EXTERNAL EVALUATION REPORT

Shasta College
11555 Old Oregon Trail
Redding, CA. 96049

A confidential report prepared for the
Accrediting Commission of Schools and Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited
Shasta College October 2-5, 2017

Marlon R. Hall, Ed.D
Chair

Shasta College
External Evaluation Visit Team Roster
Monday, October 2-Thursday, October 5, 2017

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Summary of the External Evaluation Report

Institution: Shasta College

Dates of Visit: October 2-5, 2017

Team Chair: Dr. Marlon R. Hall

A twelve member accreditation team visited Shasta College in Redding, California from October 2-5, 2017 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior College (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team-chair training workshop on August 3, 2017 and conducted a pre-visit to the campus on August 25, 2017. During the visit, the chair met with the campus leadership and key personnel involved in the preparation of the self-evaluation report. The entire external evaluation team received team training provided by the ACCJC on September 7, 2017.

The evaluation team received the college's self-evaluation documentation and related evidence prior to the visit. Team members found it to be a very detailed and comprehensive report. The College made every attempt to make the process transparent while encouraging broad participation from the entire College community that includes students, faculty, staff, and administration.

On October 2, 2017, the team began the site visit at the Shasta College campus in Redding. Upon arrival, the team met with campus leadership and those that led the accreditation self-study process. The meeting began with a brief orientation about the campus and ended with a short campus tour.

During the evaluation visit, team members conducted individual interviews, meetings, and observations involving College employees, students, board members, and community members. The team also visited the various programs offered at the main campus and other sites throughout the District. Numerous less formal interactions with students and employees were conducted outside of the

officially scheduled interviews. There were also informal observations of active classes and other college venues. Two public forums provided the Shasta College community and members of the Redding community opportunities to meet with the members of the evaluation team. The public forums were well attended and very positive. The comments from these forums illustrated the pride that the faculty, staff, community, and students have in their college.

The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence to support the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to: documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcome assessment outcomes evidence, course syllabi, distance education classes, College policies and procedures, enrollment and student success information, committee minutes and materials, and governance systems.

The College's organization and hospitality demonstrated to the evaluation team during the evaluation visit was greatly appreciated as was the assistance of the College's key staff members who fulfilled the teams' requests for individual meetings and additional evidence.

The team found the College to be compliant with the Eligibility Requirements, Commission Policies, and USDE regulations. The team found numerous examples of innovative and creative practices and issued a number of commendations to the College. The team found the College satisfies the majority of the Standards, but included some recommendations to increase institutional effectiveness.

Eligibility Requirements

1. Authority
The team confirmed that Shasta College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The team also confirms that the College is authorized to offer a baccalaureate of science degree in Health Information Management. The ACCJC is a regional accrediting body recognized by the U.S. Department of Education.

In addition, the College operates under the authority of the State of California, which establishes the California Community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

2. Operational Status
The team confirmed that Shasta College is operational and provides educational services to 12,000 unduplicated student enrollments annually within degree applicable credit courses for the period of the 2016-17 year.

The College meets the ER.

3. **Degrees**
The team confirmed that the majority of courses support degree and certificate programs as described in the Shasta College Catalog. The College supports 138 degree and certificate programs. More than 800 degrees and certificates are awarded annually.

The College meets the ER.

4. **Chief Executive Officer**
The team confirmed that the Board of Trustees employs a Superintendent/President of the Shasta-Tehama-Trinity Joint Community College District. The Superintendent/President serves as the Chief Executive Officer of the Shasta-Tehama-Trinity Joint Community College District and was appointed in July of 2011. The Superintendent/President (CEO) does not serves as a member of the

Board of Trustees as chair of the Governing Board. The team found that the Board of Trustees instills authority in the Superintendent/President to administer board policies.

The College meets the ER.

5. Financial Accountability

The team confirmed that Shasta College is audited annually by an independent, certified accountant of all financial records. The Board of Trustees reviews all District reports. There have not been any financial, internal control, or compliance issues resulting in findings, recommendations or exceptions for the previous annual audits.

The Shasta-Tehama-Trinity Joint Community College District hires the independent certified accountant to audit all funds and all financial records. The audit is conducted using accepted principles of accounting that includes examining the District's financial and regulatory compliance with Title IV eligibility. The annual Audit report is presented to the Board of Trustees and posted on the College website.

The Colleges meets the ER.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Shasta College posted the ISER on the college website after the Board of Trustees approved the document, and maintained an Accreditation webpage that is linked directly from the College homepage. The team found that there were no third-party comments prior to the team visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

⊠	The institution has defined elements of student achievement performance across the Institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
⊠	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
⊠	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
⊠	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

⊠	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established institutional set standards. They are evaluated and communicated to the campus and the Board of Trustees.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College awards course credit baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. All degrees consist of units required for the major, general education requirements, and all degree-applicable elective units to reach the 60 unit minimum for the associate degree and the 120 semester unit requirement for the baccalaureate degree.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The Student Services area manages transcript evaluation and the transfer database with assistance of campus discipline faculty.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education.*

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The college has sufficient infrastructure to host distance education classes; however, it has challenges with connectivity at Trinity, which will involve a significant cost to build out the network. The college may wish to seek partnerships with the county and local municipality to leverage funding.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has a student complaint process. The process is outlined on the Student Rights and Grievances page of the Shasta College website. Other information is located in the College Catalog, the College's Consumer Information link, and is in compliance with the Higher Education Act.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College complies with the Standards.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College continues to have default rates below 25%. The Financial Aid Department has a plan in place to streamline the process, continue counseling of

students, and provide more loan and money management workshops to reduce the percentage of students in default.

COMMENDATIONS
Standard I

1. The Baccalaureate program has outstanding faculty and support for its students and serves the needs of its students and an increasing need in the Healthcare Industry in California. Because it is fully online students who work (most in the first cohort work full-time), or those who are not geographically located close to a baccalaureate program are able to earn a B.S. degree.
2. The team commends the College for its overall efforts improving integrated planning and establishing clear connections between the College Mission and major College plans.
3. The team commends the College's Office of Institutional Effectiveness for its efforts in developing operational data dashboards, data visualizations with equity indicators, and survey results which facilitate dialogue and decision making.
4. The team commends the College for its willingness to take calculated risk and openness to change to better serve students (i.e. baccalaureate degree pilot, innovation grant, Promise grant, etc.)
5. The team commends the College for its stable leadership and participatory governance structure which has resulted in a culture of trust, respect, and collegiality among faculty, staff, and administrators.
6. The team commends the College for its commitment and investment in creating a culture of equity and inclusion (equity-mindedness), which informs the College's planning processes to support student success for all students.

Standard II

7. The 2016 launching of the Associate Completion in the Evenings (ACE) program, and the Bachelor's through Online and Local Degrees (BOLD) program.
8. The Early Childhood Education Center offers programs that lead to degree, certificate, and transfer. They are fully accredited by the National Association for Education of Young Children and seeking a secondary accreditation for its transfer program. Beyond this, they have secured funding for new technology that will help better prepare their students for employment. They have entered into a partnership with Southern Oregon University for their students to transfer and complete a 4-year degree without incurring out of state fees. They offer a mentor program where they can help students achieve experience and employment within one year in agencies outside of the ECE.

9. The College is self-aware and honest with respect to areas in need of change, and it is committed to engaging in continuous quality improvement (CQI). Visible examples of this include the College's commitment to making SLO assessment more meaningful and improving access to and the use of data as identified in the QFE.
10. Another example of its commitment to CQI includes the College's current analysis of its full complement of offerings in online classes, ITV and face-to-face classes at its extended education sites, and face-to-face classes at the Redding campus to determine the most strategic balance and scheduling of offerings to meet more students' needs.
11. Commendations are given to the Student Success Center not only for the great service they are providing to students but also because it serves as an example of collaborative efforts across departments including Counseling, Admissions, Financial Aid, and the Administration.
12. Shasta College is to be commended for the continuous quality improvements with the Program Review process.

Standard III
13. The rubric developed to prioritize equipment and facility needs is exemplary. Its alignment with institutional goals and Student Learning Outcomes streamlines requests which are reflective of the College's mission.
14. The College is commended for its conservative budgeting practices as evidenced through robust ending fund balances exceeding 20% over the past five years.
15. The College has effectively managed total salary and benefit costs as percentage of total Unrestricted General Fund (UGF) expenditures by keeping this total under 85% during the past five years.

Standard IV
16. The Chief Executive Officer promotes a collegial and inclusive environment for the Shasta College Community.

RECOMMENDATIONS FOR IMPROVEMENT

Standards I and II

1. In order to increase effectiveness, the team recommends that the College strengthen the connections and alignment of resource requests by formally connecting the area/program planning process with the full-time faculty hiring process. (I.A.3, I.B.9)
2. In order to ensure continuous improvement, the team recommends that a formal self-evaluation process be developed and implemented consistently across all committees and that outcomes of that assessment be posted on the College website. (I.B.7)
3. In order to increase institutional effectiveness, the team recommends the College develop a formalized process to assess how well the College accomplishes its mission. (I.B.5)
4. In order to ensure continuous improvement, the team recommends the College establish a clear relationship between its Critical Thinking ISLO and ethical reasoning. (II.A.11.)
5. In order to improve the quality, effectiveness, and consistency of student learning outcomes development and assessment, the team recommends that the College review and refine course assessment processes. (I.B.2)

Standard III

6. In order to ensure continuous improvement, the team recommends that the College coordinate the planning for the improvement of bandwidth and connectivity to the four off-campus sites to allow for increased student access to educational opportunities. (III.C.1)
7. In order to increase institutional effectiveness, the team recommends the college refine its Total Cost of Ownership (TCO) plan to include foreseen Physical Plant personnel needs. (III.B.1)
8. In order to increase institutional effectiveness, the team recommends the college facilitate strategic facility development and should exercise better management of space inventory. (III.B.2)
9. In order to increase institutional effectiveness, the team recommends improvement of ease of access, especially for first time visitors/students, by enhancing wayfinding and signage. (III.B.2)

STANDARD I.A- MISSION

General Observations

Shasta College has a strong commitment to a diverse student population where student learning is a key component in its mission statement. The College's Institutional Student Learning Outcomes (ISLOs) are embedded within the mission statement which further demonstrates the institution's commitment to student learning. Shasta College uses analysis of quantitative and qualitative data to continuously evaluate and improve the quality of its educational programs through such vehicles as the Student Equity Plan and Program Reviews. The College ensures alignment of programs and services with its mission through the yearly planning cycle outlined in the Integrated Planning Manual. Additionally, alignment of the College's strategic plans with the mission is evaluated through the Resource Allocation Rubric which takes into consideration needs based on Student Learning Outcomes (SLO) and institutional goals. The College demonstrates integrity in its policies, actions and communications, delivered by a governing board, administration, faculty and staff that are ethical, honest, and fair in carrying out their duties.

Findings and Evidence

Citing "open access to undergraduate programs" in its mission statement Shasta describes its broad educational purposes, the types of degrees and other credentials offered, which includes their Baccalaureate Degree in Health Information Management. Citing that the College "…provides a diverse student population…" adequately describes their intended population. (1.A.1)

In terms of student achievement, the College states that "opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills." However, what is missing is a process by which this part of the mission statement is assessed. Information suggests that the ISLO assessment process assists in assessing the mission but, use of survey data to inform changes is ambiguous. (1.A.1)

Shasta College uses data to determine how effectively it is accomplishing its mission and how the mission directs institutional priorities through a variety of reports, initiatives, and plans, i.e.., The Student Success Scorecard, the Institutional Effectiveness Partnership Initiative, the Strategic Plan Progress Report, the ACCJC

Annual Report, the Annual Institution-set Standards Report and the on-going assessments of the Institutional Student Learning Outcomes (ISLOs). (1.A.2)

The institution's programs and services are aligned with its mission, and it is clear that the mission guides institutional decision-making. The Institutional Planning Cycle outlines how the mission drives the resource allocation. Furthermore, the yearly review of the Annual Area Planning links each area of the College to the College's mission. Although discussed in various processes and the planning manual, what is missing from the ISER are specific examples of those reports and reviews that shows that the College uses the data to inform institutional goals for student learning and achievement, and resource allocations based on the described integrated process.(1.A.3)

Shasta College articulates its mission and has widespread publication of the mission statement. The statement is published on the website, in the College Catalog, and appears in planning manuals. The mission statement is reviewed and approved by the governing board, with periodic review of documented in the Board Agenda provided. (1.A.4)

Baccalaureate
Shasta College offers one baccalaureate degree in Health Information Management (HIM). Leading up to the approval of the degree, the College conducted a needs assessment and survey of student interest. Both of these returned results that affirmed the need for the program. The first HIM student cohort began in Fall 2016. The program has been incorporated into the college's existing program review, planning, and resource allocation processes. The HIM program outcomes fully align with the mission of Shasta College.

