



Shasta College

Accreditation Follow-Up Report

Submitted by:

**Shasta-Tehama-Trinity
Joint Community College District**
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To:

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

October 15, 2012

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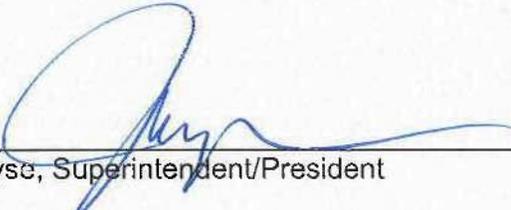
Accreditation Follow-Up Report Certification Page

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

From: Mr. Joe Wyse
Shasta-Tehama-Trinity Joint Community College District
Shasta College
11555 Old Oregon Trail
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Redding, CA 96049-6006

This Follow-Up 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 this report accurately reflects the nature and substance of this institution.

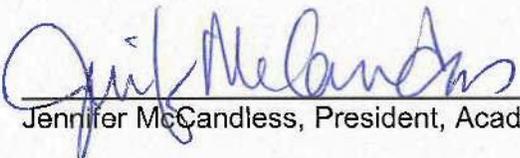
Signed:



Joe Wyse, Superintendent/President



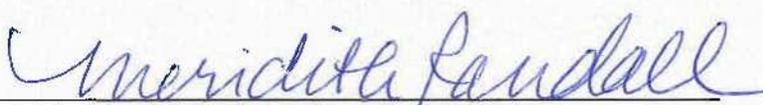
Kendall Pierson, President, Board of Trustees



Jennifer McCandless, President, Academic Senate



Sue Loring, College Council Co-Chair



Meredith Randall, College Council Co-Chair

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Superintendent/President's Message

Dear ACCJC Commissioners:

Shasta College, which serves 10,300 square miles and more than three counties in northern California, received a “wake up call” in February 2012 when the Commission issued its recommendations based on the October 2011 team visit. While the college has served thousands of students and the community at large for 52 years, it had not made the progress it should have on program review, planning and effective resource allocation. All of these components existed, but were not fully integrated with all college processes at the time of the team visit. Rather than ignore or excuse the problems highlighted by the Commission, the entire college community has mobilized not only to meet accreditation standards, but also to institute processes which will strengthen the college and ultimately improve student learning. We are a different institution than we were one year ago.

As the Superintendent/President, I have been impressed and gratified by the amount of effort and level of commitment from faculty, staff and administration directed toward meeting accreditation standards. The first step was to understand our deficiencies, which we accomplished through a variety of communications, both college-wide and in key committees such as College Council. The next step has been concentrating on addressing the issues, and you will see from this report the extent of the work that has been accomplished. As examples of the overwhelming dedication to this project, faculty and staff volunteered time to draft the Educational Master Plan, while administrators worked extra days and College Council held extra meetings in the summer to develop and finalize an Integrated Planning Manual. The result of these efforts is an institution different from the one that existed in October 2011 – we are now completely on track with integrated planning, effective program review and resource allocation in support of student learning.

As crucial as it was to develop the documents and processes that support planning, implementation, and evaluation, that work is only part of the story. When the team visits us again in November 2012, they will find a college community aware of, educated about and committed to these new ways of running a college outlined in these documents. Through town hall meetings and multiple training opportunities, we have made sure that the college as a whole understands and embraces these changes. This engagement with the new processes guarantees that they will be sustained, evaluated and improved over the coming years.

We have also realized that we needed to educate ourselves better, as a college, about the accreditation process and the benefits it brings. To that end, we hired a Vice President of Academic Affairs with 15 years of experience as an Accreditation Liaison Officer working with ACCJC. To help build our institutional capacity for meeting all accreditation standards, the Associate Vice President of Student Services, a faculty member and myself will serve on accreditation teams visiting other institutions in fall 2012, and all managers were asked to complete the online training provided by ACCJC. The District-wide Flex Day held on August 17, 2012, included five breakout sessions with 251 faculty, staff and administrators in attendance during which the new Integrated Planning Manual was discussed in detail. The Board of Trustees reviewed the final drafts of the Integrated Planning Manual and the Educational Master Plan during its annual retreat on August 25, 2012. These actions will position us well to meet all accreditation standards in the future.

Superintendent/President's Message *(continued)*

While being placed on Probation was a shock to many of us, I can honestly report that it has led to a more invigorated and focused college community, committed to the essential components of an effective community college. I thank the Commission for its guidance, and look forward to our continuing productive relationship.

