



**Shasta College**

# **Accreditation Special 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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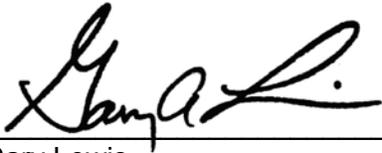
**NOTE:** The College prepared this Special Report with the goal of clearly identifying evidence that supports the responses to the College-wide Recommendations. To aid the Commission’s verification of the College’s evidence, the College listed documents and website links in the report. Copies of some 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, who are 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 Special Report and worked in collaboration with the Superintendent/President, Gary Lewis, and other College constituency groups. The 2008 Midterm Report provides valuable information as well.

This Special Report is submitted in compliance with the policies of the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges, following their January 9-11, 2008, meeting. The Commission's direction was for Shasta College to complete a Special Report in conjunction with the Midterm Report. The Special Report was presented to the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District at its August 20 and September 10, 2008 Governing Board Meetings for review.



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

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## ***Special Report Responses***

***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

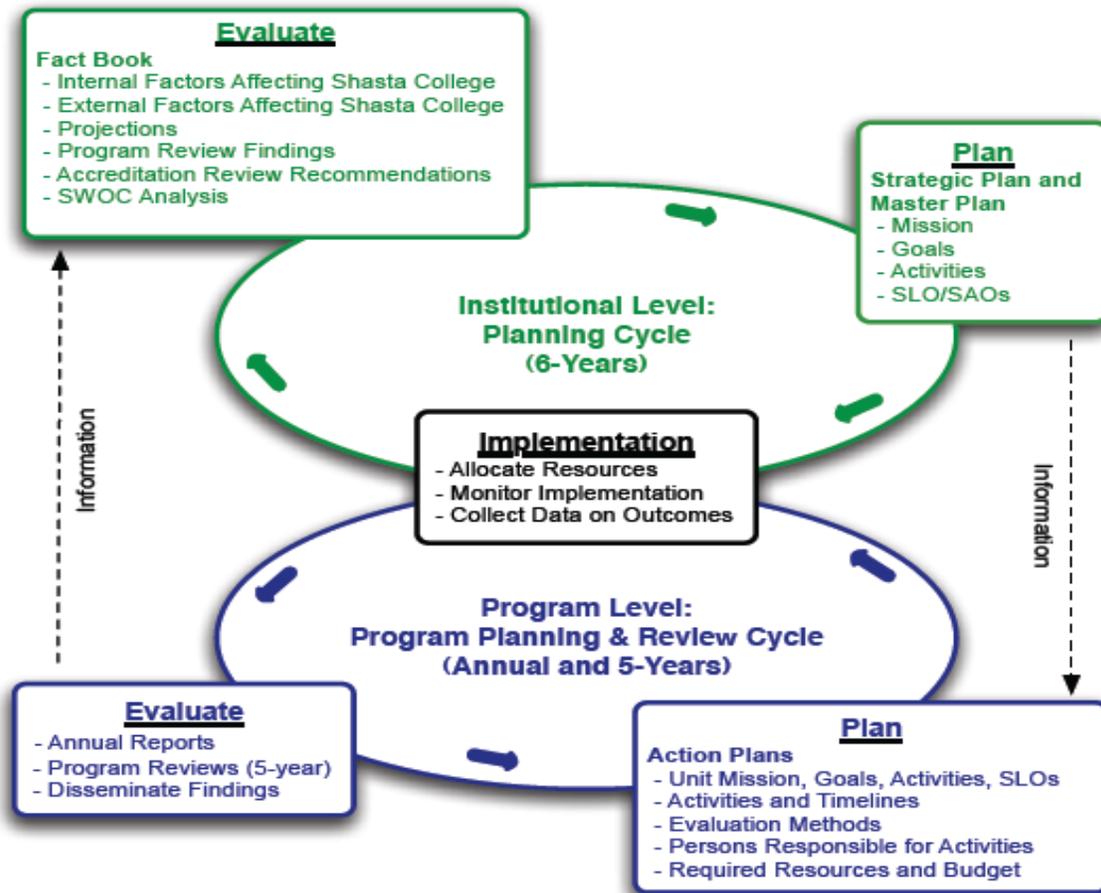


Figure 1

### **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 #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 believes it 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 level of Sustainable Continuous Quality Improvement (SCQI). As the College continues moving its courses and programs through the SLO cycle and with the new planning process in

place (see 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. Additionally, 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. Furthermore, 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
<b>Courses</b>			
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%
<b>Degrees &amp; Certificates</b>			
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%
<b>General Education Areas</b>			
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%
<b>Instructional Support</b>			
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

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***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.

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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

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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 #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:

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- 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.

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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