Additionally, as the Baccalaureate program is fully online Shasta College has brought this needed degree to serve the needs of California, and prospective students.

Conclusions
The College meets the Standard and ER 6

College Recommendations for Improvement

College Recommendation 1 (Improvement):
In order to increase effectiveness, the team recommends that the College strengthen the connections and alignment of resource requests by formally

connecting the area/program planning process with the full-time faculty hiring process. (I.A.3, I.B.9)

College Commendation 1
The Baccalaureate program has outstanding faculty and support for its students and serves the needs of its students and an increasing need in the Healthcare Industry in California. Because it is fully online students who work (most in the first cohort work full time), or those who are not geographically located close to a baccalaureate program are able to earn a B.S. degree.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

General Observation:
The Institutional Self Evaluation describes the College as a single College district with five locations. The Shasta main campus and the Health and Science University Center campus are in Redding. The three other locations include the Tehama campus in Red Bluff (30 miles south of Redding), Intermountain campus (50 miles east of the main campus in Burney), and Trinity campus (50 miles west of the main campus in Weaverville.) Shasta serves about 12,500 students and earns about 7,200 FTES annually. Instruction is offered in traditional (face to face) and non-traditional formats (online, iTV, hybrid, etc.) The mission and self-study reference that the college serves a diverse student population, and specifically veterans and foster youth are mentioned.

The College has defined and implemented an integrated planning process that was evaluated and revised in 2014 and describes how the planning process is aligned with and supports the College mission. The process to prioritize college-wide initiatives and resource requests is clear with cross-campus participation and support. However, it is recommended that the College review the annual area planning process to increase transparency and strengthen the linkage between all resource requests and the annual area plans. The College provided examples of student learning outcome assessments and examples of changes and improvements as a result of those assessments. However, it is recommended that the College review and update assessment processes to improve the quality, effectiveness, and consistency of student learning outcomes and use of results in the annual area plans. Further, it is recommended that the College examine disaggregated student outcome data to support student learning and achievement. The College has established institution-set standards for student achievement.

Evaluation of whether the College meets these set standards occurs annually through the College Council and the analysis is communicated back to the institution to support ongoing improvement. Student achievement data are disaggregated by demographics and other measures pertinent to the College and are used to support institution-set standards and program review. The College researchers supplement this information with data dashboards, surveys, and other resources. The College evaluates its policies and practices through the College Council which reviews the Strategic Plan every three years. However, the College does not have a formal process for evaluating the participatory governance committees and the team recommends the College develop and standardize a

mechanism for evaluating committees and communicating the results with the College community. The College has made significant strides in establishing processes, people, and support for equity as evidenced by the draft Integrated Plan, Office of Equity and Inclusion, and other partnerships on campus to support all students.

Findings and Evidence

Shasta College engages in continuous quality improvement and institutional effectiveness through a variety of venues, such as professional development, participatory governance structures and processes, area and college planning processes, and student achievement and outcome assessment. The College engages with the Office of Research and Institutional Effectiveness, which was established in 2016, and uses data and research, such as the multiple measures report and student equity data dashboard, to inform dialogues and planning for student learning. Over the past three years, the College has worked to establish some new structures and staffing to support academic quality and institutional effectiveness. For example, the College established the Office of Access and Equity in 2015, and hired an Associate Dean of Access and Equity. The Learning Outcomes Resource Center was established in 2016, and minutes from the SLO committee demonstrate robust dialogue regarding providing professional development for SLOs and annual planning through various workshops and trainings organized by the Faculty Excellence Committee. Regular sharing of information occurs through the College's main participatory governance committees (College Council and Academic Senate).

The College Council is the central participatory planning committee for Shasta College, and oversees all aspects of master planning, strategic planning, and annual planning. The institutional goals outlined in the Educational Master Plan guide the allocation of District energies and resources by serving as the basis for Institutional Objectives identified in the Strategic Plan and the Initiatives identified in Annual Area Plans and Program Reviews. The College Council is the venue for prioritizing initiatives and resource requests from the instructional council, administrative council and student services council. The final recommendations and prioritizations are brought to the Superintendent/President who, relying primarily on the Academic Senate for academic and professional matters, makes the final determination as to which initiatives and requests will be funded. Information regarding integrated planning, including the prioritized list of initiatives and resources, is discussed and communicated within the governance structure, but could be more widely shared with the entire college community.

The unit-level planning process, called the annual area plans, is another venue the College uses to discuss student achievement data, outcomes assessment, internal and external factors that affect program and student success results. The program review process, which is completed every two years, allows faculty to assess their program level outcomes and is reviewed by the Program Review Committee every four years. As a result of area and program planning, the number of degrees awarded has increased, particularly with AS-T and AA-T degrees, and successful course completion rate increased from 69% to 73% between Fall 2011 and Fall 2016 (I.B.1)

Shasta College has identified student learning outcomes for all instructional programs and learning support services. Every course, program, and service area has developed learning outcomes. Institutional Learning Outcomes (ISLOs) and Program Learning Outcomes (PLOs) are posted on the website and printed in the college catalog. The most recent ACCJC annual report shows that the College reported 614 of the 762 or 81% of courses have ongoing assessment. The team was granted access to TracDat, the software used for tracking learning outcomes, area plans and program reviews, and found that 994 courses were listed, and 682 had at least one assessment entered. Similarly 146 programs in TracDat were observed to have Program Learning Outcomes (PLOs) listed and the team reviewed some units' results and found that some program level results were entered in different places within the unit. For instance 14 units had summaries entered as "overall PLO achievement" under the program review "general information," and other results were listed directly related to the individual PLO statements. The College has acknowledged the discrepancies in how PLOs are assessed and tracked, and the Program Review Committee is developing guidelines (style guide) for consistency and quality improvements, including guidance on using data. As a result of self-evaluation and assessment, the College revised the cycle for SLO assessment beginning fall 2016 to a two year cycle—with year one being a focus on assessment, and year two being a focus on reflection. Feedback from the faculty and SLO committee indicates that this shift is positive and is an important move from a compliance mindset to an approach that embraces meaningful assessment to inform continuous quality improvement. Additionally, the College utilizes different external resources to seek ways to improve assessing student learning such as participating in the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to improve the use of program learning outcomes, attending conferences, hosting speakers/trainers, and other resources. (1.B.2)

It is clear that the College is assessing course and program learning outcomes; however, there may be an opportunity to clarify and establish a consistent practice for assessing and tracking course and program learning outcomes. The College could improve by ensuring assessment practices are consistently done with appropriate quality and rigor, including a mechanism for providing feedback. Since 2013, the College has utilized the TracDat, a software system, to document assessment and program review efforts. The team recognizes the commitment the College has made to support the use of TracDat and the resources allotted to make this tool accessible and user friendly, including the College's TracDat resource center and Learning Outcomes handbook. (I.B.2, ER 11)

In 2013, the College established its first set of institution-set standards under the guidance of the Director of Institutional Research and the College Council. Since then, the College Council has reviewed the data and evaluated performance against these standards on an annual basis. In 2016-17, during a review of the institution-set standards, the College Council moved to adjust two of the standards based on dialogue (number of students transferring was decreased from 700 to 600, and number of certificates awarded was increased from 100 to 125). In response to the declining number of transfers, the College developed a transfer center, expanded communication regarding the University of California Transfer Admission Guarantee (TAG) and Associate Degrees of Transfer (ADTs), in addition to other programs targeting evening and online students (ACE and BOLD). The College monitors achievement data against these institution-set standards, as illustrated in the institutional standard report published on March 29, 2017. The Institution-Set Standards report, which is clear and informative, could be located in a more visible location. Currently, the College meets or exceeds its institution-set standards for successful course completion, number of degrees awarded, and number of students transferred. The College meets or almost meets the examination pass rate and job placement rate standards for 2015. (I.B.3)

Over the past two years, the College has expanded the number of staff and scope of the Office of Research and Institutional Effectiveness, which has increased the College's access and use of various types of qualitative and quantitative data in the planning and resource allocation processes. Data is used for faculty hiring prioritizations, and areas are directed to use data when making resource requests. Tableau, a data visualization software, was acquired in 2013. After a period of data cleaning and validation, faculty and staff are beginning to receive access to Tableau. Data provided within Tableau includes enrollment, retention, success rates, and other achievement metrics for the previous five academic years and disaggregated by various demographic markers, program of study, and course

delivery mode. The College relies on multiple sources of assessment data to inform the planning process, including quantitative and qualitative data. One example of qualitative data used is the campus climate data to identify areas of concern, holding focus groups to find out more information about the areas of concerns, and seeing an increase in employee satisfaction in the subsequent survey as a result of actions taken to improve communication. (I.B.4)

The College regularly assesses its academic programs through program reviews, which are completed every two years and reviewed by the Program Review Committee every four years. The Program Review Committee provides feedback to the programs via TracDat and makes a recommendation to the College Council as whether or not to continue the program. Non-instructional units do not complete program reviews, but they do complete annual area plans, and are able to summarize what is working well and what areas are still in need of improvements within the annual area plan, which is reviewed by the appropriate body (Student Services Council or Administration Council). There does not appear to be a formal mechanism for providing feedback to non-instructional areas, and the College may want to consider developing a process to provide feedback for the non-instructional area plans. (I.B.4, I.B.5)

The College Council reviews the mission statement every six years, and most recently revised the mission statement in 2017. The College Council does not have a formal outline of what kinds of data are used to assess the accomplishment of its mission, and the College may want to consider formalizing some data metrics so the community understands how the mission is being evaluated. (I.B.5)

The College uses the program review solely for academic programs and the focus is on assessing program level outcomes (PLOs), relying on both quantitative and qualitative data. PLOs are mapped to course-level outcomes and results can be used in the annual area plans for resource requests. Program reviews serve as a mechanism for academic programs to engage in reflection and program improvement dialogue. All instructional and non-instructional units complete annual area plans, which provide units with the opportunity to discuss programmatic or service changes, review achievement and assessment data, follow-up on stated goals/initiatives, and close the loop on any resources received. To facilitate the annual area plan dialogue, the Office of Research developed a data dashboard using Tableau and various achievement data are disaggregated by gender, ethnicity, age, disability support programs, and other student characteristics. The request from annual area plans are mapped to the College institutional goals and institutional level outcomes (ISLOs) in TracDat. Currently

the Program Review Committee is re-evaluating the program review form and process in order to increase consistency and depth of program outcome evaluation. (I.B.5)

Achievement data and survey results are made available to the College by the Office of Research and Institutional Effectiveness to facilitate dialogue and decision making. The College's use of Tableau, starting in 2015, allows the research office to provide on-demand data that is disaggregated by modes of delivery, gender, ethnicity, age, disability, support programs and services eligibility, first-generation status, and prior education level. The data dashboard includes analyses of disproportionately impacted student subgroups, which highlights trends for subpopulations of students and allows the College to identify and monitor gaps. Equity impact data is starting to be used for resource allocation for initiatives relating to student equity. For example, after reviewing the College's performance in relation to its standards, the College established an Office of Student Equity and Inclusion and hired an Associate Dean of Equity and Access in 2015. The Office of Student Equity and Inclusion coordinates, connects and provides a variety of resources through professional development and student support with a focus on equity mindedness. Through the Equity Committee, the College has engaged in deep conversations around equity. The college's commitment to equity is highlighted in its Student Equity Plan and Integrated Plan. Additionally, after examining the data, several interventions targeting student basic skills progression were implemented (supplemental instruction and accelerations - Math My Way, Path2Stats, and Math 102X). (I.B.6)

While the College provided ample evidence of disaggregating student achievement data, no evidence was provided of evaluation and using disaggregated student learning outcomes data for different student subpopulations. The College does assess courses by section, thus there is an opportunity for departments to compare the learning outcome by delivery mode. The team recommends that the College review the types of student learning outcomes that are already being collected identify ways to improve the quality, effectiveness, and consistency of student learning outcomes development and assessment, including examining and using disaggregated outcome data. (I.B.6)

