



Shasta College

**Accreditation
Follow-up Report**

**Submitted to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 2009**

**Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail
Redding, CA 96049-6006**

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Statement of Report Preparation

The District's Accreditation Co-Liaison Officers, the Vice President of Academic Affairs William Cochran, Ed.D., and the Dean of Economic and Workforce Development Brad Banghart, led the effort to prepare this Follow-up Report, working in collaboration with the Superintendent/President Gary Lewis and other College constituency groups.

This Follow-up Report is submitted in response to the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges, letter dated February 3, 2009 to the College Superintendent/President Gary Lewis. The Commission requested that Shasta College complete a Follow-up Report to demonstrate the institution's resolution of the recommendations noted in their letter. This Follow-up Report was presented to the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District at its March 11, 2009 Governing Board Meeting.



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

Follow-up Report Responses

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

Response:

In the report compiled by the site team, after the November 17, 2008 visit for the October 2008 Accreditation Special Report, the conclusion for Recommendation #1 reads as follows:

The college has moved from the awareness level to the proficiency level regarding institutional planning. It has met most of the requirements for the proficiency, but because it has not completed a full planning cycle, it has not analyzed or published results of self-evaluation, documentation assessment results, communicated quality assurance to appropriate constituencies, or assessed progress toward achieving goals over time. It has the procedure in place to complete the criteria for the proficiency level by early 2009. If the college continues to follow its established processes, it will be at the sustainable continuous quality improvement level in 2009.

As presented in the 2008 Accreditation Special Report and 2008 Mid-Term Report, Shasta College was in the final phases of completing a full planning cycle to achieve an integrated, on-going, broad-based institutional planning process that embodies the characteristics for sustainable continuous quality improvement, as referenced on the ACCJC "Rubric for Evaluating Institutional Effectiveness."

The college has continued its established processes and has completed a full planning cycle of the "Shasta College's Planning and Review Cycles," as illustrated in Figure 1. This illustration shows the component parts of the planning cycle – plan, implement, evaluate – at the program and the institutional levels, as well as the flow of information from program to institution then back to program. Based on the evidence presented in this Follow-up Report, the college has completed a full planning cycle and is at the Continuous Quality Improvement Level.

Because enough time has passed for a complete planning cycle to occur, the college now has evidence that it has analyzed and published results of self-evaluation and has documented assessment results. Additionally, the assessment of these efforts is resulting in continued quality assurance being communicated to appropriate constituencies and examples of assessed progress toward achieving goals over time is available. Three major initiatives completed by the college provide evidence that it is at the Continuous Quality Improvement Level for Recommendation #8: (a) completion of the 2009-2012 Strategic Plan, (b) implementation of the new program review process, and (c) implementation of the program assessment process linked to program review. These are examined in turn below.

A significant example of the result of integrated, broad-based planning at Shasta College is the development of the 2009-2012 Strategic Plan. This plan incorporated the lessons learned from the prior 2005-2007 strategic plan, used information from Program Review reports and Annual Report Updates and Action Plans, and involved communication across broad constituencies at the college. Specifically,

- The College Council reviewed and analyzed the college's progress towards the goals of the prior Strategic Plan. Members of the Council communicated the discussions of the Council with their constituent groups and brought the observations and comments back to the Council for further discussion. (Evidence: see Council agendas and/or minutes from 3/18/08, 4/1/08, and 4/15/08 meetings)
- The new program review process requires that each program submit an Annual Report and Action Plan to the College Council. The College Council reviewed and analyzed these Annual Reports and Action Plans which were submitted to the Council in April of 2008.
- The College Council viewed several presentations from the Vice President of Administrative Services concerning facilities planning and the budget and the budget committee activities. This provided the opportunity to integrate the

strategic plan goals within budget realities. (Evidence: See Council agendas and/or minutes from 3/18/08, 4/1/08, 9/2/08, 10/21/08, 11/4/08, 1/20/09 meetings)

