Shasta College

Midterm Report

Submitted by:

**Shasta-Tehama-Trinity
Joint Community College District**
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

Submitted to:

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

**October 15, 2014**

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Dr. Joe Wyse
        Shasta-Tehama-Trinity Joint Community College District
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This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution. We further certify that Shasta College continues to meet all Eligibility Requirements, accreditation standards and policies.

Signed:
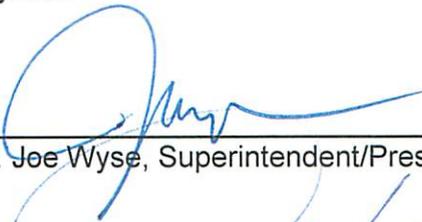
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Dr. Joe Wyse, Superintendent/President
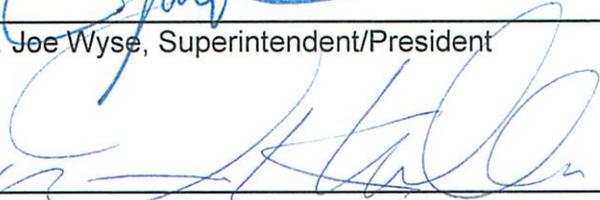
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Duane Miller, President, Board of Trustees

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Robb Lightfoot, President, Academic Senate

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Sue Loring, College Council Co-Chair

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Meridith Randall, College Council Co-Chair

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Statement on Report Preparation

Shasta College has a standing Accreditation Steering Committee, which reports to College Council and consists of representatives from faculty, management and classified. In October 2013, discussions began about preparation of the Midterm Report, particularly about a process for gathering evidence related to both Recommendations and Self-Identified Issues (Ex. 1). In several cases, the Recommendations and Self-Identified Issues were intertwined, so the ultimate decision was to focus on the themes when preparing the report. Using the themes identified in the 2011 Self Study, committee members gathered evidence to support the seven themes that had been identified (which also constituted the planning agenda).   In most cases, the 2011 team's recommendations also addressed a theme; therefore, the Follow-Up Reports submitted in October 2012 and October 2013, which together addressed all four recommendations, along with the November 2012 Accreditation Follow-Up Visit Report, were examined and parts were identified for inclusion in the Midterm Report. Evidence gathering involved several other members of the college community and was completed in April 2014.

A draft report was circulated to the college community in September 2014. At the same time, College Council agendized the report on September 16 to make its own recommendations, if any, and subsequently approved the report (Ex. 2). The Accreditation Liaison Officer and Superintendent/President incorporated any feedback for the final version of the Midterm Report, which was approved by the Board of Trustees on October 8, 2014.

Overview of Relationship Between Accrediting Commission Recommendations and Self-Identified Issues

Shasta College was given four Recommendations in the February 2012 letter from ACCJC; they addressed planning, student learning outcomes, program review and decision-making (Ex. 4). In its 2011 Self Study, Shasta College had chosen to identify seven broad Planning Agenda Themes rather than identify specific planning items related to Standards or sub-standards (pp. 38-39). These seven themes are identified as:

- Improvement of Institutional Dialogue
- Maintaining a Culture of Evidence
- Student Learning Outcomes
- Program Review Process
- Impact of Fiscal Resources and Decisions
- Implementation and Evaluation of Planning
- Decision-Making

In several cases, the Recommendations the college received in the February 2012 letter from ACCJC that placed the institution on Probation addressed deficiencies related to those themes. For example, the college was directed as follows in relation to student learning outcomes:

The team recommends that the college identify student learning outcomes for all courses, programs, certificates, and degrees, assess student attainment of the intended outcomes, use assessment results to plan and implement course/program/service improvements, and assess student attainment of intended outcomes to evaluate the effectiveness of those improvements.[citations omitted]

Shasta College submitted Follow-Up Reports in both October 2012 (Ex. 5) and October 2013 (Ex. 6) addressing those recommendations; it had a follow up visit in November 2012 that resulted in a team report (Ex. 7). Since those earlier reports outlined many of the improvements in relation to the self-identified Planning Agenda Themes from 2011 as well as the Recommendations, material from the Follow-Up Reports and team visit report will be included and updated in some of the following sections. (Exhibit numbers from the Follow-Up Reports are changed in this report to conform to the Midterm Report sequence.) Where a Planning Agenda Theme was not addressed in either Follow-Up Report – for example, Improvement of Institutional Dialogue – an update on progress since 2011 is included later in this report. In all sections, plans for the future will appear as well as an assessment of the present state of affairs.

RECOMMENDATION # 1

Shasta College had already recognized deficiencies in integrated planning in its 2011 comprehensive evaluation. The Planning Agenda Themes related to planning and resource allocation identified by Shasta College in its 2011 Self-Study read as follows:

Implementation and Evaluation of Planning
To maintain a continuous quality improvement level of institutional planning, Shasta College administration, in cooperation with College participatory planning and shared governance groups, will evaluate and revise the current planning process to become more systematic, formalized and integrated. Under the direction of College Council and with the assistance of the Director of Research and Planning, Shasta College will develop a tool and a process for systematically analyzing and subsequently refining the planning process. This will allow the finalizing or updating of other plans as outlined below:

- *Under the direction of the Vice President of Academic and Student Affairs, complete the Educational Master Plan.*
- *Under the direction of College Council, develop the next three-year Strategic Plan (2012-2015).*
- *Under the direction of Vice President of Administrative Services and Facilities Planning Committee, finalize the Facilities Master Plan.*
- *Under the direction of the Dean of Enrollment Services and the Enrollment Management Committee, develop the Enrollment Management Plan.*
- *Under the direction of the Associate Vice President of Technology and the Technology Planning Committee update the Technology Plan.(p. 39)*

Impact of Fiscal Resources and Decisions
In order to improve beyond the Standards and support student success, the Superintendent/President with the support of the President's Cabinet and in collaboration with appropriate participatory planning and shared governance committees will develop rubrics which include ranking and prioritizations for the allocation of fiscal, physical, technological, and human resources. These rubrics will be based on formal criteria that align budget recommendations with the mission, goals, and overall institutional effectiveness of the college.

Moreover, Shasta College will align budget recommendations and college-wide decision-making with institutional goals targeted for improvement through the planning process to improve student success and institutional effectiveness. This will include further integration of SLO assessments into planning at various levels and a process to review college goals and evaluate alignment in:

- *Non-general fund areas (e.g. Perkins/VTEA and grant-based programs)*
- *Instructional areas*
- *Student Services*
- *Administrative areas (pp. 38-39)*

The visiting team in 2011 confirmed the need for extensive work on the planning and resource allocation process at Shasta College by making the following recommendation, which was reiterated in the ACCJC letter of February 2012:

> *As was noted in the 2005 evaluation team report, and in the 2008 ACCJC Follow-up Visit Report, in order to meet the Standards and Eligibility Requirement #19, the college must establish an integrated, comprehensive and linked planning process that ensures an ongoing, systematic, and cyclical process to include evaluation, planning, resource allocation, implementation, re-evaluation, and one that ties fiscal planning to the college's Strategic Plan and Educational Master Plan. Critical to this planning process is expediting completion of the Educational Master Plan. [citations omitted]*

Also in its February 2012 letter, the Commission directed Shasta College to submit a Follow-Up Report in October 2012 addressing the resolution of this deficiency. The college reported the following progress as of October 2012; based on a team visit in November 2012, the college was found "in compliance with Recommendation #1 and with the Commission rubric addressing evaluation of institutional effectiveness" (Ex. 7). Each of the sections below taken from the October 2012 Follow-Up Report is followed by a current update:

Components of Integrated Planning at Shasta College

Integrated Planning Cycle

The first step in addressing Recommendation #1 was for the District to identify which of its current planning processes needed revision and whether new planning processes needed to be developed. This evaluation occurred in early spring 2012 and the Integrated Planning Cycle was developed by examining the college's current planning processes while considering the key elements of institutional planning identified in the accreditation standards. The Superintendent/President led the process and presented a rough draft of the diagram to College Council in February 2012 (Ex. 8). Academic Senate also reviewed and provided suggested revisions to the Integrated Planning Cycle (Ex. 9). Key elements of the proposal included making it easily explained, cyclical, and mission-driven, and ensuring that evaluation and resource allocation were built into the cycle. After discussion and revision, the Integrated Planning Cycle was adopted in March 2012 by both College Council and the Academic Senate and was presented to the Board of Trustees on September 12, 2012 (Ex. 10).

The cycle makes clear that the college's Mission and Educational Master Plan must drive all other planning efforts. In addition, the cycle builds in assessment at the end of each year to

ensure continuous improvement. The cycle ensures that the college's planning processes are integrated, comprehensive and linked. The cycle includes evaluation and resource allocation as identified parts of its cyclical and systematic processes. It ties fiscal planning to the achievement of the Institutional Goals outlined in the Strategic Plan and Educational Master Plan.

Integrated Planning Manual

After the approval of the Integrated Planning Cycle, work was begun to describe the components of the cycle and create timelines for each step in the process. A group consisting of the Superintendent/President, Vice President of Academic Affairs/Accreditation Liaison Officer and a consultant drafted the manual in June 2012. On June 20, 2012, a special meeting of College Council was held to review the manual and receive input (Ex. 11). This input was reviewed and incorporated into the next draft of the manual. On June 29, the Management Group reviewed the draft and provided additional suggestions for clarification. These comments were also reviewed and incorporated. During the summer, several managers met with staff to begin educating them about the new planning process. The College believed it was necessary to have a comprehensive process to ensure that employees had "buy in" and contributed to the development of the manual.

On the district-wide Flex Day, August 17, 2012, the Superintendent/President presented the final draft of the Integrated Planning Manual to the entire college community (Ex. 12). In addition to reviewing it with approximately 300 employees present, five breakout sessions were held to explain the planning components more fully and answer any questions. A total of 251 people attended these breakouts and were given hard copies of the manual to review (Ex. 13). The following Tuesday, August 21, 2012, College Council reviewed the manual and accepted it pending Academic Senate review (Ex. 14). The Academic Senate reviewed the manual on August 27, 2012, and approved it on September 10, 2012 (Ex. 15). The Board of Trustees reviewed the manual during its annual retreat on August 25, 2012 (Ex. 16). A final version went to the Board in September 2012 (Ex. 17).

The Integrated Planning Manual was created with the goal that all college employees understand the institutional planning process and have an opportunity for input at the appropriate levels. Critical to the planning effort are the Educational Master Plan, Strategic Plan and Annual Area Plans, which are described below. The planning process also incorporates specific timelines for review and potential revision of each step – as well as the entire planning process itself – in order to build in continuous review and improvement (Ex. 18).

Post-2012 Developments in Assessment of the Planning Process

The Integrated Planning Manual directs that a full evaluation of the planning process take place in 2013-14 and every three years thereafter (Ex. 19). Due to some difficulties and omissions noted in the process in 2012-13, some small adjustments were made for 2013-14 (Ex. 20) and an addendum was produced and disseminated in September 2013 (Ex. 21). Then, in fall 2013, following the timeline in the Integrated Planning Manual, a taskforce was convened to gather input and produce an evaluation report with any recommendations for revisions to the process

(Ex. 22). These recommendations were reviewed by College Council (Ex. 23) as well as the Management Group (Ex. 24), and the Superintendent/President took all feedback under advisement before issuing the 2014 Edition of the Integrated Planning Manual in September 2014 (Ex. 25). The 2014 Edition contains some revisions to timelines as well as an increased emphasis on inclusion of all employees in the development of Annual Area Plans.