Sincerely,



Joe Wyse
Superintendent/President
Shasta College

Statement on Report Preparation

This Follow-Up Report addresses the four recommendations noted in the February 1, 2012 Letter of Determination from the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission placed Shasta College on Probation for deficiencies addressed by Recommendations 1 and 3 and Eligibility Requirements 17 and 19, and required submission of a Follow-Up Report and a subsequent visit of Commission representatives. This Report will demonstrate the steps initiated by faculty, staff, and administrators after the October 2011 accreditation visit, as well as steps that were taken previously, which coincide with the concerns and recommendations noted by the Commission.

Considerable time and focus have addressed:

- Creation of an Educational Master Plan as the fulcrum of the integrated planning and program review processes that support institutional effectiveness in student learning
- Integration of financial planning with other planning activities
- Identification and assessment process for learning outcomes at the course, program, and institutional level
- Revision and implementation of program review and annual area plans

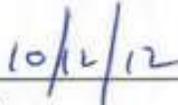
Through the process of addressing these recommendations, there has been notable momentum, shared responsibility, and robust District-wide dialogue as evidenced by the following:

- A significant level of voluntary participation in sub-committees for the Educational Master Plan by administrators, faculty, and classified staff alike
- Numerous meetings to clarify the District's resource allocation process
- Town Hall Meetings hosted by the Superintendent/President for the entire college community ([Ex. 0.1](#))
- Smaller planning group meetings such as special College Council meetings in the summer and two Management Group meetings held in June and July 2012
- Regular communication from the President's Office to the campus community via email and to the District through Board meetings, newspaper articles, and presentations at local community meetings
- Focused activities on the Educational Master Plan and the Integrated Planning Process on Flex Day in August 2012

This Report was prepared by the former and current Accreditation Liaison Officers with assistance from the Accreditation Steering Committee. As the signatures above indicate, this report was reviewed and accepted by the Academic Senate and College Council, the primary decision-making committee on campus with representation from all campus constituencies. It was officially approved by the Board of Trustees on October 10, 2012.



Joe Wyse, Superintendent/President



Date

Shasta-Tehama-Trinity Joint Community College District

Mission Statement

Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

(Approved by the Board of Trustees 6/8/2011)

Institutional Goals 2012- 2030

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the district's large geographic area.
3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)

Accrediting Commission's Follow-Up Report Request (From the Commission Action Letter – February 1, 2012)

The Commission requires that the Follow-Up Report be submitted by **October 15, 2012**. The Follow-Up Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Accreditation Standards.

Recommendation #1

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 (I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.7, III.A.2, III.B.2.a, III.B.2.b, III.C.2, III.D.1, III.D.1.c, III.D.3, and Eligibility Requirement #19).

Recommendation #2

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 (I.B.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.g, II.A.2.h, II.B.4, II.C.2, III.A.1).

Recommendation #3

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 (I.B.3, I.B.5, I.B.6, I.B.7, II.A.2, II.A.2.a, II.A.2.e).

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 (IV .A.1, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.S).

Eligibility Requirement 17 Financial Resources

The institution's financial planning is not thoroughly integrated with other planning activities of the College.

Eligibility Requirement 19 Institutional Planning and Evaluation

While Shasta College engages in institutional planning and assessment, the process is not yet fully integrated, comprehensive, or linked. Critical to this process is the completion of an Educational Master Plan.

Responses to Team and Commission Recommendations

RECOMMENDATION # 1

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 (I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.7, III.A.2, III.B.2.a, III.B.2.b, III.C.2, III.D.1.c, III.D.3, ER #19).

A. Overview of Progress on Recommendation

Baseline as of August 2011	Accomplishments as of October 2012
<ul style="list-style-type: none"> • In 2009, College Council began work on an Educational Master Plan • Technology Plan updated in May 2010 • Urgent need to complete the Educational Master Plan identified in the self-study in August 2011 • Mission Statement revised and approved in June 2011 • Budget Allocation Rubric developed in fall 2011 • Enrollment Management Plan completed in fall 2011 • Strategic Plan 2009-2012 completed and assessed annually (May, 2010; May, 2011; August, 2012) 	<ul style="list-style-type: none"> • Integrated Planning Cycle developed and approved in March 2012 • Institutional Goals written and approved in June 2012 • Budget Allocation Rubric revised and approved in March 2012; further revised in June 2012 • Integrated Planning Manual developed and approved by College Council in August 2012 • Educational Master Plan written and approved by Board of Trustees in October 2012 • Strategic Plan 2012-2015 developed and approved by College Council and presented to the college community in September 2012 • Annual Area Plan and Program Review cycle created, forms reviewed and instructions developed during the 2011-12 year

	<ul style="list-style-type: none"> • Software implemented to facilitate Program Review process during late summer and early fall 2012 • First “beta-test” cycle of Annual Area Plans and Program Reviews completed in April 2012; second comprehensive cycle involving all areas of the college begun in October 2012
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B. College Response to Recommendation #1