- During the Fall 2008 semester, the College Council elicited input from constituent groups concerning the current issues facing the college. This information combined with the Council's own efforts led to the drafting of goals for the College and associated activities. Council representatives communicated these with their constituent groups, and brought back to the Council concerns of their constituents. For example, the faculty representatives solicited input from the Faculty Association and the Academic Senate and the classified representatives received input from CSEA members. A final set of strategic goals and activities were compiled to form the 2009-2012 Strategic Plan.
- The President's Cabinet reviewed the draft Strategic Plan, assigned responsible administrators and target dates for completion, thus, incorporating accountability into the plan. This occurred on 1/21/09.
- The Strategic Plan was shared with the Board as information on 2/14/09 since planning is a delegated function of the President's office.
- The Strategic Plan was disseminated in hard-copy to all managers, placed on reserve in the Library, and, more importantly, it was posted on the website at <http://www.shastacollege.edu/cms.aspx?id=3490> to allow anyone to access and read the plan.
- On February 19, 2009, the College Council evaluated the new Strategic Planning Process. This evaluation highlighted strengths and weaknesses of the new process. The Council is planning revisions to the process for the next strategic plan.

As can be deduced from the above summary of the development of the Strategic Plan, the college met the concerns mentioned under Recommendation #8. Results of the evaluation of the strategic planning process have been published in the College Council's minutes. The product of the process has been disseminated to various constituent groups with a documented plan for those responsible to shepherd each task in the strategic plan. This assignment of responsibility combined with required annual reports helps ensure that progress toward achieving the goals in the strategic plan will be assessed over time and that documentation of the assessment of results will occur.

An important component of the new strategic planning process is the new Program Review process for instructional, student services and administrative departments. Prior to 2008, program review at the college was a pro forma activity, and provided little explicit input into institutional planning. To make program review more relevant to the programs themselves as well as the college, a committee was convened to develop a new program review process. The committee was jointly formed by the Academic Senate and the administration. Membership was broad-based, including representatives from instructional areas and administrative departments. The old program review process was reviewed to identify those aspects that worked and those that did not. Program review processes at other institutions were also discussed to identify those practices that could be incorporated to improve the review efforts. A comprehensive program review process was developed. Comprehensive program reviews are now conducted every five years. To assure relevancy and allow for response to local conditions, annual updates are required that include assessment of progress-to-date toward meeting program goals, SLOs/SAOs activities, and an action plan to guide future progress on these goals. These annual plans facilitate a program's ability to track their progress to their stated goals, but also allow a program to assess whether or not the stated goals meet current needs or if mid-course corrections should be made. Annual reports include an action plan that specifies budget requirements necessary to fulfill goals, which also provides input into the budget planning process.

This year, programs in our Natural Resources, Industry and Public Safety division are the first to conduct a comprehensive review using the new procedures. At a recent College Council meeting (February 17, 2009), the Dean of that division presented on the process and provided some suggestions on how the review process could be modified. One area of concern was how quantitative data could be better understood before being incorporated into the review. As a result of this observation, the Office of Research and Planning will conduct a workshop for faculty coordinators responsible for writing the program reviews on what data are available and how best the data can be interpreted and used to inform the review activities.

As this summary of the new Program Review process demonstrates, the college is documenting the assessment of the results of the new process. The annual reports allow for the progress of achieving the goals in the program review to be assessed over time and helps communicate quality assurance to the various constituencies involved in the program under review.

Another example of planning and review at Shasta College involves Program Assessment that occurred during the spring 2008 annual Program Review process. Program Assessment is driven by Administrative Procedure AP 4020 that defines “early alert” criteria to identify programs that require specific attention due to low enrollment or high costs. Through the Program Assessment Committee (PAC), a program was identified as having problems with declining enrollment. The PAC formalized data, provided by the Office of Research and Planning, and reported to the program faculty and responsible Dean that the program met the early alert criteria. Discussions between the PAC, program faculty and Dean followed. Following the procedures specified in AP 4020, the program is now reviewing its efforts in recruiting and retaining students. As part of the continuous quality improvement of the Program Assessment process, the PAC recently reviewed the early alert criteria specified in AP 4020 and has recommended changes to the Academic Senate that will better integrate the process with ongoing program review, planning and review cycles. This short summary of Program Assessment provides additional evidence of the college’s commitment to follow its established processes for making sustainable continuous quality improvements.

The college also uses additional information for external sources in its self-assessment, review and planning efforts. One source of such information is the annual Accountability Report for Community College (ARCC). This information has been presented to the Board of Trustees annually as required by the legislation (most recently at the July 9, 2008 Board of Trustee meeting). However, the College has determined that the information could be used more specifically in institutional planning. Hence, a presentation of the draft ARCC 2009 report was made to the College Council (February 17, 2009).