Educational Master Plan (EMP)

As the 2011 visiting team noted in its report, planning for an EMP had begun in 2009 (p. 11). In 2011, prior to the visit from the accreditation team, College Council recognized that the work on the Educational Master Plan had stalled and that there was a need to develop the Educational Master Plan by fall 2012 (Ex. 26). This need was also identified in the 2011 Self Study. An Ad-Hoc Sub-Committee on the EMP, led by the Interim Vice President of Academic Affairs, was appointed by College Council in 2011 and reported regularly to College Council throughout the 2011-12 academic year. The first step was to convene nine focus groups for feedback about the College and its future; these focus groups met and provided input in fall 2011. The focus groups consisted of community members, students, staff and faculty and were held both on-campus and at extension campuses to ensure that a broad range of perspectives was included in the dialogue about the College's future. In December 2011, sub-committees consisting of faculty and staff volunteers were assigned to draft sections of the report (Ex. 27). These groups completed their work in Spring 2012.

In February 2012, after the College received the Commission Action Letter, the Superintendent/President joined the EMP Sub-Committee, which began meeting weekly to complete the document. That same month, it was determined that the EMP would have a timeframe of 18 years because the College as a whole determined that it preferred a longer timeframe in order to have a more far-reaching vision; College Council officially approved the timeframe, noting that long-term planning is essential for the college to fulfill its mission and reach its goals (Ex. 28).

Work continued on the EMP through spring 2012, with a review of other colleges' plans and regular reports to College Council. Nine separate writing teams composed parts of the EMP, ensuring district-wide participation. At the same time, a revised Vision Statement was approved by College Council in April 2012 (Ex. 29). The Vision Statement, while it does not specifically guide planning in the way that the Mission does, presents a long-term view of the future for the College and idea of what it plans to be in 2030.

On May 4, 2012, a retreat was held to accelerate work on the EMP; it was attended by 19 faculty, staff and managers, and was led by the Superintendent/President and an outside consultant. The primary task at that retreat was to review work on the EMP, including extensive data about the district, in order to develop Institutional Goals. At that time, the Superintendent/President reiterated the need to finish work on the EMP expeditiously and voiced his commitment to the process (Ex. 30).

In June and July 2012, the four main chapters of the EMP were drafted with the assistance of a faculty editor. The first three chapters – Background; Profile of the District's Community and Students; and Institutional Goals – were presented to 28 managers at a retreat held on July 27, 2012. Working in groups, the managers submitted written comments that were incorporated by the Accreditation Liaison Officer prior to the plan being presented to the college community in August. Additional research data was included based on requests from the managers.

A final draft of the EMP, which included a fourth chapter about programs and services and a fifth chapter on overall conclusions and recommendations, was presented to the college community by the Superintendent/President on August 17, at Flex Day (Ex.12). All five chapters were posted the same day and employees were informed that they had 10 days during which to submit comments to the Accreditation Liaison Officer. College Council members were reminded on August 21 at the first meeting of the 2012-13 year that their comments were also especially welcomed on the draft EMP document (Ex. 31). On August 25, at a Board retreat, the Superintendent/President reviewed the EMP with the Trustees and answered questions (Ex. 16). At meetings on August 28 and September 4, College Council reviewed comments received from the college community about the EMP and made appropriate revisions. On September 11, College Council conducted a final review of revisions and voted to approve the EMP. It was presented to the Academic Senate on September 10 as information, and the Board of Trustees approved it on October 10, 2012 (Ex. 32).

The EMP received extensive district-wide input and incorporates a wide range of data about the college, its students and its community. The Institutional Goals developed through this process will guide all planning efforts at the district for many years to come. The Educational Master Plan is posted on the public website under Accreditation/Planning Documents (Ex. 33).

<u>*Institutional Goals*</u>

As part of the development of the Educational Master Plan, four Institutional Goals were developed by a working group following a retreat on May 4, 2012 (Ex. 30). These goals were presented to College Council on May 8, 2012, which made some revisions, then approved them to be forwarded to the Superintendent/President (Ex. 34). After review, the Superintendent/President presented the Institutional Goals to the Board for approval. The Board approved the Institutional Goals at their June 13, 2012 meeting (Ex. 35).

The four Institutional Goals were developed based on an analysis of data developed for the Educational Master Plan. They address critical needs and identified gaps at the college in the context of fulfilling its mission. These goals were used to inform the development of the 2012-2015 Strategic Plan and Institutional Objectives. Progress toward the Institutional Goals will be assessed through annual progress reports on the Strategic Plan.

<u>Post-2012 Developments related to the Educational Master Plan and Institutional Goals</u>

As noted in the 2012 Follow-Up Report, the Educational Master Plan (EMP) was completed and approved by the Board of Trustees in October 2012 (Ex. 32). Because it is an 18-year plan,

spanning 2012 through 2030, it is not due to begin the revision process until 2027 (Ex. 36). However, the Integrated Planning Manual does state the following: *"The Superintendent/President may call for a revision of the Educational Master Plan or an early initiation of the Process and Timeline for Developing the Educational Master Plan should external conditions be judged to have made a portion or all of the Institutional Goals outlined in the Educational Master Plan inapplicable" (p. 10).* For example, the California community college system may decide to change the mission of all the individual colleges. At three-year intervals, strategic plans will be developed to advance the goals of the EMP.

<u>*Strategic Plan and Institutional Objectives*</u>

The College completed its review of the 2009-2012 Strategic Plan and, using the newly approved Institutional Goals as well as data from the draft Educational Master Plan, developed the 2012-2015 Strategic Plan in the summer of 2012. In order to get appropriate input into the creation of the plan, the Superintendent/President with approval of College Council appointed a Strategic Plan Task Force in June consisting of vice presidents, instructional deans, faculty and classified staff (Ex. 37). The Director of Research and Planning served as a resource. This group began by reviewing the comprehensive data in the draft EMP in order to develop Institutional Objectives for each Institutional Goal. This group also identified Activities with Target Completion Dates and Responsible Administrators for each Institutional Objective.

The 2012-2015 Strategic Plan was finalized and approved by College Council on September 4, 2012 (Ex. 3). It was presented to the Board on September 12, 2012 (Ex. 10). It is the district's short-term planning document designed to keep the college on track with making progress toward the Institutional Goals. Annual Progress Reports are developed each spring and distributed district-wide after presentation to College Council. These progress reports help ensure a sustained district-wide dialogue on the Institutional Goals and include three components:

- *A brief summary of the Activities that have taken place in the past year directed to achievement of the Institutional Objectives;*
- *An analysis of whether or not the year's efforts moved the district toward achievement of the Institutional Goals; and*
- *Changes to the Activities for the coming year based on the assessment of the current year's work.*

In addition, the Institutional Objectives and Activities outlined in the plan are used to guide the development of Initiatives for the Annual Area Plans.

Post-2012 Developments Related to the Strategic Plan

As noted above, the 2012-2015 Strategic Plan was completed in September 2012. Since then, College Council has been the primary body responsible to ensure that progress is being made

on the Objectives identified therein, mainly by providing annual progress reports on the Activities that support those Objectives. Strategic Plan Progress Reports, using information entered into TracDat by the Responsible Administrators, were developed and disseminated in October 2013 and March 2014 (Ex. 38 and 39). A final Progress Report on the current Strategic Plan will be developed in summer 2015. At this point, the planning process dictates that development of the 2015-2018 Strategic Plan will begin, using data and other information from the previous strategic plan (Ex. 40). College Council began discussions of the process in August 2014 (Ex. 41), which began in September 2014 with the appointment of a task force consisting of the Superintendent/President, managers, faculty and classified staff (Ex. 42).

Annual Area Plans and Program Reviews

As more fully described in the Response to Recommendation #3, a critical component of planning at the College which allows for broad participation is the Annual Area Plan and Program Review process. For many years, Shasta College had a program review process, but it often yielded documents that were too long and complex to be as useful as desired for annual planning and resource allocations.

In February 2012, after careful consideration, the College decided to have both Annual Area Plans and Program Reviews rather than one unified document for all units of the college. Each area at the college completes an Annual Area Plan which includes information about Student Learning Outcomes or Service Area Outcomes and identifies Initiatives the area would like to pursue in order to support Institutional Goals and Objectives. Following the Title 5 definition of a program, any academic discipline that results in a certificate or degree, plus the Foundational Skills area, also completes a Program Review on a two-year cycle. Program Reviews will incorporate information about student achievement of Program Learning Outcomes. As constructed, the Program Review form is an extension of the Annual Area Plan form.

In spring 2012, the College revised its program review process and forms based on the decisions described above, and conducted a beta-test with eight programs. Each of these programs produced either an Annual Area Plan or Program Review that was then forwarded to the appropriate higher-level review committee, namely Instructional Council, Student Services Council, or Administrative Services Council. These three councils prioritized the requests in the annual plans for resource allocation, in one case using the Resource Allocation Rubric. In April 2012, College Council received the prioritized lists from the three lower councils and forwarded six items to the Budget Committee for feasibility. In addition, College Council discussed the need to develop rubrics, base decisions on data, and tie allocations to student success – recommendations that were incorporated into the revised process being used in fall 2012 (Ex. 43). In May 2012, following a report from the Budget Committee, final resource allocations were made to several programs in the 2012-13 budget. The rubric developed to guide allocations prioritizes requests that support Institutional Goals, Institutional Objectives and improvements in Student Learning Outcomes (the rubric is contained in appendix 4 of the Integrated Planning Manual, Ex. 18).

In April 2012, feedback on the area plan process was gathered from participants in the beta-test through meetings and a survey (Ex. 44). This input was reviewed and led to revisions of the forms and instructions. User manuals were prepared for both Annual Area Plans and Program Reviews in summer 2012, incorporating information about TracDat, the software chosen to assist in monitoring and tracking the process (Ex. 45).

In August 2012, the college finalized the list of areas that would complete Annual Area Plans as well as the list and schedule of disciplines that would complete Program Reviews (these lists are appendices in the Integrated Planning Manual, Ex. 18).

Post-2012 Developments Related to Area Plans and Program Reviews

In accordance with the Integrated Planning Manual, Annual Area Plans and Program Reviews are produced each fall by identified areas and programs, respectively. Area Plans contain requests for resources, called "Initiatives," that have been collected, reviewed and prioritized for the past two years in a process that culminates in the Prioritized College-wide Annual Action Plan (see below). All Area Plans are entered into TracDat for increased storage ability and better record-keeping and retrieval. Program Reviews, which are produced on a two-year cycle by instructional programs that have degrees or certificates (as well as Foundational Skills), report on the progress made toward PLO attainment by students and other measures of a program's effectiveness. In each of the past two years, Area Plans and Program reviews have been completed each fall by the identified areas and programs. The college is now entering its third cycle using these documents for resource allocation and planning; an adjustment in the timelines took place during a review of the entire planning process, resulting in the Area Plans and Program Reviews being due in November 2014 rather than October (see Ex. 23). Over the last two years, the college has become aware that the Program Review process could be more robust: first, the actual documentation required is fairly sparse and second, there is no comprehensive review process similar to the process through which Area Plan Initiatives are vetted and prioritized. A model used by other community colleges involves a "Program Vitality Committee," overseen by the Academic Senate, which is charged with reading all Program Reviews, assessing a program's health and making recommendations. Discussions have begun to put such a process in place by fall 2015 (Ex. 46).

