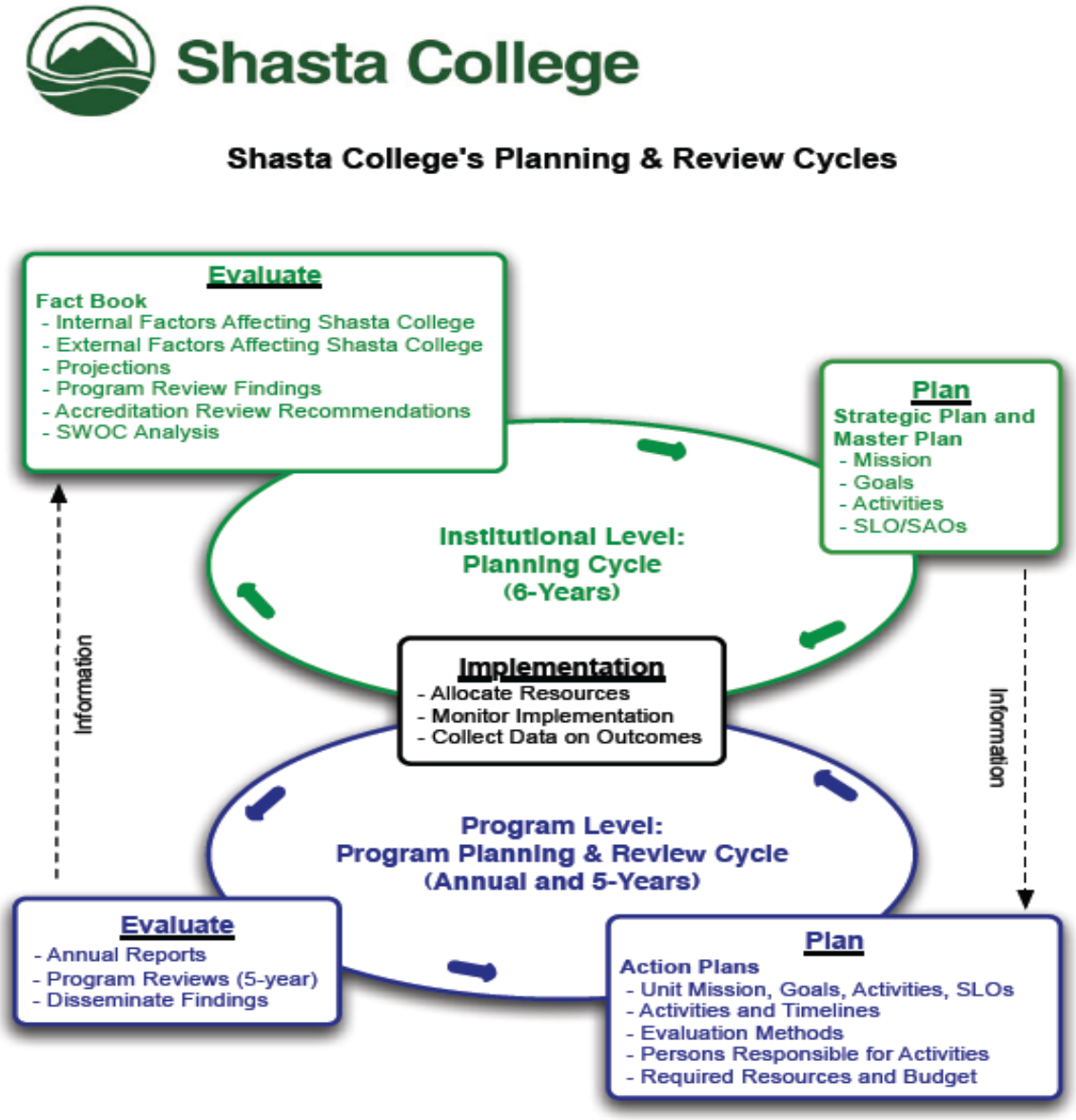
Shasta College
Shasta College's Planning & Review Cycles
Evaluate
Fact Book
- Internal Factors Affecting Shasta College
- External Factors Affecting Shasta College
- Projections
- Program Review Findings
- Accreditation Review Recommendations
- SWOC Analysis
Plan
Strategic Plan and Master Plan
- Mission
- Goals
- Activities
- SLO/SAOs
Institutional Level:
Planning Cycle
(6-Years)
Information
Implementation
- Allocate Resources
- Monitor Implementation
- Collect Data on Outcomes
Information
Program Level:
Program Planning & Review Cycle
(Annual and 5-Years)
Evaluate
- Annual Reports
- Program Reviews (5-year)
- Disseminate Findings
Plan
Action Plans
- Unit Mission, Goals, Activities, SLOs
- Activities and Timelines
- Evaluation Methods
- Persons Responsible for Activities
- Required Resources and Budget

Figure 1

Evidence and Reference Materials

Accreditation Self Study 2005

Progress Report October 2007

Ad hoc Planning Committee Report

College Council Agendas, Minutes, and Documents

Budget Committee Agendas, Minutes, and Documents

Enrollment Management Committee Agendas, Minutes, and Documents

Technology Planning Committee Agendas, Minutes, and Documents

Facilities Planning Committee Agendas and Minutes

Academic Senate Agendas and Minutes

Program Review Models

2009-2012 Strategic Plan Development

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007

Board Policy 4020 - Program and Curriculum Development

Administrative Procedure 4020 - Program and Curriculum Development

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Technology Plan

Program Review and Models

College Planning Framework

College Planning and Review Cycle

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

Budget Committee Agendas and Minutes

Instructional Council Agendas and Minutes

Enrollment Management Agendas, Minutes, and Documents

http://www3.shastacollege.edu/research/

Quick Facts and Initial Planning Documents and Reports

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Recommendation #2. ***The college must staff the institutional research and planning office and fully implement the Datatel system in order to facilitate all ongoing institutional assessment, evaluation, and improvement activities (Standards I.B.3, I.B.5, I.B.7).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #2 reads as follows:

The college has satisfied the recommendation and is at the proficiency stage.

In January 2006, the College formalized the hiring of a full time individual to staff the Institutional Research and Planning office (Catherine Jackson, Ph.D.). Dr. Jackson's initial charge was to chair the ad hoc committee formalized by the Superintendent/President. In addition, Dr. Jackson acquired software programs that facilitate the extraction of specific institutional data from the Datatel system thereby, increasing data availability for institutional assessment, evaluation and improvement activities. Ongoing dialogue with Cabinet and the Academic Senate has transpired to define data elements that enhance MIS reporting data that will directly facilitate ongoing institutional assessment, evaluation, and improvement activities related to District operations (Program Reviews, Student Services, VTEA, etc).

Significant progress has been made by the District to implement the Datatel system with full integration achieved by the Technology Department. Several additional positions were allocated to the Technology Department to coordinate specific departmental requests to facilitate the use of additional operational modules into the system and assist in incorporating the large volumes of historical information into the database. The additional resources will expedite full departmental utilization of the Datatel system.

Evidence and Reference Materials

Progress Report, Accreditation Team Report, 2007
Technology Planning Committee Agendas, Minutes and Documents
Technology Plan
Office of Planning and Research
Program Review Models
Program Assessment Committee Model (AP 4020 – Program and Curriculum Development)
"Quick Facts" documents

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007

Technology Plan

Program Review

AP 4020 – Program and Curriculum Development

http://www3.shastacollege.edu/research/

Office of Planning and Research

Recommendation #3. ***The college must develop a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning (Eligibility Requirement 2, Standards I.A.1, I.A.3, I.A.4).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #3 reads as follows:

Shasta College has satisfied this recommendation.

Soon after the 2005 site visit, the Superintendent/President (Mary Retterer, Ph.D.) resigned and on February 22, 2006, Gary Lewis assumed the role as the Interim Superintendent/President. During the March 2006 Board of Trustee meeting, Gary Lewis requested and received Board approval to revise the District's *Mission Statement*. The revised mission statement read:

> The Shasta-Tehama-Trinity Joint Community College District is committed to providing open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. By offering programs leading to successful completion of a quality university-transfer program, or occupational-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region.

In keeping with the Planning Framework Proposal, the Superintendent/President and his Cabinet presented another draft mission statement that incorporated the Board Policy on Student Learning Outcomes formalized by the Academic Senate. The proposed changes were introduced into the shared governance process on August 7, 2007, and were presented to the Governing Board for a first reading on September 12, 2007. The new mission statement reads:

> The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills

necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality university-transfer program, or career-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region.

Evidence and Reference Materials

Progress Report, Accreditation Team Report, 2007

Board Policy1200 Mission Statement

Board Policy 1300 Institutional Student Learning Outcomes

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007

Recommendation #4. ***The college must develop a culture of evidence in which there is broad-based dialogue that leads to a collective understanding of the meaning of data and research used in the evaluation of institutional programs and services as well as assessment of student learning (Standards I.B.1, I.B.6).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #4 reads as follows:

The college has satisfied this recommendation and is at the proficiency stage.

In conjunction with the District's effort to establish a foundational culture of evidence and planning within the institution, the Research and Planning office is working with the various constituent groups to create a college-wide understanding of the meaning of data and research used in the evaluation of institutional programs and services as well as assessment of student learning. As referenced in the status of Recommendation #2, Dr. Jackson (Director of Research and Planning) has convened meetings and had open dialogue with the Cabinet, Instructional Deans, and the Academic Senate with an outcome that has facilitated the College's awareness and ability to develop a culture of evidence for research and planning. To ensure evidence is a common cultural language, the Planning Structure incorporates Resource Committees to provide the Superintendent/President and the College Council the necessary data and analysis for effective decision-making.

The Superintendent/President and the Academic Senate approved the 40% reassignment of a full-time faculty member April 2007 to be the SLO Coordinator. A year later, this was expanded to two co-coordinators sharing 60% release time. In addition, the Academic Senate formalized faculty participation in a sub-committee of the Instructional Council to define processes and procedures to make the program review process more effective and establish a general recommendation on the type of data to be included in the program review process. The modifications of the program review models and process, in line with Recommendation #4, include data elements that tie into course/program SLOs and SAOs.

To provide the District with ready access to external data for research, a website was established that provides reference to the Employment Development Department's Labor Market Information data, relevant U.S. Census data, and other external data resources that can be used for institutional analysis and planning.

Evidence and Reference Materials

Progress Report, Accreditation Team Report, 2007

College Planning Framework and Planning and Review Cycle

College Council Agendas, Minutes and Documents

Academic Senate Agenda and Minutes, March 26, 2007

Budget Committee Agendas and Minutes

Instructional Council Agendas, Minutes and Documents

Technology Planning Committee Agendas, Minutes and Documents

Facilities Planning Committee Agendas and Minutes

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Program Review Models

2007-2008 Adopted Budget

2008-2009 Adopted Budget

Technology Plan

State Instructional Equipment Plans

5-Year Deferred Maintenance Plans

5-Year Construction Plans

Bond Construction Projects

Facilities Modification Plans

Links

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

Instructional Council Agendas, Minutes and Documents

http://ww3.shastacollege.edu/bond/index.htm

Bond Projects

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007

College Council Agendas and Minutes

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Technology Plan

Program Review and Models

College Planning Framework

College Planning and Review Cycle

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Recommendation #5. ***The college community must fully pursue meeting standards related to student learning outcomes. The action must include: identifying outcomes and assessment practices in revision of courses, programs, and services; developing outcome assessment data; and using assessment results in planning improvements. Further, this action must be supported by a specific plan – including people responsible, a timeline for work to be completed, and a mechanism for periodically gauging progress and making changes as needed (Standards II.A.1.c, II.A.2.a, II.A.2.c, II.B.4, III.A.1.c).***

Response:

In the report compiled by the site visitation team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #5 reads as follows:

> *The college has implemented this recommendation to the development level. With continued support for the SLO coordinator and accomplishment of various disciplines to serve as models, the college ought to be at the proficiency level in the next school year for this recommendation.*

Additionally, a letter sent to Shasta College President Gary Lewis by ACCJC President, Barbara A. Ben, on January 31, 2008 reads as follows:

> *The Special Report of October 15, 2008 should also demonstrate that the college has fully reached the Developmental level on the Commission's Rubric for Evaluating Institutional Effectiveness and is moving beyond that level in some areas of outcomes and assessment on the above recommendation.*

Since the fall 2007 visit, Shasta College has made significant progress towards the implementation of the Student Learning Outcome (SLO) Cycle across campus. Relative to the ACCJC "Rubric for Evaluating Institutional Effectiveness," the College has fully accomplished the "Development Level" and have moved solidly into the "Proficiency Level." The College expects to achieve full proficiency by May 2009. Some areas have also moved into the "Sustainable Continuous Quality Improvement Level "(SCQI). As the College continues moving the courses and programs through the SLO cycle and with the new planning process in place

(see response to Recommendation #1), Shasta College will naturally transition into the level of SCQI in the area of Student Learning Outcomes.

During the 2007-2008 academic year, a faculty SLO Coordinator, with 40% release time, supported the SLO process. For the 2008-2009 year, this was increased to 60% release time, divided between two Co-coordinators. The Co-coordinators serve as a central point for information, planning, and compiling SLO forms, data, and reports.

The SLO process has been adopted and integrated throughout campus, with the Academic Senate serving as the primary source of leadership on SLO initiatives. The SLO Co-coordinators hold ex-officio membership in the Executive Committee and report regularly at Senate meetings.

The development of the SLO process at Shasta College began in spring 2005 when the Academic Senate formed an ad hoc SLO committee to begin investigating various frameworks for the SLO process. The committee made significant progress in instituting the SLO process. In January 2008, the Academic Senate upgraded the SLO Committee from an ad hoc committee to a standing subcommittee. This upgrade moved the SLO Committee up to the same level as the Curriculum, Matriculation, Scholastic Standards, and General Education Committees. This SLO Committee is co-chaired by faculty SLO Co-coordinators and an administrator (an academic dean). Furthermore, each member of the SLO Committee is expected to ensure that outcomes are assessed in their area of representation. That person, in conjunction with the Academic Senate representative, is also expected to ensure that the results of the assessments for each course in their area are compiled and then to bring that information to department/area meetings (including Flex Day SLO workshops).

The SLO Committee has adopted two timelines guiding the SLO process. The first timeline*, SLO Tasks and Timeline for Committee Activities,* describes goals that fall under the purview of the Senate SLO Committee. These include tasks such as phasing in more support from various campus sources, developing an online tool for faculty to enter SLO information, and planning for the development of student awareness of outcomes in their courses and degrees/certificates. The majority of these tasks are currently in progress. The second timeline, *SLO Tasks and Timeline for Campus-Wide Activities*, delineates how the SLO process will progress as it applies to courses, degrees, certificates, instructional support services, and General Education. The timeline dictates that beginning with spring 2008 courses, all courses are to complete the SLO cycle each semester they are offered. All degrees and certificates are to begin the SLO cycle (identifying outcomes and assessment methods) by September 15, 2008, and to provide results from a preliminary run through the entire assessment cycle by

December 2008. After initial degree/certificate SLO reports are submitted in December 2008, each program will create an individualized schedule for annual degree/certificate outcomes assessment. A full version of both timelines can be viewed at the Shasta College SLO website.

To strengthen the communication and facilitate planning between the Academic Senate, SLO Committee, and Administration, a SLO Coordinating Team was formed in May 2008. Members of the SLO Coordinating Team are: two faculty SLO Co-coordinators, the Academic Senate President, and one Academic Dean. This team meets monthly (and additionally as needed). For example, the team worked together in developing SLO workshops for the fall 2008 Flex Day.

Flex day workshops have been dedicated to supporting faculty in progressing through the SLO process. During the fall 2008 Flex day (August 15, 2008) instructional faculty met by discipline to complete the SLO cycle for all spring 2008 courses, plan for fall 2008 courses, and continue work on degree & certificate SLO assessment. During this time, faculty were able to collaboratively use assessment results in planning improvements and develop new outcome assessments if needed. Faculty were appreciative of this time to discuss the SLO cycle, student learning, and teaching strategies. Shasta College is committed to dedicating future Flex Days to SLO work so that this collaboration among faculty can continue.

Beyond Flex day workshops, the college has developed training and tools, which support the SLO process. These include a dedicated SLO website, training activities, informational materials, a process for submitting SLO reports, and an *SLO Handbook for Instructors*.

The campus has formalized a process for reporting SLO progress for courses, degrees, and certificates. There are two sets of forms, serving two different functions in the SLO process. The *Basic Course/Program SLO Form* is used to document the outcomes and assessments for a given course or program. This form is then published along with the curriculum *Course Outline of Record*. The second form, the *Complete SLO Cycle for Courses/Programs Form*, is used for summarizing the progress of a given course (or program) through the full 5-step SLO Cycle. This form is completed each semester for courses and annually for programs. These forms are submitted to the faculty SLO Co-coordinators to be tabulated into a comprehensive annual report. Blank forms are available through the SLO website. The plan is to replace these forms by an online tool, which was developed in collaboration with the Shasta College Information Services and Technology office, and currently available in a beta format.

The SLO Committee developed a *SLO Handbook for Instructors* that was approved by the SLO Committee in September 2008. This handbook is a compilation of definitions, suggestions, examples, and instructions for completing the SLO process in all instructional areas. The SLO committee disseminated hard copies of this handbook to all faculty. It is also available on the SLO website.

In addition to training and tools, SLOs and SAOs (Service Area Outcomes) are being used in program review assessment. During the 2007-2008 academic year, a new program review process, which included Student Services, was developed by a joint committee of Instructional Council and Academic Senate members. The new process was subsequently adopted and instituted by the College Council. As part of this process, departments and programs are required to incorporate SLO/SAO data and planning based on SLO/SAO assessments into program reviews. Furthermore, since program reviews will inform college-wide planning, SLOs and SAOs will affect college planning as well.

Moreover, Student Services actively participated in the development of the new program review process during the 2007-08 academic year. As a part of this planning process, Student Services' departments and programs now follow a parallel process to Academic Affairs and are required to incorporate SLO/SAO data as part of the planning cycle based on SLO/SAO assessment results of unit program review. Additionally, Student Services incorporated elements based on the California Community Colleges System Office, *Student Services Program Review and Technical Assistance*, specific to categorical programs. In September, Student Services produced its first Student Services Overview, which includes area SLO/SAOs, mission statements, goals, staffing, needs and accomplishments.

The General Education Committee (GEC) was instrumental in ensuring that General Education SLOs were developed. The committee worked with faculty to develop SLOs for each of the GE areas and to map those GE outcomes to the courses in each area. In spring 2008, the GEC initiated the process of putting two of the GE areas through the full SLO cycle (Humanities and Social & Behavioral Sciences). In fall 2008, the GEC will evaluate the success of this pilot program and determine its future path.

Over time, resources dedicated to the support of the SLO process have increased to meet expanding needs. The resources that were not discussed earlier in this report include the following:

- Administrative assistance has been allocated to support the organization of the SLO process (the Office of Academic Affairs and the Division of Business, Technology, Family and Consumer Sciences).

- The Office of Research and Planning has provided consultation, assessments (surveys), data processing and reports.
- SLO Training during Faculty Learning Academy is provided for new faculty.
- Funding has been provided for other miscellaneous needs such as a SLO mini library and software upgrades.
- The Faculty Association and the Vice President of Academic Affairs collaborated in developing language for the inclusion of the SLO process within faculty evaluation.

The SLO Co-coordinators compile a comprehensive SLO report each year in April summarizing the progress of the SLO cycle for courses, degrees/certificates, general education, and instructional support services. In past years (spring 2007 and 2008), this report simply followed the template within the ACCJC's *Annual Report Update on Student Learning Outcomes.* In future semesters, the report will elaborate further to include a narrative summarizing other elements of progress in the SLO cycle, a systematic check of progress on our internal timelines, including any additions and/or adjustments to the timeline. This report will be published to the Shasta College SLO website, discussed within the SLO Committee, and forwarded to Senate and Administration.

Beginning in October 2008, the SLO Committee will create a brief report each fall. This report will provide a check against our internal SLO timelines and a narrative summarizing progress in the SLO cycle. Following the completion of the annual October progress report, the SLO committee will review this progress and review a sample of SLO work to evaluate its quality. The committee will then make broad recommendations for general campus-wide improvements within the SLO cycle. A report (as well as a timeline of resulting action items) will be published campus-wide annually in November.

Specific data on SLO progress has been collected by one of the SLO Co-coordinators since spring 2007. Tracking has been done to assess achievement of each step in the SLO cycle for courses, degrees/certificates, general education, and instructional support services. This SLO cycle includes the following steps:

1. Identify Student Learning Outcomes (SLOs)

1b. Map degree/certificate outcomes to required courses

2. Develop methods for assessing the outcomes
3. Use these methods to gather information, data
4. Compile and interpret the resulting information

5. Discuss and plan for improvements

Table 1 shows the percentage of courses that have completed each step in the SLO cycle. The most important aspect of this information is the increase we have seen in SLO participation overall.