Thus, Shasta College has demonstrated that it has moved beyond proficiency in its planning efforts and is now at the sustainable, continuous quality improvement for Recommendation #1. This is clear in that there are clear systematic evaluation and planning structures in place. There is dialogue about the planning efforts and an assessment of the success of the effort in attaining the goal of providing good information and good outcomes for planning. Such dialogue has motivated revision of some processes to assure improved alignment of program review and program assessment efforts. Information about educational effectiveness has been used by the College Council to inform planning efforts.



Shasta College's Planning & Review Cycles

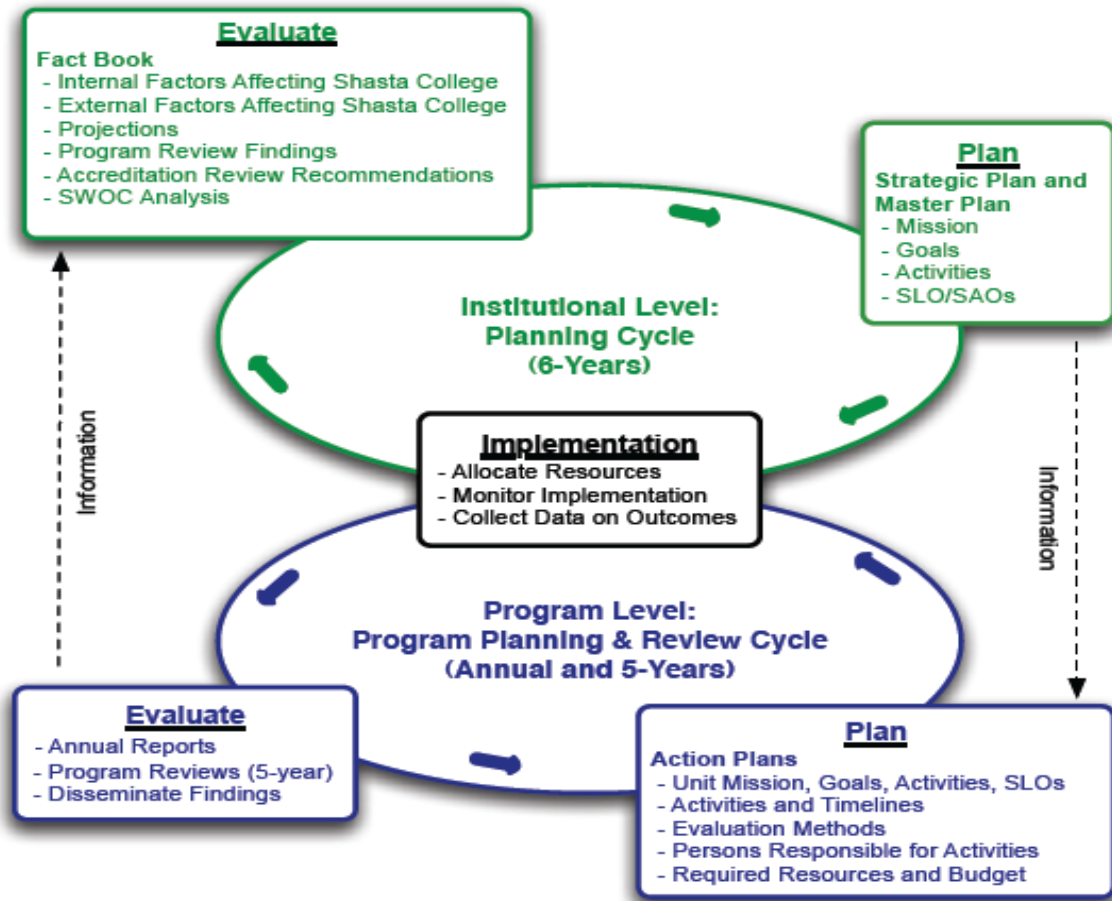


Figure 1

Evidence and Reference Materials

Accreditation Self Study 2005

Progress Report October 2007

Ad hoc Planning Committee Report

College Council Agendas, Minutes, and Documents

Budget Committee Agendas, Minutes, and Documents

Enrollment Management Committee Agendas, Minutes, and Documents

Technology Planning Committee Agendas, Minutes, and Documents

Facilities Planning Committee Agendas and Minutes

Academic Senate Agendas and Minutes

Program Review Models

2009-2012 Strategic Plan

Links

<http://www.shastacollege.edu/cms.aspx?id=292>

Accreditation: Progress Report, Accreditation Team Report, 2007

Special Report, Accreditation Team Report, 2008

Board Policy 4020 - Program and Curriculum Development

Administrative Procedure 4020 - Program and Curriculum Development

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan

Technology Plan

Program Review and Models

College Planning Framework

College Planning and Review Cycle

<http://www.shastacollege.edu/cms.aspx?id=1701>

Academic Senate Agendas and Minutes

Budget Committee Agendas and Minutes

Instructional Council Agendas and Minutes

Enrollment Management Agendas, Minutes, and Documents

<http://www.shastacollege.edu/cms.aspx?id=362&terms=research>

Quick Facts and Initial Planning Documents and Reports

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

Response:

In the report compiled by the site team, after the November 17, 2008 visit for the October 2008 Accreditation Special Report, the conclusion for Recommendation #6 reads as follows:

The college has completed the criteria for the developmental level regarding the integration of fiscal planning with institutional planning. It has completed most of the criteria for the proficiency level. As soon as it completes a full planning cycle, early 2009, it will have completed the proficiency level and be at the sustainable continuous quality improvement level in 2009.

Since the visit by the team in November 2008, the College completed a full planning cycle, surpassed the “Proficiency Level” of implementation, and currently embodies the characteristics for sustainable continuous quality improvement, as referenced in the ACCJC “Rubric for Evaluating Institutional Effectiveness.” The District now meets this requirement’s standards. This conclusion is based on the college’s implementation of continuous institutional and program planning and review cycles that are tied to the college’s participatory committee process (see responses to Recommendations #1 and #8, and see Figure 1 – Shasta College’s Planning and Review Cycles). The systematic evaluation process provides for an institutional distribution of information with ongoing review, evaluation and modification of the budgetary process to improve institutional effectiveness and efficiency not only for fiscal planning, but also for strategic and educational planning. The specific evidence that supports the district’s conclusion as stated above is:

