EVALUATION REPORT

Shasta-Tehama-Trinity Joint Community College District
Redding, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Shasta College from October 24-27, 2011

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SUMMARY OF EVALUATION VISIT

INSTITUTION: Shasta-Tehama-Trinity Joint Community College District

DATES OF VISIT: October 24-27, 2011

TEAM CHAIR: Dr. Thom M. Armstrong, President/Superintendent
Barstow Community College

An evaluation team of twelve members arrived in Redding, California, on the evening October 23, 2011, and visited Shasta College between October 24 – 27, 2011, for the purpose of evaluating how the institution is achieving its stated mission, analyzing if the college is meeting the Commission’s Eligibility Requirements and Standards, and making recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) on the accredited status of Shasta College in order to assure educational quality and enhance institutional improvement.

In preparation for the visit, the chair participated in an all-day training session on August 30, 2011. The entire team of nine received training on September 6. Subsequently, three additional members were added to the team, bringing the total to twelve.

Prior to the site visit, each team member completed and submitted to the chair a survey of professional expertise and accreditation experience, an analysis of the Self Study Report, and a “Standard Team” report exercise of the standards to which each member had been assigned.

On Monday, October 24, 2011, prior to the team arriving at the college to commence the formal visit, the team spent a half day in the morning at the hotel reviewing the team members’ written evaluations of the college’s Self Study, discussing the evidence that had been made available to the team and what other evidence would need to be examined, re-confirming the standards to which team members had been assigned, determining who would visit the off-campus educational sites, and sharing each member’s views of how the college met the standards based upon the initial analysis, and what further evidence was necessary to confirm this analysis.

At approximately 12:30 p.m., October 24, the team arrived at the college and proceeded to the team room, where lunch was provided. The team chair met with the college president while the team proceeded to become familiar with the hard-copy evidence that was available in the team room. At 3:00 p.m., the college president escorted the team to a reception where members of the team were introduced, and the team engaged the college constituents who attended the reception in conversation. At 4:00 p.m., the team was escorted in two vans on an enjoyable and informative one-hour tour of the campus. At 6:00 p.m., the team assembled for dinner at a local restaurant.

During the course of the visit, the team met with over 125 faculty, staff, administrators, members of the board of trustees, foundation board members, and students. Approximately
20 classrooms were visited. In addition, team members visited the Trinity and Tehama Campus Centers, the very impressive Health Sciences Center and University Programs facility in downtown Redding, as well as the leased space, also in downtown Redding, that constitutes the Center for Economic & Workforce Development.

The team believed that the college’s Self Study was, for the most part, complete and addressed all standards and Eligibility Requirements (ERs). There were some organizational weaknesses and inconsistencies, such as areas that indicated issues or needs for improvement in the descriptive summary or self-evaluation sections, and yet there were no planning agenda items for that standard. The Self Study developed seven broad planning agendas, and the team believed that these were too broad and not specific enough to address identified issues. At times, the Self Study did not seem to “speak” with one voice.

College staff members were very accommodating and helpful during the course of the team visit, and worked conscientiously to fulfill the needs of the team in such areas as scheduling of interviews, meals and snacks, and requests for additional information or documentation. The college was well-prepared and ready for the team’s visit at the college, and in supplying and supporting the team meeting room at the hotel.

**Major Findings and Recommendations of the 2011 Visiting Team**

As a result of the October 2011, visit, the team made four recommendations:

**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.5).

Team Commendations

As a result of the October 2011 visit, the team noted six commendations:

Commendation #1
Shasta College is to be commended for the creation of an excellent technology planning process, including a criteria-based activity evaluation matrix that helps the college prioritize technology expenditures.

Commendation #2
Shasta College is to be commended for achieving its mission to serve its geographically diverse and expansive district through online and ITV instruction at the Intermountain, Trinity, and Tehama extended education centers.

Commendation #3
Shasta College is to be commended for meeting the growing demands for healthcare workers in the state of California by promoting increased enrollment, access, and retention through its state-of-the-art Health Sciences Center.

Commendation #4
Shasta College is to be commended for serving its community by targeting regional economic improvement through its Economic & Workforce Development Division and by providing local access to university-level instruction through its University Program.

Commendation #5
Shasta College student leaders are to be commended for their positive and collaborative relationship with the campus community and for their innovative activities that promote student engagement and success. The team was particularly impressed with the sustainability program that provides a $1,000 award for students to develop ideas that promote recycling and other activities that contribute to sustainability.
Commendation #6
Shasta College is commended for the Great Ideas for Teaching Students (GIFTS) program, FLEX workshop that provides faculty with innovative teaching tools for increasing student engagement and retention.
ACCREDITATION EVALUATION REPORT
FOR
SHAST-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Introduction

The Shasta-Tehama-Trinity Joint Community College District is a single-college district that includes the three counties of Tehama, Trinity, and Shasta, as well as portions of Humboldt, Lassen, and Modoc counties. In total, the district serves a population of over 254,000 people encompassing approximately 10,500 square miles. Shasta College was originally authorized by the board of trustees of the Shasta Union High School District in 1947, and received approval from the state board of education to become a public junior college within the jurisdiction of the Shasta Union High School District in 1948, and formal operations as a college commenced in 1949. In 1967, a vote of the residents of Shasta, Tehama, and Trinity counties allowed for an expanded, multi-county district that became known as the Shasta-Tehama-Trinity Joint Community College District with Shasta College as the single college within the district boundaries. The main campus in Redding is situated on 335 acres. Extended Education Centers exist in Red Bluff, Weaverville, Burney, and Downtown Redding. Additionally, instruction is also delivered to thirty-five other sites in fourteen communities throughout the district.

In the 2009-10 academic year, enrollment at Shasta College was 15,406 head-counted students, or approximately 10,253 full-time equivalent Students (FTES) in both credit and non-credit programs. Demographically, the student body reflects the ethnicity of the district’s service area, with 72% of students identifying themselves as white, and 11% as Hispanic. All other ethnic groups are relatively small, with less than 3% of the student body and service area. The adult (18+) participation rate within in the district is 78.5 students per 1,000.
EVALUATION OF RESPONSES TO PREVIOUS RECOMMENDATIONS

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 lead 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.

Following the 2005 evaluation visit and the subsequent recommendation of the team and the Commission, the college established an ad-hoc Institutional Effectiveness Committee in March 2006, whose task was to review and make recommendations to the college’s planning structure and processes. After submission to the Commission of the 2007 Progress Report with visit, the college was placed on Warning and required to submit a Special Report in conjunction with the 2008 Midterm Report. Following the submission of these reports, the college was continued on Warning and required to submit a Follow-Up report in spring 2009. That report was accepted, and the college was removed from Warning in June 2009.

In 2007, the new College Council was formed and the planning process was refined, presented to the board of trustees and the various constituent groups between August 2007, and September 2008, for final changes, adoption, and implementation. The College Council serves as the primary participatory and governance committee, although it is still defining the extent of its role. Another element of the planning framework is the committee structure that includes the Academic Senate, Budget Committee, College Council, Distance Education Committee, Enrollment Management Committee, Facilities Planning Committee, General Education Committee, Instructional Council, Invest in Our People (Staff Development), Student Equity Committee, SLO Committee, Student Services Council, and the Technology Planning Committee. The role of College Council is to set short and long-term goals, oversee planning efforts and initiatives, and assess their effectiveness. It also makes recommendations to the superintendent/president on matters of budget, staffing, equipment and facilities, and ensures the alignment of the college mission and goals with state directives, statutes, and plans. College Council is also responsible for integrating the division and area plans into a cohesive, integrated strategic planning document.

In March 2008, under the leadership of the then vice president of academic affairs, College Council developed comprehensive program review models for all existing instructional programs and student service programs, and other administrative services. Ostensibly, this new model supported the college mission, and ensured continuous quality improvement and responsiveness to changing circumstances. Planning and review cycles were established and depicted in a flow chart. Student Learning Outcomes (SLOs) and service area outcomes (SAOs) were incorporated into the planning process at the course or functional level, institutional level, and ostensibly the program level. While a cycle of review had been accomplished, the new model for program review has been determined to be too
cumbersome, producing program review reports that are too long, thus raising the risk that they may not be used effectively for planning and assessment purposes. At present, a new program review process is being considered and is in the development stage. While the commission removed the college from warning in June 2009, believing that the college was at the sustainable quality improvement level of implementation, the 2011 site team has determined that the progress toward integrated planning has stalled. The college has not yet developed an educational master plan upon which the other plans should be linked and integrated. Complicating the movement toward an integrated planning process was the departure of the previous institutional researcher, thus creating a gap until February 2011, when the current researcher was hired. Further, the college has seen significant leadership changes during the past year, which, no doubt, have contributed to the planning slow down. Critical to the college planning goals is completion and implementation of an educational master plan that could inform other planning efforts, such as an updated facilities plan and a revised strategic plan. This recommendation has not been met (See the 2011 evaluation team’s Recommendation #1).

Recommendation #2
The college must staff the institutional research and planning office and fully implement the Datatel system in order to facilitate all ongoing institutional assessment, evaluation, and improvement activities.

Following the site visit team’s recommendation in 2005, the college proceeded to hire a full-time director of research and planning. Software programs were acquired that facilitated the extraction of data from the Datatel system, thus increasing access to and use of data for planning and assessment purposes. After submission of its Progress Report, and following the subsequent November 2007, visit, the Commission agreed that the college had satisfied this recommendation.

In June 2010, a vacancy appeared in the position of director of research and planning. A new director was hired in February 2011. While Data accessibility and accuracy issues have hampered some of the college’s institutional research efforts in past years, they have greatly improved in the past year. The research office is now adequately staffed and provides useful information to college constituencies to address program review and planning. While the visiting team has some concerns about the need to accelerate the process for completing an educational master plan in a timely fashion (see Recommendation #1), the college has met this recommendation.

Recommendation #3
The college must develop a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Following the evaluation report after the November 2007, visit for the Progress Report, the site team at the time concluded that “Shasta College had satisfied this recommendation.” The college revised its mission statement in 2005, 2007, and 2011. College Council bylaws were adopted that stated the mission would be reviewed every three years and “ensure alignment
of the college mission and goals with the State Community College mission and goals. The college mission statement is sufficiently broad enough to address the college's intended student population, educational programs, and commitment to learning. The mission is reviewed on a regular basis by College Council, the primary participatory planning and governance committee.

**Recommendation #4**
The college must develop a culture of evidence in which there is broad-based dialogue that leads to a collective understanding of the meaning of data and assessment of student learning.

In the report from the Commission following the November 2007, visit for the Progress Report, the Commission determined that the college had satisfied this recommendation. Since the site visit in 2007 and the Special Report and visit in conjunction with the Midterm in 2008, the college implemented a new planning model that included the College Council as the primary participatory planning committee, and a revised program review process in 2009, under which three instructional programs and Student Services participated, and the results of which were shared with College Council in 2010 and 2011. College Council developed the 2009-12 Strategic Plan, reviewed the college mission, and approved revision of Institutional Student Learning Outcomes in 2011. SLOs and assessment have been developed at the course level, but program level SLOs and assessment have been problematic. Dialogue regarding continuous improvement of student learning and institutional processes have been occurring among the sixteen committees that comprise the planning and governance committees. Flex Day activities are used to facilitate faculty dialogue and address student learning outcomes, as well as sharing instructional improvement ideas. Student learning data has not yet been incorporated into annual program review reports, and given the cumbersome nature of the current program review process, a new process is being discussed and will be implemented. Institutional outcome data have not yet been collected. Faculty and staff surveys indicate that communication of college procedures have been a problem over the past year. The new superintendent/president seems committed to improving communications, starting with weekly updates to faculty and staff to help resolve these issues.

**Recommendation #5**
The college community must fully pursue meeting standards related to student learning outcomes. The action must include identifying outcomes and assessment practices in revision of courses, programs, and services; developing outcome assessment data; and using assessment results in planning improvements. Further, this action must be supported by a specific plan—including people responsible, a timeline for work to be completed, and a mechanism for periodically gauging progress and making changes as needed.