Completion of the Steps of the SLO Cycle

	Mid-Spring 2007	Mid-Spring 2008	Complete Spring 2008
Courses			
Step 1	30%	83%	87%
Step 2	11%	80%	86%
Step 3	6%	17%	79%
Step 4	3%	9%	78%
Step 5	3%	6%	76%
Degrees & Certificates			
Step 1	16%	28%	41%
Step 1b	4%	27%	40%
Step 2	2%	3%	19%
Step 3	2%	3%	3%
Step 4	2%	2%	2%
Step 5	2%	2%	2%
General Education Areas			
Step 1	100%	100%	100%
Step 1b	0%	87%	91%
Step 2	0%	25%	25%
Step 3	0%	25%	25%
Step 4	0%	25%	25%
Step 5	0%	0%	25%
Instructional Support			
Step 1	12%	91%	100%
Step 2	12%	91%	100%
Step 3	12%	46%	83%
Step 4	0%	46%	83%
Step 5	0%	9%	83%

Table 1

Evidence and Reference Materials

Accreditation: Progress Report and Accreditation Team Report, 2007

College's Planning and Review Cycles

Academic Senate Agendas and Minutes

SLO Handbook

2008-2009 College Catalog

Program Review Models

Links

http://www3.shastacollege.edu/senate/minutes/minutes.htm
Academic Senate Meeting Minutes. Shasta College Academic Senate Website.

http://www3.shastacollege.edu/slo/
SLO Website

http://www3.shastacollege.edu/slo/Senate%20Committee/Senate%20Committee.htm
By-Laws & Constitution of the Senate SLO Committee. Shasta College SLO Website/Senate SLO Committee

http://docushare.shastacollege.edu/dscgi/ds.py/View/Collection-244
Completed SLO Forms. Shasta College DocuShare Public Information/Course Outlines & SLOs.

http://docushare.shastacollege.edu/dscgi/ds.py/View/Collection-264
Faculty Evaluation Summary Report. Shasta College DocuShare Public Information/Campus Forms.

http://www3.shastacollege.edu/instruction/Program%20Review/Program%20Review%20Main.htm
Program Review Self-Study Appendix A SLO Updates. Shasta College Office of Academic Affairs Website/Program Review

http://www3.shastacollege.edu/slo/Senate%20Committee/Senate%20Committee.htm
SLO Tasks & Timeline for Campus-wide Activities. Shasta College SLO Website/Senate SLO Committee

http://www3.shastacollege.edu/slo/Senate%20Committee/Senate%20Committee.htm
SLO Tasks & Timeline for Committee Activities. Shasta College SLO Website/Senate SLO Committee

http://www3.shastacollege.edu/slo/reports/reports.htm
Spring 2007 Report for WASC/ACCJC. Shasta College SLO Website/Reports & Results

http://www3.shastacollege.edu/slo/reports/reports.htm
Spring 2008 Report for WASC/ACCJC. Shasta College SLO Website/Reports & Results

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

Recommendation #6. ***The college must integrate its fiscal planning into a comprehensive institutional planning process that ties fiscal planning to its strategic plan and educational planning. This integration must result in fiscal planning for operational costs associated with new facilities, equipment replacement, and the total cost of ownership for facilities and equipment (Standard III.B.2.b).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #6 reads as follows:

> *The college has satisfied this recommendation and is at the development stage. The District fully met this Agenda Item.*

Since the visit by the team in November 2007, the College believes it has surpassed the proficiency level of implementation and progressed toward the "Continuous Quality Improvement Level." This conclusion is based on the college's implementation of continuous institutional and program planning and review cycles that are tied to the college's participatory committee process (see responses to Recommendations #1 and #8, and see Figure 1 – Shasta College's Planning and Review Cycle). The systematic evaluation process provides an institutional distribution of information with ongoing review, evaluation and modification of the budgetary process to improve institutional effectiveness and efficiency not only for fiscal planning, but also for strategic and educational planning. Where the processes and committees will be explained in more detail later in our response, the specific evidence that supports the district's conclusion as stated above is as follows:

- The full implementation of the District-wide Participatory Committee process
- The full implementation of the College Council
- The implementation of the improved program review process
- The full implementation of the Budget Committee
- The full implementation of the Facilities Committee
- The full integration of the new Participatory Committees with existing planning committees and processes (e.g. Technology Planning, Matriculation)

Central to the college's participatory committee process is the College Council. The College Council has many roles, but a few of the key roles in planning are the following:

- Establish long-term and short-term college-wide goals.

- Ensure effective college planning processes are in place and being used.
- Establish college-wide priorities as part of the planning process and make recommendations to the Superintendent/President regarding
  ~ Budget
  ~ Staffing
  ~ Equipment
  ~ Facilities
- Establish Priorities for the College.

As part of the process to meet those roles, the College Council relies on input from other participatory committees. The Budget Committee advises the College Council on matters regarding fiscal issues and planning. Some of the key roles of the Budget Committee are to

- Advise the College Council on fiscal impact of plans and recommendations,
- Systematically assess the effective use of financial resources and use the results of the assessments as the basis for making recommendations to the College Council,
- Ensure that the budget planning process is timely, accurate, participatory, and comprehensive,
- Assure integration of fiscal planning into the college's participatory planning process, specifically its inclusion in the development of strategic and educational planning,
- Review state budget allocations and their impacts on the college, and
- Review tentative and final budgets for reasonableness of budget amounts and underlying assumptions.

The College Council is using the input from the Budget Committee as it develops the College's 2009-2012 Strategic Plan. One of the themes of this plan is "Fiscal Integrity." Fiscal integrity to the College means using financial resources effectively and efficiently. To accomplish those things, it takes planning. The College's Planning and Review Cycles model is the mechanism used for planning, implementing those plans, and evaluating the results of the implementation of the plans. Central to the process is the program review process that the college has in place and is using. A unique and key component of the program review process is that Program Review Annual Reports and Action Plans are required for each area of campus. By requiring those reports and plans on an annual basis, the College is assuring that the process is a "living" process and the review cycle is ongoing. This helps to assure that college planning is current, responsive, and timely.

The College Council and Budget Committee also receive input from the Facilities Planning Committee. This committee uses information to assess progress to date of projects and expenditures, and to make recommendations to the College Council. The specific roles of the Facilities Planning Committee as outlined in their bylaws are to

- Advise the College Council and Budget Committee of the impact of plans and recommendations on the District's facilities needs,
- Systematically assess the effective use of physical resources and use the results of the assessments as the basis for making recommendations to the College Council,
- Ensure that the facilities planning process is timely, accurate, participatory, and comprehensive, and
- Assure integration of facilities planning into the college's participatory planning process, specifically its inclusion in the development of budget, strategic and educational planning.

As examples of the tools and information sources used by the Facilities Planning Committee, the District has both implemented the "Resource 25" facility-use tool and integrated it with Datatel, the District's Enterprise Resource Management tool, to assist with determining effective and efficient facility use and comparing that to the costs of operating those facilities. It also helps the committee assess the impacts those facilities have on other college operations, and it helps track the equipment that is in each of the spaces within facilities. In addition, the District utilizes the FUSION program (Facility Utilization Space Inventory Option Net). FUSION is the facility information system that the Chancellor's Office uses to track facility space and utilization. FUSION, because of the detailed space data that is part of the program, helps the college assess capacity/load ratios that are an indicator of effective space utilization, which directly affect fiscal resources.

The College Council's review and adoption of the Technology Plan is evidence of how the district has integrated its planning efforts resulting in the adoption of a district-wide plan with specific, prioritized initiatives. A formal technology planning process was followed in order to systematically assess the current situation, identify gaps, create objectives, and identify and prioritize initiatives. The planning approach for technology was designed to be integrated into the District planning efforts and to prioritize resulting initiatives. Technology Planning was formalized to

- Annually produce a three-year technology plan and budget for the district,

- Act as a repository and communication point for technology related initiatives and information,
- Review and analyze suggested district technology initiatives with respect to Institutional Student Learning Outcomes and District Strategic Goals,
- Prioritize technology initiatives for the District,
- Recommend prioritized technology initiatives to the President's Cabinet for adoption,
- Evaluate the success of adopted technology initiatives,
- Annually review the technology planning process and make improvements,
- Annually review the initiative prioritization methodology and make improvements,
- Annually update a three-year Technology Plan for the District and present it to the President's Cabinet, and to
- Tie the Technology Plan to institutional planning efforts via a Technology Advisory Committee, which is included in the Planning Framework as a resource committee.

As a core source of information for planning, both educational and strategic, the College Council and the Budget Committee use information from the Annual Reports and Action Plans as the basis for assessing operational costs associated with facilities, new or old, equipment replacement, and the total cost of ownership for facilities and equipment. Ultimately, the plans that are developed go through the participatory process end up in the President's Cabinet for final recommendations to the Superintendent/President. The Cabinet considers all the recommendations and advises the Superintendent/President on possible priorities and strategies to meet the variety of fiscal demands on the College. Finally, the Superintendent/President regularly informs the Board on all current operational costs and plans.

Evidence and Reference Materials

Accreditation: Progress Report, Accreditation Team Report, 2007
College Planning Framework
College Planning and Review Cycle
College Council Agendas, Minutes and Documents
Budget Committee Bylaws, Agendas and Minutes
Facilities Planning Committee Bylaws, Agendas and Minutes
Technology Planning Committee Agendas, Minutes and Documents

Facilities Planning Committee Agendas and Minutes
2009-2012 Strategic Plan Development
Program Review: Models, Annual Reports, Action Plans, Schedules, Timelines
Technology Plan

Links

http://www3.shastacollege.edu/collegecouncil/

- Accreditation: Progress Report, Accreditation Team Report, 2007
- 2009-2012 Strategic Plan Development
- Technology Plan
- Program Review: Models, Annual Reports, Action Plans, Schedules, Timelines
- College Planning Framework
- College Planning and Review Cycle
- College Council Agendas, Minutes, Documents

http://www3.shastacollege.edu/participatorycomm/

- Budget Committee Agendas and Minutes
- Instructional Council Agendas and Minutes
- Facilities Planning Committee Agendas and Minutes

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Recommendation #7. ***The college must develop, implement, and evaluate a technology plan that systematically assesses current efforts and identifies resources to be expended. Integrating this plan with other institutional planning efforts is crucial (Standard III.C.2).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #7 reads as follows:

> *The college has implemented this recommendation to the proficiency level. The technology plan, once implemented and evaluated, will allow this recommendation to be at the level of sustainable, continuous quality improvement.*

A committee chaired by the Associate Vice President of Information Technology, Doug Meline, developed a formal technology plan that was subsequently approved by the College Council. It will systematically assess the current situation, identify gaps, create objectives, and identify and prioritize initiatives. In line with Recommendation #1, the Technology Planning approach was created to be a model to further integrate district planning efforts and prioritize resulting initiatives. Technology Planning was formalized to

- Annually produce a three-year technology plan for the District,
- Act as a repository and communication point for technology related initiatives and information,
- Review and Analyze suggested District technology initiatives with respect to Institutional Student Learning Outcomes and District Strategic Goals,
- Prioritize technology initiatives for the District,
- Recommend prioritized technology initiatives to the President's Cabinet for adoption,
- Evaluate the success of adopted technology initiatives,
- Annually review the technology planning process and make improvements,
- Annually review the initiative prioritization methodology and make improvements,
- Annually update a three-year technology plan for the District and present it to the President's Cabinet, and to
- Tie the Technology Plan to institutional planning efforts by formalizing a Technology Resource Committee in the Planning Framework.

Evidence and Reference Materials

Progress Report, Accreditation Team Report, 2007

Technology Planning Committee Agendas, Minutes and Documents

Technology Plan

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007

Technology Plan

Recommendation #8. ***The college must systematically assess the effective use of financial resources and use the results of the assessment as the basis for improvement (Standard III.D.3).***

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for Recommendation #8 reads as follows:

The college has satisfied this recommendation and is at the development level.

Since the visit by the team in November 2007, the College believes it has surpassed the "Proficiency Level" of implementation and progressed toward the "Continuous Quality Improvement Level." This conclusion is based on the college's implementation of continuous institutional and program planning and review cycles that are tied to the college's participatory committee process (See response to Recommendation #1 and Figure 1 – Shasta College's Planning and Review Cycles) and to assure continuous assessment/evaluation as the basis for improvement. The systematic evaluation process provides an institutional distribution of information with ongoing review, evaluation and modification of the budgetary process to improve institutional effectiveness and efficiency for strategic and educational planning.

Central to the college's participatory committee process is the College Council. The College Council has many roles, but a few of the key roles in planning are the following:

- Establish long-term and short-term college-wide goals
- Ensure effective college planning processes are in place and being used
- Establish college-wide priorities as part of the planning process and make recommendations to the Superintendent/President regarding
  - ~ Budget
  - ~ Staffing
  - ~ Equipment
  - ~ Facilities
- Establish Priorities for the College

As part of the process to meet those roles, the College Council relies on input from other participatory committees. The Budget Committee advises the College Council on matters regarding fiscal issues and planning. Some of the key roles of the Budget Committee are:

- Advise the College Council on fiscal impact of plans and recommendations.

- Systematically assess the effective use of financial resources and use the results of the assessments as the basis for making recommendations to the College Council.
- Ensure that the budget planning process is timely, accurate, participatory, and comprehensive.
- Assure integration of fiscal planning into the college's participatory planning process, specifically its inclusion in the development of strategic and educational planning.
- Review state budget allocations and their impacts on the college.
- Review tentative and final budgets for reasonableness of budget amounts and underlying assumptions.

The College Council is using the input from the Budget Committee as it develops the College's 2009-2012 Strategic Plan. One of the themes of this plan is "Fiscal Integrity." Fiscal integrity to the College means using financial resources effectively and efficiently. It takes planning to accomplish those things. Thus, the adopted "Shasta College's Planning and Review Cycles" model is the mechanism used for planning, implementing those plans, and evaluating the results of the implementation of the plans. Central to the College planning process is the comprehensive program review process that the college developed, adopted and is using. Unique and key components of the program review process are the Program Review Annual Reports and Action Plans that are required to be completed by each area of campus. By requiring those reports and plans on an annual basis, the College is assuring that the process is a "living" process and the review cycle is ongoing. The continual review and self-assessment helps to assure that college planning is current, responsive, timely and focused on improvement.

Information from the Annual Reports and Action Plans is used as the basis for developing college-wide plans for budgeting operational costs associated with staffing, facilities (new or old), and equipment purchase or replacement that necessarily lead to improvements in the educational process and learning environment. Ultimately, the plans that are developed go through the participatory process and end up in the President's Cabinet for review and use in making final recommendations to the Superintendent/President. The Cabinet considers all the recommendations and advises the Superintendent/President on possible priorities and strategies to meet the variety of fiscal demands on the College. Finally, the Superintendent/President regularly informs the Board on all current operational costs and plans.

An example of effective assessment of the use of resources involves the College's Board Policy and Administrative Procedure 4020 – Program and Curriculum Development. This

set of policy and procedures, in part, defines assessment of curriculum and programs leading to program initiation or program discontinuance. Central to implementing either strategy is sound assessment of needs and resources. Regarding program discontinuance, the assessment may be triggered at any time based on some key measures that are defined in the procedures. The body that performs the assessment is the Program Assessment Committee, which consists of managers and faculty from areas other than the program under review. The intent of the policy and procedures is to identify the weaknesses and help the program improve by assisting them develop a remediation plan. If the program fails to make improvements as per the plan, then the College starts the program discontinuance process. Currently, the Program Assessment Committee is working with a struggling program and following the processes clearly outlined in the procedures. Again, the intent is program improvement, but at the same time, assessing the effective use of resources is a major component in determining the eventual outcome of the process.

Evidence and Reference Materials

Accreditation: Progress Report, Accreditation Team Report, 2007
College Planning Framework
Shasta College's Planning and Review Cycles
College Council Agendas, Minutes and Documents
Budget Committee Agendas and Minutes
2009-2012 Strategic Plan Development
Program Review: Models, Annual Reports, Action Plans, Schedule, Timelines
Board Policy/Administrative Procedure 4020 – Program and Curriculum Development

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report, 2007
Board Policy 4020 - Program and Curriculum Development
Administrative Procedure 4020 - Program and Curriculum Development
Board Policy 3250 - Institutional Planning
2005-2007 Strategic Plan
2009-2012 Strategic Plan Development
Technology Plan

Program Review: Models, Annual Reports, Action Plans, Schedule, Timeline

College Planning Framework

Shasta College's Planning and Review Cycles

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

Budget Committee Agendas and Minutes

Commission's Concern:

The college must address the gaps in its general education by providing courses that address computer literacy and cultural diversity and assuring that these elements of the general education are consistently met by all students completing the degree (Standard II.A.3.b.c).

Response:

In the report compiled by the site team, after the November 9, 2007 visit for the October 2007 Progress Report, the conclusion for this concern reads as follows:

> *The college has satisfied this recommendation and is at the proficiency stage.*

The Academic Senate accepted the initial responsibility to address computer literacy and cultural diversity elements of the general education requirement. It did so through the General Education Committee, which addressed the cultural diversity issue in September 2006. The new multicultural requirement was approved by the General Education Committee in April 2007 and approved by the Curriculum Committee in March 2008. The requirement went into effect fall 2008 and can be found on page 27 of the 2008-2009 Shasta College Catalog.

In spring 2007, a task force was formed to address the Computer Literacy issue. The task force has identified an existing course at Shasta College that will satisfy a computer literacy graduation requirement and is in the process of determining how students will demonstrate computer competency through an exam. The computer literacy graduation requirement will become effective beginning fall 2009.

Evidence and Reference Materials

2008-2009 College Catalog

Academic Senate Agendas, Minutes, and Documents

Academic Senate Agenda and Minutes, September 11, 2006

Links

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

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Responses to Self-Identified Issues

Standard I: Institutional Mission and Effectiveness

I.A.
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Planning Agenda:

The systematic evaluation process and the shared governance policy will allow for the continued periodic review of our mission. The College has developed mission, vision, values and goals statements that will be formalized by the new Planning Committee (formerly the Strategic Planning Committee).

Response:

With the fall 2007 development of the new College Council, a participatory committee whose role is to review and propose updates of the District's mission, vision, values, and student learning outcomes statements, periodic reviews of the mission statement are guaranteed. In fact, the College mission statement was revised and adopted (BP 1200) by the Board of Trustees in October 2007. This committee will also review the processes and procedures used to develop the division planning recommendations to ensure they are based on supporting evidence, sound decision making, and constituent consultation. The new participatory process, including committees' roles and functions, can be found on the College Council website.

Under the leadership of the College Council, the Office of Research and Planning is responsible for providing the necessary data for integrating the division plans into a cohesive, integrated planning document. The integrated strategic plan will include the back up materials used by individual divisions in the development of the planning recommendations. This integrated strategic plan will be forwarded to the College Council for its review to ensure that the plan contributes to the furtherance of the District's mission, institutional goals and the support of student success.

Evidence and Reference Materials

Board Policy1200 Mission Statement

College Council Agendas, Minutes, and Documents

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

I.A.1.
The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Planning Agenda:

As mentioned above, a team of faculty members from the Academic Senate is currently working on the implementation of SLOs campus wide. A timeline (Ref 1A1#2) has been adopted by the Academic Senate with the goal of implementing SLOs campus wide. The goal is to begin a SLO cycle with degree/program level SLOs by spring 2006. The need for quality data and a statistician to assess accurately this data are crucial in the evaluation portion of the SLO cycle. Thus, Shasta College has made a commitment to fill such a position.

Response:

In support of the SLOs process campus wide by administration, a full time faculty member was assigned forty percent release time for the 2007-08 school year to serve as the SLO Coordinator. A Co-coordinator position was added, with both coordinators assigned 30% release time beginning fall 2008. The SLO Coordinators have the responsibility of developing, implementing, and directing the timeline for the full implementation of SLOs, which can be found on the Student Learning Outcomes website. Other pertinent information and relevant forms for

the SLO cycle can be found on this website. A standing sub-committee has been appointed by the Academic Senate to ensure that scheduled deadlines are met.

The SLO website provides forms and instructions for faculty to complete the process. A timeline of task completion deadlines for fall 2008 is available for faculty who may need additional reminders. The Annual Report for WASC/ACCJC can be located at the website along with the Institutional SLOs for the College.

With the hiring of the Director of Research and Planning in February 2007, the College has followed through with its commitment to developing a culture of evidence and is engaged in using the information provided by the Institutional Researcher to complete the first SLO cycle by the end of the spring 2008 term.

Evidence and Reference Materials

SLO Committee Agendas, Minutes, and Document

Links

http://www3.shastacollege.edu/slo/

SLO Committee Agendas, Minutes and Documents

I.A.3.
Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Planning Agenda:

With our new administration, a College-wide Planning Committee has been established. The purpose of this committee has been to adopt a new mission statement and a statement of vision and goals (Ref 1A3#1, 1A3#2). A draft was presented to the Board and changes were recommended. The mission statement and the goals and vision statement were on the June 2005 Board agenda.

Response:

In response to the report and recommendations made by the Accreditation Team after their visit in 2005, the College reexamined their mission statement. This updated mission statement (BP 1200) was approved by the Shasta-Tehama-Trinity Board of Trustee on October

10, 2007. The updated mission statement reinforces the College's commitment to open access and opportunity for the success of our students. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural, and economic development of our region.

Evidence and Reference Materials

Board Policy1200 Mission Statement

Board Policy 1300 Institutional Student Learning Outcomes

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

I.A.4.

The institution's mission is central to institutional planning and decision-making.

Planning Agenda:

The 2005-07 Shasta College Plan, along with the new Mission, Vision, Values and Goals, were adopted by the Board in June 2005. The Planning Committee will continue to meet on a regular basis to check off goals that have been met and to create new goals that are aligned with the vision/goals statement and the broader mission statement of the College. This coordinated effort between faculty and staff should continue indefinitely.

Response:

During the spring of 2006, the College instituted a new standing committee called the Institutional Effectiveness Committee (IEC). The IEC's primary responsibility was to evaluate the structures and processes for planning and resource allocation based on fact-finding and available data. However, the College was not effectively able to gather the data without the researcher position being filled. This committee also recommended improvements that enabled the College to address its mission and goals and provided operational models where procedures and processes had not been in place.

In 2007, the IEC presented its findings to the College President, and from some of those recommendations, the President proposed a new College Council as shown in the College planning structure framework (see the College Council website). The recommendations of this committee can be found on the Office of Research and Planning website. These recommendations and the campus-wide discussions related to them became the basis of the College Council. The newly created College Council has followed the recommendations and is working toward the development of a framework for governance structures and the decision-making processes at the College.

The College Council is the primary participatory committee at the College. The establishment of priorities ensures the alignment of the College Mission and Goals with the state. To strengthen the role of this committee, it also ensures all policies and procedures are developed based upon evidence and consultation with constituencies.

To further support the mission of offering quality transfer programs, career technical programs, instructional support services, and student services, the Vice President of Academic Affair initiated the collegial development of a comprehensive review model for all existing instructional programs and student services in order to ensure their continuous quality, vitality, and responsiveness The new program review model (see on the College Council website) is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is now an essential element of the Shasta College integrated planning and budgeting process. The Academic Senate for the California Community Colleges stresses the need to link the process of reviews to college wide planning budgeting. This link is being implemented through the newly formed Budget Committee.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle
Budget Committee Agendas and Minutes
Board Policy1200 Mission Statement

Links

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

Instructional Council Agendas, Minutes and Documents

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

I.B.2.

The institution sets goals to improve it effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Planning Agenda:

As Strategic Planning continues, strategies will be developed to meet planning goals and objectives and priorities will be determined. The Planning Committee, which centralizes and coordinates the planning process, will continue to meet to ensure that goals are realized and/or to revise these goals.

Response:

Under the last President, Strategic Plan Summary: 2005-2007 was produced. The Strategic Plan Summary can be on the College Council webpage. Included in this plan were four initiatives: Promote Student Learning and Success, Strengthen Our Infrastructure, Build Community, and Invest in Our People. Each initiative was broken down into strategies. Progress on those strategies has been mixed, with significant advances being made in the areas of student services, technology, and in student learning. Unfortunately, there was no continuing review of that plan or an ongoing assessment of progress in meeting the objectives after January 2006, although many of the objectives have been met. Evaluation and revision of the plan stopped with the departure of the previous President until spring 2008. The new College Council, which was initiated spring 2008, reviewed the progress of the College in meeting the goals and activities of the Strategic Plan and is developing the College's next Strategic Plan for 2009-12.

Upon departure of the last President, it was determined by the College that a fresh look at planning should occur, and an ad hoc planning committee prepared a report on planning principles. Then the Institutional Effectiveness Committee (IEC) was established. The IEC consisted of administrators, faculty and classified staff. They developed a model of planning, and that model was presented to a number of constituencies, including students. In April 2007,

the new Vice President of Academic Affairs reviewed the model and suggested modifications to it. He initiated a collegial process between the President's Cabinet, the Board, the faculty, the staff, and the students to develop a new planning framework. Then this revised model of planning was presented across all segments of the College community: it was presented to the Board of Trustees on August 11, 2007; to the College as a whole on the "welcome back" Flex day, August 17, 2007; to the Academic Senate early in the fall semester; and to College Council, Administrative Council, and Instructional Council in September 2007. Feedback from all these groups was solicited in October, and the second draft of this planning framework was created in November and then disseminated in December 2007. An open forum was held on December 14, 2--7. The final draft was created in January and adopted in February 2008. Thus, the College community collaborated in the development of the planning model.