Prioritized College-wide Annual Action Plan

As described in the Integrated Planning Manual, once all Annual Area Plans and Program Reviews are completed, the Initiatives they identify will be forwarded to the three councils representing different parts of the district – Instructional Council, Student Services Council, and Administrative Services Council. Deans and Directors are charged with consolidating lists of Initiatives in their respective areas; any Initiatives requiring resources must be prioritized prior to submission to the councils. These councils then prepare Summary Plans which consist of a master list of Initiatives that do not require resource allocation and a prioritized list of Initiatives that do require resources. Faculty hiring is determined using a separate process that relies on data from the Area Plans as described in Administrative Procedure 7210 (Ex. 47).

The three Summary Plans are submitted to College Council in November each year, which is responsible to gather feedback on the Initiatives from other relevant committees, such as the Budget Committee and Technology Committee, before making final prioritization decisions. Once all input has been received, College Council must prepare the Prioritized College-wide Annual Action Plan, which has two parts:

- *A non-ranked list of Initiatives that do not require additional resources, and*
- *A ranked list of Initiatives that require resource allocation. To prepare this list, College Council will use a Resource Allocation Rubric that includes consideration of how any Initiative supports Institutional Goals and/or Institutional Objectives.*

This plan is forwarded to the Superintendent/President by College Council for final approval each March, following the same timeline as the beta-test in Spring 2012. The Superintendent/President then collaborates with the Budget Committee to determine funding available to support prioritized Initiatives as well as Activities identified in the Strategic Plan (Ex. 48).

Post-2012 Developments Related to Prioritized College-wide Annual Action Plan

According to the Integrated Planning Manual, this plan should be produced every spring after ranking of Initiatives by College Council and approval by the Superintendent/President (Ex. 49). Shasta College has produced two Annual Action Plans since 2012: one in April 2013 (Ex. 50) and one that was finalized in August 2014 (Ex. 51). Each plan contains painstakingly prioritized Initiatives as well as notes about funding, timing and district intentions related to the Initiative. The college has made every effort to fund Initiatives in priority order and to support as many as possible within budget constraints. Each year's budget is built with allocations up front for the approved Initiatives. The Annual Action Plans thus far have focused on Initiatives that require resources; those that do not require resources are available in TracDat, but are not compiled into a comprehensive report because each Area has the ability to pursue them without college-wide support.

Resource Allocation Process

As described in the section above, the resource allocation process for Initiatives is tied to the overall budget planning for the college. The purpose of allocations is to support student learning, both directly and indirectly. All allocations are made using the approved Resource Allocation Rubric (Ex. 52). The effectiveness of allocations in supporting the college's Institutional Goals and Institutional Objectives will be evaluated by means of annual Progress Reports on Prioritized College-wide Annual Action Plan and the Strategic Plan. In addition, individual areas of the college are asked to assess the progress on their Student Learning Outcomes, Service Area Outcomes and Initiatives each year.

Post-2012 Developments Related to the Resource Allocation Process

In the Integrated Planning Manual, resource allocation through the Initiative ranking process, which is finalized by College Council, must be done using an approved Resource Allocation Rubric (Ex. 53). In 2012-2013, a rubric was used by College Council (Ex. 54) that was not identical to the rubrics used by some of the lower councils. In addition, the Resource Allocation Rubric did not take into account whether an Initiative had been ranked high by the lower councils – thereby inadvertently discounting the work and expertise of the lower councils. In the 2013 Supplement to the Integrated Planning Manual, the ranking of the lower councils was added as a criterion (Ex. 55). College Council, after several discussions, has decided that lower councils may use different rubrics if they are approved by College Council (Ex. 56).

Two more requirements of resource allocation were also incorporated into the integrated planning process. The first is a requirement that resource allocations made through the Annual Action Plan be evaluated based on their effectiveness in supporting the college in reaching its goals. Because this process was not explicit in the original Integrated Planning Manual, it was added in the 2013 Supplement (Ex. 57). In fall 2014, College Council is tracking the effectiveness of the 2013-14 resource allocations, and will continue this cycle of tracking and evaluation for each subsequent Annual Action Plan (Ex. 58). The second was a desire to use similar criteria for resource allocation across the institution, including distribution of categorical funds. For example, Perkins funding for career and technical programs is now distributed based on a rubric that incorporates several criteria from the Resource Allocation Rubric (Ex. 59) and also requires that Perkins requests appears in Annual Area Plans in order to be considered for funding (Ex. 60). With the reinstatement of State Instructional Equipment and Library Materials funding in 2014-2015, the college has turned to the current Annual Action Plan to make resource allocations (Ex. 61).

According to the 2014 Campus Climate Survey, 78.1% of college employees who expressed an opinion believe that there is a clear connection between planning, budgeting and allocation of resources – an increase of 5.8% since 2012 (Ex. 131).

Ongoing Evaluation of Planning

Built into many components of the Integrated Planning Cycle are procedures and timelines for evaluation, such as the three year timeline for reviewing the College Mission. In addition, the entire planning process itself underwent review in 2013 (see above), and will do so in 2015 and subsequently every three years. As part of the training on the planning process, the entire college community has been asked to keep the evaluation of the process in mind as they are going through it so that there will be useful input during the evaluation periods.

Post-2012 Developments Related to the Mission Statement

In addition to the requirement to evaluate parts of the planning process mentioned in earlier sections, the college's approved planning process also required that the Mission Statement be

reviewed and revised, if necessary, in the 2013-14 academic year (Ex. 62). Therefore, College Council began the review process in Fall 2013, followed the directive to solicit input from the college community, and presented a recommended revision to the Superintendent/President on March 18, 2014 (Ex. 63). This revision was presented to the Board of Trustees, which approved it in July 2014 (Ex. 64). The primary changes in the Mission Statement were the specific removal of "life-long learning," the addition of the words "cultural" and "intellectual," and the addition of the final sentence addressing the role of student support services:

Shasta College provides a diverse student population open access to educational programs and learning opportunities, thereby contributing to the social, cultural, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs support student learning and personal growth.

Related Planning Documents

Progress on related planning documents, specifically the Facilities Master Plan, Technology Plan, and Enrollment Management Plan, began once the Educational Master Plan was in its final approval stage. The October 2011 visitation team commended the college on its technology planning; the last formal update to this plan was submitted to College Council in May 2010. With the completion of the Educational Master Plan and as included in both the planning agenda from the 2011 Self-Study and as outlined in the 2012-15 Strategic Plan, under the direction of the Associate Vice President of Information Services and Technology, the Technology Committee was charged with revising the plan during the 2012-13 academic year. Similarly, the Enrollment Management Plan, which was accepted by College Council in fall 2011, will be reviewed and revised in light of the Educational Master Plan.

Post-2012 Developments Related to Creation of Planning Documents

The following planning documents have been created or are in progress since the 2012 Follow-Up Report:

- Participatory Governance Manual (see section on Recommendation #4)
- Enrollment Management Plan, which tracks its integration with the current Strategic Plan (Ex. 65)
- Facilities Master Plan, which used data from Annual Area Plans and was finalized in Fall 2014 (Ex. 66)
- Staff Diversity Plan, due in 2014
- Faculty Professional Development Plan

Groups creating planning documents routinely review the Educational Master Plan and Strategic

Plan when formulating their own goals, leading to a true integration of planning at the college.

Future Plans

At this writing, the following improvements to the planning and resource allocation process are under discussion and development:

- Program Vitality Committee: As mentioned above, the college believes it could improve its Program Review process if there is a faculty-driven group appointed to review and assess program health based on program review information.

- Planning Matrix: The Director of Research and Planning and the Dean of Enrollment Services presented a matrix to College Council which visually demonstrates the integration of the various college planning documents (Ex. 67). College Council is currently reviewing it and will provide feedback (Ex. 68). Its intention is to demonstrate alignment of plans as well as guide the development of future plans.

- Greater Inclusion in the Planning Process: A continuing effort by Shasta College is to include as many employees as possible in the different segments of the planning process. In the 2014 Campus Climate Survey, there was a decrease in those feeling that they have a voice in the participatory planning process (65.7% of those expressing an opinion as compared to 70.2% in 2012) (Ex. 131). The college will be examining the results more closely to make any adjustments to create more inclusiveness for all employee groups. The 2014 Edition of the Integrated Planning Manual emphasizes wide participation in preparation of Area Plans (Ex. 69). Managers have been reminded by the Superintendent/President to solicit input before finalizing plans. The recently completed Facilities Master Plan was reviewed by several committees and the college as a whole (e.g., Ex. 70). Finally, College Council is sensitive to the need to send its work out via email to all employees as well as posting documents on the web (e.g., the latest Strategic Plan Update (Ex. 71)).

RECOMMENDATION # 2

In the 2011 Self Study, Shasta College stated as a planning theme:

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of the Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement. (p.38)

In February 2012, as a result of the accreditation team visit and report, the college received the following recommendation from ACCJC:

In order for the college to attain proficiency and meet Standards on student learning outcomes by the Commission's 2012 deadline, the team recommends that the college identify student learning outcomes for all courses, programs, certificates, and degrees, assess student attainment of the intended outcomes, use assessment results to plan and implement course/program/service improvements, and assess student attainment of intended outcomes to evaluate the effectiveness of those improvements.[citations omitted]

In the October 2012 Follow-Up Report, the college provided the following information about progress with SLO implementation and assessment. Shasta College also submitted the required SLO Special Report to the Commission in October 2012 and reported the following summative self-assessment:

Shasta College is at the Proficiency Level of SLO implementation based on the many efforts described in this report. SLOs or PLOs have been identified for all courses and programs, and assessment is taking place regularly. All courses taught since spring 2012 have had SLO assessments reported to the Office of Research and Planning, and have included the results in area plans this fall. PLO assessments for programs completing program reviews this fall have also been reported. Institutional dialogue takes place at Flex Days, in various committees including the SLO Committee, and within departments and disciplines. The integrated planning process considers student learning outcomes in determining resource allocations and supports the SLO effort with release time and other resources. Comprehensive assessment reports have been developed for GELOs and ISLOs. Finally, SLOs align with PLOs, and both types of learning outcomes are widely distributed to students through syllabi, catalogs, and the college website.