In the accreditation report following the visit for the Progress Report in November 2007, the site visit team determined that the college had achieved the developmental level, and that the college should be at the proficiency level during the following year. Beginning with one, but increased to two, SLO coordinators with 40% release time since 2010 are responsible for developing, implementing and directing the timeline for the full implementation of SLOs. Service Area Outcomes (SAOs) were identified in Student Services areas and are reflected in
the 2010 Student Services Program Review. Since the October 2007, Progress Report and site visit, the college established a timeline for completing the SLO process, and anticipated that it would be at the sustainable quality improvement level by 2012.

While the college has made progress by establishing SLOs at the course level, there is little evidence of SLOs at the program or institutional levels. Further, although SLOs exist at the course level, a need exists to complete a cycle of assessment so as to determine effectiveness. The college has addressed the issue of course SLOs, has a strong curriculum committee, and offers a variety of degree/certificate programs and courses. The next step is to complete the program review process, establish all program and institutional outcomes, use the results for the ongoing systematic evaluation, and put in place integrated planning to ensure currency and to measure achievement of learning outcomes, if the college is to attain proficiency and meet standards on student learning by the Commission’s 2012 deadline, and in order to achieve Sustainable Continuous Quality Improvement Level in Program Review. (See Recommendations #2 and #3)

**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.*

Following the 2008 Midterm Report and Special Report, a site visit occurred in November 2008. As a result of this visit, the college was continued on Warning, and had to convince the Commission that it had achieved continuous quality improvement level. A Follow-up Report submitted in March 2009, asserted that the college had completed a full planning cycle and had achieved the continuous quality improvement level. The college was subsequently removed from warning in June 2009. Since the 2005 site visit, the college has sought to incorporate fiscal planning and resource allocation. For example, hiring requests are tied to program review and prioritized. These are sent to the cabinet and the academic senate. Other requests for resources, such as instructional equipment, are ostensibly linked to program review.

In February 2011, under the auspices of the College Council, the **Participatory Planning-Budgeting Processes** document was written and established the primary participatory planning and governance committees. These committees develop plans and priorities that link fiscal planning to the strategic planning process. In 2009, the college undertook to develop a comprehensive Educational Master Plan. Unfortunately, this process was stalled for a number of reasons, and the Educational Master Plan has not yet been completed and implemented, thus hindering the college’s effort to develop an integrated, comprehensive and linked planning process that ensures ongoing, systematic, and cyclical process to include evaluation, planning, resource allocation, implementation, re-evaluation, and one that ties fiscal planning to its Strategic Plan and Educational Master Plan. Further, a new Facilities Master Plan should be completed as soon as possible. As a result of stalled planning efforts, the 2011 visiting team believes this recommendation remains unmet (See 2011 Recommendation #1).
Recommendation #7
The college must develop, implement, and evaluate a technology plan that systematically assesses current efforts and identifies resources to be expended. Integrating this plan with other institutional planning efforts is crucial.

In the report compiled after the November 2007 Progress Report, the site team stated that the college had the Technology Committee produce a technology plan that took the lead in its attempt to integrate planning efforts and prioritize technology initiatives. The college systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement as seen in the 2007-2010 Technology Plan, activity planning requests, and Technology Committee meeting minutes. The college provides abundant technology resources and support throughout its multi-county area. It is to be commended for the creation of an excellent technology planning process, including a criteria-based activity evaluation matrix that helps prioritize technology expenditures. This recommendation has been met.

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.

In the report following the November 2008, accreditation Special Report visit, the team concluded that the college had achieved the continuous quality improvement level in planning. The Commission subsequently removed the college from warning in June 2009. The college relies on the College Council to guide the process for systematic assessment of the effective use of financial resources and makes recommendations to the president for improvement based upon assessment. College Council relied upon input from the Budget Committee in the development of the college's 2009-2012 Strategic Plan. While a new Program Review process was implemented, given that it was too long and cumbersome, it has not been as effective as desired; consequently, the college is now in the planning stages of creating another Program Review process. Until this is developed and implemented, and an Educational Master Plan is completed, planning efforts at the college will not be truly integrated and linked. An evaluation of all participatory planning committees should be undertaken and their roles clearly defined in the planning process. Due to some false starts in the planning processes at Shasta College, this recommendation remains unmet (See 2011 Recommendation #1).

Commission's Concern:
The college must address the gaps in its general education by providing courses that address computer literacy and cultural diversity and assuring that these elements of the general education are consistently met by all students completing the degree.

In the accreditation report following the November 2007, Progress Report visit, the team concluded that this concern had been satisfied. A new multicultural requirement was approved by the General Education Committee in April 2007, and approved by the curriculum committee in March 2008. The requirement went into effect in Fall 2008. The catalogue contains a varied list of the courses that satisfy this requirement. Additionally,
there are a number of campus clubs at the college that contribute to a greater understanding of diversity. In the area of computer literacy, a policy was approved by the Academic Senate in October 2007, which provided students with a number of options for fulfilling the computer literacy requirement.

Eligibility Requirements

1. **Authority:** The evaluation team confirmed that Shasta College is a bonafide public institution that is part of the California Community College System and is authorized to provide educational programs according to the California Education Code. Further, Shasta College is duly accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC).

2. **Mission:** The evaluation team confirmed that Shasta College has a clearly defined mission statement first approved by the board of trustees in April 1994. Since then, the statement has been revised and approved by the board in 2003, 2005, 2007, and most recently in 2011. The mission statement can be found in the college catalogue, the Schedule of Classes, and on the website.

3. **Governing Board:** The evaluation team confirmed that Shasta College has a governing board that is comprised of seven elected board members representing specific geographic regions encompassing the district boundaries. Information about the trustees, trustee district areas, board policy and agendas/minutes of board meetings can be found on the board of trustees' website. Board Policies 2000-2790 enunciate the expectations and responsibilities of the board and define the relationship between the board and the college. The governing board has a conflict of interest policy and a code of ethics policy, including procedures for addressing violations of these policies by board members.

4. **Chief Executive Officer:** The governing board has a process in place for the selection and annual evaluation of the chief executive officer (CEO). The CEO serves as the president of Shasta College and the superintendent of the Shasta-Tehama-Trinity Joint Community College District. The CEO is largely responsible for the operations of the college and the implementation of board policy. The relationship between the governing board with the CEO is defined in Board Policy 2790.

5. **Administrative Capacity:** Shasta College's administrative structure is analyzed and reorganized regularly in order to better address the growing and evolving needs of the district, and in light of budgetary, personnel, or efficiency considerations. Vacant administrative positions are advertised according to educational, work experience and skills requirements, and job descriptions are developed and revised as necessary. All administrators undergo evaluation according to board policy. The most recent Shasta College reorganizational structure has established a combined vice president of academic affairs and student services position for which a search in currently underway. Two interims are presently serving as vice president of academic affairs and vice president of administrative services. The number of deans has been reduced from ten to eight in the current reorganization plan. The evaluation team noted during its visit some
concerns about administrative capacity for the future, suggesting that the college will need to analyze the new structure for its effectiveness as time has elapsed and data becomes available.

6. **Operational Status:** Shasta College is fully operational, offering a variety of educational programs and services, including transfer, basic skills, career & technical, personal enrichment and development. Programs and services periodically change to reflect the evolving needs of students and the community.

7. **Degrees:** Shasta College degrees and certificates are listed in the college catalogue. The college offers courses that enable students to complete courses of study that lead to associate degrees or certificates.

8. **Education Programs:** Shasta College’s degree and certificate programs are in keeping with its mission. All degree programs are reviewed and approved by Curriculum Council for sufficient content and length, sufficient variety within disciplines, and appropriate quality and rigor. All degree programs consist of at least 60 units.

9. **Academic Credit:** The Curriculum Committee determines specific unit credit for individual courses as well as credit and non-credit course status. Information relating to the awarding of credit, grading definitions, and grading policy are provided in the college catalogues. Additionally, non-traditional ways of earning credit are included, as is policy pertaining to course repetition and withdrawal. Shasta College appears to be in compliance with U.S. Department Education regulations for the awarding of credit hours in conformity with the “Carnegie Unit,” the commonly accepted practice in American higher education and accepted by ACCJC/WASC.

10. **Student Learning and Achievement:** The visiting team noted that the college catalogue states the educational outcomes for each program, including relevance to employment and eligibility for transfer to a four-year institution. All courses are reviewed and updated by faculty and approved by the Curriculum Committee at least every five years. 78% of all courses have identified student learning outcomes and assessments, while only 18% are in place for programs. Institutional Student Outcomes (ISLOs) have been identified and are printed in the catalogue; however, none have been assessed for use in helping gauge students’ achievement of the desired outcomes.

11. **General Education:** A general education component is required of all degree programs offered at Shasta College. This component ensures that there is student competence in writing and computational skills and includes course work in science, social science, humanities, oral communication and cultural diversity. Learning outcomes for the general education program have been identified and credit is granted for degrees in a way that is consistent with common systems of higher education, and U.S. Department of Education Regulations. Appropriate breadth and rigor are consistent for quality degree programs.
12. **Academic Freedom:** Shasta College has a policy (BP 4030) that outlines academic freedom for faculty and students. This policy is available on the college’s website and is published in the catalogue. Through BP 3900, a designated free speech area has been established, thus enabling students, employees, and members of the public to exercise their right of free expression and intellectual inquiry.

13. **Faculty:** Full-time faculty are responsible for developing new programs and courses, or for revising them. They are also responsible for maintaining the quality of existing programs, serving on standing and ad hoc committees, serving as SLOs coordinators, conducting curriculum review, assessing student learning, and providing services to the college and community that are outside of the classroom. Board Policy 4020 designates to faculty responsibility for course approval, establishing prerequisites and corequisites, and assignment of courses to specific degrees, and to the Curriculum Council in the absence of full-time faculty. Shasta College has a substantial core of full-time faculty.

14. **Student Services:** Shasta College provides a range of programs appropriate for its student population that supports student learning and development within the context of the college’s mission. Access to comparable services is provided to students taking courses through the extended learning centers and online.

15. **Admissions:** The college’s admission policy is stated in the catalogue and is consistent with the college’s mission. Special requirements for enrollment in specific academic programs are listed in the catalogue and are directly related to the field of study or course activities.

16. **Information and Learning Resources:** The evaluation team confirmed that Shasta College provides long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.

17. **Financial Resources:** Shasta College has a funding base and the financial resources to support student learning programs and services, to improve institutional effectiveness and assure financial stability; however, financial planning is not thoroughly integrated with other planning activities of the college.

18. **Financial Accountability:** The evaluation team confirmed that Shasta College employs a certified public accounting firm to provide an annual financial audit report that is presented to the board of trustees.

19. **Institutional Planning:** 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.

20. **Public Information:** Shasta College provides precise, accurate and current information in printed and online versions of its catalogue and schedule of classes.
21. **Relations with the Accrediting Commission:** The evaluation team has confirmed that Shasta College strives to adhere to the eligibility requirements, accreditation standards, and policies of the ACCJC/WASC, and complies with Commission requests, directives, decisions, and policies. Board Policy 2000 reinforces the board of trustees' and college's determination to adhere to the above requirements. At present, the college is challenged with Eligibility Requirement #19, in that it needs to 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 its Strategic Plan and Educational Master Plan. Critical to this planning process is expediting completion of the Educational Master Plan.
Standard I
Institutional Mission and Effectiveness

A. Mission

General Observations:
The current mission statement defines a broad educational purpose for this institution; addressing open access to educational programs and life-long learning opportunities; identifying an intended student population with diverse backgrounds, interests, and abilities; and reaffirming the college’s commitment to student learning. Shasta College’s mission statement also provides educational themes that address critical thinking, effective communication, quantitative reasoning, information competency, and workplace skills. The mission statement is considered a part of all college planning activities and is reviewed every three years.