Introduction

In its 2005 letter from the Commission subsequent to a comprehensive visit, Shasta College was instructed to develop an “integrated, ongoing and broad-based planning process.” ([Ex. 1.1](#)) The college moved quickly to establish a College Council and a framework to develop a planning process, but unfortunately, due to a variety of circumstances including multiple leadership changes, the process as a whole was never completed. Certain elements of planning, such as the 2009-2012 Strategic Plan, a Budget Allocation Rubric, an Enrollment Management Plan and a Technology Plan, were completed or in development prior to the October 2011 team visit. However, the lack of a comprehensive planning effort led to the following statement in the team report: “[T]he 2011 site team has determined that the progress toward integrated planning has stalled” (p.9). Although the District did not make substantial progress in its planning efforts for much of the 2009-10 and 2010-11 academic years, progress toward reinvigorating the planning process was proceeding when the team visited in October 2011. At this point in time, all critical planning documents have been developed, vetted, accepted and explained to the college community, including an Educational Master Plan. The first cycle of the Annual Area Plan and Program Review process took place in spring 2012 as a beta-test, was evaluated and improved, and is being fully implemented in fall 2012.

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. 1.2](#)). Academic Senate also reviewed and provided suggested revisions to the Integrated Planning Cycle ([Ex. 1.3](#)). 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. 1.4](#)).

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. 1.5](#)). 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. 1.6](#)). 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. 1.7](#)). The following Tuesday, August 21, 2012, College Council reviewed the manual and accepted it pending Academic Senate review ([Ex. 1.8](#)). The Academic Senate reviewed the manual on August 27, 2012, and approved it on September 10, 2012 ([Ex. 1.9](#)). The Board of Trustees reviewed the manual during its annual retreat on August 25, 2012 ([Ex. 1.10](#)). A final version went to the Board in September 2012 ([Ex. 1.11](#)).

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 evaluation and potential revision of each step – as well as the entire planning process itself – in order to build in continuous review and improvement ([Ex. 1.12](#)).

Educational Master Plan (EMP)

As the 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. 1.13](#)). 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. 1.14](#)). 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. 1.15](#)).

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. 1.16](#)). 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. 1.17](#)).

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 were 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.1.6](#)). 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.1.18](#)). On August 25, at a Board retreat, the Superintendent/President reviewed the EMP with the Trustees and answered questions ([Ex. 1.10](#)). 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. 1.19](#)).

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. 1.20](#)).

Institutional Goals

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. 1.17](#)). 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. 1.21](#)). 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. 1.22](#)).

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.

Strategic Plan and Institutional Objectives

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. 1.23](#)). 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. It was presented to the Board on September 12, 2012 ([Ex. 1.4](#)). 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 will be developed each spring and distributed District-wide after presentation 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 will be used to guide the development of Initiatives for the Annual Area Plans.

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 will complete 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, will also complete 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 areas. Each of these areas 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 Budget 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. 1.24](#)). 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. 1.12](#)).

In April, feedback on the area plan process was gathered from participants in the beta-test through meetings and a survey ([Ex. 1.25](#)). This input was reviewed and led to revisions of the forms and instructions. A user manual was prepared for the Annual Area Plan and Program Review Process in summer 2012, incorporating information about TracDat, the software chosen to assist in monitoring and tracking the process ([Ex. 1.26](#)).

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. 1.12](#)). All Annual Area Plans and Program Reviews are due in October 2012 in order for funding requests to be considered for resource allocations in the 2013-2014 fiscal year.

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 will 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. 1.27](#)).

The three Summary Plans will be 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 will be forwarded to the Superintendent/President for final approval each March, following the same timeline as the beta-test in Spring 2012. The Superintendent/President will then collaborate with the Budget Committee to determine funding available to support prioritized Initiatives as well as Activities identified in the Strategic Plan ([Ex. 1.28](#)).

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 will be to support student learning, both directly and indirectly. All allocations will be made using the approved Budget Allocation Rubric (see Appendix 4 of the Integrated Planning Manual, [Ex. 1.12](#)). 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 will be asked to assess the progress on their Student Learning Outcomes, Service Area Outcomes and Initiatives each year.

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 will undergo review in 2013, 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.

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 ([Ex. 1.29](#)). With the completion of the Educational Master Plan and as included in both the planning agenda from the 2011 self-study and the 2012-15 Strategic Plan, under the direction of the Associate Vice President of Information Services and Technology, the Technology

Committee has been 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 ([Ex. 1.30](#)). The Facilities Master Plan is being developed and is scheduled to be completed by January 2013.

