Shasta-Tehama-Trinity Joint Community College District

- Shasta College -

Accreditation Progress Report

Submitted to the

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2007

Shasta-Tehama-Trinity Joint Community College District

11555 Old Oregon Trail

Redding, CA 96049-6006

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Statement of Report Preparation

This Progress Report was prepared by the District's Accreditation Co-Liaison Officer, Brad Banghart, in collaboration with the Superintendent/President, Gary Lewis, the Vice President of Academic Affairs, William Cochran, Ed.D.; with input from the Academic Senate. This Progress Report is submitted in response to eight (8) recommendations formalized by the evaluation team during the District's Accreditation site evaluation conducted October 18-20, 2005. These recommendations were reviewed by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges during its January 11-13, 2006 meeting. The Commission's action was to reaffirm accreditation with the requirement that the College complete a Progress Report by October 15, 2007. This Progress Report focuses on the District's status on the eight team recommendations and the additional Commission concern related to computer literacy and cultural diversity elements of the general education requirement. It was presented for review and approval to the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District at their September 12, 2007 Governing Board Meeting.

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

Response to the Team's 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 perspective. 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 and the leadership has prioritized this endeavor as the District moves forward to address the site team's recommendations. The information provided in this Progress Report reflects the work that has transpired to address the recommendations and Commission's concern. The effort is ongoing with the intended outcome to establish a culture within the District that is data driven and supportive of a collaborative process that will facilitate the District's ability to meet the needs of our community, while fulfilling the mission of the District and that of the California Community College system.

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).*

As presented, the first action instituted by the then Acting Superintendent/President, Gary Lewis, was to convene an ad hoc Institutional Effectiveness Committee (IEC) in 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.
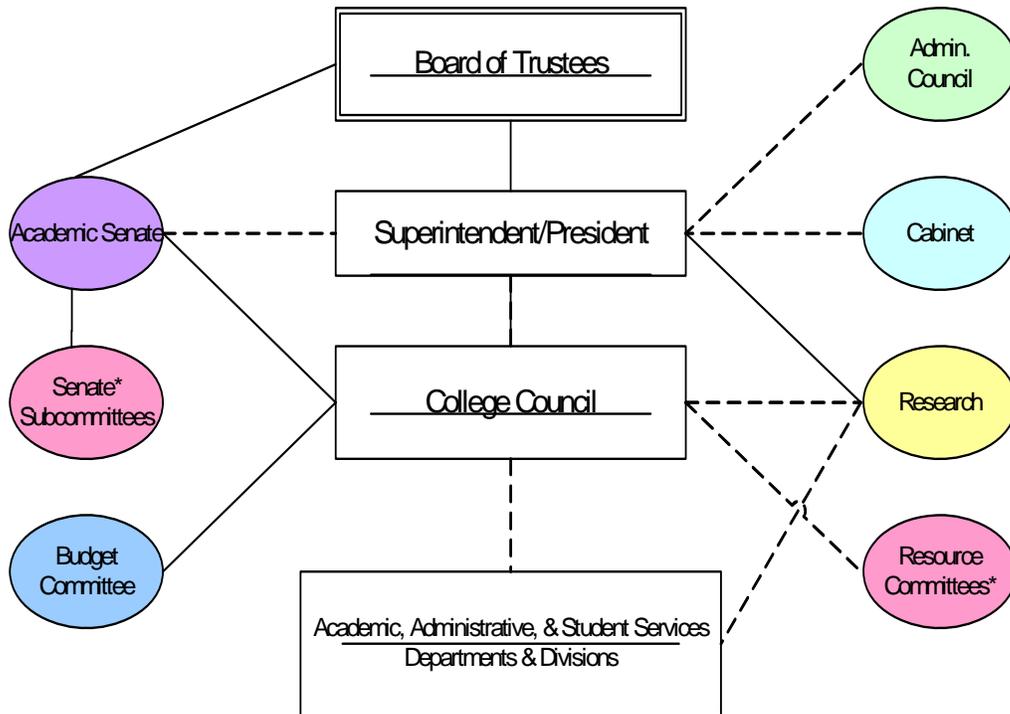
The Institutional Effectiveness Committee was responsible for:

- Evaluating the structures and processes for planning and resource allocation based on fact-finding and available data.
- Recommending improvements that enable the College to address its mission and goals.
- Recommending operational models where procedures and processes are not in place.