Findings and Evidence:
The Shasta-Tehama-Trinity Joint Community College District, known as Shasta College, has a broad mission statement that is documented in Board Policy 1200 “District Mission:”

“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.”

The college offers a comprehensive range of academic programs as noted above. Program effectiveness and student success is evaluated on an annual basis through the program review process using disaggregated student enrollment and performance data. Evidence of quantitative and qualitative assessment of institutional effectiveness is also seen in the college’s annual Fact Book and “Quick Facts” information, as well as in the results of a number of campus-wide surveys (1.A.1).

The board of trustees approved the current mission statement in June of 2011. The mission statement is found on the college website, in the college catalogue and schedule of classes, as well as in the faculty handbook. A 2010 faculty/staff survey indicated that a majority of individuals surveyed (88%) were aware of the contents of the Shasta mission statement, but only 44% felt the college communicated its mission effectively (1.A.2).

The college revised its mission statement in 2005, 2007, and 2011. Shasta College also adopted bylaws in 2008, which specify that the College Council will “Review the college Mission Statement every three years and ensure alignment of the college mission and goals with the State Community College mission and goals.” The College Council therefore holds
primary responsibility for the periodic review and revision of the college mission statement (1.A.3).

The College Council was established in 2007 as the primary participatory planning and governance committee for Shasta College and as such, is responsible for maintaining the framework for all planning and decision-making processes at the college, including its current 2009-2012 strategic plan and program review processes. Five themes central to all college planning are identified as student learning and growth, quality staffing, fiscal integrity, community connection, and maintaining a positive campus climate. Although the college’s strategic plan is current and drives annual activity planning for this college, there has been a significant lapse in master planning within the district, with no approved educational master plan to inform facility, technology, or staffing planning. The college has drafted a framework, process, and timeline to develop a new educational master plan by fall 2012 (1.A.4).

**Conclusions:**
The college’s mission statement is sufficiently broad to address the institution’s intended student population, educational programs, and commitment to learning. The mission is reviewed on a regular basis by a participatory governance committee, approved by the board of trustees, and published widely in electronic and print media. The college mission statement also is central to current campus planning activities. The college therefore meets the requirements and general provisions of Standard 1.A, as well as the specific provisions of 1.A.1, 1.A.2, 1.A.3, and 1.A.4.

**Recommendations:**

None
B. Improving Institutional Effectiveness

General Observations:
Shasta College has made a conscious effort to design and implement a comprehensive system of assessment for student learning and service outcomes since 2005. The institution currently has 78% of active courses being assessed, but no program level or institutional outcome data have yet been analyzed. Institutional Research supports the collection and analysis of learning outcome and program review data. The college will implement CurricUNET by fall 2012, to further improve access and review of assessment data. Outcome data are distributed and discussed at flex day activities, allowing both full and part-time faculty to participate in an active dialogue on student learning and achievement. Program review currently incorporates student enrollment and achievement data, but there is no evidence of analysis or impact on resource allocation. The college has been improving planning, resource allocation, and evaluation processes, but program review for both academic programs and student services has been on a five-year cycle and does not provide an effective mechanism to assess planning and learning outcomes on an annual basis. There is no evidence regarding the impact of the current college planning and resource allocation processes on institutional effectiveness.

Findings and Evidence:
Collegial dialogue regarding continuous improvement of student learning and institutional processes occurs at 16 different committees made up of faculty, staff, administrators, and students. College Council is the lead decision-making body in the college’s participatory governance structure. Flex day activities are used to facilitate faculty dialogue and address student learning outcomes, as well as sharing instructional improvement ideas. Student learning data have not been incorporated into annual program review reports. Institutional outcome data have not been collected, as yet. Faculty and staff surveys indicate that communication of college procedures has been a problem over the past year; however, the superintendent/president has committed to improving communications, starting with weekly updates to faculty and staff to help resolve these issues (1.B.1).

The college has identified five goals to provide educational and life-long learning opportunities. These goals are emphasized in the 2009-2012 strategic plan. College goals are used to identify planning activities that articulate how the goals will be achieved. Additionally, annual program review requires that programs align the college mission with planning goals and activities. The board of trustees schedules one retreat each year to review progress within the college in achieving these goals and addressing any major challenges (1.B.2).

The College Council is developing, through collegial consultation, a new integrated planning model that utilizes its 2009-2012 strategic plan and criteria-based annual action plans to inform resource allocation. Planning outcomes will be tracked and evaluated annually using program review data, along with student learning outcomes, to inform the next cycle of planning and funding. A five-year program review cycle currently utilizes quantitative and qualitative data to inform collegial discussion and provide continuous improvement for student learning and student services programs. There also is little evidence that points to any
change in institutional effectiveness resulting from the current college planning process. There is no evidence of current master plans, such as an educational master plan, to guide shorter term planning. Recommendations have been established by the College Council to draft a new educational master plan by fall 2012. The facilities master plan is now out of date (1.B.3).

Shasta College encourages employee membership on the following participatory planning and governance committees: College Council, Budget Committee, Curriculum Council, Distance Education Committee, Instructional Council, SLO Committee, Student Equity Committee, Sustainability Committee, Technology Planning Committee, Facilities Planning Committee, Invest in Our People, and Enrollment Management Committee. The following committees are responsible for developing college-wide plans: 1) College Council – the educational master plan and strategic plan; 2) Technology Planning Committee – the campus technology plan; 3) Facilities and Equipment Planning Committee – the facilities master plan; 4) Invest in Our People – the staff development plan; and 5) Enrollment Management Committee – the enrollment management plan. The bylaws of each of these participatory planning and shared governance committees specify broad-based, campus-wide representation from administration, faculty, classified and confidential staff, and students. This allows constituents ample opportunity to provide input into the planning process. Institutional Research performs annual surveys to measure the degree of communication and perceived impact of employees on the institution’s planning process. While the college provides evidence that planning processes are broad-based and offer opportunities for input by appropriate constituencies, it is not clear that the allocation of necessary resources has led to increased institutional effectiveness (1.B.4).

Shasta College currently utilizes a combination of state management information systems (MIS) data, Cal-PASS (California Partnership for Achieving Student Success) data, and the results of a variety of internal campus surveys to faculty, staff, and students to communicate matters of quality assurance to appropriate constituencies. Institutional Research also provides the board of trustees and college employees with data from the Accountability Reporting for the Community Colleges (ARCC) annually. A well designed Fact Book and “Quick Facts” data sheet also summarize essential environmental and student data to inform college employees and community members regarding educational trends. Survey results indicate frustration with the annual review and program review processes, and there currently is no clear or consistent evaluation of annual planning documents as relates to program improvements and institutional effectiveness. Process timelines outlined on the Budget Committee web page do not include integration of the program review process into the annual plan (1.B.5).

The College Council is responsible for systematic review of the planning and evaluation cycle and for assessing institutional effectiveness. Program review processes were recently updated to ensure more qualitative and quantitative information are made available to adequately inform program evaluation and college planning. The College Council also evaluates how well the college is meeting its goals as outlined in the strategic plan through an annual assessment (1.B.6).
All departments and programs at Shasta College, including Student Services, Career Technical Education, and Library Services write introspective program reviews. A level II review team comprised of members from outside the department or program being reviewed conducts a critical analysis of the program review document and meets with the team to suggest revisions. This review process acts as a programmatic self-study that is done every five years. An annual report also is used to assess progress and revise strategies used in achieving goals identified in the previous program review. These two methodologies are currently under review and revision by the College Council, with the intent of simplifying college planning processes and creating stronger linkages between planning and resource allocation (1.B.7).

**Conclusions:**
Shasta College has made significant progress since 2005 in establishing a model for integrated planning, resource allocation, and evaluation processes, as evidenced by previous Progress and Follow-Up Reports in 2007, 2008, and 2009. However, statements provided by the college inferring that integrated planning and program review processes have reached a sustainable level of development cannot be proven, nor is there any evidence that current planning and program review processes have impacted institutional effectiveness.

The college has had broad-based participation in college planning and program review processes, but evidence of goal achievement and subsequent impact on institutional effectiveness is not available at this time. An educational master plan has not been completed that could inform other planning efforts, such as an updated facilities plan and a revised strategic plan. The college continues to review and revise their program review and the annual plan processes, and these revisions have brought the college closer to a sustainable cycle of systematic planning, resource allocation and program review. Data accessibility and accuracy issues have hampered the college’s institutional research efforts in past years, but have improved dramatically in the past year. The research office is adequately staffed and provides useful information to college constituencies to address program review and planning.

The college, unfortunately, does not meet the requirements and general provisions of Standard 1.B, and is out of compliance with specific provisions stated in 1.B.1, 1.B.3, 1.B.4, 1.B.5, and 1.B.7, and Eligibility Requirement #19. Lacking a clear linkage between program review, institutional planning, and resource allocation efforts, Shasta College has not achieved the Proficiency level on the Commission’s Rubric.

**Recommendations:**

**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

**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 (1.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 the 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 student learning and achievement, and institutional effectiveness (1.B.3, 1.B.5, 1.B.6, 1.B.7, II.A.2.a, II.A.2.e).
Standard II
Student Learning Programs and Services

A. Instructional Programs

General Observations:
Shasta College provides the resources for offering high quality instructional programs, student support services, library, and other learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The college provides traditional certificate, degree transfer, career and technical education, basic skills, as well as personal and job enrichment courses and programs. An Economic and Workforce Development Division is housed on the east side of Redding. Additionally, the college also supports skill development courses, tutoring programs, a writing center, a math and business learning center, and a science learning center (II.A.1).

The College publishes a fact book (Shasta College Fact Book 2004-2010) that contains information on enrollment trends, demographics, outcome measures, and external demographics. Shasta College provides its educational, cultural, and recreational facilities and services to all people in Shasta, Tehama, and Trinity Counties. It also serves parts of Lassen, Modoc, and Humboldt Counties in an area that covers approximately 10,500 square miles. Student demographics are analyzed by program and advisory committees to ensure that Shasta College is meeting the needs of the community.

Shasta College utilizes numerous modes of instruction, including live lecture and laboratory classes. The college has an extensive distance education program. The mission defines the broad educational purpose as “open access to educational and lifelong learning opportunities.” The Student Learning Outcomes (SLOs) process began at Shasta College in Spring 2005, when the Academic Senate formed an ad hoc committee to research models. The initial model was “cumbersome and impossible to sustain without the appropriate technological support.” The lack of a data tracking system is disconcerting, and will make achievement of the 2012 goal of Proficiency difficult to achieve. At present, the college is in the process of developing a new program review process.

Shasta College has created numerous staff enrichment/development activities to familiarize faculty with resources, and to help improve their classroom teaching. Shasta College has gathered data on course completion, success rates, degrees and certificates by TOP code (Taxonomy of Program which is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes). The college also has evaluation processes in place through program review, faculty evaluation, and data collection.

In the year 2000, Shasta College offered five distance education courses in the form of internet-based online classes. There has been a significant increase in distance education courses since then. By the time of the team visit, the number of distance education courses in the form of asynchronous Internet-based instruction (online), partially internet-based instruction (hybrid), and synchronous video conferencing or interactive television instruction
offered to remote sites, had grown to over 250 sections.

ITV courses are available at the college’s main campus in Redding and at its three Extended Education campuses: Intermountain, Trinity, and Tehama. Every ITV class is simultaneously available at all four campuses and is taught by an instructor situated on the main campus or at Trinity or Tehama. In 2005, there were 36 ITV classes offered every semester. By the time of the team visit, the number had risen to 43 per semester. Classes are sequenced so that ITV students may complete their general education requirements and one of three CTE degrees within two years.

The college relies on distance education to fulfill its mission in the remotest parts of the region it serves: “The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills . . .” Distance education faculty are evaluated using the same instruments as face-to-face faculty. Courses that are offered in distance education are chosen by the academic deans in consultation with the Distance Education coordinator. The goal is to allow distance education students to be able to complete their associate degree requirements and certificate requirements in three CTE programs.