The visiting team in November 2012 concluded that "the college has complied with Recommendation #2 and has met the rubric for proficiency in assessing student learning outcomes" (Ex. 7). The September 2013 Feedback Report on the SLO Special Report noted that the college met or "solidly met" expectations in all but three areas, one of which was

assessment of ISLOs (which took place in spring 2014, as described below) (Ex. 72). Each section below from the 2012 Follow-Up Report is followed by a post-2012 update:

Introduction

Shasta College has worked continuously on developing and assessing student learning outcomes for courses, degrees, certificates and programs since 2005. To its credit, on more than one occasion, the College discarded processes or identified outcomes that were unusable, creating the need to start over. This continuous evaluation process helps explain why it has taken until 2012 to develop a comprehensive and usable cycle that has been reviewed and accepted by the college community. Survey results from September 2012 showed that 78% of adjunct faculty felt they had the opportunity to participate in the SLO process, compared to 62% in 2010, while more than 75% of both adjunct and full-time faculty groups reported they were adequately prepared to document student learning outcomes. In addition, the college needed an integrated planning cycle and program review process with which SLO assessment could integrate. Now that planning has been restructured (see response to Recommendation #1), a logical and effective plan for SLO assessment is in place and continuous assessment, improvement, and re-assessment is occurring as described below.

Background

Like all community colleges accredited by the ACCJC division of WASC, Shasta College has been aware of the requirement to reach Proficiency Level in SLOs by fall 2012. In spring 2005, the Academic Senate formed an ad hoc committee to research models for developing and implementing the SLO cycle (Ex. 73).   In 2008, an MOU was signed between the Shasta College Faculty Association and the district specifying that "development and assessment of student learning outcomes" is a part of core Professional Responsibilities for all faculty (Ex. 74). (Another MOU was signed in 2011 that allows both full-time and adjunct faculty to use work on SLOs as flex credit.) (Ex. 75) In spring 2007, the Academic Senate ad hoc committee chose a model for SLO development and assessment. At the same time, the College made the commitment to provide release time for SLO coordination and assigned a 40% faculty SLO Coordinator in 2007-2008. In addition, the Academic Senate created a standing subcommittee, co-chaired by the SLO Coordinator(s) and an Academic Dean, to make recommendations to the Academic Senate Executive Committee on SLO-related issues (Ex. 76). Employees attended trainings and workshops on SLO production and assessment starting in 2008.

Despite the measures implemented from 2005 to 2008, progress on the SLO assessment cycle was not considered sufficient to reach Proficiency Level by 2012. Therefore, the College increased the release time for the SLO Coordinator to 80% in 2008-2009 and divided the duties between two faculty members. Their duties were to provide workshops, maintain a website, do one-on-one trainings, coordinate Flex Day activities and chair the SLO Committee meetings.   In 2012, release time totaled 40% for two faculty members. The College used an in-house process to collect and store SLO assessment data, but this situation resulted in data sometimes being lost and difficulties retrieving prior year information. To address the issue of gathering

and storing SLO assessment data, efforts were made to identify an adequate and user-friendly reporting tool; this was accomplished in summer 2012 with the implementation of TracDat, which allows faculty to track assessment of course-level SLOs and re-assess after improvements have been implemented. [material deleted]

As reported by the College in Annual Reports to ACCJC over the past several years, approximately 75% of active courses have had SLOs since at least 2009, but ongoing assessment has been lagging.   A higher percentage of student service programs (approximately 85%) have had SLOs and/or Service Area Outcomes and ongoing assessment. However, until the planning structure was in place, the results of SLO assessment had not been clearly linked to improvement and resource allocation.

The College's planning structure (see Recommendation #1) now fully integrates the SLO assessment cycle. Each instructional department must complete an Annual Area Plan (some departments may choose to complete a joint plan if they are related, such as Life Sciences). The revised Annual Area Plans, which were beta-tested in spring 2012, specifically ask for a summary of assessment of SLOs and use of results for planning and improvement purposes. The document then requires the writers to identify Initiatives for the year with rationales using SLO assessment results and other relevant data. Finally, the writer must report on the status of previous Initiatives (which were ideally based on an analysis of SLO data) (Ex. 77). The clear connection of SLO assessment results to college priorities and resource allocation ensures continued engagement in the planning process by faculty.

Post-2012 Developments in the Overall SLO Program

Faculty have continued the practice of assessing SLOs for every course every semester (except summer session), and all the assessments are recorded in TracDat for easy retrieval. Deans follow up after each semester to encourage compliance. Starting in 2014-15, a few changes have taken place:

- Instead of release time for SLO coordinators, the faculty co-chair (with the Director of Research and Planning) of the SLO Committee receives a stipend for her work. In addition, the SLO Committee reports to the newly-formed Faculty Excellence Committee, which oversees professional development for faculty. Since the college would like to sustain SCQI level for SLOs, the next step is to use the results of assessment to implement changes to improve assessment results – thus "closing the loop."

- Mandatory dialogue on Flex Days was discontinued. Instead, faculty (both full- and part-time) can receive flex credit for meeting and discussing SLOs. Full-time faculty also receive an automatic 6-hour credit for participating in SLO assessment while part-time faculty can receive paid flex time.

- In January 2014, the Flex Day was devoted to general education, with a focus on student learning outcomes for general education courses. Faculty met in cross-disciplinary groups to discuss the value of the GE outcomes developed by the college. The college also participated in the Lumina DQP project, through ACCJC, and created dialog about GE outcomes college-wide; it received a letter of recognition for its work (Ex. 78).

Course-Level SLO Assessment

In fall 2011, the visiting team confirmed that approximately 78% of active courses had SLOs that were being assessed. In February/March 2012, in an effort to achieve full compliance with Recommendation #2 and the Commission's rubric, the interim VP of Academic Affairs, with the support of the Superintendent/President, informed faculty that any course taught in spring 2012 would have to (1) have at least one SLO and (2) report assessment results shortly after the end of the semester. Faculty assignment to specific courses for the subsequent fall was dependent on having completed the SLO assessment for the course the previous spring. This directive had the full support of the faculty SLO Coordinators and the SLO Committee. As of June 2012, only one course taught in the spring was not assessed for SLOs. The success of this initiative was carried forward to apply to summer and fall 2012 courses.

Starting in fall 2012, faculty accessed their own SLO assessment results using the TracDat system. When they complete Annual Area Plans and Program Reviews, they use the same software system and will summarize SLO assessment results to support their planned Initiatives.

As of October 2012, 83% of courses offered in any semester, including summer, had ongoing SLO assessment and the results are reported in TracDat for use in subsequent planning documents such as Annual Area Plans and Program Reviews. Because active courses are offered on a two-year rotation, some courses were not offered in the last two semesters and therefore have not been assessed yet. Further guidance about this process is in the Shasta College Learning Outcomes Handbook, which was disseminated in September 2012 (Ex. 79).

Post-2012 Developments for Course-Level SLOs

In the most recent annual report to ACCJC, the college reported that 87% of courses have ongoing SLO assessment (over the past year, course repetition restrictions in California led to the creation of many additional courses, and most of these have not been offered or assessed yet) (Ex. 80). The SLO Committee recently committed to continuing the assessment of every course every semester rather than moving to a two- or three-year cycle (Ex. 81). In the response to Shasta College's SLO Special Report, ACCJC noted that the college solidly meets the expectations of effective practice (Ex. 72). The college's SLO project has now shifted to use of the assessments gathered in TracDat to make changes in the classroom or in student support services to improve student learning, using increased flex time and other means. In addition, the resource allocation process continues to include student learning outcomes

support as one criterion when determining resource priorities (Ex. 52). In addition, the SLO Committee has taken on the task of assisting individual faculty who come forward for assistance in revising or creating SLOs.

Program Learning Outcomes (PLOs) Assessment

When the accreditation team visited Shasta College in fall 2011, it reported that 18% of programs had well-defined learning outcomes. In spring 2012, faculty were informed that all instructional programs resulting in a degree or certificate, as well as the Foundational Skills program, were required to develop PLOs for inclusion in the 2012-2013 catalog. As a result, every program listed in the current catalog has PLOs identified and published.

Assessment of PLOs (which had begun prior to the new planning process) took place in fall 2012 for inclusion in the first round of Program Reviews using the new Integrated Planning Cycle. Approximately half of the instructional programs that result in a degree or certificate prepared Program Review documents in fall 2012, while the other half participated in fall 2013. Each instructional program, then, will complete a Program Review every two years. The revised forms, which have been approved by College Council and the Academic Senate, focus on PLO assessment; implementation of changes based on assessment results; and evaluation of previously implemented changes. Thus, the entire PLO assessment cycle is incorporated into the new Program Review process (Ex. 82).

Faculty receive instruction and assistance in completing PLO assessment and the Program Review forms from a variety of sources. First, a new set of instructions has been developed using feedback gathered in spring 2012 from several beta-testers (see Ex. 45).   The revised Shasta College Learning Outcomes Handbook, which was posted in September 2012, contains a section describing various ways to assess PLOs and answering common questions about the process. Finally, the researcher conducts trainings in PLO assessment for any interested faculty.

Post-2012 Developments in PLO Assessment

In the most recent annual report to ACCJC, the college reported that 77% of college programs have ongoing assessment of program learning outcomes (PLOs) (Ex. 80). In some cases, programs (such as Associate Degrees for Transfer) are too new to have started assessments. All programs must assess PLOs as part of the bi-yearly Program Review process. As mentioned in the section of this report about integrated planning, the current challenge with PLOs is to have an oversight process that evaluates PLO information provided by the programs (see above). The Office of Research and Planning has also made an effort to assist faculty in assessment of PLOs by providing links in TracDat to SLO assessment data that feeds into PLOs. As SLO statements are re-evaluated by faculty based on assessment results, PLO statements will undergo similar review with assistance from the SLO Committee.

General Education Learning Outcomes (GELOs)

In 2008, the College developed six GELOs representing general education areas. Faculty were asked to map courses to GELOs in that same year, and in August 2012, a flex session attended by approximately 60 faculty assessed how well students were meeting each GELO. This session resulted in summary documents from a variety of disciplines that evaluated how well the courses matched the GELOs, whether GELOs were met, and whether the GELOs themselves needed revision (Ex. 83).

Post-2012 Developments in GELO Assessment

As noted above, at the January 2014 Flex Day, faculty engaged in day-long discussion and activities related to GELOs. This day included a presentation by the statewide President of the Academic Senate about the importance of general education outcomes and a review of local GELOs by the Articulation Officer. The College continues to have a General Education Committee charged with overseeing assessment of GELOs, among other duties, and discussion continues about how to accomplish that project effectively and consistently. As noted above, the college examined its general education outcomes as part of its involvement in the DQP project, which led to greater awareness among faculty and students about GELOs and the methods for achieving them across campus.

Service Area Outcomes (SAOs)

As noted in the last team report, "[e]ach unit has developed Student Learning Outcomes (SLOs) and has utilized these, along with faculty and staff input and Service Area Outcomes (SAOs), to assess and improve the effectiveness of services for enhancing a supportive learning environment and supporting the pathway to student success" (p. 31).   It concluded that the College met the requirements of Standard II.B, including the student learning outcomes components (p. 34).   In 2010, an extensive program review of all student service areas took place, which included SLO/SAO assessment.   Using the new Annual Area Plan forms, all student service areas will report annually on SLO/SAO assessment results, and use those results to inform planned initiatives. In future years, these areas will evaluate any changes made as a result of SLO/SAO data.