Actual implementation of the new planning model occurred in the spring of 2008 and is currently in use. The framework is mission and goal driven. It relies on cyclical assessment and evaluation. Broad representation is built in, and the functions of the planning process are clear. This process also integrates plans and information from all aspects of the campus. Central to this planning process is the College Council, the main and central planning entity for the District.

The role of College Council is short and long-term planning and goal setting. It makes College-wide recommendations to the President in matters of budget, staffing, equipment and facilities. It also ensures alignment of the College mission and goals with state directives. Policies and procedures are developed based on evidence and in consultation with constituencies.

The College Council receives information from the College's Research Office and from Resource Committees (such as the Technology Planning Advisory Committee, the Enrollment Management Advisory Committee, the Planning Advisory Committee, the Communication Committee, the Invest in Our People Committee, and the Student Equity Committee). The Council also receives direct reports from the Budget Committee and the Academic Senate. Examples of Academic Senate subcommittees that feed into the Council include the Matriculation Committee, the Curriculum Committee, the General Education Committee and the Scholastic Standards Committee. The institution uses analyses of quantitative and qualitative data and information in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. The College Council website is available to all members of the internal and external communities.

A major component of our current planning model is program review. In the fall semester of 2007, the Instructional Council and Academic Senate set up a task force to review and revise the program review process, timeline and model. For all programs, the revised program review provides a systematic review of relevance, appropriateness, achievement of Student Learning Outcomes/Service Area Outcomes, currency, and future needs and plans. Additionally, the program reviews rely on qualitative and quantitative data in part provided by the District's Research Office. Measurements of Student Learning are fundamental to the evaluation of programs. The review process provides for an updated and revised action plan each year. Thus, this process is also cyclic and self-evaluative in nature. The College Council receives and evaluates the program reviews, assessing not only the quality and integrity of the program reviews themselves, but also the quality and integrity of the process by which program review occurs. Further information about the program review process can be found via a link at the College Council website referenced in the preceding paragraph.

Implementation of the above described panning framework and new program review model took place in the spring of 2008, as evidenced in the minutes of the College Council and of the Academic Senate.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle
College Council Agendas, Minutes and Documents
Flex Programs/Agendas

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report
College Council Agendas and Minutes
Program Review
Board Policy 3250 - Institutional Planning
2005-2007 Strategic Plan
2009-2012 Strategic Plan Development

I.B.3.
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Planning Agenda:

The College is currently in the process of evaluating staffing and defining the job duties of the Researcher/Statistician. There has been a commitment by the administration to create the position, if necessary, and to staff it prior to developing and implementing Student Learning Outcomes and Service Area Outcomes.

Response:

In February 2006, the College formalized the hiring of a full-time Director of Institutional Research and Planning. The job duties were defined in the job description, before recruitment occurred.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle
College Council Agendas, Minutes and Documents

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report
College Council Agendas and Minutes
Board Policy 3250 - Institutional Planning
2005-2007 Strategic Plan
2009-2012 Strategic Plan Development

I.B.4.
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Planning Agenda:

The Shasta College Planning Committee developed a mission statement, vision and goals statement and a long range Strategic Plan (Ref 1B4#3, 1B4#4, 1B4#5). These were presented and approved by the Board in June 2005. The committee will continue to ensure implementation and realization of the goals based on priorities established by the committee. The committee consists of a broad range of constituencies and will therefore provide valuable input and feedback in the ongoing planning process.

Response:

Under the last President, Strategic Plan Summary: 2005-2007 was produced. The Strategic Plan Summary can be on the College Council webpage. Included in this plan were four initiatives: Promote Student Learning and Success, Strengthen Our Infrastructure, Build Community, and Invest in Our People. Each initiative was broken down into strategies. Progress on those strategies has been mixed, with significant advances being made in the areas of student services, technology, and in student learning. Unfortunately, there was no continuing review of that plan or an ongoing assessment of progress in meeting the objectives after January 2006, although many of the objectives have been met. Evaluation and revision of the plan stopped with the departure of the previous President until spring 2008. The new College Council, which was initiated spring 2008, reviewed the progress of the College in meeting the goals and activities of the Strategic Plan and is developing the College's next Strategic Plan for 2009-12.

Upon departure of the last President, it was determined by the College that a fresh look at planning should occur, and an ad hoc planning committee prepared a report on planning principles. Then the Institutional Effectiveness Committee (IEC) was established. The IEC consisted of administrators, faculty and classified staff. They developed a model of planning, and that model was presented to a number of constituencies, including students. In April 2007, the new Vice President of Academic Affairs reviewed the model and suggested modifications to it. He initiated a collegial process between the President's Cabinet, the Board, the faculty, the staff, and the students to develop a new planning framework. Then this revised model of planning was presented across all segments of the College community: it was presented to the Board of Trustees on August 11, 2007; to the College as a whole on the "welcome back" Flex day, August 17, 2007; to the Academic Senate early in the fall semester; and to College Council, Administrative Council, and Instructional Council in September 2007. Feedback from all these groups was solicited in October, and the second draft of this planning framework was

created in November and then disseminated in December 2007. An open forum was held on December 14, 2--7. The final draft was created in January and adopted in February 2008. Thus, the College community collaborated in the development of the planning model.

Actual implementation of the new planning model occurred in the spring of 2008 and is currently in use. The framework is mission and goal driven. It relies on cyclical assessment and evaluation. Broad representation is built in, and the functions of the planning process are clear. This process also integrates plans and information from all aspects of the campus. Central to this planning process is the College Council, the main and central planning entity for the District.

The role of College Council is short and long-term planning and goal setting. It makes college-wide recommendations to the President in matters of budget, staffing, equipment and facilities. It also ensures alignment of the College mission and goals with state directives. Policies and procedures are developed based on evidence and in consultation with constituencies.

The College Council receives information from the College's Research Office and from Resource Committees (such as the Technology Planning Advisory Committee, the Enrollment Management Advisory Committee, the Planning Advisory Committee, the Communication Committee, the Invest in Our People Committee, and the Student Equity Committee). The Council also receives direct reports from the Budget Committee and the Academic Senate. Examples of Academic Senate subcommittees that thus feed into the Council include the Matriculation Committee, the Curriculum Committee, the General Education Committee and the Scholastic Standards Committee. Thus, the planning process is broad based and offers multiple opportunities for input by appropriate constituencies.

It is evident that the College has committed the necessary resources to the planning process and to guarantee institutional effectiveness in that the College has assigned two faculty members to oversee our SLO development and implementation, in that the College has bought and implemented software to extract measures of student performance from Datatel, and in that an extensive array of constituencies and committees that feed into the planning process.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle
College Council Agendas, Minutes and Documents
Budget Committee Agendas and Minutes
Instructional Council Agendas, Minutes and Documents

Technology Planning Committee Agendas, Minutes and Documents

Facilities Planning Committee Agendas and Minutes

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Program Review Models

2007-2008 Adopted Budget

2008-2009 Adopted Budget

Technology Plan

State Instructional Equipment Plans

5-Year Deferred Maintenance Plans

5-Year Construction Plans

Bond Construction Projects

Facilities Modification Plans

Links

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

Instructional Council Agendas, Minutes and Documents

http://ww3.shastacollege.edu/bond/index.htm

Bond Projects

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report

College Council Agendas and Minutes

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Technology Plan

I.B.5.
The institution used documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Planning Agenda:

Shasta College needs to allocate resources to make Datatel fully functional within the next three years. In particular, it needs to develop the necessary queries in reporting institutional, program/degree and course level Student Learning Outcome data. This will require programming and a statistician to facilitate analysis of the data. This development should coincide with the Student Learning Outcomes Committee recommendations so as to be used to complete a Student Learning Outcomes and Assessment Cycle (SLOAC). The SLOAC was developed and adopted by the Academic Senate April 25, 2005.

Student Learning Outcomes at the institutional, program/degree, and course levels will be implemented during the next three to five years according to the SLO timeline adopted by the Shasta College Academic Senate on April 11, 2005. Once these SLOs are implemented, the data analyzed and improvements made, the data will be made available to the public.

Response:

The first paragraph of this Planning Agenda is no longer germane to the institution's efforts to document and analyze Student Learning Outcome (SLO) and Service Area Outcome (SAO) activities. This is because, for the purposes of the SLO/SAO activities, faculty have determined that a data collection process separate from the transaction-oriented, district-wide management information system (Datatel) should be used. This determination was made through discussions concerning the types of information that are needed to both assess the SLOs and SAOs as well as to inform and stimulate discussions among the faculty. A SLO management system, specifically designed for Shasta College faculty, will be ready for test-use (beta testing) by May 2008, and for full campus-wide use in August 2008. The new webmaster and the SLO committee are working together on this.

The majority of active courses have Student Learning Outcomes defined, as well as assessment methods. Data are being analyzed and discussed, affecting changes in classroom teaching. Institutional SLOs are in place college-wide, as evidenced by Board Policy 1300 and the College Catalog. SLOs are also in place for the General Education pattern (see GE committee notes). Data and progress in the SLO cycle are made available to the public and found on the College website. The Student Service areas are developing and implementing SAOs, just as the academic areas are with SLOs.

In support of the SLO process by administration, a full time faculty member was assigned forty percent release time for the 2007-08 school year. A Co-coordinator position was

added, with both coordinators assigned 30% release time beginning fall 2008. The SLO Coordinators have the responsibility of developing, implementing and directing the timeline for the full implementation of SLOs, which can be found on the Student Learning Outcomes website. Other pertinent information and relevant forms for the SLO cycle is also located on this website. A standing sub-committee has been appointed by the Academic Senate to ensure involvement and completion by scheduled deadlines.

The institution is making progress towards the full implementation of Datatel, an effort that has required some departments to abandon specialized systems. This effort is being done in a phased fashion in certain departments, such as counseling, where data are being uploaded from their scheduling system (SARS) into Datatel. Other departments such as Human Resources are planning to transition to Datatel. Commitment to Datatel as the principal source of information for the institution has been embraced by the President's Cabinet (directive dated January 2008). In concert with these activities, there is institutional commitment to the improvement of data quality generally as evidenced by the Management Information Systems (MIS) Committee that reviews (and corrects if necessary) data that are reported to the Chancellor's Office (MIS reporting).

Evidence and Reference Materials

Board Policy 1300 - Institutional Student Learning Outcomes
SLO Committee Agendas, Minutes, and Documents
2009-2012 Strategic Plan Development
Student Services Council Agendas and Minutes

Links

http://ww3.shastacollege.edu/instructionalcouncil/index.htm
Program Review and Models

http://www3.shastacollege.edu/slo/
SLO Committee Agendas, Minutes and Documents

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf
Board Policy

I.B.6.
The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Planning Agenda:

The College will go through the assessment phase of the Strategic Planning process in the latter half of the 2005-06 year. This will be a good opportunity to also test and revise the process by which our planning process is evaluated. It is also recommended that the next survey done of the College community (such as the Self-Study survey) incorporate an item that evaluates the process by which the planning process itself is evaluated.

Response:

With changes in senior leadership, including a period of interim leadership, the Strategic Planning process stalled, and the assessment phase was not carried out as planned, above. After an ad hoc planning committee prepared a report on planning principles, an Institutional Effectiveness Committee was established. Administrators, faculty and classified staff comprised the committee. They developed a model of planning, and that model was presented to a number of constituencies, including students. When the new Vice President of Academic Affairs reviewed the model in April 2007, he suggested modifications to it. This revised model of planning has been presented across all segments of the College community and is now in use currently. This model includes a mechanism to systematically review and modify, as appropriate, all parts of the cycle, including institutional and other research.

Integral to the new planning framework is program review. A joint committee of the Academic Senate and Instructional Council formed in fall 2007 to review and revise the program review process and models. From that collaboration, new models for program review--with much more qualitative and quantitative information--were developed to make sure adequate information was generated for program and college planning purposes. Annual updates, prioritized goals, and plans are important parts of the new process, as are SLO/SAO development and implementation and the integration of them into the planning process. Program review is now the foundation for College planning processes.

Evidence and Reference Materials

College Planning Framework

College Planning and Review Cycle

Program Review Timelines, Processes, and Models

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

Program Review

I.B.7.
The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Planning Agenda:

Reinstitute the Research Department for the purpose of updated demographic, statistical and outcome data. Do systematic internal Self-Study of those programs that do not have Program Review.

Response:

In February 2006, the College reinstated the Institutional Research and Planning Office, and hired a researcher. The new Director of Research and Planning acquired software programs that facilitate the extraction of specific institutional data from the Datatel system, thereby increasing data availability for institutional assessment, evaluation and assessment activities. The Director is currently working with the SLO Coordinators on how the SLO data are collected, analyzed and presented to departments and programs as part of the systematic cycle of evaluation via SLOs.

A Program Review Committee comprised of administrators and faculty was convened in the fall 2007 by the Vice-President of Academic Affairs. The committee evaluated the process of curriculum program reviews and integrated the reviews to include non-instructional areas (Student Services and Library Services). The school has had regular Student Services Program Reviews in the areas of Counseling, EOPS, DSPS, CalWORKS, and Matriculation since 1995.

All Student Services and instructional areas were identified and included in a regular cycle of review. These areas also prepare an annual update report (by April 1) that identifies each program's success in implementing its plans to achieve the goals, any new or modified goals, plans or priorities, and any deleted goals and plans. The Annual Report is used to

generate the programs' Annual Action Plans, which are used for inclusion in College-wide planning and in the development of short and long-term goals and objectives.

The program review process is outlined on the College's website under Academic Affairs. Program reviews are scheduled on a five-year cycle. Up through the spring of 2008, the reports had been presented to the Curriculum Committee in the spring of each year. As of spring 2008, they are now presented to College Council where budget and planning decisions are made. Since College Council is now the main shared governance and planning entity of the College, these program reviews are integral to the foundation of the planning process. The College Council also assesses the program review process itself in a systematic review for the improvement of instructional programs, student support services, and library and other learning support.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle
College Council Agendas, Minutes and Documents
Program Review Timelines, Processes, and Models

Links

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report
College Council Agendas and Minutes
Board Policy 3250 - Institutional Planning

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Standard II: Student Learning Programs and Services

II.A.1.b.
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Planning Agenda:

Shasta College needs to continue and refine the evaluation of the delivery systems and modes of instruction utilized in the District. Feedback from students on online delivery should be compared to feedback from students on other delivery systems. Instructional Council, Extended Education, and the Distance Education Committee need to formalize an assessment process on the evaluation of delivery systems and modes of instruction utilized in the District.

Response:

Historically, the mechanism to assess student feedback in the online, ITV, and on-campus classroom environments has been the same. As per the Academic Contract, adjunct and tenured full-time instructors are evaluated once every third year of teaching or per the discretion of the division dean. Non-tenured full-time instructors are evaluated each semester during the four years of the tenure process.

Since fall 2006, the Office of Research and Planning has provided an online version of the "Student Opinion of Teaching" survey that has been incorporated into courses taught by online instructors due for review. While there is no mandatory requirement for students to complete an evaluation of an online course, the Office of Research and Planning has noted a marked increase in the number of responses each semester since the online "Student Opinion of Teaching" survey has been implemented.

Evidence and Reference Materials

Program Review Models
2008-2009 College Catalog

Links

http://www3.shastacollege.edu/collegecouncil/

Program Review and Models

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

II.A.1.c.
The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda:

As outlined by the Academic Senate, in the development and implementation of the new Student Learning Outcomes, the Shasta College faculty will revise course outlines as part of the cycles of curriculum and program review. Assessments will need to be modified and fine-tuned to accurately measure student success in these abilities and outcomes. Data reflecting the efficacy of these new assessments will be developed and documented. Ongoing administrative support and professional development opportunities for gaining a better understanding of documenting discipline-specific Student Learning Outcomes will facilitate the successful implementation.

Response:

In support of the SLO process campus wide, administration assigned a full time faculty member forty percent release time for the 2007-08 school year to serve as an SLO Coordinator. A Co-coordinator was added, with both coordinators assigned 30% release time beginning fall 2008. The SLO Coordinators have the responsibility of developing, implementing and directing the timeline for the full implementation of SLOs. This can be found on the Student Learning Outcomes website. Other pertinent information and relevant forms for the SLO cycle is also located on this website. A standing SLO sub-committee has been appointed by the Academic Senate to ensure involvement and completion by scheduled deadlines.

Program SLOs: There has been some progress on program-level SLOs, and further progress was planned for the scheduled FLEX day on August 15, 2008. Until then priority was given to focusing on course-level SLOs across campus.

Course-Level SLOs: Between November 2007 and January 2008, about 75 faculty and several deans attended training workshops on-campus: “Assessing Student Learning: Moving Our Courses into the Cycle.”

General Education SLOs: Approximately 97% of GE courses have been mapped to GE outcomes. Because of this campus-wide effort, there has been discussion about the existing GE outcomes, with growing faculty interest in and critique of the outcomes, as we move toward using the list of GE outcomes in an active way—that is, as we begin to implement the process of determining how our GE courses meet the GE outcomes.

Reporting and Documentation of the SLO process: The SLO Committee is working to determine best possibilities for reporting or data collection on campus in order to collate reports on the progression of courses (and ultimately degrees, certificates, and the General Education program) through the SLO cycle. The development of this process will involve input and support from representatives of faculty, technology, and research.

As of January 2008, one form per course is used campus-wide to document the five steps of the SLO cycle. These SLO forms for courses will be archived along with the official Course Outline of Records per course.

SLO Committee: In January 2008, the Academic Senate voted to formalize the SLO Committee as a standing subcommittee of the Senate. This committee is instrumental in guiding the SLO process as it relates to instruction and counseling.

Program Review: The Program Review Committee developed a new detailed template for program reviews, included a substantial number of questions regarding the SLO process to be included and addressed in the program review.

Timeline: During the fall 2007 semester, the ad hoc SLO committee developed a short-range timeline for the SLO process across instructional areas campus-wide.

Evidence and Reference Materials

SLO Committee Agendas, Minutes, and Documents

Links

http://www3.shastacollege.edu/slo/

SLO Committee Agendas, Minutes and Documents

II.A.2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda:

Review, and where necessary, develop specific Student Learning Outcomes for all courses and programs.

Response:

Shasta College is currently in the process of completing Student Learning Outcomes for all classes on campus. The faculty is working toward completing all five steps of the SLO cycle for every course offered during the spring 2008 semester. Resource documentation is located on the Shasta College Student Learning Outcomes Website.

Evidence and Reference Materials

SLO Committee Agendas, Minutes, and Documents

Links

http://www3.shastacollege.edu/slo/

SLO Committee Agendas, Minutes and Documents

II.A.2.b.
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency level and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, degrees. The institution regularly assesses student progress towards achieving those outcomes.

Planning Agenda:

Department programs that are not currently tracking student outcomes and success rates need stronger ties with the community. An analysis needs to be done on vocational programs that are currently not tracking student success. Although there are tracking measures in place throughout vocational programs, there is little data available on the success rates of students after leaving Shasta College.

Response:

Historically, the only programs that have tracked student outcomes and success rates have been the Nursing and Dental Hygiene programs as noted in the program reviews for these

vocational programs. Admissions and Records is developing a more formalized process for acquiring data relating to student course completion for degree audit programs, thereby reinforcing students applying for their degrees.

Evidence and Reference Materials

Program Review Models

Links

http://www3.shastacollege.edu/collegecouncil/

Program Review and Models

II.A.2.c.
High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Planning Agenda:

Even though there is no formal plan in place to enhance staff and faculty development, revenue sources are continually being sought out. Grant funded opportunities and partnerships with other institutions and agencies have been used. This is needed to provide faculty with current trends and resources in their respective fields to better serve the District. With respect to consistency in online delivery, a proposal endorsed by the Distance Education Committee that all new online courses be conducted via the same platform has been approved. A plan is being developed to acquire student e-mail addresses to better serve students enrolling in online courses.

Response:

Tech Prep funds have been utilized for professional development courses for both on-campus and online courses. Partnerships have been made with the local high schools for the professional development of their faculty in conjunction with Shasta College faculty for educational advancement. Basic skills faculty are currently able to take advantage of basic skills reapportionment funds. Professional development funds are also currently available with a limit of $350 for full-time employees and $100 for part-time employees.

Shasta College is currently moving forward to provide consistency in online delivery with the Angel online learning platform. This will be adopted for all online classes starting 2008. All

instructors are required to take an online pedagogy and training in the new platform before being allowed to teach online.

Campus-mediated student e-mail addresses are currently not available due to current budget constraints. Students' personal e-mail addresses are recorded in *MyShasta* and are available for faculty and staff access.

Evidence and Reference Materials

Program Review Models

Invest in Our People Committee Agendas, Minutes and Records (Staff Development)

Links

http://www3.shastacollege.edu/collegecouncil/

Program Review and Models

II.A.2.d.
The institution uses delivery modes and teaching methodologies that reflect diverse needs and learning styles of its students.

Planning Agenda:

The College plans to increase the number of online course offerings and to continue the opportunities for staff development workshops to increase instructional effectiveness.

Response:

Shasta College has increased online course offerings for staff development through the planning activities of the Invest in Our People Committee that is steered by Human Resources. Courses in customer service and computer applications are currently offered to improve interdepartmental and external communications at Shasta College. These courses are offered each semester through the Business, Technology, and Family and Consumer Sciences division and are marketed through Human Resources. Courses are offered for College credit.

Evidence and Reference Materials

Program Review Models

Invest in Our People Committee Agendas, Minutes and Records.

Links

http://www3.shastacollege.edu/collegecouncil/

Program Review and Models

II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Planning Agenda:

The Academic Senate is currently addressing the issue of campus-wide consistency in the designing, implementation, tracking and reporting of Student Learning Outcomes.

Response:

The Senate took an active role in jump-starting the SLO process on campus. About four years ago, the Senate President, started an ad hoc SLO subcommittee that worked out the original framework. In 2006-2007, the Senate President, lobbied for 40% release time for a campus SLO Coordinator, which was granted. A year later, this was expanded to two coordinators sharing 60% release time. During the 2007-2008 academic year, the SLO Committee became a standing subcommittee of the Academic Senate. The Academic Senate remains current with the development and assessment process of Student Learning Outcomes at Shasta College and oversaw the August 15, 2008, FLEX day that was devoted to refining and further development of course and program SLOs.

Evidence and Reference Materials

SLO Committee Agendas, Minutes, and Documents

Links

http://www3.shastacollege.edu/slo/

SLO Committee Agendas, Minutes and Documents

II.A.2.h.
The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Planning Agenda:

The faculty/staff websites need to be monitored more carefully to be sure that faculty members are updating information on a regular basis and to delete the web page when the faculty member leaves the employ of the District.

The timeline for releasing students' grades will be improved by assuring the faculty meets the deadline for submitting their final grades.