C. Conclusion

The Shasta-Tehama-Trinity Joint Community College District has fulfilled Recommendation #1 because the District has made extensive progress in creating and implementing an integrated planning framework while preserving the opportunities for input by the college community that are critical to the process. As a first step in addressing this recommendation, the District evaluated its current planning processes, identifying those that needed revision and any others that needed to be developed. The result of this effort was an Integrated Planning Manual that describes the District's integrated planning cycle and all planning components within the cycle. This work to revise and/or add new planning processes was reviewed by small groups as well as all employees, and input was incorporated at several points before the processes described in this document were finally approved. Similarly, the Educational Master Plan, which is critical to the entire planning process, began with input from focus groups and internal writing teams that represented a large part of the college community. Drafts of the EMP were reviewed by small groups before the entire document was posted in August 2012 and all college employees were invited to give feedback. The Strategic Plan 2012-2015 followed a similar development process; it was reviewed at College Council before final approval in September 2012. The Annual Area Plan and Program Review process, from creation of the plans to resource allocation, was beta-tested in spring 2012, resulting in assessment and improvement for fall 2012. At this point, Shasta College has a planning process in place that is integrated, comprehensive and linked and one that includes evaluation, planning, resource allocation, implementation, and re-evaluation. The planning process ties fiscal planning both to the Strategic Plan and the Educational Master Plan.

D. Next Steps

The District will continue implementation of the planning processes identified in the Integrated Planning Manual, including the evaluation of the entire process in 2013 and at identified intervals thereafter. It will also finish the revisions of the Technology and Enrollment Management Plans, and complete the Facilities Master Plan.

RECOMMENDATION # 2

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. (I.B.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.g, II.A.2.h, II.B.4, II.C.2, III.A.1).

A. Overview of Progress on Recommendation

Baseline as of August 2011	Accomplishments as of October 2012
<ul style="list-style-type: none"> • As reported to ACCJC, 78% of courses had identified SLOs • About 75% of courses offered in any semester were assessing SLOs • 18% of programs had identified PLOs and were assessing them • ISLOs were approved as part of Mission Statement in June 2011 • A standing SLO Committee was created in 2008 (replacing the ad hoc committee created in 2005) • Two faculty were given 40% release time each to lead the SLO project 	<ul style="list-style-type: none"> • As of spring 2012, virtually all courses and programs (99%) have identified SLOS • Course SLOs are posted internally on DocuShare and included in all class syllabi • Program Learning Outcomes (PLOs) are printed in the 2012-13 catalog and will be assessed in fall 2012 by half of the college's programs through the Program Review process • Starting in spring 2012, all courses offered during the semester complete SLO assessments • GELOs were developed in six areas and assessed in August 2012 • The first ISLO was assessed in spring 2012 • The SLO Handbook was written, approved and made available to faculty • TracDat was implemented to track SLO assessments, improvements and re-assessments • Two faculty were given 20% release time each to continue SLO progress

B. College Response to Recommendation #2

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 show 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. 2.1](#)). 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. 2.2](#)). (Another MOU dated December 2011 allows both full-time and adjunct faculty to use work on SLOs as Flex credit.) ([Ex. 2.3](#)) 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. 2.4](#)). 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 are to provide workshops, maintain a website, do one-on-one trainings, coordinate Flex Day activities and chair the SLO Committee meetings. Currently, release time totals 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.

On-campus dialogue about SLO assessment has been taking place since 2007, primarily at biannual flex days. Faculty currently are required to meet and discuss SLO assessment results within disciplines, then submit a summary report to the Director of Research and Planning. The summary report asks faculty to identify assessment methods and results, then describe

changes that will be implemented to improve both the outcomes and the assessment itself. These reports create a record for re-assessment ([Ex. 2.5](#)).

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. 2.6](#)). The clear connection of SLO assessment results to college priorities and resource allocation ensures continued engagement in the planning process by faculty.

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 has been carried forward to apply to summer and fall 2012 courses.

Assessments of course-level SLOs are sent directly to the Director of Research and Planning, who compiles them and informs the deans who has completed the task. Starting this fall, faculty can access their own SLO assessment results using the TracDat system. When they complete Annual Area Plans and Program Reviews, they will 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, have 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 new Shasta College Learning Outcomes Handbook, which was disseminated in September 2012 ([Ex. 2.7](#)).

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 ([Ex. 2.8](#)).

Assessment of PLOs (which had begun prior to the new planning process) will take 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 will prepare Program Review documents in fall 2012, while the other half will participate 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. 2.9](#)).

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 ([Ex. 1.26](#)). 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 Director of Research and Planning conducts trainings in PLO assessment for any interested faculty. The college is finalizing the development of an electronic PLO roster for each section of each course. This roster will allow faculty to track PLOs by course, section and student. The rosters will be available for use in November 2012.