The College has processes to review both long-term college wide plans and individual area plans (instructional and non-instructional.) The College Council reviews the Strategic plan every three years, and uses that process to also update Board Policies and Administrative Policies. Instructional programs complete annual area plans and program reviews, and non-instructional areas complete

annual area plans. The College does not have a formal process to evaluate its governance processes to ensure their effectiveness in supporting academic quality and accomplishment of the College mission. Some committees provide updates during their meetings and these may be reflected in the meeting minutes; however, the practice is not consistent across committees or over time, and the results of informal self-evaluation are not widely shared. The team recommends that a formal self-evaluation process be developed and implemented consistently across all committees and that outcomes of that assessment be shared widely and posted on the governance website. (I.B.7)

The primary participatory governance groups, College Council and Academic Senate, serve as the primary means of broadly communicating results of assessment and evaluation with the College. Some reports and data that are reviewed by the College Council are posted on the website and shared with other committees i.e., enrollment management plan, summary report on the strategic plan, and prioritized initiative list from the annual area plans. The membership of the College Council is broad and includes faculty, administrators, classified, and student representatives. The Superintendent/President and two other administrators serve as non-voting members, and the President sends regular email updates and information regarding plans and their evaluation to the campus. A list of course and program student learning outcome statements, as well as institutional learning outcomes survey results, are public via the Research Reports link on the Office of Research website. However, the learning outcomes assessment results are only available via TracDat. The team suggests the College work with the SLO committee to post assessment results in a visible location where students and potential students might be able to view the results. Program Review reports starting in Fall 2016 are posted under Program Review Committee archives on the College committee website. While some committees have conducted informal evaluations of activities and plans, this practice is not standardized, institutionalized, or widely communicated. The team recommends that the College develop a process for formally evaluating committees in a consistent manner, and post the information on the governance website and share the results of committees' self-evaluation widely. (I.B.8)

The College has engaged in dialogue and thoughtful self-evaluation regarding integrated planning, as documented in the Integrated Planning Manual updated in 2014. Through the work of the College Council, its committees, and the Office of Research, the College has revised its comprehensive continuous institutional planning process over the past few years in order to improve institutional effectiveness and to accomplish its mission. The annual area planning process

appears to work well for all areas of the College, and allows for areas to put forward resource requests to support initiatives that are mapped to the college institutional goals. Requests of $1,000 or more are then forwarded to the appropriate participatory governance committee (instructional, administrative services, or student services) for review and prioritization based on a prioritization rubric. Requests from the three councils are forwarded to the College Council, which aggregates and ranks all the requests, and the prioritized list is forwarded to the College President for approval. There is evidence of closing the loop and following up on resource allocation through the President's response to the annual area plan initiatives, grant allocation board report, and annual strategic plan assessment. The faculty hiring process (AP 7210) is not formally connected to the program review or annual area plan, and requires users to fill out a separate form called the faculty hiring request form. Requests for full-time faculty positions are prioritized by the faculty hiring priorities committee. The team recommends that the College formalize the connection of faculty requests and the annual area planning process to strengthen the connection between program planning and resource allocation. (I.B.9, ER.19)

Baccalaureate

Establishing and assessing the Program Level Outcomes and the Student Learning Outcomes follow the same processes that the College uses for all other programs and courses. The College has allocated adequate resources towards library databases for HIM students for research at a higher level needed in their baccalaureate studies.

Conclusion: The College meets the Standard, ER 11 and ER 19.

College Recommendations for Improvement:

College Recommendation 2 (Improvement)
In order to ensure continuous improvement, the team recommends that a formal self-evaluation process be developed and implemented consistently across all committees and that outcomes of that assessment be posted on the College website. (I.B.7)

College Recommendation 3 (Improvement)
In order to increase institutional effectiveness, the team recommends the College develop a formalized process to assess how well the College accomplishes its mission. (I.B.5)

College Recommendation 5 (Improvement)
In order to improve the quality, effectiveness, and consistency of student learning outcomes development and assessment, the team recommends that the College review and refine course assessment processes. (I.B.5)

College Commendations:

College Commendation 2
The team commends the College for its overall efforts improving integrated planning and establishing clear connections between the College Mission and major College plans.

College Commendation 3
The team commends the College's Office of Institutional Effectiveness for its efforts in developing operational data dashboards, data visualizations with equity indicators, and survey results which facilitate dialogue and decision making.

College Commendation 4
The team commends the College for its willingness to take calculated risk and openness to change to better serve students (i.e. baccalaureate degree pilot, innovation grant, Promise grant, etc.)

College Commendation 5
The team commends the College for its stable leadership and participatory governance structure which has resulted in a culture of trust, respect, and collegiality among faculty, staff, and administrators.

College Commendation 6
The team commends the College for its commitment and investment in creating a culture of equity and inclusion (equity-mindedness), which informs the College's planning processes to support student success for all students.

Standard IC: Institutional Integrity

General Observations

The College demonstrates institutional integrity through its commitment to effectively communicate College and program information through the catalog and the website. The Office of Research and Institutional Effectiveness presents numerous student achievement data reports for the College community and the public. Program review information is published on the Program Review Committee website. Achievement and learning outcome data is included in program review, which impacts budget planning and impacts programs. Processes exist for institutional policies and procedures. Information on fees, Academic Freedom, and academic integrity policies are clearly and are accessible through the college website. The College adheres to the accreditation standards.

The College accurately informs current and prospective students of the total cost of education that includes tuition, fees, and other expenses that includes textbooks and instructional material. The College regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. The College maintains student records permanently, securely, and confidentially with secure backup. The College has well defined policies for the release of student records. (1.C.1)

Findings and Evidence

Shasta College provides information on its mission, vision, ISLOs, program learning outcomes, educational programs, and student support services in a variety of modalities: college catalog, college website, social media, e-mail, print materials, on campus displays, faculty syllabi, and online/telephone/in-person interaction. From the Student Service link on the College website students can access the online services that offer numerous student support services.

The College's Accreditation site contains information about its primary accreditation status and about special accreditation agencies; accreditation status is also provided in the front pages of the college catalog and other program webpages. (1.C.2)

The College Catalog is reviewed annually by a wide variety of campus constituents for currency and accuracy. Program Learning Outcomes are published in the college catalog and Student Learning Outcomes are publicly available in

CurricUNET and are included in course syllabi. Accuracy and currency is maintained in that courses are reviewed by area faculty at least every five years. (I.C.2)

Program Reviews are on a two-year cycle and that information is published on the Program Review Committee website. The Program Review Committee conducts a complete evaluation of the program every four years.
The College has seven Institutional Student Learning Outcomes (ISLOs) that are under the purview of the Academic Senate and are assessed through student surveys by the Office of Research and Institutional Effectiveness on a three-year cycle.

The College also publishes a wide variety of pamphlets and flyers through the Marketing and Outreach Department to promote its programs and services Information is also sent via email, postal mail, and broadcast through radio and televisions ads. Student support services are promoted through the College website, flyers posted in high traffic areas, displays on the electronic public bulletin board, and to students upon logging in to the learning management system. (I.C.3)

The College has a comprehensive College Catalog that is reviewed for currency and accuracy and published annually by the Office of Instruction and is available on the college website. Printed copies are distributed throughout the College and are available for purchase at the bookstore. The catalog includes all major procedures and policies affecting students as well as program and course information about the new baccalaureate degree in Health Information Management. During the review process, the Office of Instruction ensures that all catalog- related eligibility requirements are included.

Shasta College utilizes the catalog as the official document to describe its certificates and degrees, which includes their purpose, content, course requirements and expected program level outcomes. Transfer and pre-requisite information is also documented in the catalog. This information is also on the college website. Course level Student Learning Outcomes (SLOs) are listed in the course outline of record and on course syllabi. (I.C.4)

Shasta College regularly reviews institutional policies and procedures. They are vetted through College Council which makes recommendations to the Superintendent/President. The President's Office coordinates and tracks the review process for all policies and procedures. (I.C.5)

To aid in the currency and good practice of Board Policies and Administration Procedures the College subscribes to the Community College League of California's policies and procedures service.

The primary ways that Shasta College informs current and prospective students about the total cost of education Shasta College website and the catalog. Information about costs associated with individual courses such as lab fees and text books is available in the course schedule. Career and Technical Education degrees have even more thorough information regarding potential additional material costs, and this is accessible from the Gainful Employment section of the website. (I.C.6)

Shasta College publishes governing Board Policy regarding Academic Freedom on the college website and in the catalog. The policy clearly states the responsibility and commitment of the Board of Trustees, administration, and faculty to support academic freedom. The policy is designed to support freedom of speech and rigorous debate in the dissemination of knowledge for both faculty and students. The policy also supports the intellectual development and democratic practices among students and faculty. (I.C.7)

Through a participatory process the Board of Trustees has established clear policies (BP 5500 and 5520) that promote honesty, responsibility, and academic integrity that apply to all constituent groups including students. Administrative Procedures 5500 and 5520 are aligned with the policies to put them into practice. Additionally, the process for reporting violations and student discipline are addressed in Administrative Procedure 5500. (I.C.7)

Faculty are required to include information about the Student Code of Conduct and Academic Dishonesty in their course syllabi. Since 2013, the College has subscribed to a campus license for Turnitin, the plagiarism detection service. All faculty are encouraged to use this. A Sample Syllabus is shared with faculty yearly to highlight this required element.

The Board Policy on Academic Freedom establishes the parameters for faculty to distinguish between personal conviction and professionally accepted views in a discipline. The policy requires faculty to avoid prejudicial indoctrination and facilitate a fair hearing of issues. This policy is further supported by the Shasta College Academic Senate Statement of Ethics. (I.C.8)

Comprehensive procedures for student feedback are also in place should a question arise regarding the issue of personal conviction and professionally accepted views in a discipline. In addition, regularly scheduled faculty review processes, including observations and student surveys, ensure adherence to these guidelines. (I.C.9)

The Institution does not require conformity of specific codes of conduct and does not seek to instill specific beliefs or world views. Neither does the Institution operate in foreign locations. (I.C.10, I.C.11)

Board Policy 3200 and Administrative Procedure 3200 affirm the commitment of the College to maintaining accreditation eligibility requirements. The College maintains a positive relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) and completes the required annual and midterm reports. ACCJC is updated on substantive changes made at the College as evidenced by the recent submission of two substantive change proposals.

This history of interaction with the Commission, as published on the Shasta College website, further illustrates the commitment to provide timely information and follow through with all accreditation requirements. The College publicly discloses all required information including the cost of attending the College, the official College Catalog, accreditation information, Board Agendas and Minutes, Gainful Employment Information for Career and Technical Education programs, Institution- set Standards, and the Annual Security Report. (I.C.12)

Shasta College maintains positive relationships with external accrediting agencies (including the ACCJC) and accurately represents information on the College website. The College complies with Federal regulations and other required requests for information. In addition to accreditation through ACCJC, the College maintains program accreditation through the following agencies:
- Dental Hygiene - Commission on Dental Accreditation through the American Dental Association
- Associate Degree of Nursing (RN) – State of California Department of Consumer Affairs, Board of Registered Nursing
- Vocational Nursing (LVN) - State of California Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians
- Certified Nursing Assistant Home Health Aide– State of California Health and Human Services Agency, California Department of Public Health.

- Early Childhood Education Center Accrediting information for specific programs is   posted on the Division or program website.

(I.C.13)

As evidenced by the College's financial statements and the yearly audit report the College does not seek to generate a profit for investors, a parent organization, or to support external interests. The College ensures its commitment to high-quality education, student achievement, and student learning through its Integrated Planning process. College priorities are articulated in the Educational Master Plan and the Strategic Plan. (I.C.14)

Baccalaureate

Information on the HIM BS program is housed on the Health Information Technology/HIM Program site. The program's description, outcomes, and requirements are listed, as well as admission requirements and application information. Information on student support services can be obtained via the Student Services link at the top of the webpage.

The HIM program manager updates the webpage as needed. The HIM Bachelor's Degree program will use the same processes for assessment and evaluation of student achievement that currently exist at the College. In addition, data on national exam rates, graduation rates, and employment rates will be collected and shared to meet CAHIM accreditation. The College describes the purpose, content, course requirements, and program learning outcomes for the HIM Bachelor's degree in the catalog.

Conclusion

The College meets the Standard I.C, ER 19 and ER 13.

Standard II: Student Learning Programs and Support Services
Standard II.A. Instructional Programs

General Observations
Overall, the College has solid policies, procedures, systems, and guidelines in place to meet Standard II.A. It relies appropriately on faculty expertise. The ISER and interviews with a variety of individuals and entities within the College repeatedly reinforced that the College is self-aware with respect to areas in need of change and has plans in place for continuous improvement.