- Full implementation of the District-wide Participatory Committee process, including the:
 - College Council
 - Budget Committee
 - Facilities Committee
- Implementation of the improved program review process

- Full integration of the new Participatory Committees with existing planning committees and processes (e.g., Technology Planning, Matriculation)

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

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

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

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

The College Council used the input from the Budget Committee in the development of the College's 2009-2012 Strategic Plan. One of the themes (Theme III) of this plan is "Fiscal Integrity." Fiscal integrity of the College means using financial resources effectively and efficiently. To accomplish the effective and efficient use of financial resources takes planning. The College's Planning and Review Cycles model is the mechanism used for planning, implementing those plans, and evaluating the results of the implementation of the plans.

The College Council and Budget Committee also receive input from the Facilities Planning Committee. The Facilities Committee reviews and assesses the progress to date of construction and renovation projects, and the associated expenditures. It also makes recommendations to the College Council on facilities use and requirements, maintenance, etc. The specific role of the Facilities Planning Committee as outlined in their bylaws is to:

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

As examples of the tools and information sources used by the Facilities Planning Committee, the District has implemented the "Resource 25" facility-use tool and integrated it with Datatel, the District's Enterprise Resource Management tool. Thus, the College has put in place integrated technology tools to support the analysis of effective and efficient facility use and the costs of operating those facilities. This integrated tool enables the committee to assess the impacts facilities have on other college operations, and to track the equipment that is within each facility. In addition, the District utilizes the FUSION program (Facility Utilization Space Inventory Option Net). FUSION is the system-wide facility information system that the Chancellor's Office uses to track facility space and utilization. FUSION, because of the detailed space data that is part of the program, helps the college assess capacity/load ratios that are an indicator of effective space utilization, which directly affect fiscal resources. FUSION is a parallel system to Datatel and Resource 25; it provides an overview of available space and how that space is designated for use District-wide. It also provides planning for scheduled maintenance projects. Resource 25 and Datatel provide information as to specific use, which enables the District to utilize its space more efficiently.

The College Council's review and adoption of the Technology Plan is evidence of how the district has integrated its planning efforts resulting in the adoption of a district-wide plan with specific, prioritized initiatives. The development of the Technology Plan involved a formal, highly structured planning process that systematically assessed the current status of technology

infrastructure, use, and needs; identified gaps; created objectives to meet the needs of the college; identified specific actions or initiatives to address these needs; and prioritized the initiatives based on a set of criteria including alignment with college goals as defined in the strategic plan and total cost of ownership. The planning approach used for technology was designed to be integrated into the District planning efforts and to prioritize resulting initiatives.