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. 2.10](#)).

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.

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. 2.11](#)).

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. 2.12](#)). 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. At this point, a method and timeline for assessment of ISLOs have been developed and described in the new Learning Outcomes Manual, and posted on the college's SLO website. The schedule for assessment is:

ISLO	Semester
1. Critical Thinking	Fall 2012 – Spring 2013
2. Information Competency	Fall 2013 – Spring 2014
3. Effective Communication	Fall 2012 – Spring 2013
4. Quantitative Reasoning	Fall 2014 – Spring 2015
5. Self-Efficacy	Fall 2012 – Spring 2013
6. Workplace Skills	Fall 2014 – Spring 2015
7. Community and Global Awareness	Fall 2013 – Spring 2014

In spring 2012, the college began work on assessing Self-Efficacy by surveying 300 students about a variety of skills needed to succeed in college, such as finding assistance on campus for personal issues or making a complaint. The results of the survey were compiled in August 2012 and disseminated by the Superintendent/President via email in September 2012 ([Ex. 2.13](#)). Re-assessment will take place in fall 2012 and spring 2013. The assessment of Critical Thinking and Effective Communication also started in fall 2012.

C. Conclusion

The Shasta-Tehama-Trinity Joint Community College District has fulfilled Recommendation #2 and is at the Proficiency level of the ACCJC rubric regarding evaluating institutional effectiveness in student learning outcomes. The efforts made by the college, particularly in the

last few years, have created substantial momentum toward SLO assessment, improvements based on assessment, and re-assessment of those improvements. All courses have SLOs which are being assessed each semester, including the summer. The assessment results are being summarized and reported electronically so that faculty can easily track their progress on each SLO, implement improvements and re-assess. PLOs will be stored and tracked similarly. Annually, faculty will be able to retrieve information about their SLO and PLO assessments to use in the creation of Annual Area Plans and/or Program Reviews. The Initiatives developed through this process, based on SLO results, will link directly to resource allocation via the integrated planning cycle. The inclusion of SLO and PLO assessment results in planning documents will stimulate college-wide dialogue about student learning outcomes and ultimately inform college-wide decision-making, including resource allocation.

D. Next Steps

Course-level SLOs will continue to be assessed every semester and faculty will prepare summary reports. SLO and PLO assessment results will inform Annual Area Plans and Program Reviews respectively, ultimately guiding the college-wide allocation of resources. GELOs and ISLOs will be assessed according to the applicable schedules.

RECOMMENDATION # 3

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 (I.B.3, I.B.5, I.B.6, 1.8.7, II.A.2, II.A.2.a, II.A.2.e).

A. Overview of Progress on Recommendation

Baseline as of August 2011	Accomplishments as of October 2012
<ul style="list-style-type: none">• College has had a Program Review Process since 2005• Process was reviewed and revisions suggested in 2007• Revised process was followed from 2008 to 2011	<ul style="list-style-type: none">• Annual Area Plan and Program Review processes clearly defined in the Integrated Planning Manual• Areas and Programs clearly identified• Area Plan process beta-tested with representation from all areas of the college in spring 2012 and full cycle including resource allocation completed• Annual Area Plan and Program Review process revised based on beta-test results and feedback• Instruction manuals written for forms• Forms created in TracDat and trainings in use of TracDat began in September 2012• All areas submitted Annual Area Plans for second cycle in October 2012• Approximately half of programs completed Program Reviews in October 2012

B. College Response to Recommendation #3

Introduction

Shasta College implemented a Comprehensive Program Review Process following its Accreditation Self Study in 2005. In the following years, several academic areas along with units within student services and administrative services conducted a five-year program review. A total of 43 program/service areas completed Program Reviews at least once between 2006 and 2011. Annual Reports with Action Plans were submitted annually by instructional divisions, along with several other offices (e.g., Academic Affairs, Human Resources, Counseling). All reports are stored on a shared site called DocuShare which is available to all faculty and staff and can also be accessed publicly. This process was described in detail in the 2011 Self-Study.

Planning Agenda # 4 of the 2011 Self Study states: “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 learning” (p. 36). Instructional Council is composed of Deans/Associate Deans in the areas of academics and student services along with a faculty member (Academic Senate Liaison). This body worked through spring and summer of 2012 to create a more user-friendly and effective program review process that meshed with the new integrated planning cycle. An overview of the finalized Annual Area Plan and Program Review process along with a timeline is provided in the Integrated Planning Manual. Annual Area Plans and Program Reviews are linked to integrated planning and resource allocation through a Prioritized College-wide Annual Action Plan as described in the Integrated Planning Manual. This planning structure ensures that Shasta College meets the accreditation standards related to Recommendation #3.