The IEC forwarded its final Recommendation Report to the Superintendent/President May 2007. The committee was not responsible for developing the actual plan and it was determined by the Superintendent/President and his Cabinet (V.P. of Administrative Services, V.P. of Student Services, V.P. of Academic Affairs, Associate V.P. of Human Resources, and the Associate V.P. of Information Technology) that the Institutional Effectiveness Committee's efforts were completed and was subsequently disbanded.

Upon review of the final outcome of the Institutional Effectiveness Committee Recommendation Report, the Superintendent/President and his Cabinet extracted best practices to formalize a strategic Planning Structure Proposal that is currently being presented to the College

constituents for final modifications, acceptance and implementation. The Framework is as follows:

Board of Trustees

Admin. Council

Academic Senate

Superintendent/President

Cabinet

Senate* Subcommittees

College Council

Research

Budget Committee

Resource Committees*

Academic, Administrative, & Student Services
Departments & Divisions

Dotted Line: *provides information, not decision making or direct-line report*

Solid Line: *direct-line report*

Figure 1

The Planning Structure reflects the collective work of the Institutional Effectiveness Committee and Cabinet's modifications and additional input to provide an institutional planning model that would be the basis for District-wide dialogue to facilitate the necessary cultural shift required for effective implementation. The Planning Structure also adheres to and addresses *Board Policy 3250 Institutional Planning*.

A timeline for District-wide input and finalization was established with the first presentation to the Board of Trustees during their August 11, 2007 Board Retreat. During the College's Flex Day, August 17, 2007, the Superintendent/President presented the proposed Planning Structure Proposal to the College Community. Strategic planning sessions are also scheduled as follows:

- Present to Academic Senate
    - o Who: Superintendent/President
    - o When: August 27, 2007
- Present to College Council, Administrative Council, Instructional Council
    - o Who: Superintendent/President
    - o When: September 2007
- Gather feedback from Groups
    - o When: October 2007
- 2nd Draft
    - o When: November 2007
- Disseminate 2nd Draft and Hold Forum
    - o When: December 2007
- Final Draft and Adoption
    - o When: January/February 2008

In the development of the Planning Structure specific criteria were identified to ensure that the model would satisfy an integrated, ongoing, and broad-based planning process. Please reference Appendix A - Planning Structure Proposal.

As reflected on the Planning Framework (Figure 1), the College Council will serve as the primary planning committee with several existing and new resource committees identified to gather and analyze respective data to provide the College Council necessary information for effective decision making. This process also addresses Recommendations 4, 5, 6 and 7. The

Planning Structure proposes new committees that include the Enrollment Management Advisory Committee, Facilities Planning Committee, the Marketing Advisory Committee and the Policy and Communications Committee.

The ongoing effort since receipt of the site team's recommendations and Commission letter has been the building of a solid institutional foundation from which to formalize a realistic and workable planning process that can be sustained by the College community.

Appendix A provides detail on the Planning Structure Proposal with identification of function and composition of the various committees.

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).*

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 this year 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 data base. The additional resources will expedite full departmental utilization of the Datatel system.

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).*

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 Acting Superintendent/President. During the March 2006 Board of Trustee meeting, Gary Lewis requested and received Board approval to change the District's *Mission Statement*. The modification was to revert back to the District's prior mission statement that reads:

> 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. *Board Policy 1200 District Mission*

In keeping with the Planning Structure Proposal the Superintendent/President and his Cabinet have presented a draft mission statement that incorporates the Board Policy on Student Learning Outcomes (*Board Policy 1300 Institutional Student Learning Outcomes*) formalized by the Academic Senate. The proposed changes were introduced into the shared governance process on August 7, 2007, and was presented to the Governing Board for a first reading on September 12, 2007. The new draft 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.

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).*

In concert with the District's effort to establish a foundational culture within the institution to build a planning framework, 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 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 (Academic Senate Minutes March 26, 2007). In addition, the Academic Senate has 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 that needs to be included in the Program Review Process. The modifications of the Program Review process, in line with Recommendation #4, will include data elements that tie into course/program SLOs currently in process of development and implementation.