Post-2012 Developments in SAO Assessment

In its last annual report to ACCJC, the college stated that 100% of all student service programs completed regular assessment of SAOs and used the results for improvement (Ex. 80).

Institutional Student Learning Outcomes (ISLOs)

Shasta College first identified ISLOs in 2005 through the Academic Senate. The Board of Trustees approved these ISLOs in October 12, 2005 (Ex. 84).

In December 2010, the College developed five College Goals, including "Student Learning and Growth." The Academic Senate, which assumed primacy in assessing this goal, decided to use the existing ISLOs, which led to the conclusion that the college-approved ISLOs were too vague to assess. Therefore, the Academic Senate took the lead in revising the ISLOs in February 2011; the revised ISLOs were approved by the Board of Trustees in June 2011 and appear in the college Mission Statement (Ex. 85). They are:

- *Critical Thinking*
- *Effective Communication*
- *Quantitative Reasoning*
- *Information Competency*
- *Community and Global Awareness*
- *Self-Efficacy*
- *Workplace Skills*

Because of the relatively recent approval of the ISLOs, they had not been assessed at the time of the last accreditation team visit in October 2011.

Post-2012 Developments in ISLO Assessment

At this writing, 100% of ISLOs have been assessed; the following is a report of how that was accomplished:

In Spring 2014, the Student Learning Outcomes (SLO) Committee agreed to conduct assessments of our Institutional SLOs using locally developed assessments for each of the seven ISLOs (Ex. 86). Faculty on the SLO Committee reviewed third party assessments such as the CCSSE and CLA; however, everyone agreed these instruments would be too costly and intrusive to classroom instruction. Therefore discipline faculty created their own assessments for each ISLO. In February we gave the assessments to 140 students to gather feedback on the instruments. Minor revisions were made to some items based on student input.

Faculty agreed to participate in a stratified random sample of face to face class meetings (sections) during the mid-semester of spring 2014. The research office randomly selected 173 sections to participate in one of the seven ISLO assessments. Each assessment required a student ID to allow the research office to match student characteristics to the SLO results. There were 2,204 unduplicated students with valid assessments from a total of 2,816 responses. Overall, 22% of students were assessed on at least one ISLO.

Research identified five student cohorts based on the number of units earned at the time of assessment. One cohort was first-time students (0 units earned, n= 1764). The remaining cohorts are based on units earned: 0.5 to 14.5 units (n= 2968), 15 to 44.5 units (n= 2858), 45 to 74.5 units (n= 1704), and 75 or more units earned (n= 794). Scoring was designed to

make results comparable across all seven ISLOs with a threshold of 75% as proficient for each assessment. Percentages were calculated by counting items scored correctly (skills-based) or rated high on a Likert scale divided by the total number of items per assessment.

The Critical Thinking assessment consists of ten multiple-choice scenarios testing students' ability to think critically. On this sample of students, the high score is 10 out of 10 possible points. During the pilot test, students suggested we re-arrange items to have an easier question first.

The assessment for Effective Communication consists of 23 statements asking students to self-report their level of confidence using a four-point agreement scale. Using 0 to 3 for the scale, the mean for all assessments is 2.16 (n = 411). This translates to "We know how to do this." Effective Communication has the highest outcomes compared to the other six ISLOs with 75% to 90% of students earning the equivalent of an A or B on the assessment.

The Self-Efficacy assessment has been used extensively at Shasta College in Foundational Skills courses. Students respond to 25 items on their level of confidence. The overall mean is 1.89 (n = 481). This translates to "We have some ideas but need more confidence."

The assessment for Information Competency combined student self-reported levels of confidence with ten skills-based multiple-choice questions. No student scored 100% on both types of questions; however a few students scored 100% on the scaled responses and a few scored 100% on the multiple-choice. Using the same scale as other assessments, the overall mean is 1.84. This translates to "We have some ideas but need more confidence."

The assessment for Quantitative Reasoning consists of 16 math problems with multiple-choice answers. Quantitative Reasoning has low outcomes compared to the other six ISLOs with 3% to 9% of students earning an A or B on the assessment.

The Workplace Skills assessment consists of 25 True-False statements. Students are given a choice of Unsure, which is always incorrect. Between 36% and 64% of students are proficient on this measure, depending on the cohort.

The assessment for Community & Global Awareness consists of 30 statements that students respond to using the following four-point scale: I was not aware of this before today (0). I was aware but would not participate (1). I would participate to learn more (2). I have participated and support others (3). Based on the scaled response the overall mean is 1.61 (n = 409). This translates to "We are aware but would not participate. Global Awareness has the low outcomes compared to the other six ISLOs with 28% to 34% of students earning an A or B on the assessment.

All seven assessments have good validity based on being faculty-developed and pilot tested. Critical Thinking outcomes are the highest of the seven ISLOs. Quantitative Reasoning outcomes are very low; fewer than 10% are proficient. Community & Global

Awareness outcomes are low with 28-34% proficient. Information Competency outcomes are moderate with 46-64% proficient. Workplace Skills outcomes are moderate with 49-64% proficient. Self-Efficacy outcomes are moderate with 52-62% proficient. Effective Communication outcomes are high with 75-90% proficient.

After reviewing these results in the SLO Committee, the members crafted a communication to the rest of the institution about the data and set up a structure for faculty groups to meet for further discussion about each SLO. Using the flex hours that were recently increased for all faculty, these groups will examine the data more closely in order to design both in-class and general institutional interventions to improve outcomes. Once the interventions are implemented, reassessment will take place. Our expectation is that these efforts will generate energy toward improving student outcomes and focus the campus culture around that improvement, not just among faculty.

Overall, Shasta College used innovative practices to develop cost-effective and sustainable processes to assess all seven Institutional Learning Outcomes. We have demonstrated faculty buy-in and support. The process has created more synergy and collaboration on campus around the topic of assessment as we begin to disseminate our results. We expect to see even more positive results on campus as we determine next steps to improve outcomes, especially for critical thinking and quantitative reasoning ,across the college.

On May 8, 2014, the SLO Committee reviewed the results of ISLO assessments and committed to forming task forces to work on areas of need (Ex. 87). In September 2014, Faculty Inquiry Groups for critical thinking (which will include Chico State faculty) and quantitative reasoning were identified (Ex. 88). With the addition in the 2014-2015 academic year of additional flex time and a Faculty Excellence Committee that oversees the SLO Committee, the expectation is that the student learning outcomes conversation, while continuing to stress assessment, will now focus on making improvements based on those assessments (Ex. 89).

Future Plans

- As noted above, the college will support Faculty Inquiry Groups working to develop plans to address deficiencies in student achievement of ISLOs.
- The College will continue to address the assessment of GELOs, currently reported at 45% in the last annual report to ACCJC.
- Assessment of course-level SLOs is strong, but the SLO Committee plans to work with individual departments to ensure that their assessments are meaningful to them as they plan for improvements in their areas. For example, the baseball and women's soccer programs recently came forward to ask for assistance in revising their SLOs (Ex. 88).
- At the College Council level, the connection of SLO results to resource allocation will continue to be strengthened.

RECOMMENDATION # 3

As a result of the comprehensive accreditation visit in 2011, Shasta College received the following recommendation relating to the program review process in the February 2012 letter from ACCJC (Ex. 4):

> *In order to achieve Sustainable Continuous Quality Improvement level in Program Review, the college should complete the development of its new Program Review process and implement a cycle of review for all areas of the college in order to adequately assess and improve learning and achievement, and institutional effectiveness [citations omitted].*

This recommendation echoed the Planning Agenda Theme the college had reported in its 2011 Self Study:

> *To continue to improve beyond the Standards, Instructional Council in collaboration with Academic Senate will develop systematic evaluations to assess the program review process by Summer 2012. This will ensure the findings are integrated more effectively into the comprehensive planning process in a way that demonstrates measurable impact on institutional effectiveness and student achievement and learning. (p. 38)*

Based on the Commission recommendation, the college revised its Program Review process and documented the changes as follows in the October 2012 Follow-Up Report:

Revision of Program Review Process

To fulfill Planning Agenda #4 in the 2011 Self Study, on August 4, 2011, the Instructional Council of Shasta College evaluated the existing program review process and agreed to take a one-year hiatus to develop a more effective program review process that is clearly linked to the integrated planning process and the proposed Educational Master Plan (Ex. 90). Revision of the process was intended to achieve several outcomes: a program review process that would be shorter, more frequent, tied to institutional planning overall, and "reviewed and used". Prior to the revision of the Program Review process in 2007, program review documents ranged from a few pages long to a maximum of 76 pages. While the revision was successful in adding more quantitative and qualitative information to reflect improvement in student learning outcomes and achievement, the documents submitted from 2008-2011 ranged from 236-683 pages, a size and scope (five years) that was determined to be unmanageable.

Additional limitations of the existing process included the lack of an Educational Master Plan with which to link Program Review goals, inconsistent identification and evaluation of data, and the absence of intrinsic value for the faculty. Instructional Council members identified several elements that would improve the process, such as providing uniform expectations but allowing for some flexibility, recognizing that, for instance, General Education[transfer] programs differ qualitatively from CTE programs (Ex. 91).

Substantial discussion took place at subsequent Instructional Council meetings on September 1, 2011 and September 15, 2011. Numerous elements of the existing and revised Program Review Process were discussed in these meetings, based on material from a 2011 presentation by the Research and Planning group entitled "Instructional and Student Services Program Review" (Ex. 92). A draft version of a revised program review process was submitted to Instructional Council by two members previously tasked with creating a template as an example.

A similar discussion about the existing program review process was held in Academic Senate on August 22, 2011, the initial meeting of the new academic year. The existing process was again described as "cumbersome and time-consuming, producing an overabundance of information and data that cannot be readily interpreted and utilized for planning purposes" (Ex. 93). Members of the Academic Senate Executive Committee identified faculty members to participate in an ad hoc committee to revise the program review process.

The ad hoc committee's initial meeting was September 14, 2011. A primary consideration for the committee was alignment with the Educational Master Plan as the major document which would give direction to these planning efforts. Additionally, the committee sought to ensure that the program review process continued in alignment with the Superintendent/President's goal to tie budget to planning.

As the ad hoc committee discussed a draft document, particularly in relation to Program Learning Outcomes, it became clear that including these learning outcomes in the existing Annual Updates and Action Plans did not fit well, since many of the disciplines were not actually "programs" according to some definitions of that term. In consultation with the SLO Coordinators, it was decided that it was essential to define "program," and that by aligning the definition with Title 5 (section 55002 "a series of courses leading to a degree or certificate" and basic skills), the result would be a parallel process of Program Review for those disciplines fitting this definition, and Annual Area Plans for all other areas (Ex. 94). A sub-committee composed of the Interim Vice President of Academic Affairs, the SLO Coordinators, the Director of Research and Planning, and the Academic Senate President worked specifically on the Program Review document. The existing ad hoc committee continued to work on the Annual Area Plan documents and process.

Between October 2011 and February 2012, both the Academic Senate and College Council reviewed drafts of documents and provided input to the ad hoc committee. The Annual Area Plan and Program Review Process and related templates were approved by College Council on February 7, 2012 (Ex. 95) and by Academic Senate on February 13, 2012 (Ex. 96). After these approvals, the documents were forwarded to the Superintendent/President for final approval.