The assessment of distance education programs is the same as that of face-to-face programs. As a general rule, distance education courses are treated in a way similar to face-to-face classes with regard to assessment, student learning outcomes, instructional quality, and funding. A distance education committee consisting of various stakeholders conducts ongoing review of the success of the distance education program. Among the topics of ongoing discussion are issues on academic honesty, including verification of student identity in registration for, participation in, and completion of distance education classes.

A member of the visiting team telephoned online students and visited distance education campuses. Students taking courses in both distance education modalities were enthusiastic about the opportunity the college offered them to complete their degree requirements. The Trinity campus is over an hour and half drive on a twisty mountain road from the main campus. Students there would not otherwise have an opportunity for higher education if the college did not have a campus there.

**Findings and Evidence:**
New programs stem from the advisory groups and alignment with the mission is ensured by the vice president of academic affairs. The college does not appear to have data relative to students attaining meaningful employment or licensure pass rates upon completion of vocational and certificate programs (II.A.1).

The Program Review Process is under revision currently, and results are not available to compare the two models. The model selected in Spring 2007, began identifying and assessing course level SLOs. In January 2008, the Academic Senate created a standing subcommittee to make recommendations. While improvements were made in Spring 2010 to correct some reporting areas, the survey tool was still absent. Therefore, Shasta College was unable to benefit from meaningful data. Approximately 78% of courses have SLOs, and CurricUNET
has been selected as the tool of choice but has not yet been utilized to garner assessment data (II.A.2.a).

Program Review for programs and SLO reviews are done in five-year intervals. The results are available for the prior system, but no data exists for the new process flow. An annual review of programs has been implemented but has not been incorporated into the program review process. Faculty are responsible for the creation of SLOs for all courses. Faculty evaluation is limited to SLO participation and not SLO results (II.A.2.b).

In 2008, CurricUNET was selected and is the primary program for moving forward the program assessment process that is being overseen by the Program Assessment Committee. As Shasta College develops its SLO process, comprehensively assesses and aligns course SLOs, the data will become available through CurricUNET. This is intended to achieve a complete and thorough assessment of student progress toward achieving outcomes (II.A.2.b).

Shasta College is committed to providing high quality education with appropriate breadth, depth, rigor, sequencing, and time for completion. Academic rigor is achieved through the hiring of competent faculty, appropriate faculty training and proper evaluation, and benchmarking. There is a curriculum process to evaluate breadth, depth, rigor, synthesis and sequencing. CTE courses take into consideration feedback from local advisory boards. Without CurricUNET, there is no formalized assessment collection. Course proposals are first submitted to Curriculum Council to be screened by the Technical Review Committee. Course proposals are returned to faculty for further clarification and revision, and are then submitted to the Curriculum Council for review and adoption. Courses are reviewed by Curriculum Council to verify that they meet depth, breadth, and necessary rigor (II.A.2.c).

Shasta College has developed a variety of approaches to accommodate the diverse needs and learning styles of its student population. The college provides access to education through traditional lecture/labs, internet-based (online/hybrid/web-enhanced), and two-way interactive TV instruction. Shasta incorporates the following instructional methodologies including lecture, lab discussion, problem-based learning, collaborative groups, computer assisted instruction, audio visual aids, guest speakers and field trips (II.A.2.d-e).

Although tracking measures are in place throughout vocational programs using the Perkins IV Core Indicators of Performance, there is little data available on the success rates of students after leaving Shasta College. While data and tracking mechanisms for completers and employers are in place for some programs, other programs have little, if any, means of measuring competencies with employment needs. The college offers a variety of programs and courses held at each of the three Extended Education campuses, as well as other sites throughout the District, thus students are now able to complete their degrees and/or certificates without commuting to the main campus in Redding.

To help students overcome barriers that may interfere with traditional class attendance, such as work schedules or child care issues, the college uses a variety of scheduling modes. Courses may be offered in traditional 18-week cycles, accelerated cycles of 4-6 weeks, or weekend sessions. Throughout the semester, Great Ideas For Teaching Students (GIFTS), a
Flex workshop, provides faculty with innovative teaching tools to increase student engagement and retention. This is one example of how the college provides training to encourage faculty to modify teaching methodologies to meet diverse needs and learning styles of students (II.A.2.d).

The college evaluates the effectiveness of its courses and programs through curriculum review, program assessment reports, and faculty evaluation procedures. Courses are reviewed in an on-going, systematic process. To remain active in the college catalogue, all existing courses are required to be reviewed and updated every five years. Course revisions and updates are reviewed and approved by the Curriculum Council. Some of the criteria the Curriculum Council considers are: consistency with the college mission; meeting Title 5 requirements; meeting a demonstrated need; feasibility; and having a quality design which includes coherency, rigor, and currency of content. Included in both the Program Review and Annual Report is an update of progress in the course/program SLO process. For CTE programs, advisory committees provide input into the course and program review process for relevance, appropriateness, achievement of learning outcomes, and current as well as future needs (II.A.2.e).

In the Program Review self study, the program is evaluated for academic quality, external relations, resource efficiency, staffing, student success data, and general planning. The self study also includes a section to document progress toward achieving Student Learning Outcomes for courses, programs, degrees and certificates. The Program Review document is then evaluated by a Level II review team comprised of members from outside the department or program being reviewed (II.A.2.e).

The Program Review process gives an on-going evaluation of programs for their relevance, appropriateness, currency, future needs, and plans. At this time, there is no evaluation of Program Learning Outcomes because most have yet to be defined. Advisory committees have become effectively integrated with the Program Review process and provide relevant input for the current and future needs of career technical training. The Program Improvement Committee (PIC) needs to finalize the criteria used to evaluate programs. Until this is done, the PIC is unable to evaluate programs. Currently 78% of the courses have defined SLOs and 18% of programs have well defined SLOs and 0% of ISLOs have on-going assessment. Therefore, Shasta College may have difficulty achieving the Commission’s 2012 Proficiency deadline (II.A.2.e).

An ongoing systematic approach to evaluation is provided through the Program Review process, curriculum review cycle, program outcome review cycle, curriculum committee, and the web-based program. The program review process was updated, and no results have been generated since the revision. Program stated learning outcomes and a program review process have just been revised. They are designed to develop learning outcomes for Basic Skills, General Education, and CTE. The research department provides regular data and works with departments for specific data requests based on individual department needs. Although a process to establish program outcomes in all programs has been identified, substantial work yet remains for measuring student outcomes and utilizing that information to drive institutional improvement (II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i).
Shasta College awards both the Associate of Arts and Associate of Science degrees. For either of these degrees, the student must successfully complete at least 21 units of general education. Associate Degree general education requirements include courses from five areas of study: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Multicultural/Living Skills. The degree also includes a Multicultural and Computer Literacy requirement. For CSU Transfer, Shasta College may certify a maximum of 39 units of general education. For IGETC Transfer (Intersegmental General Education Transfer) is a series of courses that California community college students may complete to satisfy the lower-division breadth/general education requirements at both UC and CSU), twenty-one courses, typically 3 units each, of general education may be applied depending on the transfer institution. Shasta College relies primarily on the Academic Senate for establishing the general education component of the Associate Degrees, and for determining the appropriateness of each course for inclusion in the general education curriculum. The Academic Senate delegates these tasks to its General Education Committee. The General Education Committee is a standing subcommittee of the Academic Senate and as such is composed primarily of faculty representatives from each division (II.A.3.a).

In Fall 2008, at least one General Education Program Learning Outcome (GE PLOs) has been identified for each of the GE areas. In the areas where more than one GE PLO was identified, the faculty who teach the courses in that area have linked each course with the more appropriate GE PLO in that area. The college mission statement addresses the promotion of leadership and civic responsibility. The GE pattern requires students to have an understanding of diversity. There are campus clubs on campus supporting various interests. The team could not find specific SLOs addressing ethics and effective citizenship although it cited Shasta’s institutional goal of critical thinking as supporting the concepts of this standard (II.A.3.a, II.A.3.b, II.A.3.e).

All degree programs include a focused study in at least one established area or interdisciplinary core. Shasta offers many vocational and occupational programs preparing students for the workforce. The College Council outlines the program approval and review process. Although there is evidence that the vocational programs meet the licensing and certification criteria for the various programs, there does not appear to be information related to passing rates by external agencies (II.A.4, II.A.5).

The catalogue (printed and electronic) contains clear and accurate information, course requirements, transfer credit, and related college information about programs. Articulation agreements are in place with secondary school districts and four-year institutions. As the sending institution, Shasta College provides the relevant course outlines written by Shasta faculty which are then reviewed by the faculty at the receiving institution. Courses that are approved are entered into the ASSIST database by the receiving institution and the college’s Articulation Officer (AO) is notified electronically. The AO then disseminates the approval to the counselors and appropriate faculty. Transfer policies are stated in the catalogue, and copies of articulation agreements are available in the counseling office and transfer center. All transfer credit requests from regionally accredited institutions, degree-applicable, lower-
division courses are accepted. Other transfer credit courses are evaluated individually for comparability to Shasta College courses (II.A.6.a).

Elimination of programs or program requirements follows a process to minimize disruption for students. The only program that has been discontinued in recent years was the Casino Management Certificate program due to low enrollment and agreement from the casino partner. Within the last three years, College Council started to oversee the mandatory five-year Program Review. Annual updates to Program Reviews and division/department Goals and Objectives are assessed. The Budget Committee, Facilities Committee, and/or the Enrollment Management Committee may be asked to review specific elements of a program. The SLO Committee and Office of Research and Planning compile data related to learning outcomes. The Faculty Hiring Priorities Committee, when evaluating potential new faculty hires, examines enrollment data to validate programmatic needs. The Program Assessment process, currently under review through the Program Improvement Committee, identifies and evaluates criteria to provide “early alert” status of programs which, for one reason or another, may no longer be fulfilling the mission of the college. Students are counseled on completion when changes occur (II.A.6.b).

The college catalogue is reviewed and updated annually. It follows a schedule for academic division offices, educational programs, and services. The official version of the Class Schedule is also available at the same website and, until Fall 2011, was published in tabloid form each semester of the academic year. The summer Class Schedule is available online. For those with disabilities, each Class Schedule is available in alternate text formats. The Course Catalog is reviewed annually by various offices throughout the campus community prior to its final review and publication by the Office of Academic Affairs. The Class Schedule is reviewed based on the timeline established by the Office of Academic Affairs and is given the same review prior to its publication. The electronic version of each is updated as corrections are made. The curricula of various programs at Shasta College may be found in many places, most notably in the College Catalog and Class Schedule, and on its website. With the complete revision to the college’s web site in January 2009, information is more readily available, accurate, and better organized to be more student-friendly (II.A.6.c).

The college represents itself to students, the public and college personnel through the college catalogue, class schedule, and college website. The college regularly reviews its policies and procedures, and course outlines with student learning outcomes that are posted on the Student Learning Outcomes Homepage. Policies for transfer credit and procedures for degree and certificates that are contained in the college catalog are also annually evaluated (II.A.6, II.A.7).

Board Policy 4030 relates to academic freedom at Shasta College. This policy describes guiding principles and procedures to ensure academic freedom at Shasta College. The guidelines include a description of faculty responsibility to “encourage fair examination of controversial questions, encourage students to form their own opinions based upon critical judgment and documented facts, and distinguish between objective facts and personal evaluation of facts.” Additionally, classroom policy regarding the discussion of controversial issues is addressed. In 2004, the Academic Senate adopted the American Association of
University Professors (AAUP) *Ethics Statement*. The catalogue provides information about the student grievance policy. All policies are available to the public (II.A.7.a).

The policy on student academic honesty appears in the catalogue and is posted on the college website. The student handbook has been integrated into the college catalogue (II.A.7.b).

Standards of conduct established within the scope of academic freedom and the code of ethics adopted by the Academic Senate are in place and available on the college website, *Catalogue, Class Schedule Supplement*, and *The Faculty Handbook*. Students and visitors are expected to comply with BP 5500. Student Standards of Conduct, are also available on the website, in the Catalogue, and Class Schedule Supplement, as well on faculty syllabi. A code of ethics for board members and administration appear in board policy and administrative procedures (II.A.7.c).