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 [\(Ex. 3.1\)](#). 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 programs differ qualitatively from CTE programs [\(Ex. 3.2\)](#).

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. 3.3). 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. 3.4). 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 [now called Foundational 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. 3.5). 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. 3.6) and by Academic Senate on February 13, 2012 (Ex. 3.7). After these approvals, the documents were forwarded to the Superintendent/President for final approval.

Annual Area Plans and Program Reviews

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 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 by 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. 1.12](#)).

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 Sciences, 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 an extensive list of additional questions and issues to consider as the college continuously improves the Annual Area Plan process ([Ex. 1.24](#)). 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 ([Ex. 3.8](#)) and June 20, 2012 ([Ex. 3.9](#)) 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.

Implementation and Evaluation of Annual Area Plans and Program Review Process

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 Research and Planning also conducted a survey soliciting feedback from the participants ([Ex. 1.25](#)). 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 is occurring within all areas of the college for the fall 2012 semester in conjunction with the launch of TracDat. Programs will complete Program Reviews based on a two-year Program Review cycle as outlined in Appendix 2 of the Integrated Planning Manual ([Ex. 1.12](#)).

Initiatives identified in the Annual Area Plans and Program Reviews will be 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 will be 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 will conduct 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.

C. Conclusion

The Shasta-Tehama-Trinity Joint Community College District has fulfilled Recommendation #3 because the District

- Reviewed and revised its existing program review processes;
- Implemented the new and improved program review process; and
- Developed a process for subsequent reviews/revisions of the program review process.

The revised program review process includes both an annual review for all areas of the District as well as a two-year cycle for instructional programs. In spring 2012, the college tested its new process using a sample of eight areas and programs. Based on that first implementation cycle, the college gathered feedback from participants to evaluate and improve the process, and revised the forms and process for the second cycle that is being implemented District-wide in fall 2012. Areas and programs have been identified, and the research office has provided the data essential to the process. Instructions have been developed based on feedback from the first cycle. Most important, the program review process now provides a transparent link between unit-level planning and resource allocations. In addition, the District has developed a process and timeline for the next round of evaluation and revisions to its program review process, conveying the District's intention for the sustainable quality improvement of its program review processes.

D. Next Steps

The District will complete the current program review cycle and evaluate the Annual Area Plan and Program Review process as part of its overall evaluation of all institutional planning processes in spring 2013.

RECOMMENDATION # 4

The college should undertake a review of its governance committee structure and functions and communicate to all college constituents the results of this review.

A. Overview of Progress on Recommendation

Baseline as of August 2011	Accomplishments as of October 2012
<ul style="list-style-type: none"> • Recognition of need to clarify committee structure at College Council in July 2011 • Results of fall 2010 survey had been disseminated and analyzed • Planning committees identified on website 	<ul style="list-style-type: none"> • Review of governance structure incorporated into 2012-2015 Strategic Plan • Climate survey conducted in August 2012 and results reported to College Council • Results of climate survey reported District-wide in October 2012 • Examples of decision-making manuals from other colleges identified • Task force appointed by College Council to review governance structure and propose revisions • Planning documents centralized on website under Accreditation

B. College Response to Recommendation #4

Introduction

An issue related to the lack of an integrated planning process that the visiting team identified is lack of clarity in the governance committee structure. 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 decision-making 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, have been clarified, and the college plans to re-evaluate its participatory governance structure over the next several months based on the results of a college-wide survey and other input from District

constituencies. A decision-making manual is under development and scheduled to be finalized by May 2013 at the latest.

Review of Governance Committee Structure and Communication of Results

Based on the results of a comprehensive Faculty and Staff Survey conducted in November and December 2010, the college realized that knowledge about and confidence in its governance committee structure were deficient ([Ex. 4.1](#)). The first step to remedy this issue was the creation of the Integrated Planning Manual (see Recommendation #1), which describes 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. 1.12](#)).

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. 4.2](#)).

To begin work on this Institutional Objective, the Faculty and Staff 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. 4.3](#)), and were made available to the entire college community by posting them on the Planning Documents page of the college website ([Ex. 4.4](#)).

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% are aware of the mission statement, compared to 86% in 2010;
- 91% are aware of the strategic plan, compared to 69% in 2010;
- 83% are aware of the participatory planning process, compared to 65% in 2010;
- 83% agree that Shasta College encourages discussion and communication throughout the college community, compared to 54% in 2010;
- 75% are satisfied with their opportunities to participate in key institutional decisions, compared to 50% in 2010;
- 84% believe 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. In the team report, it was noted that the leadership of the new president created hope for increased collaboration and transparency. Therefore, it is notable that in response to two questions about the Superintendent/President in 2012, 92% reported that he provides effective leadership, and 93% agreed or strongly agreed that he communicates effectively with college constituencies ([Ex. 4.5](#)). This appears to indicate that an expectation among employees that the Superintendent/President would provide the desired leadership to create more inclusive decision-making was accurate and met over the past year.