Response:

A webmaster was hired on June 29, 2007, to improve web development and organization, and to help update faculty/staff websites. Notable progress has since been made in providing consistency and uniformity of format, and improving accessibility to campus web resources.

Admissions and Records as well as the division deans have made greater efforts to ensure that grades are submitted on time. Instructional Technology is working on ensuring that when grades are submitted online, a notification will be sent to the instructor once the data are entered.

Evidence and Reference Materials

2008-2009 College Catalog

Links

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

II.A.3.b.
A capability to be a productive individual and life long learner: skill include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda:

Currently, the Academic Senate is developing a definition for Student Learning Outcomes and is working toward a more consistent competency-based evaluation tool, to ensure that students passing general education courses are attaining needed and specific skills, on a course-to-course basis. The Academic Senate should consider the requirement of a basic computer skills course for all entering students as opposed to having only workshops and learning centers available.

Response:

The Academic Senate created a definition for Student Learning Outcomes in November 2004. A pilot project was started by the General Education Committee in spring 2008 to look at assessing program outcomes in Humanities and Social Science.

In May 2007, the Academic Senate finalized a definition of "Computer Literacy." This included a list of ideas for meeting a computer literacy requirement. It was noted in this list that completion of CIS-1 would meet this requirement. A subcommittee was formed in February 2008 with the goal of completing a Computer Literacy assessment process for the 2009-10 Course Catalog.

Evidence and Reference Materials

Academic Senate Agendas and Minutes

Links

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity' historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Planning Agenda:

The General Education Committee of the Academic Senate should review this standard in order to devise measurable objectives that the College can track and analyze for future reporting against this standard.

Response:

The General Education Committee, in the 2007-08 academic year, created Student Learning Outcomes addressing the requirements of this standard for general education associate degrees. The outcomes are posted on the SLO website.

Evidence and Reference Materials

Academic Senate Agendas and Minutes

Links

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

II.A.6.b.
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements for the enrolled students may complete their education in a timely manner with a minimum of disruption.

Planning Agenda:

Continued monitoring of this standard by Academic Affairs, Academic Senate, and various Student Services committees.

A Program Assessment Committee has recently been appointed in order to provide a ongoing process for providing "early alert" systems and pre-discontinuance processes that include full involvement of shared governance entities and a minimum two-year timeline for program discontinuance.

Response:

A joint committee on program assessment convened and generated a report. This report included a "Procedure for Program Assessment." This procedure included an early alert process as well as a pre-discontinuance process. This process included shared governance entities.

The "Procedure for Program Assessment" was adopted by the Academic Senate in November 2004. The "Final Report of the Joint Committee on Program Assessment" was submitted to The Vice President of Academic Affairs and the Academic Senate on November

15, 2004. Subsequently, administrative procedures were developed and adopted to guide the process (AP 4020).

Evidence and Reference Materials

Administrative Procedure 4020 - Program and Curriculum Development

Links

http://www3.shastacollege.edu/collegecouncil/

Administrative Procedure 4020 - Program and Curriculum Development

II.A.6.c.
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Planning Agenda:

The institution does not collect or provide much systematic information of student achievement to the public with the exception of the Nursing Program, Dental Hygiene Program, and Fire Technology. It does, however, provide much data regarding student achievement as a whole prior to every commencement. The Research Office provides "Quick Facts," a compendium of student data, which includes average GPA, found on its website. Finally, there is a great deal of student data on the Planning and Research website, such as the Fact Book.

Response:

The Board of Trustees recently began a complete review of its policies. Most significantly, this review included a review and restatement of the District's mission that includes institutional learning outcomes: "The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility."

Since the previous Accreditation visit, the District has hired a Director of Research and Planning (2006), a Director of Marketing (2007), a Webmaster (2007), and a College Recruiter (2008). The Office of Research and Planning provides information to both internal and external audiences concerning the District's student population and achievement. Special information

requests are being processed for internal planning discussions, such as enrollment in particular courses for hiring priority discussions or degrees offered for curriculum discussions, which ultimately affect students.

Finally, the webmaster had revised the College website, the official source of information about the College for use by internal and external audiences. It now provides easier access to students and the community regarding College information and campus events. In fall 2008, the Office of Research and Planning posted more quantity and more recent information (including, but not limited to, Quick Facts) about the student population, student demographics, and student achievement.

Evidence and Reference Materials

2008-2009 College Catalog

Office of Planning and Research

Links

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

http://www3.shastacollege.edu/research/

Office of Planning and Research

II.A.7.a.

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Planning Agenda:

Definitions, policies, and practice of academic freedom at Shasta College should be published in the Faculty Handbook in a more informative manner.

Adjunct faculty particularly should receive better information related to the expression of personal viewpoints as distinguished from generally held, professionally accepted views.

Each instructor's epistemology as applied to personal interpretations of material should be made clear to students (possibly in the class syllabus) in order to improve classroom practice standards and add to the students' context for critical thinking.

Response:

The final draft of the code of ethics that was adopted by the Academic Senate in November 2004 is included in the most recent version of the Faculty Handbook of 2008. The handbook was updated in August 2008 and distributed at the start of fall semester 2008. It includes the Board Policy 4030 - Academic Freedom, which is also included in the College Catalog and Schedule of Classes.

Prior to the start of each fall semester, new full-time faculty attend a New Faculty Academy where they are made aware of the faculty handbook and campus policies and procedures. Adjunct faculty may attend an optional training at the start of the fall and spring semesters.

There is a model syllabus on Docushare that includes a First Class Handout template which recommends key items be included in all such handouts, including a statement of instructional methods, evaluation methods, grading standards, and information on student learning resources.

Evidence and Reference Materials

Board Policy 4030 - Academic Freedom
2008-2009 College Catalog
2008 Faculty Handbook

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

II.A.7.b.
The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Planning Agenda:

Since no specific procedures are set forth for instructors to follow in evaluation of suspected plagiarism, the Academic Senate should develop one. Adoption of a recommended web-based search service (such as Turnitin.com) to assist instructors in seeking out plagiarized material should be considered. No institutional planning is currently in process on this subject.

Response:

The Academic Senate adopted a formal procedure for handling cases of academic dishonesty (Academic Honesty – Administrative Procedure 5500). One concern about this procedure is that it is recommended rather than required.

As for established methods and resources for detecting plagiarism and cheating, there has only been informal discussion and collaboration among faculty. In English, there is a department-wide subscription to Turnitin. According to the Department Coordinator, who monitors Turnitin usage, 22 out of 36 English instructors have been using Turnitin during the spring 2008 semester. Currently informal workshops are being offered by an English instructor for those who are first time users of Turnitin. There are continuing plans for offering workshops in the 2008-09 school year in the hopes of increasing usage. The Academic Honesty Procedure recommends that students who plagiarize be referred to the Dean of Students.

The Student Code of Conduct is published in the College Catalog and College website and is an excellent resource for both students and instructors.

Evidence and Reference Materials

2008-2009 College Catalog
Administrative Procedure 5500 – Academic Honesty

Links

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

II.A.7.c.

Institutions that require conformity to specific codes of conduct or staff, faculty, administrators, or students, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Planning Agenda:

The Academic Senate approved a Faculty Ethics Standard in the spring 2005 semester. The standard needs to be fully integrated for faculty.

Response:

A draft of the Code of Ethics for faculty was included in the version of the Faculty Handbook in 2004/2005. The 2008 Faculty Handbook was revised and produced by a committee headed by the Dean of Natural Resources, Industry and Public Safety.

Evidence and Reference Materials

Academic Senate Agendas and Minutes

2008 Faculty Handbook

Links

http://www3.shastacollege.edu/participatorycomm/

Academic Senate Agendas and Minutes

II.B.1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Planning Agenda:

The College is looking critically at all aspects of their services, but special notice should be taken of services provided at outreach Centers. Steps need to continue to be taken to provide equal access at all sites for all needed services. From notification of events in a timely fashion to having a physical presence on specific days, many items need to be addressed.

Response:

All student services, matriculation components, and aspects of service delivery for the distant learner are provided through the College's Enrollment Services and Information Services and Technology departments and coordinated with Extended Education for ITV and Center/site operations. All supporting functions and associated resources for the distant learner will be available on the new student service website (My Shasta) by 2008. Many of these resources are currently available on the College's home page.

For the ITV and off-campus Center/site operations, the Dean of Extended Education is responsible for coordinating student services with the respective office, the Dean of Enrollment Services, the Dean of Students, the Associate Vice President of Information Services and Technology, and/or the Vice President of Student Services. Web cams were installed at each of the Centers during 2007-08 to facilitate confidential communications between an individual student and a student service office when face-to-face meetings are not possible.

The following list identifies only directly related staffing for both technology-mediated and off-campus services.

Admissions: The admissions process for all distant learners parallels that of the traditional College application process including transcript evaluation and data entry procedures. Applications for admission are available online, by mail, or at any one of the off-campus Centers. All submitted applications as well as corresponding official transcripts are maintained in the Shasta College Admissions and Records Office. Either prior to or upon successfully completing an application, students receive information regarding orientation, assessment, academic counseling, and registration procedures.

Academic Counseling: The College has dedicated a full-time counseling faculty member to assist distance education students. The counselor is available for phone counseling, e-mail counseling, or in person at one of the off-campus Centers for one-on-one appointments. The counseling website has a link entitled "Ask a Counselor" which numerous distance education students use to gather information regarding counseling/advising, policy and procedures, registration times and dates, and educational planning.

A full-time counselor is assigned to the Red Bluff Center for walk-in counseling and scheduled appointments. An additional dedicated part-time counseling position for the Red Bluff Center was added in September 2007. This counselor will also be trained to assist the Distance Education Counselor. During peak periods like pre-registration,

additional part-time counselors are assigned for temporary duty. The Dean of Extended Education and Center Supervisors serve as "advisor" for non-academic related issues and, on occasion, to intercede on behalf of a student or faculty member in resolving problems arising from behavioral issues.

Assessment: Assessment is available at the main campus on a walk-in basis. At the Red Bluff Center, group assessments are conducted by a member of the Assessment staff on a regular basis Monday through Saturday. At the Intermountain and Weaverville Centers, staff are trained and conduct individual assessments at varying times throughout the term. On occasion and when requested, the Assessment office conducts group assessments at high schools in the more distant communities. Online students can submit assessments or transcripts reflecting completion of prerequisite coursework from recognized institutions, or be evaluated by a counselor using the College's Multiple Measures. Accuplacer has been activated at each Center for student assessment.

Registration: Online registration is available at *My Shasta* on the campus home page. In addition, onsite registration is available at each of the off-campus Centers as well as some sites. During peak periods, additional Registration Clerks are hired by Extended Education to serve the walk-in traffic at each of the Centers. Concurrent enrollments are facilitated by the respective off-campus Center staff.

Financial Aid: The financial aid procedures for distance education students mirror those procedures used on the main campus by the College's Financial Aid and Scholarships office. Students have the option of completing all necessary paperwork either in person at one of the Centers, online, by mail, or fax machine. The Financial Aid Assistant or, when appropriate, the Center staff provide initial guidance in financial aid application procedures. Financial Aid Technicians on the main campus serve as the student's financial aid "advocate" in resolving financial aid problems.

On occasion, Student Loan Entrance and Exit sessions are conducted by the Financial Aid office staff at the Red Bluff Center. In addition, Financial Aid workshops are televised via ITV to each of the Centers. The planned installation of web cams at each Center should also prove helpful in addressing financial aid requirements.

Schedule of Courses: Each semester, in addition to distributing the College's full schedule of courses, off-campus Centers produce a schedule highlighting those classes available in their respective local communities. The Center schedule is inserted into the local newspapers and distributed to those attending orientations or information meetings, the local elementary and secondary schools, and multiple locations throughout the

community. The Schedule of Classes can also be accessed via My Shasta on the campus website.

ITV and online courses are identified as such in both versions of the schedule, and both the Course Catalog and Schedule of Classes contain information about the Extended Education Centers as well as descriptions of the various distance education options available.

Career, Transfer and Student Employment: Shasta College's Career, Transfer and Student Employment Center offer a variety of services to assist students in accomplishing their academic goals and beginning their careers. The majority of services are offered free of charge and can be accessed either through the College website or in person. These services include transfer information and four-year institution periodicals, listings of job announcements and internships, professional assistance with preparation of resumes, writing letters, interviewing, career information and newsletters, career and employment advisement, and a career and job search library. A small fee is charged for career assessment inventories. Computers with career- and transfer-related software are provided at each of the Extended Education Centers.

The Career Center Coordinator and Student Employment Coordinators conduct career workshops and advisement, and they participate in community events throughout the District. The Career Center Coordinator also conducts periodic career sessions for students at the Red Bluff Center. The Coordinator is also available to confer with students via email or telephone.

Bookstore: Distance education students have multiple options to acquire necessary texts. Since the courses taught through distance education are the same courses taught on the Redding campus, students can purchase texts online or over the telephone through the Shasta College Bookstore website and have the texts delivered either to their home or to one of the Centers for pickup. Another option is to download the required text, when available, or visit one of the many online book providers to determine whether the text is available. A final option is to visit the College campus. The EOPS counselor/staff facilitate the distribution of texts to EOPS/CARE students located in Red Bluff.

Disabled Student Services: Services are available to all admitted and enrolled students with verified temporary or permanent disabilities. In order to obtain verification, a disabled student must be assessed and, when appropriate, provide medical documentation. Student responsibilities are listed on the DSPS website. With few exceptions, any student may only be required to attend the main campus once for the

initial assessment; materials and supplies necessary are transported to the off-campus Centers. All contacts and obtained information are kept confidential within the DSPS office in adherence with state and federal laws. All costs incurred for required accommodations are the responsibility of Shasta College through categorical or Extended Education funds.

Faculty are strongly encouraged to include a statement in all syllabi that apprises students of the evaluation procedure and accommodations available. Until the recent hiring of a webmaster, 508 compliance has not been institution-wide in its online services. The Distance Education Committee has made this a high priority and during the review process for the replacement learning management system used this as part of the selection criteria. The proposed Instructional Technologist position will also be expected to meet ADA requirements in the design of online courses.

Each of the off-campus Centers maintains approved DSPS workstations in each of the classrooms. All Center staff are trained to assist students seeking accommodations. Training sessions are conducted either on site or by utilizing the ITV network. Discussions are also continuing on the need to establish the part-time presence of a DSPS Counselor at each of the off-campus Centers.

EOPS: The EOPS procedures for distance education students mirror those of on-campus students. Students have the option of completing necessary paperwork either on-line (through the EOPS website) or in person at any of the off-campus Centers. Upon successfully completing an application, students receive information from the EOPS Eligibility Technician regarding the EOPS orientation and EOPS procedures. Distance-approved students for the EOPS Program can receive the orientation through ITV broadcast from the main campus. The EOPS website contains up-to-date information regarding eligibility, policies and procedures, counseling/advising, and EOPS services for current students and potential new students.

A part-time (600 hours/academic year) EOPS counselor is assigned to the Red Bluff Center and can facilitate the entire EOPS process. This counselor also has experience with the college's CARE program and has, on occasion, been used in general counseling.

New Student Orientation: Students intending to matriculate are required to attend an orientation prior to registration. Orientations have previously been presentations by various Student Service areas. Beginning fall 2007, the college adopted a new format that incorporates the previous presentations with academic counseling and, using My Shasta, online registration in a lab session. This format has been adopted both on the main campus and at the Red Bluff Center and modified at the Intermountain and Weaverville

centers using the ITV network and originating the broadcast from the main campus to the Centers. An online orientation was developed and scheduled to facilitate the fall 2008 registration period.

Commencement: All pending graduates, regardless of their physical location, are required to submit a graduation request form available online or at any one of the off-campus Centers. Like their main campus counterparts, pending graduates of distant education programs are invited to attend the annual Shasta College Commencement activities. Commencement activities are coordinated through the Dean of Students office and delivered to students' homes and to the off-campus Centers.

Other Student Services:

- Health Services at each of the off-campus Centers offers a limited variety of health supplies to locally attending students. The supplies are available at no cost to the student through a vending machine. Tokens are used, and Center Staff issue the tokens.
- Participation in Student Senate, the College's student governing body, is now available through the ITV network. Student Senate representatives from each of the Centers are either elected through the annual election process or appointed by the Student Senate.
- Tutoring services are available at each of the off-campus Centers. Math and English tutoring is scheduled at the Red Bluff Center each semester. The need for tutoring in other subject areas or at other Centers is typically identified and requested by the instructor of the course. Funding for tutoring normally originates from Extended Education, but tutors have also been compensated through Work Study or other campus-based funding mechanisms.
- Proctoring of exams is available at each of the off-campus Centers. Extended Education either funds or secures additional funding for the proctoring service. For students unable to travel to the campus or Centers, arrangements are made to identify an appropriate proctoring site within their local community.

Evidence and Reference Materials

2008-2009 College Catalog

College Student Services website

Links

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

http://www.shastacollege.edu/stuinfo/studentservices.htm

Student Services website

II.B.2.a – d.
II.B.2. ***The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:***
II.B.2.a. ***General Information –***

- ***Official Name, Address(es), Telephone Number(s), and website address of Institution***
- ***Educational Mission***
- ***Course, Program and Degree Offerings***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

II.B.2.b. ***Requirements***

- ***Admissions***
- ***Student Fees and Other Financial Obligations***
- ***Degree, Certificates, Graduation and Transfer***

II.B.2.c. ***Major Policies Affecting Students***

- ***Academic Regulations, including Academic Honesty***
- ***Nondiscrimination***
- ***Acceptance of Transfer Credits***
- ***Grievance and Compliant Procedures***
- ***Sexual Harassment***
- ***Refund of Fees***

II.B.2.d. ***Locations or publications where other policies may be found***

Planning Agenda:

Expand the index listings using simple language. (How would you find out about the library if you were a non-student? It is listed as Learning Resources.)

Include the Sexual Harassment policy in the Catalog. Sexual harassment information on page 10 of the Catalog needs improvement. Perhaps more attention could be drawn to the fact there is more information on sexual harassment and a corresponding policy available.

Reword compliance information and title to reveal its true purpose, and identify the "compliance policy" on page 10 as the "non-discrimination" policy.

Add the College's academic freedom statement.

List where program reviews can be found. There is information online (Academic Affairs site).

We should identify our Extended Education sites in the Course Catalog and include addresses and phone numbers for Red Bluff, Burney, Weaverville, Anderson, and Corning.

Re-arrange the Course Catalog layout in a more logical and accessible order for first-time students.

Response:

Under the direction of the Vice President of Academic Affairs, a committee was formed to revise, enhance and reorganize the Course Catalog. The committee consisted of the Vice President of Academic Affairs, Vice President of Student Services, Dean of Students, Dean of Enrollment Services, Executive Assistant to the Vice President of Academic Affairs, Curriculum Specialist, Director of Admissions and Records, and Dean of Humanities, Arts and Social Sciences.

This committee met on October 3, October 17, November 7, and December 5, 2007, to reconfigure the Course Catalog in a more logical, student friendly format while also implementing the suggestions of this planning agenda item. The results and evidence of completion is evident in the 2008-2009 catalog that was publicly distributed in May 2008.

Evidence and Reference Materials

2008-2009 College Catalog

Links

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

II.B.3.a.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Planning Agenda:

For better long-term planning, it would be beneficial to evaluate the Student Survey for content. One problem that occurred during the research phase of this report was difficulty with locating summarized surveys from previous years. In addition, questions on the surveys have changed in recent years, making question-by-question comparisons difficult. It may be more beneficial to ask more pointed questions regarding Student Services if the information is to be used in future planning.

Response:

Shasta College recently created an Enrollment Management Committee that met for the first time on January 23, 2008, and continued to meet monthly through April 2008. Under this committee, a subcommittee was developed to address the issue of student surveys. As of summer 2008, the Director of Research and the Dean of Enrollment Services have implemented the collection of student survey data from new, returning, graduating, and non-returning students. New student surveys are incorporated into orientation programs, while the surveys for returning, graduating and non-returning students will be conducted via e-mail. A website is currently being developed for a better communication of ideas.

Evidence and Reference Materials

Enrollment Management Committee Agendas, Minutes, and Documents

Links

http://www3.shastacollege.edu/participatorycomm/

Enrollment Management Agendas, Minutes, and Documents

II.B.3.b.
The institution provides an environment that encourages personal and civic responsibility, as well as intellectual aesthetic and personal development for all its students.

Planning Agenda:

Shasta College should add to the programs, clubs and activities provided through Student Services to allow greater opportunities for students and a more enriched environment

that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Response:

Shasta College offers students a wide array of clubs and activities to choose from throughout the academic school year. Presently, there are 21 different clubs on campus as described in the Shasta College Campus Clubs brochure and on the college website. Students have opportunities to participate in various activities and events and to hold office as either a student representative and/or an executive officer. Each club has a faculty advisor who is responsible for making sure that the club is abiding by its established constitution and guidelines that are listed in the faculty advisor Club Procedures Manual as well as online. All meetings are documented by minutes and the Office of the Dean of Students is responsible for the establishment of new clubs and the approval of all club purchases and travel.

Room 2068 is established as the official meeting room for all clubs on campus. Clubs schedule the room through the office of the Dean of Students and there is ample storage space for club materials and supplies.

Shasta College also provides events each fall and spring semester for the enrichment and personal development of our students. They also include events that encourage civic responsibility and sensitivity to cultural differences. These events include

- Welcome Day
- 8th Grade Career Day
- Junior Day
- Intercultural Thanksgiving Dinner
- Halloween Contest
- Secret Santa Program and Giving Tree
- Intercultural Night Celebration
- Disability Awareness Day
- Cinco de Mayo Celebration
- Huck Finn day.

Students are also encouraged (if eligible) to join our Phi Theta Kappa Honor's Society (Beta Mu Mu) Chapter that provides them opportunities in student leadership, fellowship, and in community service. Phi Theta Kappa is conducting a book drive this year for children in Africa.

They are also responsible for cleaning up the frontage road in front of the campus along Highway 299.

Evidence and Reference Materials

Shasta College Clubs

Links

http://www3.shastacollege.edu/studev/clubs/clubs.htm

Shasta College Clubs

II.B.3.c.
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda:

Further evaluation of all students' counseling and advising should be done using not only the Student Survey but possibly focus groups and in-depth interviews as well. Shasta College is also committed to providing all counselors with adequate professional training and will be instituting an in-house trainer who will have responsibility for overseeing this endeavor. Additional funds have also been set aside in the Matriculation budget to allow counselors to attend the UC and CSU Transfer Conference on a regular basis, thus allowing them to maximize their ability to advise students transferring to these institutions.

Response:

Shasta College has successfully identified an in-house counselor trainer to develop, maintain, and update an extensive training program. All new part-time and full-time counselors are required to participate in the comprehensive training program prior to counseling students. They receive continuing training throughout their first year of employment. A Counseling Center Training Manual has been updated as well.

One counseling meeting per month during non-registration periods is designated for training with either presentations from instructional programs, outreach from local four-year schools, reports from counselors who have attended other training/workshops, updates on

campus policies, and curriculum changes. In addition, matriculation funds are dedicated to allow counselors to attend UC and CSU transfer conferences on an annual basis.