Technology Planning was formalized to:

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

Finally, as discussed in our response to Recommendation #1, central to the planning process at Shasta College is Program Review, a process that the college recently revised and is now using. While program reviews are typically conducted every two to five years, the process implemented at Shasta College includes the unique and key component, Program Review Annual Reports and Action Plans. All areas of the college, instructional, student support and administrative, are required to complete such reports and plans. By requiring these reports and plans on an annual basis, the College is assuring that the planning process is a "living" process and the review cycle is continuous. This helps to assure that college planning is current, responsive, and timely.

Annual Reports and Action Plans are the core source of information for planning, both educational and strategic, for the College Council and the Budget Committee. The information provided in these reports and plans serves as the basis for assessing operational costs

associated with facilities, new or old, equipment replacement, and the total cost of ownership for facilities and equipment.

Plans that are developed go through the participatory process, and are passed to the President's Cabinet for final recommendations to the Superintendent/President. The Cabinet considers all the recommendations and advises the Superintendent/President on possible priorities and strategies to meet the variety of fiscal demands on the College. Finally, the Superintendent/President regularly informs the Board on all current operational costs and plans.

Thus, Shasta College has demonstrated that it has completed a full planning cycle and moved beyond proficiency in its planning efforts. It is now at the sustainable, continuous quality improvement level for Recommendation #6.

Evidence and Reference Materials

Accreditation: Progress Report, Accreditation Team Report, 2007

Special Report, Accreditation Team Report, 2008

College Planning Framework

College Planning and Review Cycle

College Council Agendas, Minutes and Documents

Budget Committee Bylaws, Agendas and Minutes

Facilities Planning Committee Bylaws, Agendas and Minutes

Technology Planning Committee Agendas, Minutes and Documents

Facilities Planning Committee Agendas and Minutes

2009-2012 Strategic Plan

Program Review: Models, Annual Reports, Action Plans, Schedules, Timelines

Technology Plan

Links

<http://www.shastacollege.edu/cms.aspx?id=292>

Accreditation: Progress Report, Accreditation Team Report, 2007

Special Report, Accreditation Team Report, 2008

2009-2012 Strategic Plan

Technology Plan

Program Review: Models, Annual Reports, Action Plans, Schedules, Timelines

College Planning Framework

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

<http://www.shastacollege.edu/cms.aspx?id=1701>

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

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

Response:

In the report compiled by the site team, after the November 17, 2008 visit for the October 2008 Accreditation Special Report, the conclusion for Recommendation #8 reads as follows:

The college has satisfied the criteria at the proficiency level for this planning recommendation and is now at the continuous quality improvement level.

This conclusion is based on the college's implementation of continuous institutional and program planning and review cycles that are tied to the college's participatory committee process (See response to Recommendation #1, #6 and Figure 1 – Shasta College's Planning and Review Cycles) to assure continuous assessment/evaluation as the basis for improvement. The systematic evaluation process provides an institutional distribution of information with ongoing review, evaluation and modification of the budgetary process to improve institutional effectiveness and efficiency for strategic and educational planning.

The College Council used the input from the Budget Committee in the development of the College's 2009-2012 Strategic Plan. One of the Strategic Plan's themes is "Fiscal Integrity" (Theme III). Fiscal integrity to the College means using financial resources effectively and efficiently. It takes planning to accomplish those things. Thus, the adopted "Shasta College's Planning and Review Cycles" model is the mechanism used for planning, implementing those plans, and evaluating the results of the implementation of the plans. Central to the College planning process is the comprehensive program review process that the college developed, adopted and is using. Unique and key components of the program review process are the Program Review Annual Reports and Action Plans that are required to be completed by each area of campus. Information from the Annual Reports and Action Plans is used as the basis for developing college-wide plans for budgeting operational costs associated with staffing, facilities (new or old), and equipment purchase or replacement that necessarily lead to improvements in the educational process and learning environment. By requiring those reports and plans on an annual basis, the College is assuring that the process is a "living" process and the review cycle is ongoing. These Annual Reports and Action Plans allow for a mechanism to address change over time. Should new needs surface, or priorities change as a result of changing

circumstances, the Annual Reports and Action Plans provide the tool to more easily address the changes needed for a timely response. Further, the annual reports allow for the incorporation of new needs or new initiatives into the planning process, automatically allowing for fiscal implications to be assessed by the various participatory committees as time passes. As an example of using these reports and plans, they were not only used in development of the new strategic plan, but were also integral in proposals for new and replacement staff, instructional equipment purchases including technology, and facilities modifications to meet instructional and service needs. Continual review and self-assessment helps to assure that college planning is current, responsive, timely and focused on improvement.