Annual Area Plans and Program Review

The eventual conclusion, after the robust college dialogue described above, is that all areas of the campus complete Annual Area Plans which include the following:

- *Update on Quality and Success based on data*
- *Analysis of the data provided, identification of strengths, improvements needed, and external opportunities or challenges*
- *Identification [and analysis] of SLOs or SAOs, addressing how results will be used to improve student learning or services to students*
- *Description of Initiatives which contribute to an Institutional Objective and/or Goal (as delineated in the 2012-15 Strategic Plan and the Educational Master Plan), with rationale, responsible person, implementation timeline, and description of resource needs and estimated costs*
- *Consideration of four areas of resources (staffing, equipment or facilities, curriculum changes, information technology) for completing the items*

As previously mentioned, the definition of Program Review was modified to conform to Title 5, reflecting those programs which award certificates (mostly in the CTE areas), subject specific degrees, and Foundational Skills. The faculty in the academic disciplines and administrators, faculty, and classified staff in non-instructional areas generate Program Reviews every two years and Annual Area Plans every year. Appendices 1 and 2 of the Integrated Planning Manual contain the schedules for Annual Area Plans and Program Review completion (Ex. 97).

The research office provides data to the areas for both Annual Area Plans and Program Reviews. Faculty and deans have an opportunity to request additional data that they deem relevant to their areas. Faculty review the data to understand patterns in enrollment, retention, success, and student learning, and discuss this information with colleagues. In order for a program to obtain additional district resources, such as staff or technological support, these needs must be identified in either the Program Review or Annual Area Plan documents so that budget is clearly tied to planning. SLOs are reported in the Annual Area Plans while Program Learning Outcomes (PLOs) are reported in the Program Review. This ensures that both types of assessments inform planning and resource allocation.

On February 16, 2012, Instructional Council selected areas, including at least one CTE program, to go through a "beta" test in the spring 2012 semester to revise and improve the Annual Area Plan document and process. To incentivize participation in the "beta" test of the new process, a budget of $20,000 was allotted for implementation of the prioritized initiatives. Art, Communication Studies, Math, Life Science, Dental Hygiene, and Business submitted proposals for review, as did the non-instructional areas of Financial Aid and Transportation. Training was provided by the Director of Research and Planning who also provided the necessary data to the appropriate faculty and administrators. As with the Annual Area Plans, the Instructional Council asked for programs to volunteer to beta test this document as well. Program Reviews were completed for Associate Degrees in Business Administration (Management Concentration), Dental Hygiene, and Communication Studies (CMST). Annual Area Plans and Program Reviews were reviewed by Instructional Council, Student Services Council, or Administrative Services Council (depending on which council has oversight for the area) in March/April 2012, and forwarded to College Council. College Council reviewed all

Annual Area Plans on April 24, 2012. The discussion and rationales for the prioritized items are noted in the minutes, along with a extensive list of additional questions and issues to consider as the college continuously improves the Annual Area Plan process (Ex. 98). Several items were submitted to Budget Council for feasibility (verified costs, and/or additional information such as funding regulations, hidden costs, technology limits or impact, etc.). The feedback from Budget Committee was reviewed by College Council on May 8 and June 20, 2012 (Ex. 99) and a recommendation for funding various proposals was forwarded to the Superintendent/President after those meetings. Based on the prioritization by College Council and approval of the Superintendent/President, several Initiatives were allocated resources in the 2012-2013 budget.

<u>Implementation and Evaluation of Annual Area Plans and Program Review Process</u>

The Interim Vice President of Academic Affairs conducted a debriefing with faculty who completed Annual Area Plans on April 3 and 4, 2012. The Office of Institutional Research and Planning also conducted a survey soliciting feedback from the participants. The feedback from this debriefing, along with discussion at College Council, was used to modify and revise the Annual Area Plan and Program Review templates and instructions. Full implementation of the Annual Area Plan and Program Review processes occurred within all areas of the college for the fall 2012 semester in conjunction with the launch of TracDat. Programs completed Program Reviews based on a two-year Program Review cycle as outlined in Appendix 2 of the Integrated Planning Manual (Ex. 18).

Initiatives identified in the Annual Area Plans and Program Reviews are prioritized (if they require resource allocations) by the respective council, then forwarded to College Council for final development of the Prioritized College-wide Annual Action Plan. Initiatives not requiring resources are summarized as part of that plan. Allocation of available resources will follow the prioritization process. The process is outlined fully in the Integrated Planning Manual described in the response to Recommendation #1.

In 2013, the College conducted its first overall assessment of the integrated planning process, including the Annual Area Plan and Program Review component (the first comprehensive evaluation and improvement process took place after the beta-test in April/May 2012). Further evaluations are scheduled for 2015 and every three years thereafter. The results of the assessments provide the mechanism for revision and improvement of the process.

Post-2012 Developments and Future Plans

Shasta College believes it now has an ongoing, systematic and sustainable Area Plan and Program Review process in place for instructional, administrative and student services programs. The November 2012 visiting team noted that the Integrated Planning Manual provides "clear, detailed instructions" about preparing reports and the TracDat manual provides information about using that system (Ex. 7). A new matrix showing when Program Reviews are due was disseminated in August 2014 and is included in the 2014 Edition of the Integrated Planning Manual (Ex. 25). This fall, the new data sets for Program Reviews and Annual Area Plans have been provided to faculty, staff and managers (Ex. 100).

There have been a couple of adjustments to the content of the Area Plans and timelines. First, when ranking Initiatives, College Council made the decision to rank staffing requests separately, partly based on the ongoing v. one-time nature of the funding. This change was implemented in the 2013 Supplement (Ex. 21). Second, as mentioned earlier, a later timeline has been instituted starting in fall 2014 for completion of Program Reviews and Area Plans, taking into account the beginning of semester "busyness" as well as a more realistic expectation of when the lower councils can began ranking.

The November 2012 visiting team noted that "Shasta College should provide examples of institutional effectiveness reporting as part of its Midterm Report" (p.6). The college has completed two cycles of its planning process that starts with Area Plans and Program Reviews each fall. In the next three months, it will be compiling a report of the effectiveness of resource allocations made in 2013-2014 in assisting the college in meeting its goals (Ex. 101). A screen in TracDat was recently designed for purposes of this reporting (Ex. 102). As this process will primarily address effectiveness of resource allocations to support Initiatives identified in Area Plans, a similar process will be put in place to examine the results of Program Reviews (see above comments at end of section on Recommendation #1). The intention at this writing is to develop a process to evaluate a selection of program reviews each year and provide feedback and support.

RECOMMENDATION # 4

The final Planning Agenda Theme identified in the 2011 Self-Study related to decision-making:

Under the leadership of the Superintendent/President, the President's Cabinet will ensure the development, revision, and implementation of written policies and procedures that delineate decision-making processes by Fall 2012. These policies and procedures will clarify the roles and responsibilities of the Board of Trustees, Superintendent/President, and participatory planning and shared governance committees, and will align with the planning process and be communicated clearly. This ensures that Shasta College will continue to improve the understanding of the way in which decisions are made by all the College's constituency group (p. 39).

The 2011 visiting team reiterated this theme in its Recommendation #4:

In order to improve upon the integrated institutional planning and participatory governance processes, the college should undertake a review of its governance committee structure and functions and communicate to all college constituents the results of this review [citations omitted].

As a result of the 2011 visiting team's Evaluation Report, the Commission directed Shasta College to provide a Follow-Up Report in October 2013 (Ex. 4). In that Follow-Up Report, the college gave the following description of the resolution of that deficiency:

The final issue identified by the [2011] visiting team was lack of clarity in the governance committee structure and decision-making process. As noted in the team report, "it is difficult to determine how the various groups are aligned, and how decisions are ultimately made" (p. 49). Furthermore, "[i]t was clear to the team that most employee groups have a limited understanding and awareness of participatory governance and the role they play in decision-making" (p. 51). While the college had posted descriptions and by-laws of many of its committees, it did not have a clear reporting structure or a manual that described the roles of various committees. As a result of the creation of the Integrated Planning Manual, the roles of several committees, particularly College Council, were clarified, and the final step was to develop a Participatory Governance Manual that would be given to all employees and followed when making participatory governance decisions at the college.

On November 8, 2012, the Follow-Up Visit took place at the college. The team heard testimony from several employees about the progress on the participatory governance manual and viewed the results of the 2012 Campus Climate Survey, noting in its subsequent report that:

[t]he college has taken initial steps toward addressing Recommendation #4, based upon documentation of improvements in the college's governance committee structure, an increase in the number of well-informed faculty and staff, and a general observation of

satisfaction among the college constituencies that institutional planning and participatory governance processes are working. (Ex. 7)

On February 11, 2013, Shasta College received an action letter from the ACCJC that removed the college from Probation and reaffirmed accreditation. As part of that letter, the Commission requested that the college prepare a Follow-Up Report demonstrating full resolution of Recommendation #4 from the Commission Action Letter dated February 1, 2012:

> *In order to improve upon the integrated institutional planning and participatory governance processes, the college should undertake a review of its governance committee structure and functions and communicate to all college constituents the results of this review. (Ex. 4)*

The following is from the October 2013 Follow-Up Report:

History of Governance Committee Structure Review and Communication of Results

Based on the results of a comprehensive Faculty and Staff [Campus Climate] Survey conducted in November and December 2010, the college realized that knowledge about and confidence in its governance committee structure were deficient (Ex. 103). The first step to remedy this issue was the creation of the Integrated Planning Manual, which described the roles of different governance committees and the processes for planning and resource allocation. In the manual, the College Council, Instructional Council, Administrative Services Council and Student Services Council have clearly defined roles and responsibilities (Ex. 104).

In order to guide review of the governance structure, an Institutional Objective was included in the 2012-2015 Strategic Plan which states: Evaluate and document the participatory governance structure. The Responsible Administrator for this Objective is the Superintendent/President; the three Activities are (1) to evaluate and revise the structure and decision-making processes, (2) create a decision-making handbook, and (3) educate the college community (Ex. 105).

To begin work on this Institutional Objective, a Faculty and Staff [Campus Climate] Survey was administered in September 2012 to determine whether the issues highlighted in 2010 still existed. The survey was substantially the same as the survey administered in fall 2010. Over the course of about two weeks, 333 employees completed the survey (comparable to 2010, when 307 employees completed the survey), representing all constituencies of the college. The results of the survey were reported to College Council on September 11, 2012 (Ex. 106), and were made available to the entire college community by posting them on the Planning Documents page of the college website (Ex. 107).

College Council reviewed the results of this survey with the following observation: Overall, respondents expressed more confidence in and optimism about the planning and governance processes at the college than in 2010. A greater number reported awareness of the mission statement, strategic plan, and participatory planning, which is likely a result of increased efforts

in communication during the development of the Educational Master Plan, 2012-15 Strategic Plan, and the Integrated Planning Manual over the past year.