To provide the District with ready access to external data for research, a web site has been established that provides reference to Employment Development Departments Labor Market Information Data, relevant U.S. Census data and other external data resources that can be used for institutional analysis and planning. (http://www3.shastacollege.edu/bewd/LMI.htm)

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).*

Working in conjunction with the Superintendent/President, Cabinet and the Academic Senate, a faculty member was identified to be an SLO Coordinator (Lenore Frigo, Ph.D.). A formal report was developed May 2007 by Dr. Frigo and reads as follows:

2006-2007 Institutional Annual Report Update on Student Learning Outcomes Shasta College

Along with the data reported in the table (http://www3.shastacollege.edu/slo/reports/reports.htm), other patterns in the development of the SLO process at Shasta College should be noted:

1) Progress on SLOs seems to be fairly evenly spread across the various instructional departments on our campus, rather than being limited to a particular division or area. Many faculty have prioritized high enrollment courses for participation in the SLO process.

2) Some disciplines (e.g., English, Math) have been exemplary in taking initiative to engage in the SLO cycle at the course level, creating processes and resources that may serve as a model for other departments on campus.

3) Many departments, particularly the career/technical areas, have existing assessments integrated into their programs/courses that include a rigorous and comprehensive system of outcomes assessment (e.g., nursing programs). These go far beyond satisfying the requirements of the basic SLO process. However, what is needed is an institutional system for documenting these achievements in a consistent and accessible manner so that they can be included in a summary report.

4) In April, the college appointed a faculty SLO coordinator (with 40% release time starting in Fall 2007). Having a coordinator with release time is a large step toward creating sufficient support for the SLO process. Since April, the SLO coordinator has attended a regional SLO meeting, met with many faculty and administrators across campus discussing plans and ideas for advancing the SLO process, and documenting needs and gaps to be addressed in the next year. A campus-wide SLO committee is scheduled to reconvene in Fall 2007.

5) The August 2007 all-faculty Flex Day, as well as the Faculty Learning Academy (for all new full time faculty) are scheduled to include SLO workshops. At the Flex Day working meeting, faculty will complete steps 6, 7, and 13 for the majority of courses/programs (that is, define SLOs for programs, map programmatic SLOs to required courses, map GE SLOs to required courses). SLO data report http://www3.shastacollege.edu/slo/ .

The Institutional SLOs implementation timeline targets full implementation to coincide with the Planning Framework adoption timeline presented in Recommendation #1. In addition, work has begun within the various Student Services programs to develop SLOs as reflected in the [2006-2007 Institutional Annual Report on Student Learning Outcomes](#).

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).*

As part of the development of the overall institutional planning process a Budget Committee has been included in the Planning Framework. The Budget Committee will be charged with:
- Advising College Council on Fiscal Impacts of Plans & Recommendations
- Ensuring Budget Planning Process is Timely, Accurate, Participatory, and Comprehensive
- Reviewing State Budget Allocations and Their Impacts on the College
- Reviewing Tentative & Final Budgets

The Committee will provide direct line reporting to the College Council and Academic Senate. The intent is to ensure transparent budgetary operations related to District operations. The tentative Budget Committee members will include:

- 1 – Vice President of Administrative Services (Chair)
- 1 – Academic Area Dean
- 1 – Student Services Area Dean
- 3 – Faculty
    - o 2 Instructional
    - o 1 Non-Instructional
- 3 – Classified
    - o 1 from Administration
    - o 1 from Student Services
    - o 1 from Academic Affairs
- 1 – Student

    10 Total

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

Chaired by the Associate Vice President of Information Technology, Doug Meline, 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. 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 with the purpose 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 to the President's Cabinet.

To tie the Technology Plan to institutional planning efforts a Technology Resource Committee is formalized in the Planning Structure. The Technology Planning Model can be viewed at http://www3.shastacollege.edu/selfstudy/TechPlan.htm .

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).*

In concert with Recommendation #6, the Budget Committee has been given the charge to
- Advise College Council on Fiscal Impacts of Plans & Recommendations
- Ensure Budget Planning Process is Timely, Accurate, Participatory, and Comprehensive
- Review State Budget Allocations and Their Impacts on the College
- Review Tentative & Final Budgets

The Budget Committee will have the responsibility to provide the necessary budgetary data to the Superintendent/President and the College Council to systematically assess the effective utilization of financial resources and use the results of the assessment as the basis for improvement.