**Conclusions:**
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, transfer to other higher education institutions or programs consistent with its mission. Instructional programs are assessed annually to assure currency, improve teaching and improve learning strategies; however, Shasta College is in transition due to major changes in personnel at the administrative level. During this time of transition, many assessment processes have been stalled, revamped or revised.

Shasta College has made much progress ensuring SLOs are in place at the course level. There is little evidence of SLOs at the program or institutional levels. In addition, although SLOs are available at the course level, it is important they be assessed in a cycle to determine their effectiveness. Once the assessment is complete, areas evidencing deficit can be amended for improvement (II.A.1). The college has addressed the issue of course SLOs, has a strong curriculum committee, and offers a variety of degree/certificate programs and courses. The college needs to address how the evaluation of the Program Review results has led to improvement (II.A.2.a).

Ten years ago, the writing of an Educational Master Plan was undertaken but never completed. A new plan is in draft form. Student Learning Outcomes, with relatively new coordinators, are undergoing revisions in order to keep abreast with the changing curriculum and the student body. The faculty is revising the process of how the data from SLOs is disseminated. Some divisions have decided to openly discuss their findings during the fall Flex Day activity. This also provides an opportunity to share the data with adjunct faculty. The next step is to complete the program outcome review process, program review outcomes and assessment, identify, and assess institutional outcomes, using the results for the ongoing systematic evaluation, integrating planning to ensure currency, and measuring achievement of learning outcomes.

Shasta College does not fully meet the requirements of Standard II.A.
**Recommendations:**

See Recommendations #2 and #3
B. Student Support Services

General Observations:
Shasta College has created a comprehensive program of student support services that are developed and implemented by a team of professionals and led by an interim vice president of academic and student affairs. Overall, student support services are integrated into the fabric of the institution and work collaboratively in support of student success.

Student Services has completed a full program review cycle with annual updates. Each 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.

The recommendation of the last site visit was that each component of student services design their own SLO/SAO and make it part of the program review process. The college appears on track to fully attain proficiency level by June 2012.

Findings and Evidence:
The team found evidence that Shasta College Student Services is fully committed to serving and meeting the needs of the student population that it serves. The college’s unique district that encompasses approximately 10,500 square miles requires specific attention and actions. The mission of student access, student equity, and student success must be shared with potential students with diverse interests, abilities, and backgrounds.

Since the last self-study in 2005, the college has made a concerted effort and progress to extend its services to all students regardless of the location or mode of delivery. This was maintained despite a system-wide reduction in categorical funding for the EOPS/CARE, Matriculation, DSPS, and CalWorks programs. Through the use of technology and coordination with Extended Education and the Office of Information Services and Technology, Shasta College student services has maintained quality support for students. All student services programs have developed student learning outcomes (SLOs) and service area outcomes (SAOs). These outcomes have been integrated into the program review of 2010 and the annual goal updating process.

Shasta College provides a clear, accurate, and student-friendly catalogue for its constituencies with current information concerning all required areas. The previous accreditation report indicated that because so many students rely solely on information provided via the electronic catalogue, it was critical that the catalogue was well organized, easily understood, and complete. The catalogue is updated annually to reflect changes in offerings, policy and/or practice and is made available in both printed and electronic online format for prospective and current students (II.B.2). The printed version is provided for free at the Admissions and Records Office. All required information, including information regarding students rights and responsibilities, the grievance process, student code of conduct, and the Academic Freedom Policy is available and is readily accessible through the printed catalogue and on the college web site (II.B.2.a, II.B.2.d).
Shasta College determines the support needs of its students through multiple means that include analyzing data gathered as part of the matriculation process, tracking services utilization, surveying students directly, and engaging in collegial and self-reflective dialogue. Due to the extensive nature of these efforts, the previous accreditation report deemed it critical that evaluation of student satisfaction be ongoing, inclusive, and deliberate, making use of the institutional researcher for analysis of the existing survey and development of additional assessment measures (IIB.3). Shasta College utilizes the Student Climate Survey to determine if students’ needs are being met. Students are also surveyed regarding their needs for support services during assessment for placement in English and math classes. Additionally, research and data regarding the Early Alert Program and probation help counseling faculty make decisions regarding provision of services.

While sufficient evidence of significant activity exists in meeting the needs for student support services, the collection and analysis of data to support these needs is still in process. The off-site campuses are open to students between 8:00 a.m. and 10:00 p.m. on Monday-Thursday and 8:00 a.m. and 4:30 p.m. on Friday. ITV broadcast capability is available at Tehama and Trinity, which means that students there are sometimes able to see their ITV instructor in a face-to-face format. There are open computer labs and student lounges at the three off-site campuses. There are vending machines in the student lounges that enable students to purchase snacks, sandwiches, and educational supplies. Students are able to purchase their textbooks online and have the books shipped at no charge to their off-campus site (II.B.3.a).

Students enrolled in the distance education program are provided counseling and tutoring services. There is a full time counselor at the Tehama campus who provides face-to-face counseling to students at that location. That counselor also serves as the distance education counselor by being available by telephone and via email to students enrolled in online and ITV classes at the two other off-site campuses. There is a part-time tutor at the Tehama campus as well. Tutoring is available to student on a regularly scheduled basis via ITV. Students receiving financial aid at the three remote campuses are able to access their funds using an ATM machine and college-provided debit card (II.B.3.a, II.B.3.b, II.B.3.c, II.B.4).

Students are encouraged to take an online orientation as part of their matriculation planning prior to taking their first online class. All other student service policies are applied to distance education students in the same way as face-to-face students: admission policies, academic freedom, student fees, student financial aid, and available learning resources. The college engages in on-going dialogue in the Distance Education Committee about the learning support needs of its distance education students and addresses these needs through the college planning process (II.A.3.c).

Counseling is evaluated by students as part of the college’s Student Climate Survey process and as part of the individual counselor evaluation to determine if students’ needs are being met. The Counseling Department prepares an annual program review update which is considered across the division and college in conjunction with other planning tools. With the intent of focusing on the development of the individual, the Counseling Center moved to a
developmental model of counseling which focuses on the development of the individual. This model helps a student develop and attain his or her educational goals by providing specialized information about occupations or educational opportunities while helping the student understand the correlation with skills, challenges, barriers, interests, aspirations and sources of support. While this model encourages students to work with the same counselor, it has implications for staffing as it has increased the demands on counselors at a time when the Counseling Center has endured staffing reductions.

Counseling professionals meet state minimum qualifications for professional service as counselors in the California community colleges and also receive on-going professional development through participation in statewide conferences and meetings, through on-campus training workshops, and through regularly scheduled monthly and bi-monthly meetings (II.B.3.c).

The previous accreditation report indicated that Shasta College’s diversity efforts often focused on stand-alone events and activities planned by Student Service’s programs or the Associated Student Body and that they were rarely integrated into the curriculum. Shasta College’s General Education requirement requires all Associate Degrees to be accompanied by a three unit Multicultural studies course. Shasta College’s Student Equity Committee, which is now chaired by the Director of Student Development and Outreach, is responsible for updating the college’s Equity Plan, and for reviewing access and student success as seen through the lens of student diversity (II.B.3.d).

Shasta College systematically evaluates placement instruments in accordance with California state regulations and conducts rigorous periodic reviews of cut score validation, test bias/disproportionate impact, and reliability to ensure that students are appropriately placed in college courses. A set of weighted multiple measures have also been created by the college to ensure that all relevant information about a student is taken into consideration before a course placement is recommended. Shasta uses only Chancellor Office approved testing instruments. The COMPASS English and Writing cut scores were last validated in 2010. Math faculty members have developed a self-assessment instrument that students can use to place themselves in non-transfer level math courses (II.B.3.e).

Shasta College has made a seamless transition from paper records to an electronic database. A detailed and comprehensive plan for the maintenance and security of student records has been provided, including back-up protocols for the electronic storage of such data (II.B.3.f). Shasta College completed an extensive program review of all Student Services programs in 2010. The student support services program reviews included an analysis and responses related to the development and assessment of student learning outcomes. The program review included SLO/SAOs. Student Services program review included all services that the college provided on campus, off site, and electronically. Collection and analysis of data that leads to dialoguing about effectiveness and of programs, is progressing, although it is not yet extensive (II.B.4.).
Conclusions:
Shasta College's student support services program is comprehensive and deeply committed to serving and meeting the needs of the student population that it serves. Student Services has completed a full program review cycle with annual updates. Each student service 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.

Shasta College meets the requirements of Standard II.B.

Recommendations:

None
C. Library and Learning Support Services

General Observations:
At Shasta College, the Library and Learning Support Services consist of the Library, the Assistive Technology Lab, the ESL Lab, the Math and Business Learning Center, the Science Learning Center, and the Writing Center. These services provide research materials, information and competency instruction, instructional support for specific subject matter, tutoring services, and computer laboratories. All library and learning support services collaborate to provide effective service to students at all locations in the district. In the large geographic district, the library has brought quality learning support experiences to remote learners at the off-campus sites in Tehama, Trinity, Intermountain, and the Health Sciences and University Center through electronic resources (II.C.1).

Findings and Evidence:
The library is an integral part of the learning environment of the college. It promotes student learning and development as a stand-alone division reporting to the vice president. The Assistive Technology Lab is within Disabled Students Programs and Services. The ESL Lab, the Math and Business Learning Center, the Science Learning Center, and the Writing Center, all report to the Dean of Science, Language Arts, and Math. Also, it provides services to the off-campus sites in the district and distance learning instruction (II.C.1.a). The library provides print titles, periodical subscriptions, microfilms, DVDs, and films for student use. Tutoring services, the Writing Center, and the Math and Business Learning Center are located in the Learning Resource Center. The Science Center is located in the Life Science Building.

Through the collaborative efforts of the faculty, paraprofessionals, and library staff, materials and software to support student learning are selected. The librarian is a member of the Curriculum Council, responds to requests from faculty, attends division meetings, and looks for suggestions and recommendations for materials. Personnel in each of the centers work closely with faculty in the discipline to identify tutors and prepare them to tutor specific subjects. The hiring of tutors is the responsibility of the individual coordinators. This collaboration is the key to the success of this support service (II.C.1.b).

The services provided by the library, learning resource center, and the tutoring centers provide students with opportunities to develop competent research skills. The college provides both on-line and on-site assistance to students who are experiencing difficulty using the required technology. College staff offers orientation courses on-site and electronically to guide students through the process of working with databases, web searches, and other tasks needed to use the technology. This is a part of the college’s information competency component (II.C.1.b).

Access to the library and learning resource center is available to students and college personnel. The hours of operation are 44.5 hours per week, Monday through Friday. A decision was made in the fall to scale the hours from 60 hours a week to the present 44.5 hours a week. Online students can access the electronic services at any time. Distance education students are able to access the library collection via the college library website.
The website features a search feature that allows students to use the website to the internet as well as library resources. Students are instructed on how to access the library and other support services online during a student orientation. A librarian is assigned to provide individualized assistance via email. A member of the visiting team interviewed students at the Tehama campus. The students reported that they were very pleased with the quality of the library services they received. There is no physical library presence on any of the off-campus sites. Library space is planned in the future for the fourth building at the Tehama campus. The construction of the Learning Resource Center has relieved the crowding and allowed for the expansion of services (II.C.1.d).

The college evaluates the use, access, and relationship of its library services to intended student learning for distance education or correspondence education programs in the same way as for face-to-face students (II.C.1.a, II.C.1.b, II.C.1.c).

The Library and the Learning Resource Center are well maintained and properly secured (II.C.1.d).

Shasta College collaborates with other public and academic libraries to augment its services to students. This is done through its membership in the North Net Library Systems, and through its utilization of the Online Computer Library Center (OCLC) for processing incoming and outgoing interlibrary loan requests. Other agreements with vendors provide online electronic resources such as databases and eBooks. The majority of these contracts are provided through the California Community College Library Consortium. The performance of these and other services provided to Shasta College are evaluated on a regular basis, and the college assures responsibility for the reliability of these services, either directly or through contracted arrangements (II.1.e).