In particular:

- *96% were aware of the mission statement, compared to 86% in 2010;*
- *91% were aware of the strategic plan, compared to 69% in 2010;*
- *83% were aware of the participatory planning process, compared to 65% in 2010;*
- *83% agreed that Shasta College encourages discussion and communication throughout the college community, compared to 54% in 2010;*
- *75% were satisfied with their opportunities to participate in key institutional decisions, compared to 50% in 2010;*
- *84% believed that the planning cycle is complete and comprehensive, compared to 51% in 2010; and*
- *89% believe that instructional planning results in continuous improvement, compared to 68% in 2010.*

Some of the results from the 2010 survey that the visiting team had mentioned as problematic had improved substantially by the time that the 2012 survey was administered. For example, while only 36% of classified staff felt they had a voice in participatory planning in 2010, 71% felt they had a voice in 2012 (along with 72% of full-time faculty). In answer to a question about feeling "empowered to actively participate in creating and implementing innovation," the percentage of full-time faculty who agreed rose from 41% in 2010 to 74% in 2012 while the percentage of adjunct faculty increased from 43% to 77%. Full-time faculty also agreed in greater numbers in 2012 that they had an equitable role in "governing, planning, budgeting and policy-making bodies" – 66% compared to 38% in 2010. Answers in the 2010 survey indicated confidence that the new President would provide more transparent and effective decision-making, an expectation that was confirmed by the 2012 results.

After College Council reviewed the survey results in October, oversight of the preparation of a participatory governance manual was assigned to the Vice President of Student Services (Ex. 108). He reported to College Council that some models of committee structures at other colleges had been examined, and College Council assigned a subcommittee of the VP of Student Services, a faculty member and a classified staff member to draft an initial diagram of the governance structure for the next College Council meeting. That initial diagram came back to College Council on October 9, 2012, at which time Council members suggested some improvements and questions to consider. A few more members were also appointed to the subcommittee (Ex. 109).

As the Superintendent/President represented to the Commission in January 2013, the college intended to complete a participatory governance manual in spring 2013.   Work continued through spring 2013, with progress reports to College Council on January 29, 2013 (Ex. 110), and February 26, 2013 (Ex. 111). At the February meeting, a timeline for completion was presented. Along the way, various pieces were added to the manual, such as an overview of

decision-making, organizational charts and pertinent Board policies and procedures. In March and April, versions were disseminated throughout the college for feedback (Ex. 112).
On April 22, an official draft was presented to the Academic Senate, which reviewed it and made suggestions for changes (Ex. 113). The draft, with changes incorporated, was approved by the Senate at its meeting on May 13, 2013, with the addition of relevant policies and procedures as an Appendix (Ex. 114). On May 21, College Council approved the final draft (Ex. 115), which was presented to the Board of Trustees on June 12 as an information item (Ex. 116).

In order to inform the entire college community about the manual, the Superintendent/President included it in his Flex Day presentation (Ex. 117) and it was posted on the Planning Document webpage under "About SC." In addition, 375 hard copies were produced and distributed to college employees.

Institutional Objective 4.3 in the 2012-2015 Strategic Plan is to "[e]valuate and document the participatory governance structure," including educating the college about the process. To meet this objective, the College is making a concerted effort to integrate use of the Participatory Governance Manual into its decision-making and planning processes, just as it has with the Integrated Planning Manual. As stated on page 5 of the Participatory Governance Manual, College Council will be responsible in collaboration with the Superintendent/President for recommending revisions of the manual, thus ensuring periodic review and improvement.

Conclusion

The Shasta-Tehama-Trinity Joint Community College District has fulfilled Recommendation #4. Input was received from the college community in fall 2012 about their understanding of and their opinion of the governance structure's effectiveness, and College Council communicated the results of the review. The 2012-2015 Strategic Plan explicitly includes activities to ensure that the next step of making improvements to the governance process occurred. A Participatory Governance Manual has been completed using campus-wide dialogue and review, and has been distributed throughout the District. Based on these actions taken to review the governance structure and communicate results to the college community, Shasta College has fully addressed the concerns expressed in Recommendation #4.

Post-2013 Developments and Future Plans

The college has been using the Participatory Governance Manual since its approval in May 2013. It has proven to be an indispensable tool for explaining how and where decisions are made, and fewer disputes have arisen in the past year about decision-making processes because the manual provides clarity about everyone's roles and responsibilities. Because there have been changes in the Organizational Charts that are included in the manual, as well as the addition of some committees such as the Faculty Excellence Committee, the manual will be revised and redistributed by May 2015.

In the most recent Campus Climate Survey, completed on September 19, 2014, answers related to participatory governance are as follows (percentages reflect that number of respondents choosing "Agree" or "Strongly Agree" divided by the total number expressing any opinion – "Don't Know" and "No Opinion" responses were excluded):

- 78% reported being satisfied with opportunities to participate in decisions (an increase of 3.6% since 2012).
- 93.3% expressed familiarity with current institutional goals (an increase of .5% over 2012);
- 78.1% agree there is a clear connection between planning, budgeting and allocation of resources (an increase of 5.8% since 2012);
- 81.1% know how to provide input into the planning process (compared to 83.7% in 2012);
- 75.7% agree that the current committee and planning structure provides for effective participation in decision-making (essentially the same as 2012 at 75.8%);

Areas of concern include a decrease in those agreeing that they are even aware of the planning process (79.2% compared to 82.3% in 2012) and a decrease in those feeling that they have a voice in the participatory planning process (65.7% compared to 70.2% in 2012) (Ex. 131). The college will be examining the results by employee group in order to design interventions.

Self-Identified Issues

As previously noted, Shasta College identified seven Planning Agenda Themes in its 2011 Self-Study. Five of these were also identified as areas of deficiency in the February 2012 letter from ACCJC (Ex. 4) and thus already have been addressed in this Midterm Report. The remaining two are addressed below.

Improving Dialogue

The 2011 Self-Study included the following Planning Agenda Theme:

1. *Improvement of Institutional Dialogue*

The Superintendent/President will ensure that a systematic evaluation of current channels and modes of communication is completed in order to identify gaps and work to bridge them. This will broaden and enhance the College's existing collegial dialogue. Effective communication and self-reflective dialogue are essential to student success, institutional effectiveness, and proper execution of all our planning agendas. The goal is to disseminate complete and consistent information to promote continuous improvements to a transparent culture that fosters higher engagement where all stakeholders are well-informed and understand how to participate in the institution's processes.

Based on evaluation since 2011, Shasta College has improved dialogue across the institution in a variety of ways using multiple means. The primary means of reaching all constituents, both internal and external, students and staff, is the website. Additional committees have been created to stimulate dialogue and understanding across` campus as well, and the Superintendent/President has taken steps to interact more frequently and effectively with members of the college. According to the 2014 Campus Climate Survey, 80.8% of employees who expressed an opinion believe that Shasta College encourages discussion and communication throughout the institution (Ex. 131).

A. Website

In 2007, Shasta College decided to upgrade its website and hire a new position, Webmaster, to manage the website. The college went through extensive analysis, design, planning, and training phases from the time the Webmaster was hired on June 29, 2007 until January of 2009. The new website, based on the Ektron CMS400 content management system ("CMS"), was implemented on January 5, 2009. CMS allowed the college to centrally manage and maintain the website in a uniform and consistent manner, while still providing autonomous access by division and department editors to add and update content on their respective websites.

After the Webmaster position was vacated in 2009, Shasta College decided to create a new position, Web Specialist, in 2011 with a higher pay range in order to recruit an experienced and qualified staff member to replace the old Webmaster position and manage the website. The Web Specialist position was filled on June 29, 2011.

In early 2012, the college decided to upgrade the website and switch to a new content management system, Microsoft SharePoint ("SharePoint"), in anticipation of implementing a new MyShasta portal and also due to rising costs and functionality issues. SharePoint performs the same service at a fraction of the cost of the prior system and is easier to use and manage. Another factor was that SharePoint is the same technology used by Ellucian (formerly Datatel) for the new MyShasta portal. From a resources and integration perspective, it made sense to consolidate the technology behind the main Shasta College website and the MyShasta portal.

However, the college faced an enormous task of converting from one content management system to another (i.e. CMS to SharePoint). Manually moving tens of thousands of web pages, documents, and images was not a feasible option. Consequently, a consultant was contracted in April 2012 to assist the Web Specialist in developing a custom automated conversion program. Over the next twelve months, the college went through the same phases as in 2007 to prepare for the new website launch, which occurred on April 27, 2013.

The website also has a new, modern design and search engine that makes it easier for students and college employees to navigate and find information.

Since the Shasta College, MyShasta, and SC Online websites impact virtually everyone who is associated with Shasta College, the Web Specialist initiated an informal Website Committee in January 2012. The purposes of the committee are as follows:

- Provide a forum to discuss new ideas for the website with input from administration, faculty, and classified staff, and students.

- Provide a review and approval panel for certain requested changes to the website, especially the home page, which must finally be approved by the President's Office.

Future Plans Related to the Website

Website Software Upgrade (SharePoint 2013)

Since the launch of the new website, a major new version of the software, SharePoint 2013, has been released. The new version provides many worthwhile enhancements and new features so the plan is to upgrade some time in 2014.

New Website Design (Mobile Device Friendly)

As mobile devices become the majority viewer of the Shasta College websites, a new website design will be necessary to auto-adapt to smaller mobile device screen sizes. The new design

will include easier navigation, eliminate zooming and scrolling, and provide an overall better viewing experience. The new design will be implemented with the SharePoint 2013 upgrade project.

New Website Search Feature (A.S.K.)

Although the current SharePoint-based website has an improved search feature, it can still be difficult sometimes for students (and employees) to find information or answers to their questions. One reason for this is that all of the information is created and stored on the website by individual divisions and departments in an organizational, hierarchical structure, which may be challenging for students to navigate unless they know the college's institutional terminology and structure. The website's search feature transcends the college's structure, but not necessarily the terminology, and therefore may not always provide the answer to the students' questions on the first attempt, which may be frustrating as they navigate through dozens of web pages and documents that may not be precisely relevant.

To alleviate this issue, an additional search feature will be added to the website that will allow students (and employees) to ask questions in natural language (e.g. "How do I register for a class"), that will match to answers that college staff will input into the "FAQ" database behind the search feature. The new search feature, called A.S.K. ("Ask Shasta Knight"), will be available for all college divisions to input questions and answers continually so that students can always get the most current answers and information. The timeframe for implementation is Fall 2014.

Other Projects (Personalized User Experience)

In addition to a new Online Student Orientation launched in fall 2014, other projects are in the works to provide a more personalized user experience on the college's websites. In addition, the college is working to have an interactive student education planning feature available to all students.

B. Committees/Working Groups

Along with the new website committee mentioned above, the college created a few more committees to increase communication within the institution. Some examples are the Research Committee, which reviews research needs and recommends priorities linked to college goals (Ex. 118), and the Student Success Committee (Ex. 119). Like College Council, most committee meetings are open to the college community and documents are posted on the website. Informal groups, like the Faculty Inquiry Groups mentioned above, also function to increase communication.