The 2008 Program Review for the counseling center was completed and the new format approved in spring 2008.

Evidence and Reference Materials

Counseling Center Program Review

Links

http://www3.shastacollege.edu/instruction/

Counseling Center Program Review

II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda:

The College will work to provide areas for students of differing cultural backgrounds to gather, learn and share more about their culture and heritage. This might include a Black Student Union or Latino Union, with a room or building where groups could meet. The ASB (now the Student Senate) will work to create more opportunities for specific ethnic clubs and unions for providing all students a chance to learn more about the diverse cultures that are represented by the student population at the College.

In the future, a diversity committee will form to promote campus diversity and allow for ethnic art and cultural artifacts to be displayed around the campus in order to help promote tolerance and understanding of diversity.

Members of the College faculty are planning to create a program on Peace and Justice to offer to students and staff. The program would promote the study of peace, justice, and the idea of diversity through film, speakers, special events, and classes.

Response:

The College promotes and encourages all students to learn more about their culture and heritage and those of other ethnic students too. The College also promotes a welcoming and

supportive environment for international and nonresident students at Shasta College. This is documented in our Student Equity Plan.

The Office of the Dean of Students promotes the establishment of different ethnic clubs on campus. We presently have Amigos Unidos, the Intercultural Club, and the N.A.T.I.V.E Club (Native American Tradition in Valued Education). All of these clubs are listed in the Shasta College Campus Clubs brochure and are open for all students to attend and to participate in. These clubs help promote and educate other students to learn and understand more about their culture and customs.

For many years, the College had Cultural Liaisons that represented the Black, Hispanic, Native American, and Asian communities. Even though the Cultural Liaisons are no longer funded, the activities and events that they participated in are still being supported by the Office of the Dean of Students. The Office of the Dean of Students participates in Black History Month, Caesar Chavez Day, Kwanzaa, Cinco de Mayo, and graduation ceremonies for Black, Native-American, and Asian students within our communities,

The College sponsors numerous events on campus that promotes the enrichment and contributions of different ethnic groups and countries. The College has sponsored speakers to talk about their respective countries, including topics on Iraq, India, China, Korea and other Middle Eastern countries. All of these events have been well attended and the students come away with a better understanding and appreciation of different cultural and international perspectives.

The English faculty has long sponsored an International Film Series every spring semester where they present movies that have significant meaning and/or purpose that will shed light of how other people in the world live and function on a daily basis. This series has transformed into a 300-level course open to the entire public.

Through the Peace, Justice and Tolerance Club, both students and faculty have put on presentations and workshops for Shasta College students to raise awareness and concern of promoting peace and justice on campus within the community and the world at large. The Peace, Justice and Tolerance Club's goal is to promote the merits of peace and social justice both locally and globally, learn and teach methods of conflict resolution, and educate the campus and community on peace.

Evidence and Reference Materials

Shasta College Clubs

Links

http://www3.shastacollege.edu/studev/clubs/clubs.htm

Shasta Student Clubs

II.B.3.e.
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda:

The Matriculation Committee will work closely with Math and English faculty in developing plans to replace both assessment instruments with one single system. The matriculation plan will be updated by the end of the 2004-2005 academic year.

Response:

Significant changes were made in the Assessment Center during 2007. The enhancement that had the biggest impact on the process was adopting a math self-placement assessment tool. Math Department faculty researched the proper steps in designing a self-placement that would ensure that students were placed in the proper level of math. Under the new self-placement, students are guided through a self-examination of their math skills by first considering their personal time commitments and then evaluating how much time they could devote to a challenging course. If their time was spent on work hours, a large course load and/or athletics, they could recognize that they may have to either cut down on outside activities or take a less challenging course. They also look at the course descriptions and sample problems they would expect to encounter at the different levels and decide whether they needed review or could pick up where they left off. The Math Self-Placement is available on the Assessment Center website and as a paper/pencil assessment. This significant change enabled the lab to serve more students with a reduced wait time during peak registration periods. Currently, we can rotate students through the math assessment without a lengthy wait time when we are really impacted at the beginning of each semester.

Two additions were made to the list of assessments that the College provides. Students can now take the California Chemistry Diagnostic Test that is an optional pre-requisite for CHEM 1A. The Myers-Briggs Type Indicator and the Strong Interest Inventory are also offered to those students taking career exploration courses or who have a referral from a counselor.

Course placements resulting from assessments at other community colleges are still accepted as long as the instrument used is on the Chancellor's approved list. Students taking online courses and those planning to attend Shasta College from out of the area can test at a local community college and do the Math Self-Placement online.

One goal is to provide counselors with results of the Help Requested portion of students' English assessment. With the counselors' new caseload approach, they will be able to follow up with students to make sure their individual needs are met. At this time, the English faculty is not actively pursuing replacing the English assessment.

Evidence and Reference Materials
Assessment Center website

Links

http://www3.shastacollege.edu/assessment/index.htm
Assessment Center website

II.B.4.
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda:

Shasta College needs to formulate a way to share the data gathered with all its student services and the College at large. There needs to be a clear and consistent process for all survey disbursement and information processing. Consistency between survey items would assist in easy year-to-year comparison. This could assist Shasta College in establishing benchmarks and setting goals for ensuring positive student outcomes. An overview of surveys shows a shortage of measurable objectives. Careful scrutiny of the Student Satisfaction Survey shows some questions may not be valid. It is questionable if the surveys actually yield the data they were intended to provide.

While some areas were aware of the need to measure Student Learning Outcomes, many were unaware. For example, the current Counseling Program Review does not appear to be looking toward outcomes; however, as of this analysis, it was only in the process of being written.

Response:

During the fall of 2007, the Counseling Center combined with the institutional Program Review Committee to enhance and revise the program review process to include more outcome-based quantitative data, including measurable student learning outcomes. The first review under the new program review format and timeline will occur during the 2009/2010 academic year. In addition, a comprehensive review of our student climate survey is underway. The Dean of Enrollment Services and Director of Research and Planning have developed a subcommittee of the Enrollment Management Committee comprised of faculty, service area representatives, and students who have been charged to develop, implement and evaluate the new outcome based measurement tool to ensure a consistent format and establishing service area goals. The projected target date for implementation of the new student climate survey is fall 2008.

Evidence and Reference Materials

Counseling Center Program Review

Links

http://www3.shastacollege.edu/instruction/

Counseling Center Program Review

II.C.1.a.
Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda:

Library

In order to meet the demand for computers, the Library plans to add another 100 workstations during the next evaluative period. Funding will come from the state-bonded Library Annex project.

The Library also plans to make greater use of data analyses derived from its SIRSI automated library system and other resource vendors to sharpen collection-building decisions.

As in the past, securing adequate funding to satisfy the institution's burgeoning information requirements and to meet relevant library collection standards remains a goal to be pursued on many fronts. Into the near future, acquisition of hardware, software, traditional and emerging media will increasingly involve system-wide, consortium, and campus-wide considerations. Local expertise and unique institutional conditions will continue to play important roles but will be constrained somewhat by these larger considerations. Multi-source funding for information resources will continue to be pursued despite the fact that such a fiscal tactic dramatically complicates collection development efforts.

Collaborating with other campus units in the development of grant proposals will continue, as will the Library participation in consortium-based grantsmanship efforts. With the rapid development of the College Foundation, the Library looks forward to refining and meeting mutual goals. The Foundation ushers in a new era for garnering library support. Such entities are common funding sources and conduits for individuals seeking to memorialize a contribution to higher education.

While the above outlines continuing efforts to secure outside funding, it remains likely that, into the near future, the College itself will need to remain the principal funding source for the library and allied operations. It is therefore mandatory that the Library's budget requests continue to be lucid, realistic, and in accord with the College priorities. Ongoing needs assessments and communication with faculty, staff and students regarding planning priorities form the essential foundation for such budget requests. Maintaining and strengthening communication channels between all interested parties becomes increasingly important. Mechanisms for some are already in place and functioning via such entities as the Technology Support Department, the LRC Advisory Committee, and good informal working relationships between allied Departments and interested staff.

As the role of technology increases on our campus, coordinated planning and implementation of library and learning center technologies becomes more important, both within our own institution and with other local and regional libraries that have identical automation systems. Shared technical expertise, resource sharing, and staff development will be increasingly important to all of our operations. Perhaps most importantly, Internet-based discussion groups now allow for the sharing of experiences and expertise on both a campus and global basis.

Writing Center

Long-range planning relating to the actual physical setting of the Writing Center depends on the completion of the new Library Annex in 2008. At this time, the Writing Center is scheduled to be moved to either the new annex or downstairs into the newly-remodeled Library. With this relocation comes the possibility of a room with a large computer projection screen and other multimedia equipment dedicated to campus-wide student and faculty presentations. It is hoped that a new, more high-profile location will serve to make the College community more aware of the Writing Center's services and, consequently, to maximize FTE collection.

In order to maintain currency in a rapidly-changing "digital culture it will be essential in the future to obtain the necessary funding to enable faculty and classified staff to avail themselves of professional development opportunities in the future. Keeping abreast of these developments and maintaining an understanding of emerging trends in writing centers and tutorial labs in general will be crucial to the goals of providing a variety of student needs in an increasingly technological society.

Planning for ongoing maintenance and upgrading of computer equipment and software programs needs to be addressed. For example, the Writing Center recently faced an unexpected and urgent need for an expensive ($1,500) upgrading of computer switches in order to keep the internet connection stable. Fortunately, the Library was able to pick up one half of this amount.

Other Learning Support Services

All individual learning centers will maintain a consistent review of the ever-changing array of educational software and hardware. In addition, each will work with the Academic Senate to create methods to measure Student Learning Outcomes.

<u>Response:</u>

Library

We have been successful in acquiring State Instructional Equipment (SIE) money to replace 44 computers with new workstations, resulting in improved service and maintenance that is more efficient. The Associate Dean of Library Services will continue to request SIE funds each year to update the remaining computers in the Open Computer Lab. It is anticipated that an additional 50 or more computers will be added to the Library during the upcoming remodel.

In an effort to stretch funds, the Library participates in purchasing consortia. The Library is maximizing its dollars by purchasing the majority of its electronic databases and e-books

through the Community College Library Consortium. In addition, they have made progress in stabilizing funding sources by replacing some categorical VTEA funding with district funding.

The Library currently uses data drawn from numerous usage reports and user surveys to determine future planning and budget requests. Recent surveys include the 2006 and 2007 Campus Technology Surveys, the fall 2007 Library User Satisfaction Survey, and the fall 2007 Extended Education User Satisfaction Survey. In addition, the Library regularly collects output statistics by counting circulations, reference assistance encounters, database use, library instructional sessions, and study room usage, as reported in the 2008 Library Program Review. The Library is also assessing usage statistics and age analysis data to make decisions regarding collection building and maintenance.

The Library continues to network with other local and regional libraries to share resources and technical expertise and to increase communication. It participates in Online Computer Library Center (OCLC), the North State Cooperative Library System, the Community College Library Consortium, and the Council of Chief Librarians of the California Community Colleges. The Associate Dean of Library Services attends regular meetings of the Shasta Public Libraries Municipal Library Board and Citizens Advisory Committee and participated in the Strategic Planning process of the Shasta Public Libraries in spring 2008.

In spring 2006, the Library and the Early Childhood Education (ECE) Center collaborated on a grant application to First Five Shasta. The grant was designed to support additional funding for Library and ECE learning resources for children and families of Shasta County. Though not funded, the process afforded the Library an opportunity to collaborate with other College programs and increase awareness of Shasta College in the community.

Writing Center

Following the reorganization in fall 2007, the Writing Center now falls under the direction of the Associate Dean of Student Learning. Long range planning is continuing with the anticipated move of the Writing Center to the new Annex, currently scheduled for completion in fall 2009. The move will allow for the utilization of new technology as well as office space for Writing Center staff members.

Since the last accreditation self-study, paraprofessional Writing Center staff members have used available funding for professional development in best practices of tutoring, student learning outcomes, and supporting the Basic Skills Initiative.

Maintenance of Writing Center computers has been consistent and ongoing and software is up-to-date. The following maintenance has occurred during the past year:

- Upgraded timekeeper station with a redeploy (Optiplex GX110 PIII-733Mhz)
- Upgraded Instructor station with a redeploy (Optiplex GX240, P4-1.6GHz)
- Updated computer software image to improve performance
- Connected color inkjet printer to network (was previously only direct-connected to DSPS station)
- Replaced Paraprofessionals' computers (2 ea.) with new CPUs (campus bulk purchase)
- Repaired failed monitor

New equipment and software programs should be available upon the move to the Library Annex.

Other Learning Support Services

Following the reorganization in fall 2007, all learning support services now fall under the direction of the Associate Dean of Student Learning. Upon completion of the Annex in fall 2009, the Math and Business Learning Center and the ESL/Reading Lab will be moving to the new Annex; the Science Learning Center will remain in its current location. The move will allow for the utilization of new technology as well as office space for Learning Support Services staff members.

A consistent review of educational software in the labs has not occurred. Research regarding software for the reading program began in spring 2008. Review of software will be completed prior to moving to the Annex. Progress will depend on available funding.

Student Learning Outcomes have been developed for the Math and Business Learning Center and the Science Learning Center. These were submitted to the Student Learning Outcomes Coordinator in spring 2008.

Evidence and Reference Materials

Learning Resource Center website

Links

http://library.shastacollege.edu/

Learning Resource Center website

II.C.1.b.
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda:

Library

The rapidly changing Library environment will oblige it to refine its deployment of various staff and to rethink future requests for the same.

Writing Center

In order to continue to meet the needs of students for high-quality, current information competency materials, the Coordinator and Paraprofessional Coordinators must be able to avail themselves of professional development geared toward this area. Statewide budget cuts have, unfortunately, made it impossible to attend professional conferences at a distance without incurring great personal expense. To some extent, taking advantage of online conferences, conferences given at Shasta College, and nearby training and conferences can help offset this liability. In addition, the skills of the Paraprofessional Coordinators, especially relating to multimedia such as digital video and desktop publishing, will need to be upgraded in the near future. With current training in these and other skills, the Paraprofessional Coordinators will better be able to tutor students in the skills now increasingly needed in classroom presentations.

Other Learning Support Services

The Learning Support Services will work with the Library and the Academic Senate to incorporate a component of information competency into the curriculum of all classes. They will work with the budget committees to restore funding to the tutorial centers' budgets.

Response:

Library

Library orientation statistics show a shift in staffing from Collection Development activities to Reference and Instruction that resulted in significant improvement in the Information Competency instruction program during the 2006-07 academic year. The number of Library instruction sessions increased from 83 in 2005-06 to 122 in 2006-07. The number of students served also increased from 2265 in 2005-06 to 3099 in 2006-07. More significantly, the number of sessions based on Information Competency teaching methods as opposed to brief

orientations increased from 36 to 75. The numbers continued to climb in fall 2007 (one-half year): 64 instruction sessions, 52 Information Competency sessions, and 1782 students reached.

Although a request for an additional librarian position made it to #3 on the hiring priority list in 2007, lack of funding prevented this position from being moved to the next level once again. The Library continues to use existing staff to fulfill the burgeoning Collection Development and Information Competency demands.

Writing Center

The College has made available limited professional development funding for conferences. Writing Center staff members attended a CCC Confer online tutoring conference in fall 2006. All Paraprofessional Learning Center Coordinators in the Writing Center attended the Northern California Writing Centers Association annual conference on March 1, 2008. Presentation threads included:

- Developing Tutor Identities: Training
- Tutoring: Best Practices
- Developing Professionals
- Student Growth: Special Student Populations. Transforming Students' Identities
- Writing Center Identities

One paraprofessional attended the Association of Colleges for Tutoring and Learning Assistance (ACTLA) Conference on April 18—19,2008. Presentation titles at the conference included:

- How to Overrun your Tutorial Center with Students: Practices so Effective you will need to Request More Funding from your Dean
- Online surveys for Student Learning Outcomes in a Tutor Training Course
- An A+ Effort at Miami Dade College, FL
- Preparing New Students for College Level Math/Science Courses
- Ten Tips for Teaching Math to Students Who Hate Math
- Developing Innovative Tutor Training Workshops for Multiple Disciplines
- Student Learning Groups: Strengthening Faculty links to Academic Support and Building a Student Centered Approach
- AccuTract "The Power of Ten" Academic Center Automation and Management

- Tutor Certification--What's That?
- New Live Online Tutoring Tools! CCC Confer It's free and easy to use!
- My Story Makes a Difference
- Helping Students Learn is More than Knowing Course Material
- How to Run a *Student-Run* Mathematics Learning Center
- Supplemental Instruction: Building A Dream Team
- Revisiting "The Tutor Cycle": SLOs and the Basic Skills Initiative
- Part Two: The Tutor Cycle: The power dynamics for implementing the cycle and accepting new leadership roles
- From One to Three Units: Expanding Tutor Training Courses

Writing Center staff members plan to keep abreast of technological training opportunities offered online, on campus, and nearby.

Other Learning Support Services

Under the current model, Learning Support Services are not responsible for Information Competency. Information competency instruction is being provided through course-embedded Library instruction by faculty librarians.

Some Basic Skills reapportionment money has been used to enhance the Basic Skills and Reading budgets to hire additional tutors and support training opportunities.

Paraprofessional Learning Center Coordinators in Math and Science also attended the ACTLA conference listed above.

Evidence and Reference Materials

Learning Resource Center website

Links

http://library.shastacollege.edu/

Learning Resource Center website

II.C.1.c.
The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Planning Agenda:

Library

As times improve, our annual campus-wide student surveys, ad hoc library questionnaires, input from the Learning Resource Center Advisory Committee, Library management information system data and the ongoing Strategic Planning process will assist in guiding the replacement and development of both virtual and physical resources, together with concomitant access to services. As always, a balance will have to be struck between the cost of added services and resources and relative benefit. Such analyses will take into consideration the relative utility of online versus physical access to Library resources and services, and the emerging needs of the Red Bluff campus and other study centers.

Writing Center

Important, far-ranging new proposals regarding disabled student accommodations have recently been put forward by Student Services: these proposals are still in the process of being refined by faculty and administration. The Writing Center will monitor these developments and continue to work closely with the DSPS Director and staff on the sometimes controversial matter of student accommodations in the Writing Center.

Other Learning Support Services

All Learning Support Services will work with the Technology Department to develop network access for students with laptops.

Response:

Library

Recent surveys have helped to guide the Library in its efforts to provide equitable services to Extended Education and Online students. These surveys include the 2006 and 2007 Campus Technology Surveys, the fall 2007 Library User Satisfaction Survey, and the fall 2007 Extended Education User Satisfaction Survey. Electronic resources are increasing, most notably databases and e-books. Since 2005, the Library has added full-text or image databases in nursing (Ovid), career information (Vocational Biographies), and art (ARTstor). E-books now total 18,743, approximately 22% of the Library's total book title collection. The Library continues to maintain an active web presence, which serves as the primary access point for its expanding collection of electronic resources. Face-to-face visits to the Intermountain, Tehama, and Trinity

campuses are also increasing. In 2006-07, librarians made nine visits to Extended Education sites and presented five instructional sessions via ITV. In fall 2007, librarians visited Extended Education sites six times and presented one ITV session.

Since the 2005 self-study, the Library has been provided with wireless access. A wireless trial was made available to students in fall 2006, and permanent access was installed and ready for student use in January 2007. Many students are taking advantage of the wireless access in the Library, which in turn has required the Library to accommodate these students' need for work areas equipped with power.

Library staff members have been developing methods to enhance communication with students and provide alternative platforms for research. Recent projects include an instant messaging chat reference service for synchronous (live) communication at the Reference Desk, the adoption of "wikis" for course research guides, and trials of a "roving reference librarian" program at other locations on the main campus.

Writing Center

The Writing Center Coordinator continues to work with the Disabled Students Programs and Services (DSPS) Director to accommodate appropriate student accessibility. With the pending move of the Writing Center to the new Annex in fall 2009, many of these access issues will be resolved.

Other Learning Support Services

The Math and Business Learning Center and the ESL/Reading Lab will be relocated to the new Annex in fall 2009, where network access will be readily available to students with laptops.

Evidence and Reference Materials

Learning Resource Center website

Links

http://library.shastacollege.edu/

Learning Resource Center website

II.C.1.d.
The institution provides effective maintenance and security for its library and other learning support services.

Planning Agenda:

Library and Other Learning Support Services

Most deficiencies associated with the Library's physical setting will dissipate or resolve themselves with the impending construction of the Library Annex and a simultaneous remodel of the extant library facility. Overcrowding, noise, traffic flow irregularities, security issues and technological retrofits will revitalize the structure to meet the needs of the academic community.

Writing Center

Future planning revolves around working closely with the Director of the Library, the Assistant Emergency Coordinators, and the Director of Campus Security to keep up-to-date regarding safety and security issues and regulations. Plans for evacuating wheelchair-bound students from the second floor of the Library during an emergency have been discussed with the Campus Security Director. The concern is that handicapped students in wheelchairs have only one way to exit the second floor in the event of an emergency, and that is the elevator. However, if there were a fire, the only way that the students could exit would be to be helped down the two staircases on the east and west ends of the second floor.

Response:

Library and Other Learning Support Services

The Library Annex is scheduled for completion fall 2009. Once the Annex is completed, existing tenants will move out of the current Library building, which will allow the Library to recapture the existing building's original square footage and remodel according to current plans. This will help to alleviate most deficiencies noted in the planning agenda and will similarly alleviate facility issues regarding overcrowding, noise and technology in the other learning support centers.

Writing Center

Various reading, ESL, and GED preparation programs have been moved to the new Health Sciences and University Center, alleviating some concerns regarding evacuation of disabled students in the event of an emergency. In addition, training is routinely provided to

emergency coordinators, including proper procedures for evacuation of disabled students. The move of the Writing Center to the new Library Annex in fall 2009 will resolve these issues.

Evidence and Reference Materials

Learning Resource Center website

Links

http://library.shastacollege.edu/

Learning Resource Center website

II.C.2.
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda:

Library and Other Learning Support Services

The Library and Learning Support Services will continue the cycle of assessments and the development of concomitant planning documentation in order to better guide the evolution of services and the acquisition of information resources. The Library will work with the Academic Senate to develop methods to measure Student Learning Outcomes. The focus of such labors will be to enhance student success.

Writing Center

Planning for more direct assessments of how, quantitatively, Writing Center tutoring assists students in writing better papers, depends on funding and time issues. The Coordinator at present is only contracted for 50 percent of her time (of a six-hour-a-day, five-day-a-week commitment) to the Writing Center. This amounts to 15 hours a week. It is not possible for the Coordinator, considering other commitments such as attending departmental and campus-wide meetings and serving on English curriculum committees, to devote the time necessary to research projects of this nature during the normal semester. However, it would be possible to look into obtaining grant funding for a summer or series of summer research projects.