Findings and Evidence
The College's instructional programs, regardless of location or means of delivery, are consistent with the College's mission, including the Health Information Management baccalaureate degree, which is covered by the mission's reference to "undergraduate" educational programs. The College's program and curriculum development process incorporates broad review to ensure that proposed programs are in keeping with the needs of the students and local workforce/community. Program Review every two years ensures that offerings remain current and includes analysis and re-evaluation of Program Learning Outcomes. The institution also reviews trends related to achievement of degrees, certificates, employment, or transfer. (II.A.1, ER 9, ER 11)

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through adherence to the processes outlined in the Curriculum Handbook for curriculum development or revision. Curriculum review is a faculty-led process. Course outlines of record and syllabi must contain required elements which aid in the determination of whether course content and methodology are appropriate. Advisory boards review CTE courses every two years to ensure currency and compliance with workplace standards. Syllabi are regularly reviewed through the instructor evaluation process. The College's faculty evaluation forms (within the Academic Contract) specify that instructors are to spend time assessing SLOs. Systematic faculty evaluation serves as a means to continuously improve courses, programs, and instructional services (ensuring currency, improvement in teaching and learning strategies, and promotion of student success). Professional development opportunities support continuous professional growth. (II.A.2)

The College identifies and regularly assesses SLOs for courses, programs, certificates, and degrees through institutional procedures established within the Curriculum Handbook and SLO Handbook. It uses TracDat software to centrally house this information. All course outlines of record must include SLOs and are reviewed as part of the five-year curriculum review process. All course syllabi must include SLOs as well. The Academic Master Contract requires that faculty provide all students with a syllabi in the first two weeks of class. All programs must have clearly stated PLOs, including locally approved programs under 18 units. All approved programs are included in the College Catalog along with the PLOs. PLOs are reviewed every two years as part of Program Review. The General Studies and University Studies areas of emphases use Institutional Student Learning Outcomes (ISLOs), and these are reviewed every four years by the Program Review Committee. The College has identified a need for making the assessment processes more meaningful and less labor-intensive for faculty, among other goals (see QFE). (II.A.3)

The institution offers pre-collegiate level courses in English, Math, and ESL and distinguishes those courses from college-level courses through a numbering system. Flowcharts (revised annually) provide several pathways for students to advance from pre-collegiate to college-level coursework and includes a traditional pathway and accelerated pathways. Counselors who use the flowcharts typically walk students through them; this is a good practice since the flowcharts are a little confusing on their own without guidance (it's not clear that counselors consistently use the flowcharts while helping students develop their student ed plans). The team suggests that the College, with discipline faculty and counselors, clarify and simplify the flowcharts to make this information easier for students to use. Students also have access to tutoring (including online) to help them succeed in transitioning from pre-collegiate to college-level coursework. Student Success Workshops are available, but don't appear to be targeted in any way to pre-collegiate students. In light of this, the team suggests that the College increase targeted communication regarding student success workshops for pre-collegiate students. The College is also participating in the Basic Skills Transformation and Student Outcomes Project to expand acceleration and provide additional student supports inside and outside of the classroom. (II.A.4)

The College's degrees and programs follow practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. This is ensured by the curriculum review process through the Curriculum Committee, a standing committee of the Academic Senate. The Curriculum Committee considers six questions when evaluating

curriculum courses for approval, one of which is "Does the curriculum comply with all applicable state and federal laws, licensing body requirements and/or accreditation standards?" The minimum requirement for the associate's degrees is 60 semester units. The minimum unit requirement for the Health Information Management baccalaureate degree is 129. (II.A.5, ER 12)

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Students typically complete programs in one to two years, associate degrees in two years, and the baccalaureate degree in four years. Suggested sequences are posted online for some programs. The College substitutes courses when courses required for certificate/degree completion are not available within two years. The District regularly analyzes scheduling data during schedule creation and is moving toward regular analysis of student time-to-completion. The District is also examining student planning platforms, such as Starfish, to increase the College's ability to create course scheduling based on student comprehensive educational plans. This move will help the College develop and offer course sequencing that will facilitate timely student progression. (II.A.6, ER 9)

The College delivers instruction face-to-face, online (and in hybrid modes), and interactive television (ITV). The College has a main campus, a downtown health sciences campus, and extended education sites in three places (plus it provides instruction at the Shasta County Public Library). It also offers a working adult program (ACE). Online/hybrid courses are offered through a fully ADA-compliant platform (Canvas). Faculty hiring and evaluation include requirements that faculty demonstrate experience in developing and/or using varied instructional delivery methods to meet diverse student's needs. Faculty teaching online must engage in online pedagogy training. By contract, all faculty must participate in professional development (42 hours for full-time and the equivalent of one week of instruction for part-time faculty). Faculty can request instructional technology through the Annual Area Planning process and Program Reviews. The College provides a variety of learning support services ranging from in-person to online tutoring and special programs that address the learning support needs of particular populations (e.g., Puente for underrepresented students, Gateway for at-risk high school students, and STEP-UP for formerly incarcerated students). The College evaluates the effectiveness of its delivery modes by tracking student retention and success rates (online rates exceed the state averages) and by surveying students. Other subsections of Standard II.A. describe student outcomes assessment which also provides the College with information about the effectiveness of particular classes

and programs. The College has begun analyzing its full complement of offerings in online classes, ITV and face-to-face classes at its extended education sites, and face-to-face classes at the Redding campus to determine the most strategic balance and scheduling of offerings to meet more students' needs. This strategic approach is an area worthy of a commendation and indicative of the College's overall commitment to continuous quality improvement. (II.A.7)

Standard II.A.8. is only relevant to Shasta College with respect to prior learning assessment (there are no department-wide course/program examinations). Students may earn credit by examination for a limited number of classes, mostly in business, CTE, and music per the ISER, but also in areas such as foreign languages per interview data gathered. Generally, the College uses the end-of-term examinations of the equivalent Shasta courses when those exams are sufficiently comprehensive (covering all course material; when they are not, faculty add material to ensure they cover all course learning outcomes). (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. All courses have at least one SLO that reflects the course objectives. Faculty regularly reevaluate the SLOs though the five-year curriculum cycle, but often more frequently as a result of dialog. SLOs map to PLOs, which in turn map to ISLOs. The Curriculum Handbook outlines how the College awards units of credit, based on generally accepted norms in higher education (54 total hours per unit). (II.A.9, ER 10)

The College Catalog clearly states the College's transfer of credit policies, both for student entering the College (from high school or other colleges) and those transferring to other institutions (including other community colleges and four-year institutions). In addition to determining high school and other college credit, mechanisms are in place for determining equivalency with respect to high school coursework (including AP credits), military credits, international credits, and CTE courses/programs, with a focus on comparing course objectives and other outcomes with the course outline of record. The College's Articulation Officer ensures appropriate classes are C-ID compliant with CSU courses. The Transfer Center assists students in ensuring they maximize the number of credits that they can transfer to four-year institutions. (II.A.10, ER 10)

The College has seven ISLOs that align with the six learning outcomes specified by ACCJC. Course SLOs map to Program Learning Outcomes (PLOs) which tie directly to ISLOs. Critical thinking, one of the seven ISLOs, is mapped to both analytic inquiry skills and ethical reasoning. While it is not unreasonable to make

that connection, the description of the critical thinking ISLO ("the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques") does not explicitly include ethical reasoning. To strengthen this connection, the College may want to consider either creating a separate ISLO related to ethical reasoning or to explicitly incorporate ethical reasoning into the existing ISLO to clarify the mapping of SLOs and PLOs to the ISLOs. (II.A.11)

The College requires a component of general education in all of its degree programs (21 semester units for AA and AS degrees). Students completing the associate degrees for transfer must complete the CSU-General Education pattern or the IGETC pattern. The HIM BS degree requires students to take all CSU GE requirements. These requirements are clearly stated in the College Catalog. Board Policy 4025 (Philosophy and Criteria for Associate Degree and General Education) expressly states that the Superintendent/President relies primarily on the advice of the Academic Senate with respect to ensuring that courses meet identified student learning outcomes. General education courses ensure that students gain the learning outcomes specified by ACCJC. (II.A.12)

All degree programs at the College include focused study in at least one area of inquiry or in an established interdisciplinary core, or "major." This includes CTE degrees which are regularly reviewed by faculty and advisory committees. Associate degrees for transfer comply with Transfer Model Curriculum templates, ensuring relevance and currency. PLOs and SLOs establish the objectives, outcomes, and competencies that give students mastery in key theories and practices in their chosen field of study. General and University Studies areas of emphases have courses mapped to ISLOs, which serve as PLOs for these programs. The HIM baccalaureate degree aligns with the AHIMA Council for Excellence in Education competencies and is accredited by CAHIIM. (II.A.13)

CTE programs at the College assure that graduates demonstrate competencies in their field through exams, demonstrations, and written assignments based on SLOs and PLOs (which are based on course objectives). Program Review, advisory committees, curriculum review, and, in some cases, periodic review by external agencies serve as mechanisms for ensuring that the course and program content is relevant to each industry and current. Grants support the procurement of technology to keep programs up to date. The College's Institution Set Standards measure completion of certificates. (II.A.14)

AP 4020 (Program and Curriculum Development) specifies the circumstances under which and the process for how programs are discontinued. Programs may either be voluntarily discontinued or the Program Review Committee may make recommendations to discontinue programs. There is a clear, standardized process in place that involves appropriate entities in reviewing recommendations, at the end of which, program faculty must complete a Program Discontinuance Plan. CTE programs must in addition consult with the Private Industry Council and North Far-North Regional Consortium. Students enrolled in discontinued programs are made aware of options and timelines. When programs are significantly changed, counselors are informed so that students enrolled in the program are made aware of their catalog rights. The Catalog is updated to reflect all changes. The College has discontinued 28 programs since 2012 through the Program Review Committee; all of these were on a voluntary basis. (II.A.15)

Annual Area Plans, Program Review, and analysis of Program Learning Outcomes serve as the mechanisms for evaluating and improving programs. Area Plans are the vehicle funding requests but include questions about the health of each area, including a description of areas for improvement and challenges, if relevant. Program Review includes a comprehensive set of questions, and the Program Review Committee recommends continuing programs without qualifications, with qualifications (in which they specify areas for improvement), or discontinuance. This applies to all programs (defined as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education"). Community education utilizes Participant Evaluation Forms to identify the need for improvements. (II.A.16)

Baccalaureate
The Bachelors of Science degree in Health Information Management (HIM) is consistent with the mission of the college and was developed based on the needs of the healthcare industry and the institutional capacity of the College. The mission statement was reviewed and revised to incorporate the new degree. (II.A.1)

The student learning outcomes assessment process is the same as that for other degrees and certificates as it is for the B.S. degree in HIM. The B.S. degree program has the same level of academic rigor as the baccalaureate degrees offered by the University of California and California State University. The program was developed by faculty with expertise in health information management through researching the currently accredited HIM baccalaureate programs in the U.S. The program is designed to meet the accreditation requirements of the external agency,

CAHIIM, and upon completion, students are eligible to take the Registered Health Information Administrator (RHIA) exam. Shasta College evaluates student success in the baccalaureate degree program using multiple measures, including student course completion rates, licensing reports, and job placement rates. The student learning outcomes were reviewed by the team and found to be consistent with generally accepted norms in higher education. (II.A.2, II.A.5, II.A.11)

The baccalaureate degree program is clearly aligned with the mission of Shasta College and has been included in decision making and planning processes. Faculty are the primary leads in developing and assessing the outcomes of the baccalaureate degree. With only a year since the program began there has already been a program review update. The faculty in the baccalaureate program are passionate and motivated toward success as evidenced by interviews with the faculty, counselors, dean, and currently enrolled students. (II.A.3)

The baccalaureate degree requires 129-131 hours (inclusive of the A.S. HIT degree completion) and has nine upper-division general education credits. The Health Information Technology A.S. program is a pathway to the B.S. in HIM degree. As Shasta's B.S. in HIM is a full-time cohort model, it is structured to be completed in two-years.

The team examined SLOs in the baccalaureate degree courses and found them to be appropriate and comparable to similar degrees at higher education institutions in California. Student expectations, including learning outcomes, assignments, and examinations of the upper-division courses demonstrate the rigor commonly accepted at four-year institutions. The standards for the baccalaureate degree are aligned to enable students to matriculate to an accredited HIM master's degree program. Each HIM course syllabus follows the CAHIIM model.