The Library and the Learning Resource Center uses multiple tools to evaluate the services and ensure that they support student learning outcomes, output measures, and both qualitative and quantitative measures. These evaluation instruments include the following: Library Program Review 2007-08, Student Learning Outcomes, Annual goals and Action plans, user satisfaction surveys, Fall 2010 Student Survey, Technology Survey, Annual Reviews, and Usage data (II.C.2).

**Conclusions:**
The college meets the standards for library and learning resources. The Library and the Learning Resources Center have expanded access for student use of technology, learning support services, and information competency. The staff consults with faculty in various disciplines for suggestions and recommendations for materials and software that support student learning. As a member of the Curriculum Council, the Librarian is involved in the development of new courses, revision of existing courses, and new program development. Despite a cutback in library hours and reductions in staff and funding, services are still provided to all students and faculty. The learning centers and tutorial services provide instructional support to students at all sites in the district. Writing center staff works with faculty from all disciplines.
Recommendations:

None
Standard III

Resources

A. Human Resources

General Observations:
Shasta College’s Human Resource Department adheres to all federal, state and local guidelines. The college has current policies and procedures in place for hiring, diversity, and training that seem to be serving the campus community very well. Although there are some areas of the college that are understaffed due to budgetary constraints, the college is functioning well at this point in time; however this could become an issue if some of these positions are not replaced over time. Requests to replace vacant positions are monitored on a continual bases and replaced only if budget is available and on a prioritized basis.

Board policy relating to human resources policies and procedures, the employee selection process, employee evaluation forms, employee handbooks, diversity, and job announcements, are all readily available. Language for the development and assessment of student learning outcomes are included in the faculty evaluation process.

Findings and Evidence:
Shasta college has in place board policies and procedures for selecting and employing qualified personnel. A process is in place that ensures the hiring of faculty who meet minimum qualifications. The academic senate developed and implemented a formal process for Faculty Hiring Priorities which, in conjunction with the administration, has proven to be very successful. Minimum qualifications, including degrees earned, are listed on job announcements, as well as teaching or administrative experience. Non-U.S. degrees are verified by an agency that evaluates foreign equivalency, or by the faculty equivalency committee in that discipline. Applications that meet minimum qualifications are forwarded to the search committee for screening and interviewing. Faculty applicants who will be teaching distance education classes are also required to be trained in technology (Moodle for online and web-cam system for ITV) and in pedagogy before they are able to teach classes (III.A.1, III.A.1.a).

Shasta College requires that all employees be evaluated on a systematic basis utilizing criteria that measure effectiveness. Evaluation processes are addressed in collective bargaining agreements. Administrators and faculty have agreed, through an MOU, to include language for the development and assessment of student learning outcomes as part of the comprehensive faculty evaluation. Faculty evaluation forms are tailored for the discipline area of the faculty member. Online and ITV faculty evaluations are conducted using the same instruments as faculty who teach face-to-face. On-going discussions regarding the evaluation forms designed specifically for distance education are occurring. Management employees are evaluated by their supervising administrator utilizing feedback from peers and direct reports (III.A.1.b, III.A.1.c).

The college upholds a written code of professional ethics for all employees. The faculty code is published as Board Policy and Administrative Procedure 7215. The classified personnel
The code of professional ethics is Board Policy 7231, and for administrators it is Board Policy 7255 (III.A.1.d).

Shasta College has sufficient qualified staff and administrators to support the mission and goals of the college. The current workforce includes approximately 128 full-time faculty, 275 part-time faculty, 40 administrative staff, and 196 classified staff members. Due to retirements and budgetary constraints, the number of full-time faculty has decreased by approximately 28, causing some concern as to the college’s ability to meet all classroom demands in the future with the existing staffing level. The college will continue to monitor staffing levels (III.A.2).

Personnel policies and procedures affecting all staff are listed in Board policies, California Education Code sections, and collective bargaining agreements, and are available on the college website and in administrative offices. Selection procedures for all positions are defined in the Guide to Employee Selection Handbook. Collective bargaining agreements contain descriptions regarding working conditions, workload, work schedules, leaves, salaries and benefits. The agreements are distributed to all staff and given to new employees at the time of hire. The agreements, as well as updates, are available on the college website (III.A.3, III.A.3.a).

The Human Resources Department maintains a confidential, safe and secure environment for personnel records by limiting the access to personnel files only to authorized personnel assigned a security level and recording each time they have accessed confidential records containing date of birth and social security numbers. Social security numbers are no longer printed on employee checks or cash registers. Medical records are maintained in accordance with HIPPA laws (III.A.3.b).

Board Policy 7100 “Commitment to Diversity,” provides written language to promote understanding of and commitment to equitable treatment of all employees. The Shasta College Human Resources Department is responsible for ensuring that all policies and procedures are followed during the hiring process. The Guide to Employee Selection a handbook for search committees, outlines procedures to follow. The HR department conducts training for all staff who participate on search committees to ensure that all are properly trained and understand the process and screening procedures. The Faculty and Staff Diversity Advisory committee meets throughout the academic year to review and update policies and procedures, thus ensuring compliance with the Faculty and Staff Diversity Plan. The college also analyzes current workforce makeup, which includes data on hiring diverse staff on an annual basis (III.A.4, III.A.4.a, III.A.4.b, III.A.4.c).

The college has formed a committee called, “Invest in our People Committee.” This committee, through participatory governance, is responsible for planning and providing professional development activities. The committee is comprised of all constituent groups on campus. The primary role of the committee is to survey needs, allocate resources, and plan and implement professional growth opportunities for all staff. The college has in place two scheduled faculty flex days per year, which cover topics such as student learning outcomes, and ways to improve instruction, among others. Additional professional development
activities include on-line training for teaching faculty, the Administrative Academy, Great
Ideas for Teaching Student (G.I.F.T.S) that is held three times per semester, workshops for
student success, and customer service training. The college has identified funding from non-
general funds to provide professional growth opportunities. Each full-time employee is
eligible for $500 for professional growth, with additional amounts if making a presentation at
a conference or workshop. Adjunct faculty and part-time employees are allocated $150. The
committee plans other workshops throughout the year for additional professional
development (III.A.5, III.A.5.a).

In-service activities are evaluated each year. Information from the evaluations is assessed
and used when planning the next in-service activities. Evaluation forms are available on the
web, and they are required to be completed in order to receive credit for attendance. The
committee also uses the form as a tool to ensure individual professional growth (III.A.5.b.).
Shasta College has procedures in place to prioritize positions to be filled through
participatory governance-approved planning process tied to the College’s Strategic Plan,
mission and goal to improve student learning opportunities. Periodic review of vacant
positions is conducted by the President’s Cabinet to ensure hiring is consistent with current
needs. Administration also works closely with Academic Senate in developing faculty hiring
priorities for full-time, tenure-track positions. The procedures delineate the process to follow
in identifying positions that will be advertised (III.A.6).

Conclusions:
The college partially meets the requirements of Standard III.A; however, it must ensure that
human resource planning is integrated with institutional planning. Completion of the
educational master plan is critical to fully integrate human resource planning.

Recommendations:

See Recommendation #1.
B. Physical Resources

General Observations:
Shasta College is a single college district servicing three counties: Shasta, Tehama and Trinity, which is spread over 10,500 square miles and has approximately 210,000 residents, as well as educational centers in Red Bluff, Weaverville, Burney and Redding. The college also serves a portion of Lassen, Modoc and Humboldt counties as well. The college delivers instruction to 35 other locations in 14 communities.

The main campus and district office is located on 335 acres in Redding with nearly 70 buildings and over 330,000 assignment square feet of educational space. The majority of buildings on the main campus were built between 1966 and 1968, with the passage of a 8.5 million bond measure. The Library Annex was competed in 2009, and the Solar Field in 2010 (located on the main campus). The Health Care Center and University Programs facility are located in downtown Redding. The Trinity Campus Center was built in 2008, and the Tehama Center on 40 acres was built in 2009. The college continues to lease space in Burney for intermountain instructional activities.

The college assesses the effectiveness of owned and leased physical resources including land, buildings, equipment, among other things, through the Program Review process and the College’s participatory governance planning process. The Facilities Planning process integrates physical resource planning with other institutional planning efforts, as reflected in Board Policy and Administrative Procedures 3250.

Findings and Evidence:
Although the college currently has ample classroom and equipment availability to support student learning, institutional surveys conducted in 2010 indicate that there is concern as to the College’s ability to maintain, replace, and effectively utilize its physical resources in support of student learning (III.B).

The campus safety department is committed to the safety and security of students, staff and visitors. The college is in partnership with the city of Redding police department for law enforcement support. The safety committee annually prepares and distributes updated Security and Crime Statistics Reports. The college employs a safety officer at Tehama and the Health Sciences and University center. The Trinity campus relies on the local sheriff’s department for emergency responses. Surveys, and a team member visit, indicated a feeling of safety on all campuses (III.B.1).

The college recognizes the challenges to maintain, upgrade, augment and/or replace its physical resources with so many budgetary constraints; however, they have a prioritization plan in place. All requests must be justified and prioritized and presented to the Facilities Planning Committee for approval or denial. If approved, the request is then forwarded to the Budget Committee, Instructional Council, College Council, or the President’s Cabinet for approval. Requests usually exceed funding, resulting in many projects being put on hold (III.B.1.a).
Recent climate surveys, safety assessments, and program reviews indicate that the college meets accessibility, safety, security and healthful learning and working environment. The college assures that accessibility and ADA compliance are designed into any new facility and modifications to existing buildings be in compliance. The college has been working for many years to ensure accessibility and compliance with ADA and Section 504 at all locations (III.B.1.b).

The college evaluates its facilities and equipment, through Program Reviews and surveys, to assure feasibility and effectiveness of physical resources on an annual basis. Major capital projects are included in the Five-Year Construction Plan developed annually by the Facilities Committee and submitted to College Council for review prior to seeking approval from the Board of Trustees. With the implementation of Resource 25 software, room utilization is easier to identify for scheduling purposes (III.B.2).

The college continues to be successful in long-range planning utilizing external funding sources (III.B.2.a). In 2008, the college integrated college-wide planning by formalizing its participatory planning and governance processes. The Facilities Planning Committee is now an active resource to College Council and ensures that physical resource planning is integrated with institutional planning. Physical resource needs assessments are conducted through the program review process and reviewed by the Facilities Planning Committee on an annual basis (III.B.2.b).

**Conclusions:**
The college needs to complete its Facilities Master Plan, although in order for this to be linked and integrated with other plans. Completion of the educational master plan is critical. The college partially meets this standard.

**Recommendations:**
See Recommendation #1
C. Technology Resources

General Observations:
During the 2005 accreditation site visit, a recommendation directed the college to develop a technology master plan, integrating it with other institutional planning processes. The college has since created a 2007-2010 technology master plan and describes a planning process that systematically identifies, assesses, and prioritizes all campus technology initiatives, including activity proposals resulting from student learning outcomes and district goals. Due to the vast size of the district’s boundary area and multiple sites located in several counties, the college relies heavily on its technology resources and staff. Evidence presented indicates that the college’s technology planning process takes input from college constituencies, addresses the needs of programs and services, and considers the total cost of ownership for capital equipment and other technology resources. A technology resource committee was formed in 2007 and is part of the integrated planning structure. The technology committee has produced a useful rubric to assist with prioritization of technology requests and activities, which informs effective decision making. Shasta College also has provided evidence that there are ongoing training and education opportunities related to technology resources. The college uses the same procedure to identify its technology needs for distance education as for face-to-face programs. As noted above, all distance education faculty are required to be trained on the appropriate technology for their classes. Additionally, students are encouraged to take an online orientation prior to enrolling in their first online class. Equipment and training needs are regularly evaluated.