In the meantime, planning will be focused around faculty mini-surveys and completion of the joint learning centers survey, put together in the spring of 2003. In addition, the Coordinator plans to hold meetings on a regular basis with the Writing Center Advisory Board and survey that Board with the goal of eliciting feedback as to how Writing Center services can be improved in the future. Furthermore, the Writing Center Advisory Board should become much more involved in suggestions and advice as to the overall concept and style of the Writing Center and in envisioning its future role on the Shasta College campus.

Response:

Library

Assessment of services and resources is accomplished through campus technology surveys and Library user satisfaction surveys: the 2006 Student Technology Survey, the 2006 Staff Technology Survey, the 2007 Student Technology Survey, the 2007 Staff Technology Survey, the fall 2007 Library User Satisfaction Survey, and the fall 2007 Extended Education User Satisfaction Survey. Data from these surveys has also been included in the Library's recent program review, which was completed in February 2008.

Student Learning Outcomes for the Library program have been developed. Based on the Association of College and Research Libraries (ACRL) information literacy standards, the outcomes provide a context in which to match defined information competency standards with student learning. Library Student Learning Outcomes were submitted to the Student Learning Outcomes Coordinator in fall 2007. Assessment measures for these Student Learning Outcomes have been developed and are being further refined.

The Library has also been using formal outcomes-based assessment for its Library Instruction program since 2005, with follow-up assessments designed to test students' ability to locate sources in the Library Catalog and two databases. Prior to that, assessments were conducted as part of the Fund for Student Success Grant.

Writing Center

Student Learning Outcomes have been developed for the Writing Center. These were submitted to the Student Learning Outcomes Coordinator in spring 2008.

The hours of the Writing Center Coordinator have been increased slightly to 17 ½ hours a week. This increase allows a marginal increase for time available to conduct assessments.

The Writing Center Coordinator continues to work closely with the Writing Center Advisory Committee. A new faculty member from the Arts, Communications and Social

Sciences Division was recently added to the Advisory Committee and presented a workshop fall 2007 on American Psychological Association (APA) documentation style and format.

Other Learning Support Services

Student Learning Outcomes have been developed for the Math and Business Learning Center and the Science Learning Center. These were submitted to the Student Learning Outcomes Coordinator in spring 2008.

Evidence and Reference Materials

Learning Resource Center website

Links

http://library.shastacollege.edu/

Learning Resource Center website

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Standard III: Resources

III.A.1.b.
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Planning Agenda:

Plans are underway to review the self-evaluation process for the Governing Board. Also recommended is a review of the appraisal forms used in management evaluations.

Response:

In July 2005, the Board completed a review of its self-evaluation process and chose two new instruments (one to evaluate the Board as a whole and the other as an individual Board Member evaluation). Per its Board Policy (BP 2745 – Board Self-Evaluation), each April, the Board President appoints a committee to determine the instrument or process to be used in the Board self-evaluation. Since 2005, the Board has chosen to continue with the same instrument and process.

During the past two years, the Governing Board has enhanced its self-evaluation process by adding identification of its goals to an annual retreat, in consultation with the President of the college. The President's Cabinet participates in this retreat. The Superintendent/President's goals are determined based, in part, on the Board's annual goals. As part of the self-evaluation process, the Governing Board assesses its progress in meeting the prior year's goals and individually assesses its performance in furthering the mission of the College. This effort enhances the Board's effectiveness as a group.

Over the last two years, the Board presented its self evaluation at its regular meetings on August 9, 2006, and on September 12, 2007. Board Meeting minutes can be viewed on the College's website.

A review of the management evaluation process resulted in some modifications to the timeline; however, further assessment of the appraisal forms supported their continued utilization.

Evidence and Reference Materials

Board Policy

Board Minutes and Agenda

Links

http://www3.shastacollege.edu/president/board/index.htm

Board Policy

http://docushare.shastacollege.edu/dscgi/ds.py/View/Collection-36

Board Minutes and Agenda

III.A.1.c.
Faculty and others directly responsible for student progress toward achieving stated student-learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda:

The College will continue its efforts to better understand and apply the concepts of Student Learning Outcomes as they relate to the employee evaluation process.

Response:

The Faculty Association and the Academic Senate agreed that there needed to be a process to check the involvement of individual faculty members in the SLO process. The District met with the Faculty Association during April 2008 to incorporate specific language related to SLOs into the faculty summary evaluation document by entering into a Memorandum of Understanding. Since the College identified SLOs as a high priority, plans and reports from all areas of the College, including non-academic areas, are required to include institutional student learning outcomes into their assessment and analysis processes. Thus, the District and the Shasta College Faculty Association have a signed MOU in place making developing, assessing, and using student-learning outcomes for program improvement a part of the faculty evaluation process.

To assist the College track the faculty involvement in the SLO process, the Deans receive regular and ongoing reports from the SLO Co-coordinators regarding the steps of the

SLO cycle that faculty complete for each course and program. The Complete SLO Cycle forms have space on them to indicate the names of all participating faculty.

Evidence and Reference Materials

MOU – Faculty Evaluations, SLOs, 07-09 Final

Basic Course SLO Form

Basic Program SLO Form

Complete SLO Cycle for Courses Form

Complete SLO Cycle for Programs Form

Links

http://www3.shastacollege.edu/slo/
SLO Website

III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Planning Agenda:

In anticipation of larger numbers of faculty retirees in the next few years, a statistical analysis of full- to part-time instructor ratios in each area will be developed to assist in evaluating hiring priorities and making progress toward the 75/25 ratio. Qualitative factors will also be considered when establishing hiring decisions.

While overall, there may be sufficient numbers of classified staff, the Physical Plant area may need more review of adequate staffing as additional new buildings are completed. Over the past several years, administrative employees have been reduced each year. The impact of reducing employees in all segments needs to be considered for institutional effectiveness.

Response:

Shasta College has made significant progress in stabilizing its administrative ranks with the hiring of permanent replacements in all of the Vice President positions by the end of the 2006-07 academic year and with the addition of administrators in areas of identified need such

as the administrative leadership in Basic Skills. An Interim Director of Student Learning for Basic Skills was hired in 2007-08 to examine the new initiative. By the end of fall 2007, it was evident that a permanent position was critical to the success of the initiative, and a permanent Associate Dean of Student Learning was hired in April 2008. Assessment of the workforce across all segments was undertaken this past year to ensure adequate staffing.

The opening of the new Health Sciences and University Center in downtown Redding resulted in the hiring of additional classified staff to ensure the safety, cleanliness, and technological and clerical support needed to operate the facility. Shasta College hired a part-time security officer, a part-time staff secretary, a full-time custodian, and assigned specific hours to a computer technician from the campus in addition to the complement of full-time positions in each of the instructional programs. Continued assessment of staffing levels will be made in all areas as additional facilities are opened.

A moderate number of faculty members retired over the past two years, which resulted in the hiring of new full-time faculty. Assignments are routinely evaluated by the instructional deans and the Vice President of Academic Affairs, with replacements directed to the areas of greatest need and potential growth. That evaluation considers many criteria, including an assessment of the ratios of full-time and part-time faculty. Although Shasta College has continued to exceed the full-time faculty obligation number by approximately nineteen positions as required by the Chancellor's Office, review of qualitative factors is also given consideration. Some of those factors include the absence of at least one full-time faculty member in each discipline or having a significant number of courses taught by part-time faculty who are not participating in campus life.

In April 2008, the Academic Senate adopted revised procedures for "Faculty Hiring Priorities" to outline operational practices for identifying faculty positions to be filled. Along with input from the instructional deans, these procedures will be part of the overall assessment by the College Council and Cabinet in the effective allocation of human resources.

Evidence and Reference Materials

Administrative Procedure 7210 - Faculty Hiring Priorities

Links

http://ww3.shastacollege.edu/instructionalcouncil/index.htm

Administrative Procedures 7210 – Faculty Hiring Priorities

III.A.4.a.
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Planning Agenda:

More emphasis is needed to support mentoring/instructional needs of adjunct faculty through the assignment of discipline-based faculty or department coordinators.

Response:

Shasta College values and supports its diverse personnel and has focused on mentoring and instructional opportunities for adjunct faculty through professional development. One such opportunity offered to the adjunct faculty in the English Department during March 2008, gave adjunct faculty the opportunity to meet with their full-time, discipline-based faculty to work on Student Learning Outcomes. Also during the 2007-08 academic year, adjunct faculty members were offered the opportunity to participate in online training as a means to upgrade their skills and proficiency in online instruction. Shasta College will be transitioning its online instruction platform to ANGEL for the 2008-09 academic year. All faculty who wish to teach online are required to complete training programs in ANGEL and an online pedagogy course. The pedagogy course was developed by a full-time faculty member to support faculty by identifying best practices in online instruction. Adjunct faculty members were offered a stipend for participation in both training options. Such activities lead to connections with the College for additional mentoring and support.

An important program available to adjunct faculty at Shasta College is the paid office hour program, which was implemented with the Faculty Association in fall 2000 as a pilot program. It started with a District allocation of $13,000 in 2000-01, and due to its successful implementation, it has been increased to $93,500 beginning with the 2007-08 academic year. Although the program has been a successful option for both students and adjunct faculty, it still falls short of the District's goal to provide at least one weekly office hour for each three-unit course.

Faculty coordinators support the efforts of the deans in bringing adjunct faculty to department meetings to collaborate with their full-time colleagues. Adjunct faculty are invited to participate in the in-service Flex days, and each semester an instructional dean puts together an adjunct faculty orientation, which includes a handbook for reference and support. We believe this support for the adjunct faculty member leads to successful integration into the workforce.

Evidence and Reference Materials

Flex Programs

Faculty and Staff Resources

Links

http://www.shastacollege.edu/facstaff/facultystaffresources.htm

Faculty and Staff Resources

III.A.4.b.
The institution regularly assesses it record in employment equity and diversity consistent with its mission.

Planning Agenda:

The Faculty and Staff Diversity Plan will soon be updated in conformance with the Title V regulations and recommendations by the Chancellor's Office. Once the plan is updated, it will go through the shared governance process with final review by the Board of Trustees.

Response:

Shasta College is undergoing an update of its Faculty and Staff Diversity Plan due to changes in the law. During the fall semester, members of the statewide group of Equal Employment Opportunity professionals met with the legal unit in the Chancellor's Office of the California Community Colleges to assess the requirements in the plans as it relates to availability data. The statistics available are not current; as a result, some provisions of the plan are not required for completion.

Shasta College will continue its efforts to update the plan within the limitations identified. The Faculty and Staff Diversity Advisory Committee reviewed the first draft of the plan in April 2008. The President's Cabinet reviewed the plan in April 2008 as well. Following the Committee's recommendation, the draft plan will be presented to the College Council for its review and recommendation. Following input at various levels, the updated version of the Faculty and Staff Diversity Plan will be finalized with recommendation for adoption by the Governing Board.

Evidence and Reference Materials

Administrative Procedure 7210 - Faculty Hiring Priorities

College Council

Links

http://ww3.shastacollege.edu/instructionalcouncil/index.htm

Administrative Procedures 7210 – Faculty Hiring Priorities

http://www3.shastacollege.edu/collegecouncil/

College Council

III.A.5.a.
The institution plans professional development activities to meet the needs of its personnel.

Planning Agenda:

More funding through internal and external sources is currently being identified to strengthen professional development opportunities for College employees.

Response:

The Invest in Our People Committee oversees professional growth activities for College employees. Committee members have been creative in identifying and allocating funding to benefit all employees. Vocational funding has been one of the sources applicable to those working in vocational disciplines. That funding was widened this past year to fund professional growth activities for those who provide support for vocational students.

Another recent source of funding has been categorical funding provided through the California Community Colleges, although it was limited to a one-time allocation of approximately $35,000. During the 2006-07 academic year, approximately 65 faculty, administrators, and staff members received funding to participate in professional growth activities, using half of the one-time categorical funding. During the 2007-08 academic year, the carryover balance of one-time funding allowed approximately 80 employees to participate in travel, conferences, and training opportunities.

In addition, the Shasta College President has supported professional growth by identifying a continuing source of revenue from the lease of an on-campus cell phone tower that will contribute to the Committee's ability to support travel, conferences, on-campus training opportunities, and special recognition events. Leveraging these revenue sources has strengthened professional development opportunities for College employees.

Evidence and Reference Materials

Flex Programs

Faculty and Staff Resources

Links

http://www.shastacollege.edu/facstaff/facultystaffresources.htm

Faculty and Staff Resources

III.A.6.
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.

Planning Agenda:

The College needs to integrate Human Resources planning with institutional planning in response to construction of new facilities, changes to the Strategic Plan, efforts to include Student Learning Outcomes and recommendations from program review.

Shasta College has periodically not filled some full-time faculty positions, administrative positions, and classified positions as the result of budget concerns. In the future, the College needs to replace full-time faculty positions to ensure an adequate number of full-time faculty are retained in ratios appropriate to the area in order to meet the full-time faculty obligation. Re-deploying administrative personnel and not filling classified positions needs to be evaluated to ensure adequate and appropriate staffing levels to support student success.

Response:

Shasta College has developed a more fully integrated planning process that will be instrumental in evaluating staffing requirements as changes are made in strategic areas, as new programs are initiated, and as physical and financial resources allow. The College maintains an inventory of vacant positions, and through the planning process, will focus and/or redirect human resources that meet the mission of the institution and the goal of improving student learning outcomes.

Shasta College made positive steps in filling a number of vacant administrative positions in the last two years. It is also responsive to changes in direction, especially with the new focus on Basic Skills. The College hired an Interim Director of Student Learning to lead this new

initiative for the 2007-08 academic year. The position was evaluated late in fall 2007, and was determined to be critical to meeting the needs of the Basic Skills initiative. As a result, a permanent position of Associate Dean of Student Learning was advertised and filled in spring 2008.

The College meets its full-time faculty obligation number but continues to recruit for full-time faculty positions in areas with high student demand. The College continues to monitor classified staffing levels to ensure adequacy in supporting College operations in anticipation of new programs and facilities.

The newly constituted College Council began to operate at the beginning of the calendar year 2008. It is the central participatory committee for Shasta College, and it is responsible for establishing College-wide priorities and making recommendations to the Superintendent/President. Basing decisions on a culture of evidence and aligning priorities with the College mission and goals, the College Council will establish priorities and make recommendations regarding staffing levels.

One of the primary tools in Shasta College decision making is the program review. program review documents examine program status, enrollment trends, staffing levels and new initiatives. Starting in the 2007-08 academic year, program review documents are required in all areas including non-academic administrative areas as part of the integration of the institutional planning process. Program review documents will be presented to the College Council for its review and then to the Shasta College Governing Board.

For the first time, in spring 2007, program review documents for academic areas were presented as information items to the Governing Board with excellent response. This process allows the College Council and the Governing Board to be in the forefront as the College initiates new programs and makes recommendations regarding staffing levels. Program review documents can be found on the Academic Affairs website and are readily available in printed form.

Revised procedures for “Faculty Hiring Priorities” were adopted by the Academic Senate in April 2008. These procedures were reviewed by the College Council and Cabinet and have become operational practices for identifying faculty positions to be filled.

Periodic evaluations through various means will continue to identify the effective allocation of human resources.

Evidence and Reference Materials

College Planning Framework

College Planning and Review Cycle

Board Policy 3250 Institutional Planning

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

Board Policy 3250 - Institutional Planning

III.B.

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Planning Agenda:

The District is currently revising its program review process to be more consistent among programs and to be better integrated with overall institutional evaluation and planning with regard to student learning programs and services. Beyond revising the program review process, the District needs to define effectiveness objectives and targets and ensure that those objectives are not only measurable but also accurately measured.

To improve the District's ability to assess the degree to which deployed physical resources improve institutional effectiveness, the District must establish a baseline for comparison. The District should define baselines and measurable effectiveness objectives and targets for classroom and lab utilization, and regularly measure and analyze utilization on an Assignable Square Footage (ASF) basis. The District also needs to establish TCO baselines for all physical resources and establish and maintain appropriate plans and budgets for operation, maintenance, upgrades and replacement of those physical resources. Most importantly, however, the District should establish Student Learning Outcomes and student success baselines against which institutional effectiveness can be measured and evidence of success can be documented and verified.

The outcomes of the revised program review process, and the outcomes of any new process defined for regularly evaluating institutional effectiveness, must be integrated into the institutional planning process in a clear, reportable and verifiable fashion. Software tools the District should utilize in this endeavor include the implementation of the Resource 25 application

for tracking and scheduling classroom and lab utilization; the implementation of the FUSION product for tracking of facilities maintenance and the correction of Report 17; and implementation of Datatel budgeting tools for planning and tracking physical resource operational, maintenance, upgrade, and replacement budgets.

Response:

The District fully met this agenda item. The District has both updated and implemented an improved program review process that not only meets this standard but also embraces continuous improvement. All programs now have access to a consistent and accurate set of quantitative data from our Research Office. The analysis of that data is broadly presented and reviewed up to and including presentations to the Board of Trustees. The evaluation of the effective use of District physical resources is brought together through District-wide integrated planning entities that occur in the District's College Council and Budget Committee.

Additionally, discipline areas have established baseline expectations for achieving student learning outcomes and means to measure them. This information is then included in the program review self studies and annual reports for planning purposes, including planning for the budget, facilities needs, equipment, and staffing.

In addition to updating and improving program review processes and integrating District planning efforts, the District has updated and made more accurate the facility information contained in FUSION (Facility Utilization Space Inventory Option Net). The District is in the final phase of implementing a physical resource analysis tool in the form of Resource 25 that will allow the District to evaluate facility utilization rates. Work continues to be done to gather the data necessary for room use assessment to enhance the use of this new tool. Resource 25 is set to be implemented before the start of classes in January 2009.

Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes, and Documents
Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

Technology Plan

III.B.1.
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Planning Agenda:

Though the District meets this agenda item, the District should continue to pursue options for mediating the known weaknesses in security of the outlying areas and emergency lighting throughout the District. The District should continue to explore possibilities for implementing e911 and video surveillance capabilities to enhance overall District safety and security, particularly at the outreach sites. These systems, though less costly than staff augmentation for outreach sites, continue to be cost prohibitive. Additionally, the District should continue to pursue the upgrade to its fire alarm system, which will include improvements in emergency lighting.

The District is currently negotiating with several cell phone providers for the placement of a transmission device on one of our football stadium light towers. This would help to resolve the problem of poor cell phone reception on the Redding campus.

Furthermore, the District should implement an equipment maintenance, modernization, and replacement planning process to allow for better planning and prioritization of equipment expenditures. The District uses a five-year facilities plan for the maintenance, modernization, and replacement of its facilities. A parallel process should also be defined for non-facilities physical resources, as appropriate. The District does not currently have a similar process for the maintenance, modernization, and replacement of equipment not specifically included in the facilities plan.

Response:

The District continues to meet this agenda item. Following the planning agenda, the District has implemented e911 with its new telephone system and has implemented video surveillance in the food services department. Further implementations of video surveillance are under consideration for funding. The District has completed the five phase fire alarm upgrade project and has responded admirably to this need. The final phase of the fire alarm upgrade was completed during the summer of 2008. The District has engaged in a contract with Verizon for the placement of a cellular tower on campus. That tower is now functional, and the District is well covered for cellular service by Verizon as well as other cellular carriers.

The District has both planned for and purchased replacement equipment and resources. The District has purchased vehicles (for example, two buses) as well as replacement computers and technology infrastructure throughout the district. But while the District has made major strides in its effort to plan for and fund non-facility related equipment upgrades and replacements, recent funding limitations have negatively affected the District's ability to follow those plans as originally intended. The District continues to contract with the City of Redding for police service and is working with the CSEA to restructure the campus security department to provide better security coverage District wide. The District has expanded its security staff by hiring a half-time evening security officer serving the Health Sciences and University Center in downtown Redding. The district has proposed adding a Chief of Security position, but the position is on hold because of the pending budget crisis faced by the state of California.

Further, the majority of the District's administrators have gone through NIMS/SIMS emergency response training on May 30, 2007. The fire chief, lead security officer traveled to an emergency preparedness and training conference sponsored by the system office in September 2007. In March 2008, the President and the Public Information Officer attended the Emergency Volunteer Aid Summit meeting hosted by the Governor's Offices of Homeland Security and Emergency Services. In April 2008, the newly formed District Emergency Response Team met to work on improving the communication protocols of the team in the event of an incident in the District.

Additionally, during the spring of 2007, a mock drill was held simulating a bomb threat on campus, and during the spring of 2008, the Redding Police Department conducted a training exercise simulating a response to a campus shooting and hostage situation. Over the summer of 2008, the District implemented a program to alert the campus community of emergencies via text messages to cell phone users.

Evidence and Reference Materials

Campus Security

Links

http://www3.shastacollege.edu/security/

Campus Security

III.B.1.a.
The institution plans, builds, maintains, and upgrades or replaces it physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and service.

Planning Agenda:

The District should implement and utilize the FUSION product, which replaces the "*Space Inventory and 5 Year Plan*" software with a feature rich and easy to use tool for managing facility data, planning maintenance activities, and projecting Capital Outlay projects. This will help the District more accurately report the condition and utilization of facilities and better justify and quantify scheduled maintenance requests. The District should establish and maintain District match accounts for scheduled maintenance projects for which funding has been requested from the state.

The District should implement and utilize the Resource 25 application for improving not only its ability to track and report Physical Resource utilization data, but also to more effectively schedule classes and other activities. The District should define and consistently apply standard Physical Resource utilization models. The Classroom and Lab utilization model should mirror that defined in Title 5 and should be part of the base configuration of the Resource 25 application. A similar and parallel model should be defined for the utilization analysis of other physical resources.

The District should continue to update its program review process to consistently evaluate resource utilization, quality, and adequacy among programs. The District should integrate its program review outcomes and recommendations with its Strategic Planning processes and apply TCO analysis to a cost per FTES baseline for each program recommendation made. The District should close the communication loop with program constituents with respect to the status and prioritization of the recommendations made through the program review process.

The District should define a prioritization methodology and implement a more consistent process for the evaluation and prioritization of physical resource modifications. Grant Administrators and Program Managers of categorically funded programs should follow this new District prioritization methodology, taking into consideration the restrictions on the expenditures.

Response:

The District fully met this agenda item. The District has trained its staff and has implemented the FUSION product for managing facility data, planning maintenance activities

and projecting capital outlay projects. The District has established and maintains District match accounts for scheduled maintenance projects for which funding has been requested from the state.

The District has trained its staff and has implemented the Resource 25 application for tracking and reporting physical resource utilization data. To assist in the implementation of Resource 25, three support staff were sent to training in Portland, Oregon, in July 2007. The District is in the process of implementing Resource 25 to track scheduled classes and other use of facilities activities.

The District has updated its program review process to consistently evaluate resource utilization, quality, and adequacy among programs and other District activities. Through the new College Council, the District is integrating its program review outcomes and recommendations with its District-wide planning activities. The College Council is charged with integrating physical resource modernization, maintenance, and replacement priorities throughout the District. This integration of planning efforts allows for the consistent application of a prioritization methodology.