C. Superintendent/President's Efforts to Improve Communication

In his three years as Superintendent/President, Dr. Wyse has communicated with the campus community regularly in person and via email. Each semester, he delivers a State of the College address to all of the employees at Inservice (or Flex) Day; topics covered include enrollment,

accreditation issues, and the budget (Ex. 120). He also sends out frequent emails about important events or developments that affect college constituencies (Ex. 121).

Dr. Wyse's hallmark is an open-door policy as well as visibility at the main campus and at the Extended Education sites, especially Tehama. He makes daily efforts to attend campus events, drop in on classes and interact with both staff and students. The Campus Climate Survey in 2012 and 2014 confirmed that employees find the Superintendent/President accessible and responsive (Exs. 122 and 131).

Future Plans to Improve Communication

Along with continuing the efforts described above, some future plans include:

- More consistent and timely posting of minutes and agendas from various committees
- Incentives for faculty to build individual webpages to facilitate communication both internally and with students
- Encouragement to managers to communicate regularly via email or newsletters. Some existing examples are the Student Services newsletter (Ex. 123), weekly emails to all faculty and deans from the Vice President of Instruction (Ex. 124), and the periodic update from the Dean of Enrollment Services (Ex. 125). The college also distributes a weekly newsletter of events and reminders to all employees via email (Ex. 126).

Culture of Evidence

As noted in the 2011 Self-Study, Shasta College described a plan to:

Facilitate broad based dialogue that leads to collective understanding of the meaning of institutional data and applied research, assures data integrity, and increases the use of student achievement and survey data in order to ensure that improvement in student learning is a priority in all practices and structures across campus. The Director of Research and Planning will take the lead on providing timely, accurate and relevant data.

The Director of Research and Planning position was vacant from July 2010 through February 2011, a situation which delayed assessment and dissemination of data. A Director was hired in 2011 and continues to work at the college.

Post-2011 Developments in Creating a Culture of Evidence

Use of data has continued to increase college-wide since 2011. The Director of Research and Planning sits on eleven participatory committees as a resource or ex officio member including: Accreditation Steering Committee, College Council, Enrollment Management, SLO Committee, Student Equity Committee and Vocational Technical Education (VTEA)/Perkins. His participation brings data to the forefront of discussions and raises the awareness of institution-

set standards, college performance and accountability. The director also presents the Student Scorecard to the Board of Trustees annually (Ex. 127).

The Director of Research and Planning participates in developing effective rubrics for ranking proposals (or initiatives) in the planning process from VTEA/Perkins to the Resource Allocation Rubric mentioned previously. The research office provides customized data sets each September for Annual Area Plans and Program Reviews with student headcount, student success and other outcome measures for every course and program including student services (Ex. 100). The office also conducts several surveys each year including faculty and staff surveys, student surveys and focus groups (Ex. 128).

One of the most recent dissemination techniques for evidence has been the Research webpage, where documents and assessment results applicable to the whole college are posted (Ex. 129). At present, the Research Committee is developing a policy governing what information should be posted. Most recently, a study on persistence was posted, and the results were discussed at College Council (Ex. 130) and the Deans' Meeting. At the August 2014 Flex Day, the Superintendent/President also challenged the college as a whole to take action to increase persistence rates (Ex. 120).

Participatory governance committees regularly examine, discuss and act upon data. Some other examples of committees that focus on data are:

- Student Equity Committee
- Student Learning Outcomes Committee
- Enrollment Management Committee

On a different level, each identified Area at the college receives Area Plan data sets each fall so that they can develop Area Plans (now due each November). Area Plan data sets for academic disciplines include information about enrollment, success and completion (Ex. 100).

Future Plans to Strengthen the Culture of Evidence

- Finalize annual research agenda that incorporates all annual surveys and other data-gathering efforts
- Continue to update annual Fact Book
- Highlight evidence of student learning at Inservice Days and other college meetings
- Revise rubrics and conduct norming sessions as needed

Substantive Change in Progress, Pending and Planned

Shasta College has no substantive changes in progress or pending. It has one change planned:

Approval of Additional Programs that are Offered 50% or More through Distance Education

The last Substantive Change relating to programs offered through distance education was submitted in 2010; since then, as more courses have been approved for distance education, the number of programs that can be completed fully or partly online has increased. The college anticipates submitting this substantive change proposal in spring 2015.

List of Supporting Evidence

Exhibit #	Document Name
01	Accreditation Steering Committee Agenda dated October 7, 2013
02	College Council Minutes dated September 16, 2014
03	2012-2015 Strategic Plan
04	ACCJC Letter dated February 1, 2012
05	Follow-Up Report dated October 15, 2012
06	Follow-up Report dated October 15, 2013
07	Follow-up Visit Team Report dated November 2012
08	College Council Minutes dated February 21, 2012
09	Academic Senate Minutes (Item 5d) dated February 27, 2012
10	Board of Trustees Minutes dated September 12, 2012
11	College Council Minutes (Item f) dated June 20, 2012
12	Flex Day State of the College PowerPoint Presentation dated August 17, 2012
13	Flex Day Program Integrated Planning Cycle Breakout Sessions, August 17, 2012
14	College Council Minutes (Item d) dated August 21, 2012
15	Academic Senate Minutes (Item 5c) dated September 10, 2012
16	Board of Trustees Retreat Minutes (Item 6) dated August 25, 2012
17	Board of Trustees Minutes (Item 9.2) dated September 12, 2012
18	Shasta-Tehama-Trinity JCCD Integrated Planning Manual
19	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 29
20	College Council Minutes dated September 3, 2013
21	2013 Integrated Planning Manual Supplement
22	College Council Minutes dated September 17, 2013
23	College Council Minutes dated May 6, 2014
24	Management Group Agenda dated July 29, 2014
25	2014 Integrated Planning Manual Supplement
26	College Council Minutes dated September 20, 2011
27	College Council Minutes dated December 6, 2011
28	College Council Minutes dated February 21, 2012
29	College Council Minutes (Item b) dated April 17, 2012
30	College Council Retreat Minutes dated May 4, 2012
31	College Council Minutes (Item e) dated August 21, 2012
32	Board of Trustees Minutes Excerpt (Item 9.2) dated October 10, 2012
33	Educational Master Plan 2012-2030
34	College Council Minutes (Item a) dated May 8, 2012
35	Board of Trustees Minutes (Item 9.1) dated June 13, 2012

Exhibit #	Document Name
36	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 11
37	College Council Minutes (Item e) dated June 20, 2012
38	Strategic Plan Progress Report dated October 2013
39	Strategic Plan Update dated May 2014
40	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 14
41	College Council Minutes dated August 19, 2014
42	College Council Minutes dated September 16, 2014
43	College Council Minutes dated April 24, 2012
44	Feedback from Beta Test Groups on Annual Plans and Program Review and June 2012 Survey Results
45	Annual Area Plan and Program Review Process TracDat User Manual
46	Academic Senate Minutes dated September 22, 2014
47	Administrative Procedure 7210 – Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions
48	Shasta-Tehama-Trinity JCCD Planning Manual excerpt
49	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 22
50	2013-14 Initiatives
51	2014-15 Initiatives
52	Resource Allocation Rubric
53	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Pages 20-21
54	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 35
55	2013 Integrated Planning Manual Supplement
56	College Council Minutes dated May 22, 2014
57	Integrated Planning Manual 2013 Supplement, Page 27
58	College Council Minutes dated August 19, 2014
59	Perkins Rubric
60	Perkins Committee Minutes dated September 14, 2012, September 20, 2013, and March 7, 2014
61	Instructional Council Minutes dated September 18, 2014
62	Shasta-Tehama-Trinity JCCD Integrated Planning Manual, Page 8
63	College Council Minutes dated March 18, 2014
64	Board of Trustees Minutes dated July 9, 2014
65	Enrollment Management Plan
66	Facilities Master Plan
67	Planning Matrix
68	College Council Minutes dated August 19, 2014
69	Integrated Planning Manual 2014 Supplement
70	College Council Minutes dated August 19, 2014
71	Strategic Plan Update email dated May 14, 2014

Exhibit #	Document Name
72	SLO Feedback Report dated September 3, 2013
73	Academic Senate Minutes (Item 4C) dated April 25, 2005
74	Memorandum of Understanding with Faculty Association – 2008
75	Memorandum of Understanding with Faculty Association – December 2011
76	Academic Senate Minutes dated January 28, 2008, and February 11, 2008
77	Annual Area Plan Form
78	Degree Qualification Profile Letter dated May 30, 2014
79	Learning Outcomes Handbook
80	2014 Annual ACCJC Report dated March 28, 2014
81	SLO Committee Minutes dated March 20, 2014
82	Program Review Form
83	GELO Assessments
84	Board of Trustees Minutes (Item 10.2) dated October 12, 2005
85	Mission Statement Approved by the Board of Trustees on July 9, 2014
86	ISLO Assessment Instruments
87	SLO Committee Minutes dated May 8, 2014
88	SLO Committee Minutes dated September 11, 2014 regarding results
89	FEC (Faculty Excellence Committee) By-Laws
90	Instructional Council Minutes dated August 4, 2011
91	Instructional Council Minutes dated September 1, 2011
92	Instructional Council Minutes dated September 15, 2011
93	Academic Senate Minutes dated August 22, 2011
94	Academic Senate Minutes (Item 5a) dated February 13, 2012
95	College Council Minutes (Item c) dated February 7, 2012
96	Academic Senate Minutes (Item 5) dated February 13, 2012
97	College Council Minutes (Item b) dated June 20, 2012
98	College Council Minutes dated April 24, 2012
99	College Council Minutes dated May 8, 2012, and June 20, 2012
100	Data Set for Annual Area Plans
101	College Council Minutes dated September 2, 2014
102	TracDat Screenshots of Resource Allocation
103	2010 Faculty and Staff Survey Agreement Report
104	Shasta-Tehama-Trinity JCCD Integrated Planning Manual
105	2012-2015 Strategic Plan
106	College Council Minutes dated September 11, 2012
107	Planning Documents Web Page and Fall 2012 Faculty and Staff Climate Survey
108	College Council Minutes dated October 2, 2012

Exhibit #	Document Name
109	College Council Minutes dated October 9, 2012
110	College Council Minutes dated January 29, 2013
111	College Council Minutes dated February 26, 2013
112	March 15, 2013 Email Distributing Draft Participatory Governing Manual
113	Academic Senate Minutes dated April 22, 2013
114	Academic Senate Minutes dated May 13, 2013
115	College Council Minutes dated May 21, 2013
116	Board of Trustees Minutes dated June 12, 2013 and Participatory Governance Manual for the Shasta-Tehama-Trinity JCCD
117	Fall 2013 FLEX Day State of the College Address
118	Research Committee Description
119	Student Success Committee Bylaws
120	Flex Day State of the College PowerPoint Presentation dated August 5, 2014
121	President's Email Update dated October 10, 2014
122	2012 Survey Results
123	Student Services Newsletter for September 2013
124	Vice President of Instruction Five Things to Know Monday Email dated October 6, 2014
125	Enrollment Services Update dated August 25, 2014
126	News 2 Muse dated October 8, 2014
127	Student Success Scorecard
128	Surveys
129	Research and Planning Webpage
130	College Council Minutes dated August 19, 2014
131	2014 Campus Climate Survey