Five questions were added to the survey to help determine the faculty and staff’s familiarity with and understanding of the recently developed integrated planning process as delineated in the Integrated Planning Manual. The results of these questions indicated positive responses (the percentage agreeing or strongly agreeing with the statements), specifically:

- 93% reported familiarity with Institutional Goals;
- 96% reported that their area or department works to achieve the college’s institutional goals and objectives;
- 84% reported knowing how to participate and provide input into the planning process;
- 73% reported that there are clear connections between planning, budgeting and the allocation of resources; and
- 76% reported that the current committee and planning structure provides for college-wide effective participation in decision-making for all segments of the campus community.

Most likely because the revised planning and governance structure is relatively new, the final two questions of the added survey questions contained a significant percentage of “Don’t Know/No Opinion” (21% and 17% respectively). Other questions which were repeated from 2010, such as one about financial planning reflecting the mission and goals, also had a large number of “Don’t Know/No Opinion” responses (39%) (these responses were removed when calculating the percentages used above in order to provide an accurate comparison to 2010 percentages) ([Ex. 4.6](#)). As outlined above and specifically included in the 2012-15 Strategic Plan, the college will work over the next months to clarify the planning and governance structures, and will re-administer a similar survey in spring or fall 2013 to evaluate the effectiveness of the efforts to clarify governance structures and communicate the results to the college community.

C. Conclusion

The Shasta-Tehama-Trinity Joint Community College District has fulfilled Recommendation #4 because the District is reviewing its governance structure, soliciting input from the college community about their understanding of and their opinion of the structure’s effectiveness, and communicating the results of the review. The 2012 staff survey results support the idea that

employees are not only more aware of participatory planning, but they also agree that they have a greater voice in decision-making compared to 2010. The 2012-2015 Strategic Plan explicitly includes activities to ensure that the next step of making improvements to the governance process occurs. The Integrated Planning Manual requires a progress report be generated at the end of the 2012-13 academic year, including evaluation as to how well this objective has been met. Based on the actions taken thus far to review the governance structure and communicate results to the college community, Shasta College has addressed the concerns expressed in Recommendation #4.

D. Next Steps

As directed in the 2012-2015 Strategic Plan, decision-making processes will be reviewed and revised, a decision-making handbook will be written, and the college community will be educated about decision-making processes. The task force formed by College Council on October 2, 2012 will guide these efforts.

ELIGIBILITY REQUIREMENT 17

Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

In addition to the recommendations addressed above, the February 1, 2012 letter from the Accrediting Commission for Community and Junior Colleges states concerns about two Eligibility Requirements. The first, concerning Eligibility Requirement 17, states that:

The institution's financial planning is not thoroughly integrated with other planning activities of the College.

The importance of aligning institutional planning with resource allocations is articulated in the following Institutional Goal:

4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

In keeping with this Institutional Goal, the ties between planning and resource allocation is an important part of the revised integrated planning cycle. Specific components of Shasta College's integrated planning that relate to financial planning are:

- The requirement contained in the Annual Area Plan and Program Review processes outlined in the Integrated Planning Manual that authors identify potential costs in the Initiatives that they propose;
- The development of a Prioritized College-wide Annual Action Plan that considers fiscal realities prior to making allocation decisions;
- The development of a Budget Allocation Rubric to guide annual decision-making about resource allocation that places a high priority on requests that will lead to achievement of Institutional Goals and Institutional Objectives; and
- Annual evaluation of the impact of resource allocations on improving institutional effectiveness built into the evaluation process described in the Integrated Planning Manual.

The Shasta-Tehama-Trinity Joint Community College District is in compliance with Eligibility Requirement 17 because its funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

ELIGIBILITY REQUIREMENT 19
Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including the assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

In addition to the recommendations addressed above, the February 1, 2012 letter from the Accrediting Commission for Community and Junior Colleges states concerns about two Eligibility Requirements. The second, concerning Eligibility Requirement 19, states that:

While Shasta College engages in institutional planning and assessment, the process is not yet fully integrated, comprehensive, or linked. Critical to this process is the completion of an Educational Master Plan.