An example of this integration is evidenced by the revision of the approval process for grant applications. A standard form is completed and reviewed by Cabinet and then presented to the Board for approval in order for a grant application to be submitted. If the District is awarded the grant, it goes back to the Board for acceptance. This process ensures that grants being applied for are consistent with the mission and needs of the District.

Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes, and Documents
Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

Technology Plan

III.B.1.b.
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Planning Agenda:

The District should continue to work toward the expansion of its student restroom capacity, maintaining accessibility compliance with ADA Section 504 requirements. The District should also continue to be diligent in its efforts to provide safe, secure, and healthful learning and working environments. The District should make a greater effort to perform risk assessments of potential problems and engage in more proactive efforts to resolve reported problems before they become extreme.

The District will need to ensure appropriate staffing levels in the maintenance function to support the expansion of facilities.

Efforts are being made to provide better cell phone coverage.

Response:

The District fully meets this standard. The District has expanded its accessible student restroom capacity on the main campus and in off-campus facilities to improve District compliance with ADA Section 504 requirements. Modifications to existing facilities continue and new facilities are being constructed in a continuing effort to become fully ADA compliant. The restrooms in the 2100 building were remodeled in the 2007-08 academic year to bring them into compliance. Additionally, a lease revenue bond was obtaining in spring 2008 with funds earmarked for additional remodeling of restrooms around campus. The District has completed its construction of the new Health Sciences and University Center facility in downtown Redding and has modernized other downtown facilities to become ADA compliant.

The District has extended its partnership with Keenan and Associates in its efforts to provide safe, secure and healthful learning and working environments. A Keenan and Associates field representative (Mr. Philip Clark) is now an active member of the District Safety Team and is active in District risk assessments and remediation efforts. Because of his feedback, softball and baseball safety fencing was installed in front of the baseball and softball dugouts in the spring and summer of 2008. Finally, emergency classroom telephones have been installed and a new cellular tower is in place, providing greater access for all faculty, staff and students in case of emergency.

Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes, and Documents
Facilities Planning Committee Agendas and Minutes

Links
http://www3.shastacollege.edu/collegecouncil/

Technology Plan

III.B.2.
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans evaluates it facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Planning Agenda:

The District has recognized that the division-based scheduling of courses and sections has resulted in less efficient utilization of available classrooms and, therefore, less effective use of its facilities. To correct that problem, the District will need to implement a more institutional approach to scheduling classes and sections. One tool that is yet to be implemented is a physical resource scheduling tool called Resource 25. Resource 25 will help the District better track actual usage more accurately by Taxonomy of Program (Taxonomy of Programs codes – See Taxonomy of Programs - sixth edition 2004.doc) and Self-Initiated Program (Self-Initiated Program code – see MIS Data Element Dictionary – SIP.doc) codes. Resource 25, in conjunction with the full implementation and utilization of FUSION (used to track and report actual ASF), will give the District the opportunity to better evaluate and improve the effective use of its physical resources.

The District has also recognized the deficiencies of the existing program review process as it relates to overall institutional planning and prioritization of resources. To address these deficiencies, the District is reviewing a report made by the Joint Committee on Program Assessment (Report of the Joint Committee on Program Assessment – May 10, 2004) that recommends establishing the following: a more standard approach to Program Assessment, baselines for early alert criteria, thresholds for further evaluation and modification, and a defined program discontinuance process. Establishing clear and consistent Program Assessment Criteria and processes, in conjunction with the implementation of Resource 25 and FUSION, has the potential to significantly improve the District's ability to improve the effectiveness of its scheduling and use of its physical resources.

The facilities and equipment planning process within the District must also include both Extended Education and Distance Education requirements. Requirements for facility maintenance, modernization, and replacement, as well as for equipment maintenance,

modernization, and replacement, must be included. As previously recommended, the District should define and utilize a Total Cost of Ownership (TCO) model in the planning, evaluation, and prioritization of all physical resource modification initiatives. Additionally, the District should define the Prioritization Model to be consistently applied to those initiatives.

Response:

The District has achieved a significant cultural change to fully meet this agenda item. Both instructional and non-instructional facility assignment is now managed centrally. The Vice President of Academic Affairs has implemented an institutional approach to scheduling classes and sections and has both supported and embraced the use of Resource 25 to help the District better track, analyze, and manage the effectiveness of facility usage. Through the Vice President of Administrative Services, the transition to scheduling and tracking all non-instructional use of facilities through Resource 25 is planned to occur by the fall of 2008.

The District has changed its program review process not only to achieve greater consistency, but also to create institutional awareness of the status and needs of individual programs. This change allows the District to realize an institutional approach for planning, evaluating, and prioritizing physical resource modification initiatives as they relate to program needs.

A modified version of the Total Cost of Ownership (TCO) model of planning for new physical resources in the district is being used. For example, with the opening of the new Health Sciences and University Programs building in downtown Redding, additional staffing, supplies, and utility costs were added to the overall budget as it was built for the 2007-08 year. Budgeting for these expenses covered the anticipated cost increases associated with the addition of a 45,000 square foot building to the District's facilities. A similar approach occurred when building the 2008-09 budget as the Trinity Campus opened for the fall 2008 semester. The District plans to follow the same model for the 2009-2010 budget as the Tehama Campus buildings and the Library Annex are scheduled for completion by the fall of 2009. The newly formed Facilities Committee is tasked with making recommendations for these new costs as new facilities open throughout the district.

Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes, and Documents
Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

Technology Plan

III.B.2.a.
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Planning Agenda:

The District should define and implement a methodology for projecting and budgeting for the TCO impact of new facilities and equipment. As previously stated, the District also needs to establish TCO baselines for all physical resources and establish and maintain appropriate plans and budgets for operation, maintenance, upgrades, and replacement of those physical resources. Previous Planning Agenda recommendations for the implementation and utilization of the FUSION product also apply to this standard.

Response:

The District fully met this agenda Item. New buildings have been constructed both on-campus and off-campus. This new construction, in combination with facility modernization activities, has forced the issue of planning and budgeting for the operation of those facilities. The ECE facility came on-line in 2005, and the Health Sciences and University Center came on-line in 2007. Additional staff were added to support this facility, including a full-time custodian and a half-time security officer. As well, utilities and supplies were budgeted for the year that this facility was first occupied. Additionally, the new Library Annex, the Trinity Campus in Weaverville, and the Tehama Campus near Red Bluff are all out to construction bid at the time of this writing. The District has met the challenge of planning and budgeting for the effective use of these new facilities. The District will continue to be challenged to fund its initiatives. One approach the District has taken in 2008 is to engage in Lease Revenue Bonds to assist in the funding of long range capital plans, including HVAC replacement and bringing restrooms into ADA compliance.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework
College Planning and Review Cycle

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

III.B.2.b.
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda:

The District should continue with its plans to implement and integrate Resource 25 with Datatel to track, analyze, and manage facilities utilization. The District should also continue with its plans to implement FUSION to track, analyze and manage facilities maintenance and repairs.

The District should continue to revise its program review process to better integrate annual institutional planning and the regular assessment of the effective use of the physical resources required to support each program and the District.

As previously stated, the District should define baselines and measurable objectives against which to evaluate effective physical resource utilization throughout the District. The District should also develop a process for the systematic assessment of its progress in achieving its objectives. TCO baselines should be established by the District for all physical resources. When making decisions about physical resource improvements, the District should consider not only the analysis of utilization, but the analysis of TCO as well.

Finally, the District should establish Student Learning Outcomes and student success baselines against which effective use of physical resources can be measured. The effective use of the physical resources in the District could then be directly tied to student success, as measured by the Student Learning Outcomes supported by that physical resource.

Response:

The District fully met this agenda Item. The District has both implemented the Resource 25 facility use tool and integrated that tool with Datatel, the District's Enterprise Resource

Management tool. The District now utilizes the FUSION facility utilization and space inventory tool and has trained key staff on its use. The District implemented a new District planning framework, revised its program review process, centralized its scheduling and assignment of facilities and other physical resources, and instituted its institutional approach to planning through College Council, which now reviews all institutional plans and priorities. The Research and Planning office has created and implemented a consistent approach to program assessment to assist in creating both a level playing field for all programs and a baseline for systematic assessment of progress toward meeting program objectives with respect to Student Learning Outcomes.

A modified version of the Total Cost of Ownership (TCO) model of planning for new physical resources in the District is being used. For example, with the opening of the new Health Sciences and University Center in downtown Redding, additional staffing, supplies and utility costs were added to the overall budget as it was built for the 2007-08 year. Budgeting for these expenses covered the anticipated cost increases associated with the addition of a 45,000 square foot building to the District's facilities. Additionally, discipline areas have established baseline expectations for achieving Student Learning Outcomes and means to measure them. This information is then included in the program review self studies and annual reports for planning purposes, including planning for the budget, facilities needs, equipment, and staffing.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework
College Planning and Review Cycle

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework
Program Review Models

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

III.C.2.
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Planning Agenda:

A technology plan needs to be adopted and institutionalized before it can be truly integrated with the institutional plan.

Response:

Chaired by the Associate Vice President of Information Technology, a formal technology planning process has been established and followed to systematically assess the current situation, identify gaps, create objectives, and identify and prioritize initiatives. The Technology Planning approach was created to be integrated in to the District planning efforts and prioritize resulting initiatives. Technology Planning was formalized to do the following:

- Annually produce a three-year technology plan for the District,
- Act as a repository and communication point for technology related initiatives and information,
- Review and analyze suggested district technology initiatives with respect to Institutional Student Learning Outcomes and District Strategic Goals,
- Prioritize technology initiatives for the District,
- Recommend prioritized technology initiatives to the President's Cabinet for adoption,
- Evaluate the success of adopted technology initiatives,
- Annually review the technology planning process and make improvements,
- Annually review the initiative prioritization methodology and make improvements,
- Annually update a three-year technology plan for the district and present to the President's Cabinet,
- And formally tie the Technology Plan to institutional planning efforts via a Technology Advisory Committee.

Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes, and Documents
Technology Plan

Links

http://www3.shastacollege.edu/collegecouncil/

Technology Plan

College Council Agendas and Minutes

III.D.1.a.
Financial planning is integrated with and supports all institutional planning.

Planning Agenda:

The District should continue meeting with District-wide constituencies and hold other budget planning processes to ensure that the financial planning will continue to support institutional goals.

Response:

In fall 2007, the District released a new Planning Structure Proposal and began implementation of the plan in spring 2008. This new planning structure outlines the framework for planning, the committees needed to carry out the goals, and the roles and composition of each of the committees. The new structure includes the College Council, the Budget Committee, the Enrollment Management Committee, and the Facilities Planning Committee (in addition to others). Each of these committees will allow for a broad spectrum of input and review before making recommendations to the Superintendent/President and the President's Cabinet. The members of these committees will be responsible for bringing input from and disseminating information to their respective constituencies.

The work of these groups will integrate program review, financial planning, and enrollment growth and development. Each one of these committees will take on a slightly different composition and role than in the past to create a more effective integration of planning for enrollment, programs, and the related financial implications. This will not only allow for planning in the short term, but it will allow for longer range planning of programs, growth and budget.

During the spring of 2008, the Vice President of Administrative Services met with various groups on campus to present information on the status of the 2007-08 budget, the state's fiscal crisis and its potential impact on the District, and preliminary approaches to the 2008-09 budget building process. These groups included the College Council, the Administrative Council, the

President's Cabinet, the Budget Committee, and numerous other regularly scheduled staff meetings. These presentations provided opportunities for questions and feedback on the development of the 2008-09 budget as it was being developed.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework
College Planning and Review Cycle

Links

http://www3.shastacollege.edu/collegecouncil/
College Planning Framework

http://www3.shastacollege.edu/participatorycomm/
Budget Committee Agendas and Minutes

III.D.1.b.
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Planning Agenda:

The District should complete the equipment replacement plan. The District should continue to review the Strategic Plan and produce an accomplishment report. The District should also continue broad participation in developing the new College Plan.

Response:

The District has developed plans for the replacement and/or redeployment of equipment in the following areas:

- Physical Plant. Five-year scheduled maintenance plans have been developed and are updated annually (the current plan covers fiscal years 2007-08 through 2011-12) for the following:
    - Roof repair or replacement
    - Utility repair or replacement
    - Mechanical repair or replacement
    - Exterior repairs or replacements

  - Other facilities repairs or replacements
- Transportation Equipment. As part of the August 2000 Transportation Department Five-Year Plan, vehicle replacement plans, covering fiscal years 2000-01 through 2004-05, were developed. These plans, which continue to be used to prioritize vehicle replacements as funding is identified, cover the following:
  - Maintenance and service vehicles
  - Buses and vans used for field trips and home to school transportation

  A portion of these vehicles have been replaced, but because of various budget constraints, not all of the plan has been completed. This plan was updated over the summer of 2008.
- Information Systems and Technology. Five-year scheduled replacement plans have been developed and are updated annually (the current plan covers fiscal years 2008-09 through 2012-13) for the following:
  - Server equipment
  - Network infrastructure and related equipment
  - Computers - classrooms and labs
  - Computers – non classroom (administration, faculty, staff and others)
  - ITV infrastructure and related equipment
  - Software – non classroom (administration, faculty, staff and back office)

The District does not have a master plan for equipment replacement, nor is such a plan currently being developed. The District does, however, have a process in place that addresses planned equipment replacement needs on a District-wide basis, and it coordinates the allocation of appropriate funding, as it is identified and becomes available, to meeting those needs. This process is carried out by the President's Cabinet that meets weekly and regularly considers equipment replacement planning and implementation. The President's Cabinet is comprised of the District President/Superintendent, Vice-Presidents, and Associate Vice-Presidents. Equipment replacement needs of academic divisions and programs are updated annually by division deans and program directors and represented at Cabinet by the Vice President of Academic Affairs and, with respect to technology equipment, the Associate Vice President of Information Services and Technology. Equipment replacement needs for the Business Office, Physical Plant, transportation equipment, security and parking services, and Food Services are updated annually by the directors or supervisors in each of those areas and represented at

Cabinet by the Vice President of Administrative Services and, with respect to technology equipment, the Associate Vice President of Information Services and Technology. Equipment replacement needs of student and support programs, enrollment services, Disabled Students Programs and Services, Financial Aid office, TRIO/GEAR-UP programs, and EOPS/CARE are updated annually by deans or directors in each of those areas. Those equipment needs are represented at Cabinet by the Vice-President of Student Services and, with respect to technology equipment, the Associate Vice President of Information Services and Technology. As unexpected equipment needs occur or changes in available funding are identified, the Cabinet addresses those changes in the context of their effect on the District-wide planned equipment replacement needs. In this way, the identification of and planning for equipment replacement in all areas of the District is addressed in a dynamic process rather than a static master planning document.

The 2005-07 Shasta College Strategic Plan was adopted by the Board of Trustees in June 2005. This plan provided planning initiatives and implantation strategies that have guided much of the College's efforts during the period covered by this plan. In fall 2007, the District released a new Planning Framework Proposal, which was implemented in the spring of 2008. This new planning structure includes the framework for planning, including the committees needed to carry out the planning processes and the roles and composition of each committee. The new framework includes the College Council, which is comprised of three (3) vice presidents, three (3) faculty members, two (2) bargaining unit classified employees, one (1) confidential classified employee, and one (1) student. It also has four (4) non-voting ex-officio members (the Superintendent/President, Associate Vice Presidents of Human Resources and of Information Services and Technology, and the Director of Research and Planning). The role of the College Council includes long-term and short-term planning and goals and establishing priorities for the College. As stated by the Superintendent/President, Gary Lewis, reviewing the accomplishments under the 2005-07 Strategic Plan and updating the strategic plan for the future was a top priority of the College Council during spring 2008. The College Council is currently developing the 2009-12 Strategic Plan, which will be completed by December 2008.

Evidence and Reference Materials

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Budget Committee Agendas, Minutes, and Documents

College Planning Framework

College Planning and Review Cycle

Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

III.D.1.c.
When making short-range financial plans, the institution considers it long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Planning Agenda:

The District should address in its annual budgeting process and Master Plan the areas addressed above. There needs to be matching funds available for scheduled maintenance projects in order to take advantage of the available state funding when it is offered. There needs to be a Master Plan created for the replacement and maintenance of equipment and facilities. The District needs to begin budgeting, on an annual basis, a portion of the liability for retiree health benefits in order to be in compliance with GASB 45 implementation in 2009 and beyond. The District should also budget, apart from the reserves, an emergency fund for each year.

Response:

Review of the adopted budget will reveal the following:

- The District does maintain a 5% or greater reserve at this point in time.
- The District began to budget the required matches for scheduled maintenance, State Instruction Equipment Funds, and funding for debt repayments.

- The District has also begun to set aside funding for Retiree Health Benefits in preparation for compliance with GASB 43/45 implementation in 2009. As of February 29, 2008, $1,134,333 has already been placed into an irrevocable trust to begin covering unfunded liabilities, an actuarial study has been completed, and the District has imposed a new payroll "benefit" for other post employment benefit (OPEB) accruals of current employees. This new OPEB accrual is expected to result in approximately $325,000 being added to the trust in 2007-08. The District also budgets the pay-as-you-go costs for current retirees in the annual budgeting process.
- The District has developed a new participatory planning process that was implemented in the spring of 2008. This new process will include the College Council whose function in part is to establish long term and short term plans in conjunction with the missions and goals of the District. The process will also include a new Budget Committee who will advise the College Council on the fiscal impact of their plans and recommendations.
- The District has developed plans for some equipment replacement and rotation, such as technology and vehicles (buses), but it still needs to address other equipment needs. Although there is not a master plan, there are processes covering the main areas for the District. For example, instructional equipment needs are evaluated and prioritized annually by the Instructional Council in coordination with the office of the Vice President of Academic Affairs. Technology replacement needs are coordinated by the Associate Vice President of Information Services and Technology. One of the main tasks assigned to the new Facilities Planning Committee, which was formed in the spring of 2008 as part of the new planning structure adopted by the District, is to examine the current processes and look for any potential gaps in the planning for equipment replacement and rotation. Using program reviews and existing equipment planning processes already in place throughout the district, the Facilities Planning Committee will be tasked in 2008-09 with examining the needs of the District, identifying any existing gaps in the planning for equipment needs and replacement, and helping prioritize the needs on a District-wide basis.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework

College Planning and Review Cycle
Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

III.D.2.a.
Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Planning Agenda:

The District will include the Management Discussion and Analysis with the June 30, 2005, financial statements, allowing for address of the allocation of financial resources and the effect on student learning programs and services. In addition, the District will have the financial statements available by December 31, 2005, for the fiscal year ended June 30, 2005, making the information available on a timely basis.

Response:

Upon review of the annual financial statements, beginning with the June 30, 2005, financial statements, the District included the Management Discussion and Analysis that addresses the allocation of the financial resources of the District and its impact on programs and services. In addition, the financial statements have been available for approval at the December Board meeting each year, making the information available on a timely basis.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework

College Planning and Review Cycle

Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

III.D.2.e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Planning Agenda:

Continue capital campaign efforts to assist with the bond construction projects. Continue to communicate with the community through the Foundation newsletter. As grant funds at the state level have been dramatically reduced and federal funds are also very tight, develop more partnerships with other institutions and collaborate on grants to increase the likelihood of securing future funding.

Response:

The District continues to keep the community informed through the Foundation newsletter. In addition, the District now has a Small Business Development Center that allows for community partnerships in a variety of areas. The Economic Workforce Development (EWD) department of the District has made great strides in partnering with community groups (SMART, Center for Non Profit Resources, and County agencies) to provide training and resources to small businesses in the area. Through these partnerships, the District has begun to see an increase in grant applications as needs are identified. Through the new website for the EWD, the community can obtain information for training opportunities, resources available, and networking with other like businesses. As this involvement with the community has grown, support (from the community) for the District has also increased.

The community has responded to the Foundation's efforts with $150,000 from the McConnell Foundation for ITV equipment in the Health Sciences and University Center, an

additional $58,000 is pledged by the McConnell Foundation and will be matched with $58,000 from Redding Rancheria. The Northern California Dental Society and Foundation have awarded over $500,000 to help equip the new Health Sciences and University Center where the Dental Hygiene program was relocated. An additional $90,000 in aid to the District's Dental Hygiene program, as well as other smaller donations and grants have come in after the program moved into the new facility.

The District continues to seek federal grants and was able to obtain two new TRIO grants, Talent Search, $203,700 per year, and Upward Bound, $232,400 annually. Each of these new grants is a three-year renewable grant. All three are from the same family of grants as Gear Up and TRIO/SSS that the District has maintained since 1999.

The District continues to pursue State grants in the areas of nursing and career technical education. Economic Workforce Development continues to be a priority for the state that does allow availability even in light of state budget issues. The District has received a $285,100 Hospitality grant, a $286,000 Advanced Auto grant, and a $240,385 Strengthening Career Tech Education grant. The District has also been awarded a $647,900 Low Emission Construction Equipment grant contingent upon the District obtaining a match of 25% of this amount. The goal is to identify matching funds by June of 2009.

Evidence and Reference Materials

Budget Committee Agendas, Minutes, and Documents
College Planning Framework
College Planning and Review Cycle
Facilities Planning Committee Agendas and Minutes

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes

http://ww3.shastacollege.edu/bond/index.htm

Bond Projects

III.D.2.f.
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Planning Agenda:

Provide more training to staff to help them understand the process.

Response:

District Board of Trustees policy, as stated in BP 6340, provides that the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management is delegated to the District Superintendent/President, subject to ratification by the Board. The administrative procedure presently in place provides that contracts, such as equipment purchases, equipment leases, and maintenance agreements, are to be reviewed by the appropriate vice president, the President's Cabinet, and the Vice President of Administrative Services, and that only the Superintendent/President and the Vice President of Administrative Services may sign such contracts on behalf of the District. There is, however, apparently no formal documentation of this administrative procedure. The Board of Trustees Ad Hoc Committee on the Regular Review of Board Policy is presently in the process of reviewing and documenting and/or revising board policy in all areas of District governance. The present procedure related to the review and signing of District contracts will be considered and formally documented in an Administrative Procedure (AP) as part of this Ad Hoc Committee's review.

The present administrative procedure has been communicated through the President's Council and the Administrative Council to District vice presidents, associate vice presidents, and various program and service area deans and directors who, in turn, have communicated this procedure to appropriate personnel within their program or service area. Any newly adopted Administrative Procedure for the approval and signing of contracts will be communicated to staff in the same manner.

Evidence and Reference Materials

College Planning Framework
College Planning and Review Cycle
Board Policy

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

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Standard IV: Leadership and Governance

IV.A.1.
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Planning Agenda:

The Strategic Planning Committee no longer serves the function outlined in the Procedure for Developing New Programs (AP 4020). This procedure should be revisited by the Academic Senate, and reference to the Strategic Planning Committee should be removed.

Many innovative ideas come from attendance at conferences and workshops and from faculty taking sabbaticals. There are no longer staff development funds to support travel and faculty sabbaticals have been suspended. The President has indicated that staff development is one of her priorities. One of the new goals for Shasta College is to "invest in our people." In light of this, the District should make restoring travel funds a priority. Given the state of the budget, and that it may be some time before these funds can be restored, the administration has and should continue to plan alternative staff development activities that would inspire new ideas and innovation.