An example of effective assessment of the use of resources involves the College's Board Policy and Administrative Procedure 4020 – Program and Curriculum Development. This set of policy and procedures, in part, defines assessment of curriculum and programs leading to program initiation or program discontinuance. Central to implementing either strategy is sound assessment of needs and resources. Regarding program discontinuance, an assessment may be triggered at any time based on several key measures defined in the procedure. The Program Assessment Committee, which consists of managers and faculty from areas other than the program under review, performs the actual review. The intent of the policy and procedures is to identify the weaknesses of a program and help the program improve by assisting them in the development of a remediation plan. If the program fails to make improvements as outlined in the plan, the College starts the program discontinuance process. Currently, the Program Assessment Committee is working with a struggling program and following the processes clearly outlined in the procedures. Again, the intent is program improvement, but at the same time, assessing the effective use of resources is a major component in determining the eventual outcome of the process.

All plans that are developed go through the participatory process and are ultimately passed to the President's Cabinet for review and used in making final recommendations to the Superintendent/President. The Cabinet considers all the recommendations and advises the Superintendent/President on possible priorities and strategies to meet the variety of fiscal demands on the College. Finally, the Superintendent/President regularly informs the Board on all current operational costs and plans, and makes recommendations to the Board for action.

Shasta College continues at the continuous quality improvement level for Recommendation #8.

Evidence and Reference Materials

Accreditation: Progress Report, Accreditation Team Report, 2007

Special Report, Accreditation Team Report, 2008

College Planning Framework

Shasta College's Planning and Review Cycles

College Council Agendas, Minutes and Documents

Budget Committee Agendas and Minutes

2009-2012 Strategic Plan

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

Board Policy/Administrative Procedure 4020 – Program and Curriculum Development

Links

<http://www.shastacollege.edu/cms.aspx?id=292>

Accreditation: Progress Report, Accreditation Team Report, 2007

Special Report, Accreditation Team Report, 2008

Board Policy 4020 - Program and Curriculum Development

Administrative Procedure 4020 - Program and Curriculum Development

Board Policy 3250 - Institutional Planning

2005-2007 Strategic Plan

2009-2012 Strategic Plan

Technology Plan

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

College Planning Framework

Shasta College's Planning and Review Cycles

<http://www.shastacollege.edu/cms.aspx?id=1701>

Academic Senate Agendas and Minutes

Budget Committee Agendas and Minutes

Conclusion

Since the November 17, 2008 Special Report Site Visit, the college has fully implemented its Planning and Review Cycles. As referenced in the conclusions of Recommendation #1 and #6, the only stipulation for reaching a sustainable continuous quality improvement level was the completion of an effective full planning cycle. This expectation has been met by the College. The evidence presented in this Follow-up Report indicates that the college has fully integrated an ongoing and broad-based planning process. With the formal participatory committees in place, all appropriate constituencies have been involved with the development and adoption of the 2009-2012 Strategic Plan. The 2009-2012 Strategic Plan establishes goals and measurable objectives that will lead to demonstrated evidence of institutional improvements. The required annual updates to the 2009-2012 Strategic Plan will ensure their communication to the various constituency groups and to the public. The college has also integrated its fiscal planning into the institutional planning process. As presented in this Follow-up Report, the college systematically assesses the effective use of financial resources and uses the results of this assessment as the basis for improving its fiscal planning for operational costs associated with new facilities, equipment replacement, and the total cost of ownership for facilities and equipment (Theme III).

The attainment of a continuous quality improvement planning and review process has been a primary effort of the college since the 2005 accreditation self evaluation recommendations. Due to an administrative leadership change, the process was delayed to some degree, but since January of 2006, the college has relentlessly worked toward and successfully built an integrated, on-going, broad based planning and evaluation process. This process has now gone through a complete cycle. Although continual improvement of this process will be ongoing, the evidence indicates that the college has in place a sustainable quality improvement process targeting both student success and program improvement.