The baccalaureate degree provides affordable and equitable access for graduates to be able to sit for the RHIA exam and professional certification. This was emphasized in interviews with students in the B.S. program. Because the program is online, it draws students throughout California and beyond (one student in cohort 1 lives in Texas) as well as from past graduates, community members, and those currently in the workforce who seek employment with high earning potential, or job advancements. One student who is currently employed at a hospital is eligible for tuition reimbursement upon completion. (II.A.5, II.A.6, II.A.9)

Student transfers into the baccalaureate program meet all program requirements, including prerequisites, experiential activities, and general education.

Transfer of credit and articulation for lower-division courses have followed the existing District policies for course acceptance and articulation agreements through the California State University system, the University of California system, and the California Community Colleges. (II.A.10)

The HIM baccalaureate degree consists of 75-77 units of the lower-division, 37-39 of which are based on the CSU general education transfer pattern. It requires 54 upper-division units, 10 of which are upper-division general education requirements. These courses are: Advanced Professional Writing, Industrial-Organizational Psychology, Database Management, and Design for Health Professions.

The lower- and upper-division general education requirements fulfill the baccalaureate level student learning outcomes and competencies. These learning outcomes are based on input from advisory committees, labor market information, employment data, training and skill requirements, and external accrediting agencies. The upper-division courses include an applied research project course that requires students to conduct research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. (II.A.12, II.A.13)

Through a review of the District website, Board Policies and Administrative Procedures and, in conversations with College faculty, counselors, administrators and staff, it is evident that the institution makes available clearly stated transfer-of-credit policies and procedures.

Conclusions
The College meets Standard II.A. and Eligibility Requirements 9, 10, 11, and 12.

College Commendations:

College Commendation 8
The Early Childhood Education Center offers programs that lead to degree, certificate, and transfer. They are fully accredited by the National Association for Education of Young Children and seeking a secondary accreditation for its transfer program. They have secured funding for new technology that will help better prepare their students for employment. They have entered into a partnership with Southern Oregon University for their students to transfer and complete a 4-year degree without incurring out of state fees. They offer a mentor program where

they can help students achieve experience and employment within one year in agencies outside of the ECE.

College Commendation 9
The College is self-aware and honest with respect to areas in need of change, and it is committed to engaging in continuous quality improvement. Visible examples of this include the College's commitment to making SLO assessment more meaningful and improving access to and the use of data as identified in the Quality Focus Essay (QFE). (II.A.3.)

College Commendation 10
Another example of its commitment to CQI includes the College's current analysis of its full complement of offerings in online classes, ITV and face-to-face classes at its extended education sites, and face-to-face classes at the Redding campus to determine the most strategic balance and scheduling of offerings to meet more students' needs. (II.A.7)

College Commendation 12
Shasta College is to be commended for the continuous quality improvements with the Program Review process.

Recommendations for Compliance
None.

Recommendations for Improvement 4:
In order to increase institutional effectiveness, the College should strengthen the relationship between its Critical Thinking ISLO and ethical reasoning. (II.A.11.) See also the recommendation for improvement under Standard I.B.

Standard II.B. Library and Learning Support Services
General Observations
Shasta College provides a variety of library and learning support services at its main campus in Redding and online services to the four other campuses, Tehama, Intermountain (Burney), Trinity (Weaverville), and at the Health Sciences and University Center in downtown Redding. Learning support services are located on the main campus and consists of the Library and the Tutoring and Learning Center (Foundational Skills Department). Shasta College's library and learning support services are located on the main campus in Redding. Library learning support services include Ask a Librarian, scheduled library instruction classes, class visits, and consultations. The Library provides study spaces and workstations. (II.B.1 and ER 17)

The Tutoring and Learning Center (TLC) is located on the main campus and includes the Writing Center, the ESL World Language Center, the Math and Business Center, and the Science Learning Center. Online tutoring is available to all students via Net Tutor. The Learning Center on the Tehama campus was developed in 2016. Limited tutoring services are available on the Trinity and Intermountain campuses. (II.B.1 and ER 17)

The Library. The main campus library provides all of the services and access that a modern library provides, including student study spaces, collections (web based and print), reference (face to face and online chat), computer labs (including stations with Assistive Technology), reserves, and bibliographic/information competency instruction. The Library offers library instruction sessions that take place in the Library Instruction Center, in computer classrooms at the Tehama Campus, via ITV, and online. The Library collaborates with the Extended Education staff to maintain a small reserve textbook collection at the off campus sites. (II.B.1 and ER 17)

The Library is open five days a week for a total of 52 hours in Fall 2017, including access to onsite reference services and to computers. The Library has 78 workstations in two open access computer labs and seven group study/multimedia viewing rooms. The Library started a laptop computer checkout service last year. (II.B.1)

The Library's physical collection consists of 68,330 physical books, nearly 70 periodical subscriptions, and 3,980 DVDs and VHS titles. The virtual collection, which also supports distance education and outreach students, is available 24/7 on and off campus. This collection provides access to 24,540 eBooks and 42

databases (including newspaper, periodical, e-book, image, and streaming media). The Library has reserve collection for students to use to access textbooks. Additional Health Information Management (HIM) resources are also available for the baccalaureate program. (II.B.1, II.B.2)

The online "Ask a Librarian" chat service is available to support extended and distance education students. The link to "Ask a Librarian" is embedded in Canvas. Students can also interact with library support services in person at the main campus, over the telephone, and/or by email. Distance Education and Extended Education are incorporated into the Library's plan as a goal to extend services and access to quality materials. Instructors can also request direct support and arrange site visits. (II.B1, II.B.3, ER 17)

The library has an established collection development policy and Guidelines for Selecting and Discarding Materials to guide in the selection and deselection of materials. Librarians are responsible for collecting the materials and databases used by the students. The librarians use a number of data sources, including faculty and course outlines to inform them of student needs. Proposed new databases are trialed each year and feedback is solicited from the campus. (II.B.1, II.B.2)

Through the Library webpages, all on-campus and extended education students have equal online access to library resources, including fully digital serials and book databases, reference materials, and librarians. Students must request a library card that includes a library card number in order to access the Library's databases and to check out materials. The Library has online chat reference, an APA citation link, and other useful online handouts concerning research. Additionally, a library portal is available in Canvas access to library resources and databases within the College's learning management systems. (II.B.1, II.B.2)

The Library participates in interlibrary loan services through the Online Computer Library Center (OCLC) and can obtain materials through the U.S. mail to fulfill student needs. (II.B.4)

Tutoring and Learning Centers (Foundational Skills). The Tutoring and Learning Centers (TLC) are managed centrally from the main campus. The main campus and the Tehama Campus offer full tutorial services. The Trinity and Intermountain Campuses offer limited services in writing and math. NetTutor was adopted in 2015 which provides online tutoring to all students and further supports distance and extended education students. The Writing Center tutors and the

Learning Center staff at the Tehama campus are also available by phone and email during business hours. (II.B.1, ER 17)

Student tutors are recommended by instructors and approved by the Learning Center coordinators. The Supplemental Instruction (SI) program which was implemented in 2015 and is managed by the TLC. SI is funded through BSI, Equity, and BSSOT. (II.B.1, II.B.2)

Findings and Evidence
Library. The Library actively uses surveys and student data for their decisions on what services to provide and to improve. The Library assesses whether or not the materials and services provided meet the needs of students through student and staff surveys and the campus climate survey. On the Faculty Staff surveys, the rates of satisfaction are very high. The Library also surveys students which indicated high satisfaction levels; those survey results are posted.   Circulation use statistics of the Library's SIRSI Library Management System provide further evidence of the collection value. (II.B.3)

The Library has created a three-year 2015-2018 Library Service Plan. Some completed improvements include creating new, welcoming and remodeled spaces with new, attractive furniture and increasing library programs (exhibits, displays, speakers, films, etc.). (II.B.1, II.B.3)

In 2013, the Library conducted a focus group to better understand student needs. The Library addressed common themes found through the focus group including access to power sources, furniture to support studying, and quiet spaces. According to the 2016 Library student survey, over 73% of students agreed or strongly agreed that they knew how to find the Library's online databases from the website. Over 91% (n = 256) of students indicated that they were satisfied with the services offered by the Shasta College Library, with 94.8% of students agreeing that the Library was a good place to study. Additionally, 92.1% of students agreed that they were able to find a quiet place to study at the Library when necessary, and 91% agreed they could find a place to do group work at the Library when they needed. (II.B.1, II.B.3)

The Library provides instruction via the reference desks, over 24/7 chat and through its orientations. The Library's SLO #6 Information Competency includes the goal that all students in library instruction sessions "will be able to articulate a research question and develop a plan for finding and selecting resources to support that research." Survey results and assessment of SLOs/SAOs show that the student

are benefiting from those efforts and that the Libraries are using outcome measures to improve student success. When surveyed, the faculty who bring their classes to these orientations are also very satisfied with the activities and instruction techniques. The Library assesses its SLOs in the orientations utilizing different assessment tools depending on the course and given time constraints. The Library utilizes the LIBGUIDE software product to create instructional materials. SAOs link to the three-year Library Plan. The Library surveys students and uses the results to improve services. (II.B.2, II.B.3, II.A.11)

The Library's collections are diverse in formats and subject scope. The Library is using multiple measures to identify the appropriateness of its collections as well as the campus community's level of satisfaction with its resources. Library faculty assess overall usage of the collections through a variety of data, including circulation data of print materials, statistical results from online database vendors, and proxy server login data. The college-wide surveys of faculty/staff indicate a high degree of satisfaction with the Library's mix of collection, both print and online. Based on the Library's three-year Library Plan, evaluation of the collections has resulted in an enhanced fiction collection, new databases (OVID, Kanopy), and weeded collections (DVDs, reference materials, and the main circulating book collection). (II.B.2)

The Library website now includes a webpage with additional information for all distance education students. The LMS (Canvas) has a link to library services and resources on the course navigation menu. The NetTutor and Ask a Librarian (CHAT) links are available in online classes.

Tutoring and Learning Centers (Foundational Skills). The Tutoring and Learning Centers (TLC) planning is incorporated in the 2016-2017 Annual Area Plan for Foundational Skills/Learning Center. The plan included expansion of the TLC by the hiring of a full-time learning center coordinator and a part-time paraprofessional at the Tehama campus in 2016, embedded tutors in the CTE and math divisions, and increased funding to support drop-in tutoring hours in the Writing Center and Science Learning Center. Additional funding was provided to remodel the Science Learning Center by replacing the furniture and refreshing outdated computers. (II.B.2)

The TLC main campus provides a full-time faculty member for math and ESL support. Full-time coordinators are also provided for the Science Learning Center, EDGE, and Writing Center. Oversight of the TLC is under Foundational Skills. Funding for the Science Learning Center is kept separate from the other labs which

are funded through BSI. The math instructor is on 60% release time to work with staff to improve and expand services. A full-time coordinator and part-time paraprofessional staff the Tehama campus which also support the Trinity and Intermountain campuses. All tutors are recommended by instructors and must attend tutor training. Tutor training is provide through enrollment in STU 93A Tutor Training: Level 1 with supplemental coursework provided through Tutor Lingo. The STU 93A course was redesigned in 2017 to include content that aligns with College Reading and Learning Association (CRLA) standards for Level I certification. Tutors are also required to attend a one-day "retreat" at the beginning of the fall semester. The TLC has also implemented Supplemental Instruction to support transfer, high risk, and high barriers courses. (II.B.1, II.B.2)

Online tutoring is available through NetTutor, a third party contractor. All other services are under direct oversight of TLC/Foundational Skills. A number of other support programs are also offered throughout the semester such as Math Camp, Student Lingo, EDGE, Conversation Café, and Final Exam Jam night. (II.B.1; II.B.2; II.B.3, II.B.4.)

The Foundational Skills Department collects and evaluates tutoring services through feedback forms provided to students after tutoring appointments which are also used to collect SLO data. The Foundational Skills collects SLO data for the Shasta, Trinity, and Tehama sites. The Science Learning Center and the extended education sites report results for both first-time and returning users. The SLO data is collected through surveys provided to students after completion of a tutoring session. The data reflects students agree and strongly agree that they have a "clearer understanding of the concepts" they are learning, are "confident" the tutoring they received will "assist them in doing better in their classes," and the tutors provided a participatory environment and clear explanations to their questions. Data from the SLO 2017 survey indicated room for improvement with respect to the need for more space in the Science Learning Center, increased hours, and a need for more tutors. The improvements are in progress through Area Planning initiatives with requests for expansion of tutoring services with the use of district funds. (II.B.3)

The College evaluated NetTutor in Fall 2017. The Foundational Skills department collected data on student use of NetTutor between academic years 2015-2016 and 2016-2017, which indicated that the number of minutes students spent with tutors and the number of course sections have doubled. The number of reported unique users remained consistent at 175 users. A more qualitative student survey of the NetTutor services including demographic data is planned for the future.