As described in the response to Recommendation #1, the District is in compliance with this Eligibility Requirement. Key accomplishments since August 2011 are:

- Existing planning processes were evaluated in spring 2012;
- Planning processes were developed in an integrated planning cycle that meets accreditation standards for institutional planning;
- The purpose, process, and timeline for each component of the revised integrated planning cycle were documented in an Integrated Planning Manual;
- Educational Master Plan written and approved by College Council in September 2012 and by the Board of Trustees in October 2012;
- Institutional Goals written and approved by College Council in May 2012 and by the Board of Trustees in June 2012;
- A progress report on the 2009-2012 Strategic Plan was accepted by College Council and distributed in August 2012;
- 2012-15 Strategic Plan developed and approved by the college community as reflected by College Council approval in September 2012;
- Annual Area Plan and Program Review cycle was developed, piloted, evaluated, revised, and implemented District-wide; and
- Software was implemented to facilitate Program Review process and progress.

The Shasta-Tehama-Trinity Joint Community College District is in compliance with Eligibility Requirement 19 because it has developed and implemented planning processes that will result in the improvement of institutional structures and processes, student achievement of educational goals, and student learning. The District's planning processes include assessing progress toward achieving its stated goals and making decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

List of Supporting Evidence

Exhibit #	Document Name
0.1	Special Memo on Accreditation referencing Town Hall Meetings and Lists of Attendees
1.1	Accrediting Commission for Community and Junior Colleges Action Letter to Shasta College regarding 2005 Accreditation Evaluation
1.2	College Council minutes – February 21, 2012
1.3	Academic Senate minutes (Item 5d) – February 27, 2012
1.4	Board of Trustees minutes – September 12, 2012
1.5	College Council minutes (Item f) – June 20, 2012
1.6	Flex Day State of the College Powerpoint Presentation – August 17, 2012
1.7	Flex Day Program Integrated Planning Cycle Breakout Sessions – August 17, 2012
1.8	College Council minutes (Item d) – August 21, 2012
1.9	Academic Senate minutes (Item 5c) – September 10, 2012
1.10	Board of Trustees Retreat minutes (Item 6) – August 25, 2012
1.11	Board of Trustees minutes (Item 9.2) – September 12, 2012
1.12	Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual
1.13	College Council minutes – September 20, 2011
1.14	College Council minutes – December 6, 2011
1.15	College Council minutes – February 21, 2012
1.16	College Council minutes (Item b) – April 17, 2012
1.17	College Council Retreat minutes – May 4, 2012
1.18	College Council minutes (Item e) – August 21, 2012
1.19	Board of Trustees Meeting Minutes Excerpt (Item 9.2) – October 10, 2012
1.20	Educational Master Plan 2012-2030
1.21	College Council minutes (Item a) – May 8, 2012
1.22	Board of Trustees minutes (Item 9.1) – June 13, 2012
1.23	College Council minutes (Item e) – June 20, 2012
1.24	College Council minutes – April 24, 2012
1.25	Feedback from Beta Test Groups on Annual Area Plans and Program Review & June 2012 Survey Results
1.26	Annual Area Plan and Program Review Process TracDat User Manual
1.27	Administrative Procedure 7210 – Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions
1.28	Excerpt from the Shasta-Tehama-Trinity JCCD Integrated Planning Manual
1.29	Technology Plan Update May 2010
1.30	Enrollment Management Plan 2011
2.1	Academic Senate minutes (Item 4c) – April 25, 2005
2.2	Memorandum of Understanding with Faculty Association – 2008
2.3	Memorandum of Understanding with Faculty Association – December 2011
2.4	Academic Senate minutes – January 28, 2008 and February 11, 2008
2.5	Examples of SLO Assessment Summary
2.6	Annual Area Plan form
2.7	Shasta College Learning Outcomes Handbook
2.8	Example of Program Learning Outcomes from the Shasta College catalog

Exhibit #	Document Name
2.9	Program Review form
2.10	GELO Assessments
2.11	Board of Trustees minutes (Item 10.2) – October 12, 2005
2.12	Mission Statement
2.13	Superintendent/President's email about Self-Efficacy – September 27, 2012
3.1	Instructional Council minutes – August 4, 2011
3.2	Instructional Council minutes – September 1, 2011
3.3	Instructional Council minutes – September 15, 2011
3.4	Academic Senate minutes – August 22, 2011
3.5	Academic Senate minutes (Item 5a) – February 13, 2012
3.6	College Council minutes (Item c) – February 7, 2012
3.7	Academic Senate minutes (Item 5) – February 13, 2012
3.8	College Council minutes (Item b) – May 8, 2012
3.9	College Council minutes (Item b) – June 20, 2012
4.1	2010 Faculty & Staff Survey Agreement Report
4.2	Shasta-Tehama-Trinity Joint Community College District Strategic Plan 2012-2015
4.3	College Council minutes – September 11, 2012
4.4	Fall 2012 Faculty & Staff Climate Survey Results
4.5	Faculty/Staff Survey Results Comparison (2010 and 2012)
4.6	2012 data including “No Opinion/Don’t Know” responses