Commission's Concern:

Computer literacy and cultural diversity elements of the general education requirement

The initial responsibility to address computer literacy and cultural diversity elements of the general education requirement was accepted by the Academic Senate. The General Education Committee formalized a sub-committee to address the cultural diversity issue September 2006 as reported in the [Academic Senate's September 11, 2006 Executive Committee Meeting Minutes.](#) The sub-committee is still in process to address this issue while incorporating a District-wide plan that will be inclusive of both student and employee cultural diversity.

In regard to computer literacy, the Senate convened special meetings to define computer literacy as applied to the College's academic setting. The outcome was a formal document finalized May 14, 2007 that defined the Academic Senate's definition of "computer literacy" and ideas to address the computer literacy requirement. During the 2007-2008 academic year the Academic Senate is scheduled to formalize their recommendations for adoption and approval. Please reference Appendix B for the May 14, 2007 Academic Senate - Computer Literacy document.

Appendix A

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Planning Structure Proposal

Fall 2007

PROPOSED ADOPTION TIMELINE

PROPOSED ADOPTION TIMELINE:

- Present to Board

    o Who: Superintendent/President

    o When: August 11, 2007

- Present to College on Flex Day

    o Who: Superintendent/President

    o When: August 17, 2007

- Present to Academic Senate
    o Who: Superintendent/President
    o When: August 27, 2007
- Present to College Council, Administrative Council, Instructional Council
    o Who: Superintendent/President
    o When: September 2007
- Gather feedback from Groups
    o When: October 2007
- 2nd Draft
    o When: November 2007
- Disseminate 2nd Draft and Hold Forum
    o When: December 2007
- Final Draft and Adoption
    o When: January/February 2008

FRAMEWORK CRITERIA

FRAMEWORK CRITERIA:

- Mission / Goal Driven
- Cyclical
- Assessment / Evaluation
- Buy-In / Participation
- Clear Processes & Functions
- Integrated & Aligned
- Comprehensive
- Communication (Out and Feedback)
- Flexibility
- Priorities are Key
- Simple
- Data Based
- Big Things
- Timely
- Efficient

KEY COMMITTEES

COLLEGE COUNCIL

COLLEGE COUNCIL ROLE

- Long-Term Planning & Goals

- Short-Term Planning & Goals

- Make College-Wide Recommendations to President

    o Budget
    o Staffing
    o Equipment
    o Facilities

- Primary Participatory Shared Governance Body

- Establish Priorities for the College

- Ensure Alignment of College Mission & Goals with the State

- Ensure Policies & Procedures are Developed Based Upon Evidence & Consultation With

    Constituencies

- Establish Committees & Task Forces

- Communicate Decisions & Recommendation to the College Community

- **Wear the Shasta Hat!**

COLLEGE COUNCIL PARTICIPANTS

Vice President & Faculty Member Co-Chair

- Ten (10) Voting Members:

    o 3 Vice Presidents

    o 3 Faculty

    o 2 Bargaining Unit Classified

    o 1 Confidential Classified

- o 1 Student

- Four (4) Non-Voting ex-Officio Members:

    - o Superintendent/President

    - o Associate Vice President of Human Resources

    - o Associate Vice President of Information Services & Technology

    - o Director of Research and Planning

BUDGET COMMITTEE

<u>BUDGET COMMITTEE ROLE</u>

- Advise College Council on Fiscal Impacts of Plans & Recommendations

- Ensure Budget Planning Process is Timely, Accurate, Participatory, and Comprehensive

- Review State Budget Allocations and Their Impacts on the College

- Review Tentative & Final Budgets

<u>BUDGET COMMITTEE PARTICIPANTS</u>

- 1 Vice President of Administrative Services (Chair)

- 1 Academic Area Dean

- 1 Student Services Area Dean

- 3 Faculty

  o 2 Instructional

  o 1 Non-Instructional

- 3 Classified

  o 1 from Administration

  o 1 from Student Services

  o 1 from Academic Affairs

- 1 Student

10 Total

POLICY & COMMUNICATION COMMITTEE (P.A.C.C.)