Faculty and Staff indicated a 99% overall satisfaction rate with the TLC which is measured in the Faculty Staff Survey question "The tutoring services provided by the Learning Resource Center are a benefit to our students' academic success." (II.B.1, II.B.3)

Baccalaureate

Learning support for the B.S. in HIM degree are the same as for all students. Students interviewed in the HIM program said they received orientations about taking online courses and that the services are excellent. All the students interviewed were very satisfied with the academic support they received. In fact, one student shared that her experience in the online program provided by Shasta College were superior to those she received in a face-to-face A.S. program at a previous college.

Resource collections are accessible online through specialized database collections that Shasta subscribes to and are adequate for a baccalaureate degree in HIM and were grown through collaboration with HIM faculty and librarians. A student information guide is available that helps students find and navigate databases, periodicals, websites, as well as print and electronic books. (II.B.1)

Conclusions
The College meets Standard II.B and Eligibility Requirement 17. The Library has created a welcoming space for students, both at the main campus and online. The Tutor and Learning Centers are adequately staffed, have adapted their hours to meet the needs of students, and provide resources for student success. The TLC ensures their tutors are adequately trained and are knowledgeable in the required subjects to meet the needs of students.

Recommendations for Compliance
None.
Recommendations for Improvement
None.

Standard II.C- Student Support Services

General Observations
Shasta College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. The Division of Student Services collaborates with other divisions and departments to ensure students are knowledgeable about services, program and resources to appropriately prepare them to begin classes and remain successful throughout their matriculation at the College.

All areas/departments/programs have identified SSLOs, SLOs, and/or SAOs and have gone through a process to assess and identify opportunities to improve their programs and services. The College makes an intentional effort to make the SLOs meaningful and realistic and to use those outcomes and findings in the existing strategic planning process.

Findings and Evidence
The College meets the standard for IIC – Student Support Services. Documentation is provided to show that the College participates in annual systematic planning and assessment of the student support services regardless of the means of delivery provided on the main campus and the off-campus/satellite sites. (Standard II.C.1)

The College identifies and assesses both Student Services Learning Outcomes (SSLOs) and Service Area Outcomes (SAOs) in order to gauge what students know or should learn after receiving specific services or participating in particular programs. In addition, the College also uses various mechanisms/tools to evaluate and assess the quality of student support services and programs offered to their students. (Standard II.C.2)

The College uses processes outlined in their Integrated Planning Manual to show the interconnectedness of its Strategic Plan, Educational Master Plan, and the College's mission in assessing the quality of student support services provided and the impact they have on institutional student learning outcomes (ISLOs). In addition, the College uses assessment instruments that reflect the student's viewpoint (i.e., online surveys, focus group responses, and feedback forms). It is evident by reviewing documents and having discussions with a cross-section of the College community that the College has fully embraced a "culture of evidence" and a "culture of improvement." (Standard II.C.1 and 2) The College has a program review cycle that is driven by its mission and informed by data to make decisions to improve programs. Evidence and conversation shows that the unit plans, area reports, and program reviews are created with input from all stakeholders.

The College provides appropriate, comprehensive, and reliable services to students on the main Redding Campus, the Health Sciences and University Center Downtown Redding Campus, the Tehama Campus, the Trinity Campus, and the Intermountain Campus. The College is committed to meeting the needs of its students and its service areas by providing equitable access to all students. Evidence indicates that all required services are available to students either in person or through technological means (i.e., online, telephone, ITV, Skype). Although the delivery methods vary, the College has committed to providing student support regardless of location. Shasta College utilizes technology to deliver quality student support services as appropriate. (Standard II.C.3)

The College provides co-curricular programs and athletics programs that directly relates to the mission of the College by providing opportunities and programs that contribute to the social, cultural, creative, intellectual, and economic development of their communities. Likewise, the College provides opportunities for students to develop critical thinking, effective communication, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development. (Standard II.C.4)

The College provides counseling and academic advising programs to support student development and success. The College also prepares the persons responsible for advising students regardless of employment classification. The advising and counseling services provide information to students about their programs of study, academic requirements, graduation, and transfer policies. Students enrolled in online courses may schedule online Skype counseling appointments or contact counselors by telephone.

The College adheres to admissions policies that specify the qualifications of its students and are consistent with the mission of the College. In addition, the College defines clear pathways to degree completion, transfer or certifications and advises students on how to be successful in these areas. (Standard II.C.5 and 6)

The College regularly evaluates the instruments used to place students in various courses. In addition, they also evaluate the placement practices they have in place and test the validity of the practices and instruments to minimize biases and maximize testing effectiveness. (Standard II.C.7)
Shasta College has developed a comprehensive catalog and student handbook that includes all required language regarding academic offerings, student code of

conduct, students' rights and responsibilities, student complaints and grievances, and the Academic Freedom policy. Board policies address any area not already covered in the student code of conduct and the students' rights and responsibilities documents that are available to students in print and online.

Evidence was provided to show that the institution uses assessment data to continuously improve student support programs and services. Examples included the implementation of Online Tutoring/Net Tutoring; public transportation provided to the Tehama campus; Student Success Center providing direct assistance in navigating the financial aid process; and online orientation that was launched in Fall 2014. (Standard II.C.2)

The main campus serves as the hub for the majority of student support services, including Assessment, Admissions and Records, academic and counseling, Career and Transfer Centers, child care, Enrollment Services, Financial Aid, Health and Wellness services, Student Housing/Dorms, Student Employment, Student Access and Equity, Student Life, Student Senate, Veterans Services, College Connection, Disabled Students Programs and Services, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, Gateway to College, SCI*FI Foster Youth Program, and TRiO (Student Support Services, Talent Search, and Upward Bound). Students at the Health Sciences and University Center Downtown Redding Campus have direct access to CalWorks program, the Tehama Campus has counseling for Foster Youth and PACE. (Standard II.C.3)

The College provides co-curricular programs and activities through the Office of Student Life to support the growth of students. The College provides opportunities for students to engage in many service organizations and outreach in the community. Specific programming that contribute to the social, cultural, creative, intellectual, and economic development of their communities and the individual student/club/organization is provided through engagement opportunities including, but not limited, to participating in Student Senate, clubs, events, study abroad, and student exchange programs. Likewise, the College provides opportunities for students to develop critical thinking, effective communication, community and global awareness, self-efficacy, and workplace skills. Examples include the Shasta College Art Gallery exhibit space, the Theatre Arts Department offerings, Student Senate for California Community Colleges General Assembly, Staff and Faculty Appreciation Awards, annual blood drive, the formation of the Global Education Center, the Rotaract Club and the Beta Mu Mu chapter of the national Phi Theta Kappa honors society. The College demonstrated its commitment to holistic student development by developing a comprehensive student equity plan. Students

have access to student life activities such as Welcome Day on each satellite site; they can Skype in to Student Senate and ICC meetings; and all advertisements and promotional materials are sent to the off-campus site. The College recognizes that the student life at the satellite sites is not as robust as that on the main campus, however, they are being intentional and deliberate in expanding programming, activities, and clubs/organizations at the extended education sites for future planning purposes. (Standard II.C.4)

The College offers 17 intercollegiate athletic programs. The programs are housed within the Physical Education and Athletics division and is managed by a Dean of Instruction. Each year, the College submits the annual Form R-4 (Statement of Compliance of Title IX Gender Equity) and the Equity in Athletics Data Analysis report as required by the California Community College Athletics Association. The Athletic programs are evaluated annually and participate in the Annual Area Planning process and well as the budget process. The ISER reported that the College maintains oversight of athletic finances through the annual EADA report. Additionally, revenues from athletic and co-curricular ticket sales are deposited into the General Fund to offset program costs. (Standard II.C.4)

There are 17 full-time counselors and 12 part-time counselors at Shasta College. The student to counselor ratio is 796:1 (not including the full-time and part-time counselors hired through Student Success and Support Program (SSSP) funding. The College provides counseling and academic advising programs to support student development and success. Students on the main campus, the Health Sciences Downtown Center, or the Tehama Campus are able to make appointments with Counselors by requesting "express" appointments or extended appointments for 30 minute to 60 minutes in duration. The students at the extended education sites, as well as the online students many access services through SARS e-Advising. In addition, counseling has been expanded to Tehama site as a result of hiring one FT Faculty/Counselor to support Foster Youth and PACE programs and at the downtown center in the CalWORKs department.

The College adequately prepares the persons responsible for advising students. All counselors are faculty members who meet the minimum hiring qualifications for their respective disciplines. A comprehensive orientation/training is provided for all new full-time and part-time counselors. All counselors are encouraged to engage in professional development activities to refresh their content knowledge. All counselors are routinely evaluated which includes a peer and/or administrator review and survey results from the Student Opinion of Counseling surveys. All

counselors meet on a bi-monthly basis with the Dean of Enrollment Services. They also attend annual counselor training workshops on campus. (Standard II.C.5)

The advising and counseling services provide information to students about their programs of study, academic requirements, graduation, and transfer policies. In-person group orientation as well an online orientation is available to students at Shasta College. The College initially purchased Ellucian/Colleague student education planning software to provide educational planning tools for its students. Once it was determined to be inadequate for the College's needs, Hobsons Starfish automated student planning software was purchased but has yet to be implemented by the College. Additionally, students are oriented to programs and services offered at the College during Student Success Workshops, online and in-person Steps to Success Probation Workshops, Student Development Courses, Transfer Success Courses, and transfer and career workshops. During the 2015-16 academic year, the Transfer Center served 858 students in-office and took 118 students on Transfer Center field trips. (Standard II.C.5)

The College clearly articulates that it is an "open access" campus that serves a diverse group of students. This part of the mission is embedded in Board Policy and Administrative Procedure 5052 which encompasses the open enrollment policy to which the College adheres. The AP/BP is published in the College's Schedule of Classes. The Schedule of Classes also outlines the five steps that students need to take to successfully enroll as a new student at Shasta College. Admissions criteria for international students and special part-time enrollment is available online. Additional information on special preparation programs (Fire Technology, Health Sciences, and the baccalaureate degree in Health Information Management) can be found on the College website and the College Catalog. The College Catalog is updated annually and provides information on the pathways to complete degrees, certificates, and transfer. Counselors use worksheets, including the General Education, IGETC, and CSU degree planners to help formulate a student's education plan. (Standard II.C.6)

As an "open access" institution, assessment tests are not used to determine admission to Shasta College. All new students are required to complete an assessment in math and English. The College have developed their local cut scores for the Accuplacer Arithmetic, Elementary Algebra, and College Level Math assessments. Likewise, all new students are places into English courses based on the Multiple Measures Assessment Project (MMAP) decision rules. The College evaluates placement instruments and practices to test the validity and effectiveness of the instruments while minimizing biases.

Baccalaureate

The pre-requisites and other qualifications for the baccalaureate degree are clearly communicated to students and even to prospective students via the College website. Additionally, the College does an excellent job of explaining the requirements and process of admissions through personal contact from the program counselor. The baccalaureate students have a specified counselor. (II.C.6)

Conclusions

The Student Services Division at Shasta College is dedicated to serving its student population.   Each area that falls under the Student Services umbrella has developed SSLOs, SLO, ALOs and participates in program reviews on an annually basis. Data is collected, analyzed, and evaluated in a manner to infuse and integrate it into future planning cycles. The voice of the students are heard through focus groups, surveys, and face-to-face interaction and participation on college councils and committees.

Shasta College is known statewide for programs and best practices that are now being mandated at community colleges throughout California. For example, Shasta College is a pilot college in the statewide MMAP, with is a noteworthy accomplishment. The Transfer Center's use of Skype to provide appointments with university representatives and Shasta College students is very creative and provided increased access to student services provided to students. Both examples cam e into fruition as are a result of research and data evaluation. (Standard II.C.7)

The Student Services team is inclusive, energetic, motivating, innovating, and truly student centered. They continue to serve the diverse needs of their students and community. Individually and collectively, Student Services/Student Support Services exhibit the ability to take risk and think outside the box to create initiatives to improve the access, success and student support services for its dynamic student body. The College meets the Standard.