Of the respondents to the "Staff/Faculty Survey for the Self-Study," 62% said that they agreed or strongly agreed with the statement: "As a member of the Shasta College community, I feel empowered to actively participate in creating and implementing innovation." While 62% is a clear majority of respondents who agree, the 38% who disagree are not an insignificant number. The District should investigate that 38% and set a goal of greatly reducing that number. Further analysis of the results of the survey could indicate whether the majority of this 38% comes from specific areas of campus. If that is the case, then the President or vice presidents should train the managers of those areas to encourage innovation.

Response:

The Academic Senate has updated AP 4020 to remove all references to the Strategic Planning Committee.

At least for the 2006-08 school years, Shasta College has restored travel funds and offered alternative types of staff development activities. In 2006-07, Shasta College received and put in its budget $35,000 from the System Office for staff development, which includes travel. Approximately half of that money was spent during the year, and the balance was rolled over to 2007-08, a year that the System Office did not put staff development funds in its budget. Additionally, Shasta College has earmarked approximately $10,000 per year of its cellular tower revenue for staff development.

The Invest in Our People committee has arranged some alternative types of staff development activities. It brought a guest speaker to campus for Flex Day in August 2007, and it has offered employees the opportunity to take Shasta College customer service courses and technology training courses at no cost.

In the Staff/Faculty Survey, in response to the statement, “as a member of the Shasta College community, I feel empowered to actively participate in creating and implementing innovation,” 38% answered that they disagreed or strongly disagreed with the question. In analyzing the response data, it can be shown that a large number of these “disagree” respondents are a part of the classified staff. Full-time classified staff had a 42.25% “disagree” response, and part-time classified staff answered this question with a 40% negative choice. It should also be noted that the total number of people taking the Staff/Faculty Survey for the Self Study was 207. This is a low number of respondents based on the total number of staff and faculty associated with Shasta College. For our next survey, the College will make every effort to increase this total response level.

One of the roles of the newly formed College Council is to address issues such as better communication with all managers and their respective staff. Efforts will be made to help the classified staff feel more empowered to participate in creating and implementing innovation.

Evidence and Reference Materials

Board Policy/Administrative Procedure 4020 Program and Curriculum Development

Links

http://www3.shastacollege.edu/collegecouncil/

Board Policy 4020 - Program and Curriculum Development

Administrative Procedure 4020 - Program and Curriculum Development

IV.A.2.a.
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Planning Agenda:

Of the respondents to "Staff/Faculty Survey for the Self-Study," 54% agreed that "Staff have an equitable role in governing, planning, budgeting and policy making bodies." While this is a majority of the respondents, there is much room for improvement. Further investigation should be done to try to determine why almost half of the respondents do not agree. Since there are policies in place that describe the role of staff, it is possible that staff do not know that these policies exist. The District should develop a website that describes the District governance structure. Included on this page should be links to each of the Shasta College organizations and descriptions about how each person can input into the decision making process at the College through their representative organization.

After the new Strategic Plan is developed, there should be a College-wide committee formed to evaluate whether the District is meeting the goals and objectives in the Strategic Plan.

Response:

Because the survey was conducted anonymously, there was no practical way to determine why such a large percentage of staff disagreed with the statement that "staff have an equitable role in governing, planning, budgeting and policy making bodies." However, since the time the survey was conducted, there has been a 100% turnover in upper administration at the College. The President spent a great deal of time developing a new planning and governance structure, presenting the proposal for it to the campus for input, and implementing it.

The plan called for the formation of several new committees. The first of these was the College Council, whose roles include short and long-term planning, making recommendations to the President regarding budgeting, staffing, equipment, and facilities, and keeping all constituents informed of its actions. The plan also established a new Budget Advisory Committee, an Enrollment Management Advisory Committee, and a Communication Advisory Committee. All committees are composed of administrators, faculty, staff, and students appointed by their representative organizations. The plan identifies how both new and existing committees fit into the governance and planning structure at Shasta College and ensures that all employees understand their role in the process. A website has been developed that

describes the planning structure and lists all campus committees. Included on this website are links that constituents can use to communicate with their representatives serving on those committees.

Evidence and Reference Materials

Participatory Committees

Links

http://www3.shastacollege.edu/participatorycomm/

Participatory Committees

IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Planning Agenda:

Future surveys should include more questions relevant to this standard. The survey should not only be given to faculty and staff, but also to community members. The President should continue to foster relations between the community and the College.

Ref IV.A.4. Board Policy as referenced and the "Staff/Faculty Survey for the Self-Study," 2004.

Response:

The "Staff/Faculty Survey for the Self-Study" is only administered when the College is conducting its self-study for accreditation, and thus, it has not been used since the planning agenda was written. However, before the survey is distributed for the next self-study, it will be updated to include more questions relevant to this standard, and it will be distributed to community members as well as faculty and staff.

Evidence and Reference Materials

Participatory Committees

Links

http://www3.shastacollege.edu/participatorycomm/

Participatory Committees

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Planning Agenda:

The College Board of Trustees should more closely follow Board policy regarding the evaluating of the Superintendent/President - BP 2435 - Evaluation of Superintendent/President Reference: Accreditation Standard 10.A.4.

The Board shall conduct an annual evaluation of the Superintendent/President. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President, as well as with as this policy. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President. The criteria for evaluation shall be based on Board policy, the CEO job description and performance goals and objectives, developed in accordance with Board Policy 2430. The Board, at its discretion, may select and solicit the help of an evaluation consultant.

The Board shall evaluate and assess, in writing, the Superintendent/President's annual performance objectives, annually approved by the Board during the term of the employment agreement. The criteria for evaluation shall be based on Board policy, the CEO job description and annual performance goals and objectives developed in accordance with Board Policy 2430. The evaluation format shall be mutually agreed upon.

Response:

The District meets the standard as presented in Board Policy BP 2510. Board agenda item #14.2, dated June 27, 2007, and indicates the President was evaluated per employment agreement (Government Code Section 54957). The evaluation is to be done annually with the next evaluation due no later than June 30, 2008.

According to the Performance Evaluation Procedures and Timeline document, on or about August 15 of each year, the President will provide the Board of Trustees with his tentative goals and objectives, a copy of Education Code Section 72411, and he will work with the Board on setting their annual goals/objectives. On or about September 15, they will mutually establish final Board goals/objectives and final President goals/objectives. On or about May 15, the President will provide to the Board a summary of the current year's accomplishment of goals and objectives. The Board will initiate the President's annual performance evaluation. No later than June 30, the Board will provide the President a finalized performance evaluation. Expectations for the upcoming year will be discussed with the Board. The performance evaluation will be placed in Superintendent/President's personnel file.

The President set twenty-two goals and priorities for 2006-07. These have either been completed, are works in progress, or are an ongoing process. The President has set twenty-five goals for 2007-08, which the Board accepted. They are as follows:

Superintendent/President's Goals

1. Implement an integrated, ongoing and broad-based planning process.
2. Continue efforts to enhance institutional research and Datatel implementation processes.
3. Continue to develop a culture of evidence associated with the planning and decision making process at Shasta College.
4. Continue implementation of institutional student learning outcomes for all courses to meet accreditation standards.
5. Continue efforts to integrate fiscal planning (budget) into the strategic plan and educational master plan.
6. Continue to assess the effective use of financial resources to be expended.
7. Continue to fill gaps in the general education pattern by providing courses that address computer literacy and cultural diversity.
8. Continue efforts to assure that required elements of the general education pattern are consistently met by all students completing a degree.
9. Continue efforts in recruitment and hiring strategies including development of in-house leadership opportunities that will bring about improved administrative stability.
10. Identify and earmark financial resources that will provide for additional staff development opportunities.
11. Continue the systematic updating of board policies and procedures.

12. Place greater focus on community relations (internal and external) by encouraging employee involvement in the community.
13. Develop and implement improved marketing, public relations, and governmental relations strategies.
14. Continue to model and promote a culture of open communication, honesty and integrity.
15. Continue to expand efforts in District-wide economic and workforce development.
16. Continue to identify alternative capital funding sources through support and coordination with the Shasta College Foundation and its Executive Director. Measure the effectiveness of the Foundation.
17. Continue efforts for greater environmental awareness and sustainability.
18. Develop a prioritization list and planning process for the general maintenance and renovation of our facilities.
19. Improve the process for timely completion of adjunct faculty and supervisory staff evaluations.
20. Provide leadership and support the completion of major construction projects.
21. Develop and implement a process that insures institutional assessment of all departments and functions of the College.
22. Work toward attaining greater cultural diversity within the staff and students.
23. Expand efforts in basic skills instruction District wide.
24. Promote and assess the success of a customer service focus in all activities of the District.
25. Work with the Board to enhance their effectiveness.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.a.
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Planning Agenda:

Communication was a definite concern among staff that were interviewed. Having the President keep the Board updated and advised of the operations of the College was important to those interviewed. Communication needs to be improved to the staff and community as a whole. It was suggested that press releases be released before each Board meeting, with the agenda of topics. It was also suggested that newsletters, public information forums, and the College website be used.

Response:

In response to these concerns, the Shasta-Tehama-Trinity Joint Community College District implemented a Planning Structure Proposal in fall 2007 that includes a Communication Committee. The role of the Communication Committee will be to facilitate communication to properly direct and navigate through the proper channels in an effective way. Other lines of communication include a) News to Muse, an email newsletter which is sent to all campus users including Board members on Mondays and Thursdays; b) a Friday memo to all Board members from President Lewis describing an overview of his weekly tasks accomplished; c) the Shasta College website, which provides information updates; and d) various newsletters distributed by individual departments to the staff and public.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.b.
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Planning Agenda:

The new Mission Statement was adopted by the Board at the June 2005 meeting. The new Mission, Vision and Values will be included in future publications.

The Current Strategic Planning goals and the Strategic Planning report are available on the Shasta College website at http://www3.shastacollege.edu/research/datapub.htm.

Response:

The college meets the standard by following adopted Board policies. Board Policy includes a revised mission statement (BP 1200) that can be found in the Shasta College Catalog and the current class schedule.

The new mission statement reads as follows:

> The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality, university transfer program, or career-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region.

The Shasta College website has been updated to reflect the revised new mission statement as well current Strategic Planning goals and the Strategic Planning report.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.e.
The governing board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Planning Agenda:

The Board is committed to relying on the CCLC for needed updates, changes and deletions to keep the Board Policy accurate.

Response:

The Board relies upon the Community College League of California when adding, changing, or maintaining Board Policies and Administrative Procedures.

When a policy or procedure change is brought to the District's attention, whether through the League, the District Cabinet, District employees, students, or the general public, it is prepared by the President's Office and sent to the Board Ad Hoc Committee for the regular review of policies and procedures.

The items are then put on the Board agenda for a first reading, and if no further changes are made, a second reading is prepared and sent to the Board for approval.

As part of the shared governance process, the College Council is notified by memo of any proposed changes in advance. Sufficient time for discussion with the President on the proposed changes is allowed before the Board meeting.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.f.
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Planning Agenda:

According to the current Board President, there has been no turnover with Board members since the current Superintendent/President was hired. Lines of communication are fairly effective. A recommendation that Board members be provided with agenda and detailed information earlier has been adopted. Getting the information early is helpful for the discussion of challenging issues requiring detailed information.

Response:

The President has excellent lines of communication with the Board members. Since the 2005 self study, the college has seated two new board members. The President conducted an orientation meeting for new Board members who were elected in fall 2007 that provided them with pertinent information needed to successfully do their job. All Board members receive a weekly memo updating them on the President's calendar items and the duties he completes during the week.

In addition, the Community College League of California produces a number of excellent publications that are distributed to the Board, such as "Introduction to Fiscal Responsibilities." The Board also receives a Trustee Handbook each year. This is a compilation of information that is essential to being a Board member.

The President encourages the Board to discuss issues and meet with him on any subject. On construction and budget issues, the President encourages the Board to discuss and/or meet with the Vice President of Administrative Services.

The Board's evaluation and self evaluation is also excellent with regard to identifying Board development needs.

The President is accessible to Board members through cell phone or e-mail and off campus 24/7.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.g.
The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.

Planning Agenda:

With the adoption in July of the self-evaluation instruments, the Board of Trustees needs to implement and follow BP 2745.

Response:

The Board Ad Hoc Committee on the Regular Review of Board Policies met in November 2007, and discussed the necessary changes to Board Policy 2745 - Board Self Evaluation as well as writing a new AP 2745 - Board Self Evaluation. On a regular review of Board Policies, the Board Ad Hoc Committee met in February 2008, and reviewed proposed amendments to BP2745 and the new AP 2745. The proposed amendments to BP 2745 and the new AP 2745 were presented to and approved by Cabinet in March 2008. They entered the shared governance process in March 2008 and were approved at a Board meeting in May 2008.

BP 2745, Board Self Evaluation shows the Board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its functioning. A committee of the Board shall be appointed annually in April to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field. The process for evaluation shall be recommended to and approved by the Board. If an instrument is used, all Board members will be asked to complete the evaluation instrument annually by July 31 and submit it to the Board President.

A summary of the evaluations will be presented and discussed at a Board session scheduled annually in August for that purpose. The results are used to identify accomplishments in the past year and goals for the following year.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.h.
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Planning Agenda:

Develop a process for dealing with Board behavior that violates the Board's Code of Ethics.

Response:

The Board Ad Hoc Committee on the regular review of board policies met in September 2007, and discussed necessary changes to Board Policy 2715 - Code of Ethics/Standards of Practice. The Code of Ethics/Standards is a set of standards for excellent performance, and it has been adopted by the Board of Trustees to establish a norm for trustee performance. Excellence in Board of Trustee functionality is seen as an integral component of the striving for institutional excellence.

The Board Ad Hoc Committee on the Regular Review of Board Policies met in November 2008, and reviewed the proposed amendments to BP 2715. The amendments contained a process for dealing with Board behavior that violates the Code of Ethics. The proposed amendments to BP 2715 were presented to Cabinet in February 2008**.** The proposed amendments to BP 2715 entered the shared governance process on March 2008. Final approval of the amendments to BP 2715 is scheduled for May 2008.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.1.i.
The governing board is informed about and involved in the accreditation process.

Planning Agenda:

More participation from Board members in the planning process as well as the fact gathering process of accreditation should take place.

Response:

The Board has met its goals. Shasta College has a new planning process that has been reviewed by Board members. The Board presented a proposal to Cabinet of Board Goals for 2007-2008 dated August 11, 2007. One of their goals (III.B.4) of the Board is to monitor progress in meeting Accreditation Commission recommendations and standards.

Evidence and Reference Materials

Board Policy

Links

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

IV.B.2.
The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizational, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda:

The President needs to continue efforts at two-way communication, listen to staff, and pay careful attention to past practices long followed at the College.

Response:

In an effort to provide effective leadership and increase overall institutional effectiveness, the Communications Committee was established by the President to act on behalf of College issues. This committee will serve as an ombudsman, opening the lines of communication to effectively resolve issues for the College and increase institutional effectiveness. Additionally,

the District reestablished the College Council in March 2008, to better address College issues and communicate decisions to faculty, staff, and appropriate communities.

The Academic Senate, the Faculty Association, and CSEA were surveyed and the overall consensus was that the President has maintained an open-door policy. He has an approved proposal to provide overall planning for the College through various oversight committees. He has made every attempt to keep the lines of communication open and dealt with issues in a timely and effective manner.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

IV.B.2.a.
The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and other consistent with their responsibilities, as appropriate.

Planning Agenda:

After a one-year cycle, the President needs to be re-evaluated.

Response:

The President has fulfilled this agenda by deploying administrators to appropriate areas, and he delegates authority accordingly. In addition, the President has re-evaluated the administrative structure to ensure it meets the priorities of the institution. A new administrative structure was implemented July 1, 2007, realigning departments and divisions.

The President successfully demonstrated his effective leadership role during the past academic year by filling vacant positions with interim faculty and staff. At the current time, the President has a full permanent administrative staff in place.

Evidence and Reference Materials

College Planning Framework and Planning and Review Cycle

Links

http://www3.shastacollege.edu/collegecouncil/

College Planning Framework

College Planning and Review Cycle

IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- ***Establishes a collegial process that set values, goals, and priorities;***
- ***Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***Establishing procedures to evaluate overall institutional planning and implementation efforts.***

Planning Agenda:

The President needs to continue focusing efforts on the improvement of the teaching and learning environment.

Response:

In the continual support of the SLOs process campus wide by administration, a full time faculty member was assigned forty percent release time for the 07-08 school year. A Co-coordinator position was added, with both coordinators assigned 30% release time beginning fall 2008. The SLO Coordinators have the responsibility of developing, implementing, and directing the timeline for the full implementation of SLOs, which can be found on the Student Learning Outcomes website. Other pertinent information and relevant forms for the SLO cycle is also located on this website. A standing sub-committee has been appointed by the Academic Senate to ensure involvement and completion by scheduled deadlines.

For the purpose of improving teaching, the President has supported staff development activities. The President dedicated cellular tower rental income to fund staff development, and has continued to look for additional alternative sources of funding.

The President is continually looking at the physical environment in terms of facilities, equipment, and technology, to provide a state-of-the-art environment for learning.

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College Planning Framework

College Planning and Review Cycle

IV.B.2.e.

The president works and communicates effectively with the communities served by the institution.

Planning Agenda:

The President needs to continue to work and communicate effectively with the communities served.

Response:

A brief overview of the President's calendar indicates that he consistently attends meetings and events. These include meetings with the following:

- Measure 'A' Citizens' Bond Oversight Committee
- City of Red Bluff Council
- McConnell Foundation Educational Programs
- Redding, Red Bluff, and Weaverville Rotary Events and Meetings
- Interviews with the media
- Shasta College Foundation
- Pacheco Elementary School District Groundbreaking
- Southern Oregon University Advisory Board
- Horr Trust
- Redding Police Department, Leonard Moty
- Chico State President

- KIXE Board
- Shasta College Fine Arts, Sporting and Student Services Events
- Redding Kiwanis
- Redding, Red Bluff, Burney, Weaverville, and Anderson Chambers of Commerce
- Simpson College Business Luncheon
- Dental Society Reception
- Economic Workforce Development Events
- College Connection Consortium
- State Secretary of Education, Dr. David Long
- Shasta County's Administrator Association
- Leadership Excellence Day
- Red Bluff Exchange Club
- Customer Service Awards Luncheon Red Bluff
- Butte Pioneer Forum
- Groundbreaking Ceremonies for Red Bluff and Trinity Campus
- Boy Scout Meeting – Arrow Corp 5 – Redding Chapter
- Mayers Memorial Hospital, Katharine Campbell, CEO
- Burney Site Visit
- State of the County Breakfast, Redding

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College Planning Framework

College Planning and Review Cycle

Update on Substantive Change

Shasta College submitted a comprehensive Substantive Change Report to the Commission in October 2007. Acceptance of that report is pending the review and outcome of the College's Midterm Report and Special Report, which are both due October 2008.

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Evidence and Reference Materials

Technology Planning Committee Agendas, Minutes and Documents
Board Policy 1200 Mission Statement
Board Policy 1300 Institutional Student Learning Outcomes
Board Policy 3250 – Institutional Planning
Board Policy/Administrative Procedure 4020 Program and Curriculum Development
Board Policy 5500 – Academic Honesty
Administrative Procedure 7210 – Faculty Hiring Priorities
Technology Plan
Campus Security website
Learning Resource Center website
Office of Planning and Research
College Planning Framework and Planning and Review Cycle
College Council Agendas, Minutes and Documents
Faculty and Staff Resources
Counseling Center Program Review
Budget Committee Agendas and Minutes
Instructional Council Agendas, Minutes and Documents
Technology Planning Committee Agendas, Minutes and Documents
Facilities Planning Committee Agendas and Minutes
2005-2007 Strategic Plan
2009-2012 Strategic Plan Development
Program Review Models
2007-2008 Adopted Budget
2008-2009 Adopted Budget
State Instructional Equipment Plans
5-Year Deferred Maintenance Plans
5-Year Construction Plans
Bond Construction Projects
Facilities Modification Plans
Shasta College Clubs

State Instructional Equipment Plans
Academic Senate Agendas and Minutes
SLO Committee Agendas, Minutes, and Documents
Student Services Council Agendas and Minutes
2008-2009 Course Catalog
2008 Faculty Handbook
Flex Programs
2007 Accreditation Progress Report
Progress Report, Visiting Team Report, 2007
2006 Planning Recommendation Report
Student Services Council Agendas and Minutes
Enrollment Management Committee Agendas, Minutes, and Documents
Technology Planning Committee Agendas, Minutes, and Documents
Assessment Center website

Links

http://www3.shastacollege.edu/participatorycomm/

Budget Committee Agendas and Minutes
Instructional Council Agendas, Minutes and Documents
Academic Senate Agendas, Minutes and Documents
Budget Committee Agendas and Minutes
Enrollment Management Agendas, Minutes, and Documents

http://ww3.shastacollege.edu/bond/index.htm

Bond Projects

http://www3.shastacollege.edu/collegecouncil/

Accreditation: Progress Report, Accreditation Team Report
College Council Agendas and Minutes
Board Policy 3250 - Institutional Planning
2005-2007 Strategic Plan
2009-2012 Strategic Plan Development
Technology Plan
Program Review and Models

College Planning Framework

College Planning and Review Cycle

Accreditation: Progress Report, Accreditation Team Report, 2007

Board Policy / Administrative Procedure 4020 - Program and Curriculum Development

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Technology Plan

Program Review and Models

College Planning Framework and Planning and Review Cycle

Board Policy 1200 – Mission

Board Policy 1300 – Institutional Student Learning Outcomes

Administrative Procedure 4020 - Program and Curriculum Development

2005-2007 Strategic Plan

2009-2012 Strategic Plan Development

Program Review and Models

College Planning Framework

College Planning and Review Cycle

http://ww3.shastacollege.edu/instructionalcouncil/index.htm

Administrative Procedures 7210 – Faculty Hiring Priorities

http://ww3.shastacollege.edu/instructionalcouncil/index.htm

Administrative Procedures 7210 – Faculty Hiring Priorities

http://www3.shastacollege.edu/slo/

SLO Committee Agendas, Minutes and Documents

http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-17146/2008-09_catalog.pdf

2008-2009 College Catalog

http://www3.shastacollege.edu/research/

Office of Planning and Research

Quick Facts and Initial Planning Documents and Reports

http://www3.shastacollege.edu/president/board/Board%20Policy%20Master%2008%20updated%2011%20Jul%2008.pdf

Board Policy

http://www.shastacollege.edu/stuinfo/studentservices.htm

Student Services website

http://www3.shastacollege.edu/studev/clubs/clubs.htm

Shasta College Clubs

http://www3.shastacollege.edu/assessment/index.htm

Assessment Center website

http://www3.shastacollege.edu/instruction/

Counseling Center Program Review

http://library.shastacollege.edu/

Learning Resource Center website

http://www.shastacollege.edu/facstaff/facultystaffresources.htm

Faculty and Staff Resources

http://www3.shastacollege.edu/security/

Campus Security