<u>POLICY AND COMMUNICATION COMMITTEE (P.A.C.C.) ROLE</u>

- Facilitate and ensure that college issues are addressed in a timely manner
- Communicate decisions and resolutions
- Keep a log of referrals, actions, and resolutions

<u>POLICY AND COMMUNICATION COMMITTEE (P.A.C.C.) PARTICIPANTS</u>

- 1 Manager

- 2-3 Faculty

- 2-3 Classified

- 1-2 Students

6-9 Total

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE ROLE

- Develop a holistic, comprehensive, and integrated approach to enrollment management

- Recommend scheduling, instructional, and student support strategies to enhance student access, success, retention, persistence, and goal attainment

- Recommend enrollment targets

- Identify potential markets

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE PARTICIPANTS

- Two educational administrators
    - Dean of Enrollment Services, Co-chair
    - Instructional Division Dean, Co-chair
- Institutional Researcher
- Instructional Technology (classified manager)
- Director of Marketing
- Faculty
    - Two counselors
    - Four instructors
- Classified
    - Two Enrollment Services employees (preferably one from Admissions and Records)
- One Student

14 Members

RESOURCE COMMITTEES

RESOURCE COMMITTEE EXAMPLES:

- Technology Advisory Committee

- Enrollment Management Advisory Committee (New)

- Facilities Planning Committee (New)

- P.A.C.C. (Policy And Communication Committee) (New)

- Invest in Our People Committee

- Marketing Advisory Committee (New)

- Student Equity Committee

- Instructional Council

- Student Services Council

- Safety Committee

- Diversity Committee

- Instructional Tenure Review Committee

- Sabbatical Leave Committee

- Student learning Outcomes & Assessment Committee

- Distant Education Committee

- Ad Hoc Committees

ACADEMIC SENATE SUBCOMMITTEES

ACADEMIC SENATE SUBCOMMITTEES EXAMPLES:

- Matriculation Committee

- Curriculum Council

- General Education Committee

- Scholastic Standards Committee

Appendix B

Academic Senate- Computer Literacy
May 14, 2007

Definition of "Computer Literacy"

Computer literacy requirement upon graduating from College: Upon graduating from Shasta College with an Associate's degree, the student should be able to demonstrate competency in the following skills:

1. Turn on (boot up) and properly shut down a computer system.
2. Name the major hardware components in a typical computer system, including keyboard, mouse, monitor, CPU, and secondary storage devices such as USB drive, CD drive, and hard drives.
3. Discriminate among system software, application software, utility software, and the files they create. Be able to identify files with common filename extensions (for example, .doc, .rtf., .xls).
4. Describe the purpose of programming languages and name at least two examples.
5. Utilize the USB ports on a typical computer system to attach and use common accessories such as portable storage devices.
6. Describe the difference between primary/internal storage and secondary storage and be able to manage files on these storage devices including navigation, finding a file given its path, creation, moving, copying, re-naming, saving, and deleting files and folders.
7. Use a word processing, spreadsheet, and presentation program to create, save, edit, close, retrieve, and print documents.
8. Access the internet and use a web browser to locate specific web sites and access specific information within those sites. Download and upload files.
9. Create an email account using one of the free services such as Hotmail, Yahoo, or MSN, send an email with an attachment and know how to retrieve emails.
10. Use a keyboard and mouse to utilize the Windows environment to do basic functions like run programs, resize windows, adjust desktop settings, and add or remove programs.

11. Troubleshoot common problems such as a non-responding application, cable not plugged in, or printer out of paper.

12. Describe how computers impact society, the students' lives, and their future careers including ethics, privacy, security and computer crime.

Ideas for meeting the Computer Literacy Requirement:

- Create a series of class modules, perhaps online, for students to meet the computer literacy requirement. Various modules could correspond to the required areas of competency. Students would study only the areas where they need to increase their skill levels to meet the requirements. This non-credit class could be "attached" to other classes, like English 1A.

- Tutoring would be available in computer labs on campus to help students study for the computer literacy requirements.

- A computer literacy requirement exam should be developed. Students who pass this exam will meet the computer literacy requirement of the college. We may be able to use special software that will allow for a skills demonstration, which is still self scoring. Apparently Shasta Union High School District (SUHSD) uses such software. The test would be taken in the Assessment Center.

- Students would be able to use multiple measures to meet the computer literacy requirement. For instance students that graduated from a particular high school district such as SUHSD could be deemed as already meeting the requirement. We would need to review the requirements from these school districts to make sure our minimum requirements are included.

- Successful completion of the CIS 1 course with a grade of "C" or better will meet the computer literacy requirement.

- The CIS 2 course does not teach some of the skills in the computer literacy requirement such as Word, Excel, and PowerPoint.

- There may be other departments that have classes that teach the skills of the computer literacy requirements, such as a course in the Diesel Program.