College Commendation 7:

The 2016 launching of the Associate Completion in the Evenings(ACE) program, the Baccalaureate Degree in Health Information Management (HIM), and the Bachelor's through Online and Local Degrees(BOLD) program. (Standard II.C.6)

College Commendation 11

Commendations are given to the Student Success Center not only for the great service they are providing to students but also because it serves as an example of collaborative efforts across departments including Counseling, Admissions, Financial Aid and the Administration.

Recommendations for Compliance
None.

Recommendations for Improvement
None.

Standard III: Resources

Standard III.A – Human Resources

General Observations
Shasta College ensures the integrity and quality of its programs and services by employing qualified faculty, staff, and administrators; job postings/descriptions accurately describe the role and function of positions, minimum qualifications, and address the needs/goals of the institution and the college mission. A sufficient number of faculty, administrators, and staff are employed and the college provides adequate support for its hiring practices, including providing a trained Equal Opportunity Employment representative on every hiring committee.

Comprehensive professional development is available to all employees, including travel and conference opportunities, flex activities, and a variety of pre-approved activities for faculty listed on "menu" with clearly defined expectations. A collaborative space in the library has been designated as the Center for Excellence in Learning and Teaching and provides opportunities for faculty to discuss activities related to pedagogy.

Both the Office of Instruction and Human Resources Office review new hire applications for appropriate degrees prior to being forwarded to screening committees. Hiring practices support discipline expertise, experience, and teaching skills to ensure the college's applicant pool is in the best interest of the institution. The college has established verification and equivalency procedures to determine the validity of transcripts and degrees and requisite skills and/or other qualifications for faculty, staff, and administrator positions. The Office of Human Resources is responsible for verifying foreign degrees and transcripts as recognized by U.S. accrediting agencies.

Findings and Evidence
The college has appropriate procedures in place to advertise and hire qualified personnel. Hiring procedures are publicly documented in Board policy and administrative procedures including BP/AP 7125 – Administrative Hiring Procedures, AP 7208 – Hiring Procedures for Adjunct Faculty, and AP 7210 – Faculty Hiring Priorities Procedure for Full-time Tenure Track Positions.

Faculty job announcements are developed by screening committees and adhere to the legally required Board of Governor's state minimum qualifications, equivalency, and foreign degree process. Job announcements may vary by programmatic need, including faculty job descriptions for special programs that

require licensure or certification. Classified job descriptions accurately reflect the position, duties, and responsibilities. Administrator job descriptions accurately describe minimum qualifications, and expectations of duties, leadership, and authority. Accreditation evidence provided with the self-evaluation and current online job listings were reviewed to affirm that qualifications were listed appropriately, and faculty job descriptions included the development and review curriculum and outcomes. The Office of Human Resources verifies accuracy of transcripts and degrees. Job descriptions are updated periodically to ensure they relate to the college mission and institutional goals (III.A.1, III.A.2, III.A.3, III.A.4 and ER 14)

All faculty, staff, and administrators are evaluated systematically, effectively, and within a timely manner. Contractual procedures are followed, including the criteria on the evaluation forms, selection of evaluators, and documentation of completed evaluations is secured in the Office of Human Resources. Evaluations are based on the duties and activities related to the position and seek to assess the effectiveness of personnel and encourage improvement. The tenure review and probationary processes are followed according to Bargaining Agreements and Board Policy. (III.A.5)

The college evaluates administrators, faculty, and staff directly involved in student learning as their duties relate to assessment and learning outcomes to improve teaching and learning. SLOs and Annual Area Planning are documented systematically in TracDat, Additionally, faculty utilize the discussion forum in Canvas to document conversations surrounding assessment an improving teaching and learning. (III.A.6)

The college employs a sufficient number of full- and part-time faculty to ensure quality educational programs and services. Classes are scheduled during the day, in the evening, online, and at extended education locations. The Shasta College Faculty Request Form is based on several data points, including student demand, success, full-time to part-time ratios, and other sources, and a rubric is used in determining hiring prioritization. (III.A.7 and ER 14)

The institution provides ample oversight and professional development activities for part-time and adjunct faculty; policies and procedures demonstrate support for integration of adjunct faculty with the institution. Part-time faculty attend orientation, are invited to attend professional development activities offered through various campus groups and activities. Part-time faculty are paid for

professional development activities including SLO discussions with other faculty. A process is in place for reporting and documentation purposes. (III.A.8)

The institution has a sufficient number of staff to support institutional activities and programs. The college provides a sufficient number of administrators to the college and has developed processes to ensure efficiency, including a revised organizational structure where needed. To increase applicant pools and diversity, the college is currently strategizing its efforts and revising position descriptions as needed. The college has also created a Faculty and Staff Diversity Committee that is addressing personnel policies and procedures in addition to creating an inclusive environment within and outside of their campus community. (III.A.9, III.A.10, III.A.12 and ER 8)

The college has written and published personnel policies and procedures that are fairly and equitably administered. The college has written code of ethics for all personnel, including the Code of Ethics for Administrators (AP 3050), the Faculty Code of Ethics (BP/AP 7900), and the Classified Code of Ethics (BP 7231). Policies support professional ethics and are in alignment with the respective bargaining agreements. (III.A.11)

The college provides appropriate opportunities for professional development and systematically evaluates these opportunities on the basis of improvement through institutional policies and the work of the Professional Development and Faculty Excellence Committees. Professional development funds are available and a process for requesting funds is adhered to and documented. (III.A.14)

The college ensures that personnel records are kept secure and confidential. The college establishes and adheres to personnel policies and procedures.
All employees are evaluated systematically and within contractual guidelines. Use of outcomes and assessment data are considered as part of the full-time faculty evaluation form. Personnel files are securely and confidentially stored and available to employees upon request. (III.A.15)

Conclusion

The college meets the standard**.**

Standard III.B – Physical Resources

General Observations

The Shasta-Tehama-Trinity Joint Community College District (Shasta) serves a large 10,000 square mile service area, which, as the name suggests, covers a three-county region. Five physical facilities including the 337-acre campus in Redding, the Tehama Campus in Red Bluff, the Intermountain Campus in Burney, the Trinity Campus in Weaverville, and the Health Sciences and University center, also in Redding, round out the physical plant inventory. Shasta College's array of physical resources provides students with a healthy, safe, and conducive environment for learning. (III.B.1)

A recently passed $139 million bond will assist in both maintaining and improving the physical resources at all sites where the college is delivering services. Initiatives for funding institutional improvements flow through the Annual and Program Review process and are prioritized using a rubric. The rubric ensures that proposed initiatives are aligned with the mission and connect to the Student Learning Outcomes. (III.B.2)

Shasta College's physical resources also promote access, safety and security through a newly developed ADA Transition plan, Injury and Illness Prevention Program, specialized safety trainings, online work order system, automated emergency alert system and annual threat assessment. Funds to implement and/or maintain programs and systems can be allocated from Capital Outlay (fund 41) and Measure H Bond funds. (III.B.1)

Furthermore, the Facilities area assists in saving the District money in its capital program by employing up to 14, trade-skilled maintenance personnel, which assists in saving up to 70% on capital projects. Physical Plant employees also provide cross-discipline services such as laundering of Health CTE Program Lab coats and towels. (III.B.4)

Findings and Evidence

The college has safe and adequate physical plant resources, which is fundamental to the mission of the college (Ev. 1) (III.B.1). A Safety and Wellness Committee exists to help ensure the safe provision and operation of district equipment and facilities, including the provision of devices to allow classroom doors to be locked from the inside. Further, campus public safety provides an alert system through the

RAVE emergency alert system. Emergency response is a responsibility shared by all campus constituents.

Physical plant assessment and development follows programmatic need. (III.B.2). An electronic work-order system facilitates day-to-day maintenance and operational activities. The District Facilities Master Plan development was integrated with broader institutional planning as reflected in the Integrated Planning Process (III.B.4). Program Review and Annual Area Planning create opportunities for departments to advance initiatives for improvements including capital development and equipment acquisition. The primary local funding tool for implementing the master plan was Measure H, the $139 million local GO bond measure approved by district voters in November 2016 (III.B.2)

The 2014-30 Facilities Master plan includes a facility condition assessment (III.B.3), and reflects long-range capital planning matters including efficiency, FTES generation and adequacy. This planning framework informs broader institutional planning, and is supported by the annual development of a five-year Scheduled Maintenance Plan, and a five-year Capital Outlay Plan (III.B.3).

The Injury & Illness Prevention Plan outlines the policies, procedures and processes related to health & safety, emergencies, hazardous materials, accidents and training/instruction. General workplace training and, specialized online trainings are provided by Keenan and Associates. Specialized in-person trainings are provided by District personnel (III.B.1)

The Integrated Planning Process provides detailed information on how institutional improvements are funded. Through the Program Review and Annual Area Planning Process, facility and equipment requests are prioritized. Facility area outcomes are assessed through the online 'School Dude' system which provides information on the number of facility requests met and, timeframe in which requests are met (III.B.2)

Although the Physical Plant is working with limited personnel, satellite campus facility needs are addressed using the online 'School Dude' work order system. The Tehama campus, as well as other campuses, house PT Janitorial/Facility personnel. Efforts to increase staff have been documented in Program Reviews. There is a clear need for additional Physical Plant staff especially with the expansion of the institution through implementation of bond funds. (III.B.4)

In addition, the Physical Plant has other needs that include personnel, the need to facilitate strategic facility development for better management of space inventory, and enhance the wayfinding and signage around campus for first time visitors/students.

Conclusion

The college meets Standard III.B

College Recommendation (for Improvement)

College Recommendation 7
In order to increase institutional effectiveness, the team recommends the college refine its Total Cost of Ownership (TCO) plan to include foreseen Physical Plant personnel needs. (III.B.1)

College Recommendation 8
In order to increase institutional effectiveness, the team recommends the college facilitate strategic facility development and should exercise better management of space inventory. (III.B.2)

College Recommendation 9
In order to increase institutional effectiveness, the team recommends improvement of ease of access, especially for first time visitors/students, by enhancing wayfinding and signage. (III.B.2)

College Commendations

College Commendation 13
The rubric developed to prioritize equipment and facility needs is exemplary. Its alignment with institutional goals and Student Learning Outcomes streamlines requests which are reflective of the College's mission.

Standard III.C: Technology Resources

General Observations

Shasta College's Information Technology (IT) Department provides the technology support to all campuses and services throughout the district. Services include smart classrooms, faculty/staff equipment, lab equipment, video conferencing (ITV), and a full range of administrative and networking support. The Educational Technology Office supports the online offerings and the Office of Extended Education provide courses through the ITV technology. (III.C.1)

Shasta College addresses technology planning through its Technology Planning Committee, the Perkins Committee and in the Annual Area Planning initiative process. A multiyear replacement scheme has been created to cover technology devices. The College has a Technology Master Plan 2017-2022 to support the College's Educational Master Plan as well as the Strategic Plans among others. (III.C.2)

Students are able to access technology support and resources through the computer labs on the campuses, campus webpage and portal MyShasta. Shasta's online application and enrollment system (MyShasta) has the following links: Schedules and Catalogs, Course Offerings, Register for Courses, Community Education Classes and log-in for Online Classes. Online help for Canvas is provided to both students and staff. (III.C. 3, III.C.4)

The College offers employee technology training through a variety of methods. Student training includes two courses and support from staff in the Tutoring and Learning Centers, Student Success Center, and Library staff. The Office of Educational Technology hosts 4-week online courses, face-to-face workshops, webinars and video clips for Faculty to access. (III.C.3, III.C.4)

The College uses a local server backup and recovery process for most of its computer data. However, the College's sends its Ellucian Colleague system backups to a site in Las Vegas, Nevada. The College has Board Policy and Administrative Procedure AP/BP 3720 that governs Technology issues and cite relevant state and federal law. The Policies and Procedures include identity theft, student record privacy, web based protocols, record retention and destruction, and the use of copyrighted materials. ((III.C.3, III.C.5)

Findings and Evidence

A Technology Master Plan (TMP), drafted in support of the Districts' Educational Master Plan, has been authored under the auspices of the Technology Planning Committee (TPC). The IT department utilizes the Annual Area plans and IT staff knowledge and is guided by the relevant college-wide planning documents in order to address appropriate technology hardware and software needs. Initiatives for IT equipment and capital needs and system adoptions are put forth through program review and Annual Area Planning processes. Initiatives are ranked in accordance with the College's Resource Allocation Rubric. Prioritization and implemented initiative examples include the migration to Canvas, acquisition and utilization of Docuware, Tableau, TracDat, Starfish, and the improvements to the Cenic Backbone. Three to five-year refresh cycles have been implemented and are informed by warranty limitations, funding availability, and expected reliability. (III.C.2)

The IT department has participated in the "National Survey of Computing, ELearning and Information Technology in American Higher Education" and the team recommends that the department uses this data to further its planning efforts (III.C.1).