Findings and Evidence:
Technology resources are used to support student learning programs and services, improve institutional effectiveness, and are integrated with institutional planning. Evidence presented by the college demonstrates successful creation and implementation of a technology planning process that takes input from college constituencies.

The institution assures that technology supports the needs of learning, teaching, college-wide communications, research, and operational systems. Shasta College’s technology planning process addresses the needs of programs and services, as demonstrated by evidence seen in its campus-wide technology survey and in the technology committee meeting minutes. Virtualization of classroom instruction has increased significantly since 2005, allowing 24/7 learning opportunities for students. Campus wireless internet connections are now available to students. The college constructed new buildings and facilities to support additional face-to-face, online courses, and video conferencing/two-way interactive television capabilities (III.C. 1).

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the college, as seen in evidence such as the technology master plan, facilities modifications, the “My Shasta” web page, and an annual distance education board presentation. Students can access information about the institution, instruction, catalogue, schedule of classes, as well as guidance on becoming a student from the college’s website. The college also has implemented CCCApply for students to submit applications online. Online registration now accounts for over 55% of student registration at
Shasta College. This registration process also provides rapid access to available seats and automated waitlists. Surveys conducted in 2010 indicate that students are pleased with the technology resources offered by the college to promote learning. The Information Technology staff provide technical and professional support for students and college employees, and adequately maintain the technology infrastructure. A new Learning Resource Center (LRC) was built on the main campus utilizing funds from a bond measure. This funding also allowed the college to provide a state-of-the-art data center. The Datatel student records system is now integrated with web access and provides students, staff, and faculty access to information such as student enrollment, budget information, and employee data via the web portal. The college has also streamlined the purchasing approval process through enhancements to the Datatel system (III.C.1, III.C.1.a).

The institution provides quality training in the application of its information technology to students and personnel as seen in the college’s web page, development training videos, and online registration usage reports. Results from recent surveys indicate that training on campus is effective and readily available for staff and students. The college recently updated its training room with the latest technology and software for staff to receive hands-on-training (III.C.1.b).

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs per the 2007-2010 technology plan and/or through the facilities modification request form. Since the last accreditation visit, the college has developed an updated technology master plan. The plan is used to systematically facilitate budget planning for software and technology upgrades to meet the needs of the college. Faculty and staff surveys indicate overall satisfaction with this process (III.C.1.c).

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services as evidenced by a comparison of technology survey results from 2004 and 2010. The college supports and maintains over 1500 computers for staff, faculty and students. There are 826 dedicated computers for student use, 114 computers in multimedia classrooms with 104 classrooms designated as “smart” classrooms. The distance education program, internet courses and interactive (ITV) courses all use technology resources. The IT department is to be commended for the ability to support technology resources throughout the campus’s large service area (III.C.1.d).

Technology planning is integrated with institutional planning. The college systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement as seen in their 2007-2010 technology plan, activity planning requests, and technology committee meeting minutes. Total cost of ownership for capital equipment and other technology resources has been addressed since 2005. Shasta College also has submitted evidence that there are ongoing training and education opportunities related to technology resources. The Technology Planning Committee updated the technology master plan through shared governance process consisting of members from all constituent groups. The assessment from surveys resulted in six focus areas which include: technology strategy, information architecture, organization, resource management, budgeting and financial control, and production support. The college developed a dashboard that shows the current
status of assessment, targeted effectiveness and areas of deficiencies. The college indicates that this tool has been a very effective communication tool. The assessment is used as a tool to ensure that Instructional Technology performs effectively and meets the planning goals and strategies of the district. Technology resource needs assessments are included in the program review process, facilities planning, technology planning and other planning committees. The Technology Planning Committee meets on a regular basis to keep the plan up to date (III.C.2).

**Conclusions:**
Shasta College provides abundant technology resources and support throughout their tri-county service area. Training has been optimized to meet the needs of students and staff. Computers are available for students at all teaching and learning locations. Students have the ability to take ITV courses and on-line courses from remote locations. The college partially meets the requirements of Standard III.C. Completion of the educational master plan is critical to fully integrate technology planning.

**Recommendations:**

See Recommendation #1
D. Financial Resources

General Observations:
The institution’s adopted budget for 2011-12 is $40.2 million in unrestricted general fund revenues. In addition, the beginning fund balance in the unrestricted general fund is $10.2 million, for an approximate 22% unrestricted fund reserve. Total expense budgets amount to $82.9 million, which includes unrestricted and restricted including lease revenue bond funds, general obligation bond projects and bond interest and redemption fund, as well as student financial aid and foundation accounts.

The district has adopted a deficit budget for the 2011-12 year of $668,222. The district has established a hiring “frost.” To date, the equivalent of over 40 full-time positions have been kept open, which equates to approximately $4.5 million in ongoing annual expenditure reductions. Another $450,000 of general fund savings comes from shifting positions from general fund to categorical or grants funds.

In 2010-11, the district adopted a deficit budget of $166,641. By year end due to savings, there was an unaudited surplus of just over $2.79 million. Savings from holding spending (supplies, capital outlay, etc.) holding open positions, and increased revenues accounted for the $2.7 million net income less expenditures for 2010-11.

At the end of the 2010-11 fiscal years, the OPEB JPA trust had a market value of $6,741,748. The 2011-12 adopted budget contains approximately $32,000 to add to the trust (from Funds 11, 12, and 32). The cost of current retiree health benefits (pay as you go) is estimated at a $2.19 million for the 2011-12 year.

Findings and Evidence:
Like most planning at the college, financial planning is not thoroughly integrated with other planning activities. The institution should produce an educational master plan where there is a focus on data. When programs complete their program reviews and annual plans, they should use data to justify requests and validate effectiveness. The college should assess how to quickly and effectively develop an educational master plan, and implement an annual program updating process that uses data for the decision making (III.D.1.a, III.D.1.b).

The College is in full compliance with GASB 45 requirements for ongoing funding of its obligation for retiree health benefits and has, in fact, slightly exceeded the actuarially computed GASB 45 funding obligation as of June 30, 2010. Additionally, the vice president of administrative services has developed an analysis of projected fixed cost increases that is integrated into the five-year budget projections reviewed by the Budget Committee and used to inform the budget process (III.D.1.c).

The college has in place a budget development process, including a budget calendar. Each instructional and service area of the college undergoes a comprehensive program review every year, along with annual updates and action plans. These reviews, reports, and plans address staffing, facilities, and equipment needs. All program review, annual reports, and action plans are reviewed by the College Council; however, because of the cumbersome
nature of the current program review process, a new one is being developed. While a participatory planning process allows for opportunities for representatives of constituencies to participate in the development of institutional plans and budgets, evidence suggests that greater awareness of the planning process and how it relates to decision-making by employees is needed (III.D.1.d).

The college has identified its long-term liabilities for post-retirement benefits, workers compensation, and property insurance and has set aside resources to fund these liabilities. The college has adequate financial controls. The external audit functions as one assessment of the effectiveness of the financial processes. The 2010-2011 adopted budget had a 17% reserve in general funds. In 2011-2012, it is 22%. There were no new findings in the 2009-10 audit report, and the college adheres to all federal, state, and county requirements. The results of the audits are made available on a timely basis, appear on the college website, and are reported out publically to the board of trustees. Regular financial reports and budget updates are presented to the board and are available in board packets. Regular updates about the state budget situation are communicated regularly by the vice president of administrative services via e-mail (III.D.2.a, III.D.2.b).

The receipt of local property tax dollars usually does not occur until the very end of December each year, or possibly the beginning of January. The College has borrowed through the issuance of Tax and Revenue Anticipation Notes (TRANs) to fund expenses during those times. These notes are secured with the pledge of taxes and other general fund money. The Budget Committee reviewed a plan which allowed the College to operate through October using its reserves and the TRANs borrowing. The plan would have carried the College through December if needed. The College’s property, liability and workers’ compensation insurance are covered under a Joint Powers Authority. The 2010-2011 adopted budget contained a 17% reserve in the general fund (III.D.2.c).

Shasta College maintains effective oversight of its finances, and all financial resources, including those from auxiliary activities, fundraising efforts, and grants, are appropriately used in keeping with the mission and goals of the institution. The financial aid process is multi-tiered with several steps of verification built in order to avoid fraud. Financial aid students are required to complete an online entrance counseling session once per academic year. Students who obtained loans are asked to complete an online loan exit counseling at the end of each year. The College may certify students to have up to three student loans at the same time. The funds are distributed electronically by a third party administrator. The colleges property, liability, and workers compensation insurance are covered under a Joint Power Authority. The bookstore is managed by an outside contractor that covers all of its associated costs. Most of the college’s cash is in the Shasta County Treasury. All funds of the college are recorded and managed by the college’s business office. Contractual agreements are in keeping with district policies and procedures. Contracts over $50,000 are approved by the board of trustees prior to being signed (III.D.2.d, III.D.2.e, III.D.2.f).

The district regularly evaluates its financial management procedure, and the results are used to improve financial management systems. All district records and procedures are evaluated annually by an external auditor to ensure compliance with rules and regulations, and internal
controls. The board of trustees has an audit subcommittee that reviews reports and management recommendations (III.D.2.g).

The external audit functions as one assessment of the effectiveness of the financial process; however, the program review process while comprehensive has yielded reports that are too extensive and cumbersome to be disseminated and utilized as effectively as desired. Further, mechanisms to regularly evaluate all of the college’s planning and resource allocation procedures or the basis for improvement are needed. The strategic plan is about to sunset with no updates seemingly on the horizon. An educational master plan, facilities master plan and an enrollment management plan does not exist. The technology plan has been developed, and while it has served the college well, it needs updating (III.D.3).

Conclusions:
The college partially meets Standard III.D. The college lacks the data needed to develop and monitor financial plans. The college needs to develop long-range plans that are linked to allocations of resources. This information includes results from program review that indicate FTES growth projections and resource needs as well as budget projections aligning with the educational master plan, facilities master plan and strategic plan.

Recommendations:
See Recommendations #1 and #3
STANDARD IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:
Overall, Shasta College provided evidence of leadership and governance needed to advance the mission and goals of the institution. Through Board Policy 2510, the college has defined participatory roles for different constituency groups and established committees that include appropriate representation. As well, the document, Participatory Planning-Budgeting Processes was developed to document all governance and planning committees/councils. The primary participatory governance group is the College Council, established in 2007, which includes representatives from every constituency group. The Council has identified a number of sub-committees, including: the Budget Committee, Technology Planning Committee, Invest in Our People Committee, Facilities Planning Committee, and Sustainability Committee. The Council provides oversight to college-wide processes such as strategic planning, budgeting and policy development. Another critical governance group at the college is the Academic Senate, which provides leadership to academic matters and oversees the Curriculum Council, the General Education Subcommittee, the Scholastic Standards Committee, the Matriculation Committee, and the Student Learning Outcomes Committee. The Senate makes recommendations to the president and Board on policy matters and is represented on College Council.

The college has experienced significant administrative turnover. This has contributed to some disruption in advancing a participatory governance culture and ensuring adequate planning and resource allocation processes. In an effort to evaluate leadership and governance, the college administered the 2010 Faculty and Staff Survey. To capture comparative data, many of the questions contained in this instrument were also included in the 2004 survey of faculty and staff. For most questions related to governance and communication, the percentage of agreement for both classified and faculty decreased as compared to 2004 results, indicating some concern with their role in the governance process. However, according to feedback received from representatives of employee groups and student government, an optimistic climate is being cultivated under the leadership of the new president, and employees are hopeful that there will be increased participation from all constituency groups in governance and communication.

Findings and Evidence:
The college has identified the Participatory Planning Budgeting Processes as a means for encouraging staff, faculty, administrators, and students to be involved decision-making; however, upon review of this document (IVA-020), it is difficult to determine how the various groups are aligned, and how decisions are ultimately made. As previously mentioned, to evaluate the planning and governance processes, the college implemented the 2010 Faculty and Staff Survey. According to the findings, only 36% of Classified staff indicated that they feel they have a voice in the District’s participatory planning process. Regarding item #66: As a member of the Shasta College community, I feel empowered to actively participate in creating and implementing innovation, the agreement rating was 1.63 on a 1-5
(low to high) scale in 2004, compared to 1.57 in 2010; as well, only 41% of faculty were in agreement (IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b).

The college has developed a Planning Flow Chart to demonstrate the various aspects of planning and program review that contribute to decision-making. Based on information provided in the Self-Study Report and subsequent interviews with key college personnel it is unclear how the various planning documents (i.e. enrollment management plan, technology plan, etc.) are aligned, how planning informs resource allocation, or how the development of the educational master plan will fit into the overall model. According to the September 20, 2011, College Council minutes, the college seems to be in the beginning stages of planning for the development of the educational master plan. The team found that while some employees had an understanding of the participatory planning and governance process, others did not. The team’s findings were confirmed by the president who acknowledged that the college still needs to complete and integrate all the planning documents. As well, meetings with employee groups led to the conclusion that the college’s planning process is not well known or understood by many employees. Classified staff expressed concern that often decisions are made by the Cabinet and reported to the College Council, and that staff often do not feel empowered on the Council. Additionally, there seems to be some confusion regarding how decisions are made. During the interview with the college president, additional information was requested relating to how administration disseminates critical information to the campus community and whether concerns exist among different constituencies about communication and governance, in general. The president indicated that he is working with the College Council to strengthen the group’s role as the primary participatory governance body. The president confirmed that faculty and staff who are actively engaged in college governance have a greater understanding of decision-making processes; however, there may be a lack of awareness among those less involved.

To improve communication with participatory governance groups, the president has established regular standing meetings with the Academic Senate President and President of the Student Senate. As well, he has initiated a new tradition called “Good News E-mails” in which information related to success stories is communicated to the college community. According to classified leadership, employees feel informed through increased communication and transparency; however, when asked about their role in governance, they indicated that in the past, decisions were made at the Cabinet level and shared with the College Council. This has created an environment where employees feel that sometimes their voice is not heard. They are hopeful that the new president will strengthen employee input in decision-making. Members of the Faculty Association indicated that there are opportunities for all employees who are interested to participate in governance processes; however, they too pointed out that in the past they perceived, that often their input was not considered. According to feedback from the Academic Senate, things are changing for the better. They feel that the president is collaborative and open to new ideas. They confirmed that faculty have an opportunity to be involved in the governance process, even if many elect not to participate directly. They are also encouraged by the leadership of the new president and hopeful that things are improving for the better (IV.A.3).
Shasta College’s board of trustees has adopted Board Policy 2715, a code of ethics and standards of practice for the governing board. Administrative Procedure 3050 specifies the ethics requirements for administration. In Board Policy 3200 that deals with accreditation, the district commits itself to adhering to the processes and standards of ACCJC, as well as those of other programs that require special accreditation. An examination of the evidence indicates that the college has communicated honestly, and in a timely manner, to any requests from ACCJC for, special, midterm, follow-up, self study, and substantive change reports (IV.A.4).

Shasta College strives to evaluate its governance and decision-making structure and processes regularly. The board of trustees, according to Board Policy 2745, undergoes an annual self-evaluation, and so does the college president as per Board Policy 2435. Annual updates to the Strategic Plan are evaluated by College Council in an effort to ascertain the progress in meeting stated goals or objectives. Annual updates to program review, although cumbersome under the existing process, track progress on action plans. A survey during Fall 2010 was distributed to college employees and was designed to measure employee awareness and involvement in college governance. The results of the survey indicated that a majority of respondents were aware of the participatory planning process; however, a majority of faculty did not feel that they had an equitable role in governance, planning, budgeting, and policy-making bodies. In interviews with various constituent group members, the team observed that while most everyone was aware that planning and governance processes existed, confusion existed about the respective roles of the planning and governance committees, and how the committees were linked when it comes to planning and governance. The president seems aware of this challenge, and planning agenda #7 of the college’s Self Study calls for presidential leadership efforts to more clearly delineate the decision-making processes by Fall 2012, and, among other things, clarify the roles of the committees, align them with the planning process, and then communicate clearly to the constituents planning and governance roles and processes (IV.A.5).

**Conclusions:**

Under the leadership of the new president, Shasta College seems to be making progress in improving communication and governance. Policy has been established to define decision-making and the role that employees play in participatory governance (IV.A.2). The institution has established appropriate committees and councils that allow each constituency group to have a voice in decision-making. Various participatory governance groups are in place with broad representation from the campus community (IV.A.2.a and IV.A.3); however, the role of these groups at each step of the planning and decision-making process needs to be delineated, defined, and communicated more clearly. As well, due to a lack of awareness regarding their role in governance, some faculty and staff are limited in exercising a substantial voice in institutional policies, planning, and budget that relate to their areas of expertise. Although the college is currently addressing employee concerns about decision-making roles and processes, additional work is needed to strengthen planning, decision-making and participatory governance. It was clear to the team that most employee groups have a limited understanding and awareness of participatory governance and the role that they play in decision-making.
It was also evident that employees were not familiar with the various aspects of planning or how planning relates to decision-making (IV.A.2.b and IV.A.5). Improvements are needed to strengthen employee awareness of and participation in planning activities. However, it was evident that faculty, staff, and students are committed to improvements needed and that they feel optimistic about the potential of the president and administrative staff to create structures and procedures that encourage active and inclusive participation in planning and decision-making. Through the 2010 Faculty and Staff Survey, the college has completed a preliminary evaluation of participatory planning and governance and has used the results of this survey to engage the campus community in a meaningful dialogue regarding opportunities for improvement (IV.A.5). The results of this survey indicate that while a majority of respondents are aware of the participatory planning process, a majority of faculty do not feel they have an equitable role in governing, planning, budgeting and policy-making bodies. Additionally, only a minority of all respondents indicated that they felt they have a voice in the district’s participatory planning process. Little evidence exists to support a systematic approach to the facilitation of ideas, impacting the effectiveness of communication among the institution’s constituencies. The college meets the requirements of Standard IV.A; however, in order to better support integrated institutional planning, the effectiveness of the participatory governance committees should be reviewed and their functions should be more clearly defined and communicated.

**Recommendations:**

**Recommendation #4**
In order to improve upon the integrated institutional planning and participatory governance process, 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.5).
B. Board and Administrative Organization

**General Observations:**
The board of trustees at Shasta College represents a cohesive and unified group. Their actions demonstrate unity in their support for college recommendations without succumbing to undue pressure from individuals or groups. Board Policy 2200 documents the purpose and role of the Board. Additionally, the Board participates in an annual self-evaluation and has established, through Policy 2435, processes for the evaluation of the president.

There has been considerable administrative turn-over at the college due to the recent retirements of the former president and two of the college vice presidents (academic affairs and student affairs). Currently, the college has an interim vice president of academic and student affairs and an interim vice president of administrative services and is in the process of filling both positions. During the summer of 2011, the board concluded its national search for a new president and selected the current vice president of administrative services, who assumed leadership of the college August, 2011. The college community is supportive of the board’s selection and feels that communication has improved under his leadership.

**Findings and Evidence:**
Based on an evaluation of supporting documentation, it appears as though the college president and board of trustees understand their roles and responsibilities and have developed appropriate policies and procedures for governing the college. Regarding leadership and governance, although there has been some administrative turn-over, the college seems to be making good progress in strengthening its organizational structure and has created a framework for cultivating an environment of empowerment, innovation and excellence. This is evidenced in the college values, the various employee recognition programs, the budget savings suggestion form, and many positive comments received from various employee and student groups (IV.B.1, IV.B.2, IV.B.2.b).

Prior to the retirement of the previous president, several proposals were developed by cabinet members related to possible reorganization plans for the college. At the end of the 2010-11 academic year, a decision was made by the previous president to change the organization of the college. Based on the need to reduce administrative costs, the decision was made to:

- Move from three vice presidents to two, combining academic affairs with student services
- Move from ten-to-eight deans (seven in academic affairs; one in student affairs)

According to the current president, the restructuring decision has saved the college approximately $400,000 in administrative costs; however, several administrators retreated back to instruction, reducing the actual cost savings associated with restructuring efforts. The team received positive feedback from employees related to these organizational changes (IV.B.2.a).

The former president retired in August, 2011. Under the direction of the Board, the college conducted a national search for a permanent president. There was participation from all constituency groups in this process. Additionally, college forums were held to allow all
employees the opportunity to provide feedback regarding the final candidates interviewed. Ultimately, the board hired an internal candidate, the vice president for administrative services. It is evident that employees and students are pleased with the selection of the new president and believe that he is doing a good job in moving the college forward. Employees indicated that they feel more informed and that communication has increased. Many positive comments were also made about the dean of enrollment services and how effective Student Affairs has been despite reductions in funding and staff. The president is evaluated regularly in accordance with Board Policy 2435 (IV.B.1, IV.B.1.j).

It is evident that the board understands its role and function, and that it has been engaged in establishing and evaluating policy. Members of the Board understand their responsibility of acting as a whole once decisions have been made (IV.B.1, IV.B.1.a). Board policies and administrative procedures, including those related to the Board’s size, duties, responsibilities, structures, and operating procedures are published and available to members of the college community. The board regularly reviews and updates its policies and procedures through the office of the president. The college subscribes to the CCLC (Community College League of California) Policy and Procedure Service (IV.B, IV.B.1, IV.B.1.a, IV.B.1.b, IV.B.1.d, IV.B.1.e).

Annual workshops are dedicated to conducting and reviewing their self-evaluation and results are shared at the Board meeting. Board Policy 2745 articulates the annual evaluation process. As well, Board Policy 2715 focuses on the board’s code of ethics, which on June 11, 2008, was amended to include Violations of the Code of Ethics/Standards of Practice (IV.B.1.f, IV.B.1.g, IV.b.1.h). The Board stays informed about the accreditation process and is involved (IV.B.1.i).

A strength of the board is its leadership of fiscal resources. Regular financial audits are conducted and decisions are made that ensure that the college has adequate resources to meet any unforeseen emergencies or circumstances (IV.B.1.c).

The president provides leadership for the implementation of college policies and procedures, oversees all operational processes, and is responsible for planning, budgeting and institutional effectiveness. The new president has been instrumental in strengthening communication and governance processes and is providing leadership needed to improve strategic planning and resource allocation (IV.B.2, IV.B.2.b).

Under Board Policy 2430, the Board delegates to the president the primary responsibility for implementation of statutes, regulations, and governing board policies. The president has a good relationship with the Board, and keeps the Board apprised of changing statutes and regulations (IV.B.2.c).

The president works closely with the vice president of administrative services to monitor the budget and to control budgeting issues as they arise. Given the state budgetary situation with reduced funding for community colleges, the college underwent a restructuring process that reduced the number of vice presidents from three to two and the number of deans from ten to eight, as one way of saving money for the district. The College Budget Committee, a
participatory governance committee, advises the president on the budget. Regular budget updates are given to the president and board at monthly Board meetings, and budget information is disseminated to the college staff through email (IV.B.2.d).

The president has a high profile in the communities served by the district, and is involved in a number of civic and service club organizations. The Shasta College Foundation has a Board of Regents that is divided into six regions within the district, which enable these members to serve as community liaisons on behalf of the college and the district (IV.B.2.3)

**Conclusions:**
Shasta College is governed by a seven member board that is elected by the community. They provide leadership for the establishment of policy, oversight of fiscal resources and selection and evaluation of the president. The Board has participated in annual self-evaluations and has a policy that defines its code of ethics (IV.B.1, IV.B.1.b, IV.B.1.g, IV.B.1.h). It is evident that the board and the new president have a collaborative and supportive relationship. Board members understand and can differentiate their role and function versus that of the college president, and both value and respect their unique roles and responsibilities (IV.B.1). The college president provides leadership to planning, organizing, budgeting, human resources and institutional effectiveness. Under his leadership, there is a renewed energy and optimism among faculty, staff, students, and administration.

The college meets the requirements of Standard IV.B.

**Recommendations:**

None