Feedback on technology services is obtained through the Campus Computing Survey and Campus Climate surveys. Stemming from a satisfaction survey reflecting only 55% of faculty being satisfied with IT maintenance, upgrades, and replacement activities, an electronic help-desk system (SYSAID) was implemented. Using the information from the help desk as well as the annual Area Planning initiative process and the "Classroom/Lab Software Requests" IT has addressed identified instructional and other needs. The Faculty Instructional Technology Committee (FIT) was also formed to better assess and address faculty technology needs. Ticket close rates and utilization are reported to be improved. (III.C.2)

The College offers distance education in two formats, through interactive television (ITV) instruction and Canvas, the cloud-based course management system (CMS). The ITV and Canvas systems are supported by the IT department and Office of Educational Technology, respectively. Delivery of courses to rural areas throughout the district is challenging due to the limited internet service and bandwidth access in the more remote areas. The ITV system, has limited connectivity particularly to the Intermountain and Trinity sites. The Intermountain site is scheduled to be linked to the Cenic backbone. However, plans to increase

the bandwidth for the Trinity site needs to be addressed. The Team encourages the College to work to increase the connectivity throughout the district as it plans to improve both delivery systems. (III.C.1, III.C.3)

The College provides support in the use of technology in a number of ways. The College website, including Shasta College Online and the MyShasta Portal is comprehensive in scope. The Professional Development committee surveys the staff annually on training needs. Over the past year, the Professional Development Committee has offered flex day activities which included workshops on "Active-Learning Activities / Technologies to Bring Evidence-Based Techniques into the Classroom", "Fun with Canvas" and Regular, Effective and Substantive Contact with your Online Students". The Office of Educational Technology provides frequent training opportunities to both faculty and students in the usage of the Canvas CMS, pedagogical concepts, and general technology skills. Canvas 24/7 support is available to faculty and students through the Canvas Support Hotline and ticketing system. All staff can participate in individual or group training opportunities. The College also offers outside training opportunities such as Lynda and @One: The Online Network of Educators. (III.C.4)

The Technology Planning Committee is charged to "define the direction of District technology" and is author of the College's Technology Plan. The IT department involves the committee in major decision-making and as its main communication vehicle. The creation of the Technology Plan was the focus of the committee this year. In 2016, the decisions involved topics such as wireless connectivity, Student pay-for-printing services, single sign-on for the States' OEI initiative and implementation of Microsoft Office 365. (III.C.1, III.C.5).

Electronic data and resources are appropriately controlled based on the AP/BP 3720 and monitored at the Main Campus in Redding. However, the Team recommends that the College review and revise the 2008 policy and procedures in light of new technological security issues (III.C.3, III.C.5).

Disaster recovery has been addressed by 2016 College's migration to the STORTRUST remote replication and disaster recovery service. The College has a local backup server in place to ensure system availability in the event of a technology component failure. The District recently implemented an off-site backup and disaster recovery process for its Ellucian Colleague system which allows for partial or full system data restores. The new system has been tested and provides a complete off-site system spin-up within four hours. (III.C.3).

Conclusion

The College meets the Standard.

College Recommendations (for Improvement)

College Recommendation 6
In order to ensure continuous improvement, the team recommends that the college coordinate the planning for the improvement of bandwidth and connectivity to the four off-campus sites to allow for increased student access to instructional opportunities (III.C.1)

Standard III.D – Fiscal Resources

General Observations

The district has developed financial resources sufficient to serve more than 12,000 students (headcount) with resident Full-Time Equivalent Student (FTES) numbers coming at approximately 7,000 in each of the past five years. The College has found success in seeking grants and other sources of entrepreneurial funding including an Innovation Award, a $139 million local GO bond, program expansion under the Shasta College Economic and Workforce Development division, and taking the lead role in the newly established North State Together regional partnership.

Evidence and Findings

The institution provides an adequate base of funding, and an integrated fiscal planning framework sufficient to meet the institutional mission and provide for student learning and institutional effectiveness. Funded FTES hit a floor of 6,963 in the 2014-15 fiscal year. Data suggests flat enrollment the following year. In the longer term, high school graduation rates are projected to be flat or declining. In response, the college is embracing strategies to bolster enrollment that include dual enrollments with local high schools, growing distanced education, non-resident enrollments, and seeking to engage adults without college degrees. To further enhance entrepreneurial revenue development, a Grants Office was established in the 2013-14 fiscal year. Grant awards totaled more than $22 million in the succeeding two years. (III.D.1, ER 18).

The Integrated Planning Process (IPP), tying mission and goals to fiscal planning, is framed in the District's Integrated Planning Manual (IPM) (III.D.2). These processes are codified in Board Policy, Administrative Procedure and Budget Committee minutes. Fiscal reports/updates are widely disseminated and regularly presented to the Board of Trustees. The Annual Area Planning process provides a link between resource requests and allocations (III.D.3).

Long-term commitments, including such matters as employee health benefits and employer match obligations for the California State Teachers Retirement System (CalSTRS) and the California Public Employee Retirement System (CalPERS), are reflected in multi-year projections (III.D.4, III.D.12).

The district has appropriate control mechanisms in place to ensure appropriate use of financial resources (III.D.5) The College has a broad constituency reflected in the make-up of its Budget Committee (III.D.6).

The district undertakes an annual audit by a qualified external entity (ER 5, III.D.7). The work of the external auditor extends to the financial and internal control systems, and the Shasta College Foundation (III.D.8). Internal controls and other checks and balances serve as tool for effective oversight with respect to grants, auxiliary organizations and other contractual relationships (III.D.10).

Shasta College carries both voter-approved and non-voter-approved debt. The most significant debt obligations are related to General Obligation Bonds (GO Bonds) and Lease Revenue Bonds (LRB) (p. 183). The GO Bond debt service is managed by the District and the County Assessor's Office through the levy of local property taxes. The three LRBs were issued by the California Community College Financing Authority. The debt service on the LRBs is allocated between four different funds based on the original use of the bond proceeds. During the 2015-2016 year, the allocation of debt service was 58% to General Fund with the balance allocated between Revenue, Parking, and Capital Outlay.

More recently, the district has used GO bond proceeds to retire certain non-voter-approved debt. In recognition of the need to meet total compensation needs associated with facility development and technology initiatives, the college has captured the revenue stream associated with these now retired debts to meet on-going maintenance and technology needs.

Consistent with its By-Laws, the Shasta College Foundation is actively engaged to advance the mission and interests of the college. The Foundation is governed by a nine-member Board of Directors that includes the Superintendent/President as an ex-officio member and one emeritus member. Among the Board of Directors membership is a member of the District Board of Trustees. Driven in large part by the geographic scale and diversity of the district, the work of the Foundation is enhanced by a Board of Regents, working in essence as an extension of the Board of Directors. Recent efforts by the Foundation include taking on the role of Fiscal Agent for several grants. This activity has served to build relationships with the grantor agencies, place the Foundation "at the table" where new initiatives are unfolding allowing the Foundation to take on a visible leadership role in advocacy, and lastly, capture the allowable indirect costs (III.D.10).

Sound fiscal management practices, short-term and long-term, are evidenced through robust ending fund balances. The District's ending fund balance in 2015-2016 was $10.4 million or 23.6%. This reflects a consistent pattern with District trends during the last six (6) years. Further, Board Policy and Administrative Procedure support such practice. By way of example, AP 6305 – Reserves, states in part, "…this reserve shall be (at a minimum) five percent (5%) of unrestricted general fund expenditures and shall not be available for appropriations during the fiscal year." (III.D. 9, III.D.11).

The District has established an irrevocable trust with US Bank through the Retiree Health Program JPA to pre-fund a portion of future retiree health benefit obligations, or Other Post- Employment Benefits (OPEB). The District has funded all current OPEB obligations through operations, and pre-funds the trust based on the District's Final Budget annually. The actuarial study as of July 1, 2015 shows that the District is not only budgeting its Annual Required Contribution (ARC), but it many years is exceeding the ARC to its OPEB Trust. Assets held in an irrevocable trust exceeded $14 million as of June 30, 2017. (III.D. 11).

The districts effectively manages risk, and protects its students, and employees through a comprehensive program of insurance. Medical benefits are procured through Self Insured Schools of California (SISC), property and liability coverage is obtained through the Statewide Association of Community Colleges (SWACC), workers compensation through membership in the Northern California Community College Self-Insurance Authority (NCCCSIA), and membership in the Shasta Trinity Schools Insurance Group (STSIG), a local JPA that provides health benefits coverage consisting of medical, dental, and vision insurance (p. 186, III.D.9). The district has a cap in place with respect to the health plan offerings to control cost.

Financial resources, including contractual agreements with external vendors/entities are used as intended, reflecting the institutional mission, source stipulations, and regulatory requirements (III.D.14, III.D.16).

The college disperses approximately $22 million in financial aid. Approximately 55% of Shasta students receive such aid. The Financial Aid office is subject to the Districts annual audit and includes a review of regulatory requirements with respect to default rates, and Return to Title IV timelines. The results of such audits are shared with the US department of Education. The college has contracted with a vendor (ECMC) to assist with monitoring the cohort default. Default rates are within regulatory guidelines (III.D.15).

Conclusions

Under a soundly established leadership team, the fiscal stewardship of Shasta College is well grounded. Shasta is successfully meeting the challenge of serving a broad 10,000 square mile service area through five physical locations, and responsibly allocating resources and balancing revenue and expense.

College Commendation 14
The College is commended for its conservative budgeting practices as evidenced through robust ending fund balances exceeding 20% over the past five years.

College Commendation 15
The College has effectively managed total salary and benefit costs as percentage of total Unrestricted General Fund (UGF) expenditures by keeping this total under 85% during the past five years.

Standard IV. A   Decision-Making Roles and Processes

General Observations
Shasta College leaders foster creativity, innovation and a willingness to embrace change. This is reflected in the Mission Statement, supported by the creation of the Educational Master Plan, and further evidence that the Participatory Governance Manual has been updated with input for all constituent groups within the parameters of participatory governance structures of the college. Board Policy outlines the role and responsibilities of each representative and deliberative groups on campus including the community. It is clearly stated that the College Council is the representative body that makes recommendations to the Superintendent/President for improving the college that have policy or significant college-wide processes. (IV.A.1)

Findings and Evidence
Through Board Policies (BP) 2510, 3110 and Administrative Procedure (AP) 3110, Shasta College has established and implemented policies and procedures that authorize administrator, faculty, staff and student participation in decision-making processes regardless of their titles. (IV.A.2)

The roles of the Academic Senate and the Student Senate are clearly outlined in BP 3110 in terms of their participation in campus governance. Although the role of staff is outlined in the BP, how they are chosen to participate is not clearly defined in the Board Policy. In practice committee requests for classified staff are sent to the CSEA President and he forwards the requests to the membership, and makes recommendations based on the response. Through interviews with members of the classified professional staff, they expressed that their participation in College governance is valued by the institution and supported by administrators. (IV. A.3)

The College may want to investigate the creation of a Classified Senate to help increase the professional development opportunities for upward mobility for the classified staff. A Classified Senate can also assist increase more participation of classified professional staff in College governance.(IV.A.3)

Through the BPs, APs, the manner in which individuals bring forward ideas and work together collaboratively is clearly outlined and reinforced the planning and governance manuals.

As stated in Board Policy 2510 and Administrative Procedure 2510 Shasta College administrators and faculty have a substantive and clearly defined role in

institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The implementation of these procedures is supported by the actions in the agendas and minutes of the College Council, Academic Senate, the Budget committee, as well as other standing and ad-hoc committees.(IV.A.4, IV.A.5)

The Academic Senate, Annual Area and Program Reviews, and the Curriculum Committee are examples that Faculty and academic administrators, through policy 2510, implemented according to Administrative Procedure 2510, have well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.(IV.A.4)

All relevant perspectives and input are garnered for broad institutional governance at Shasta College, in that faculty, staff and administrators are engaged in decision-making processes at multiple levels from department level to college-wide. Each participatory committee includes membership from among staff, faculty, administrators and where appropriate students, which reflects a broad and varied perspective and relevant expertise and responsibilities. One aspect lacking within the participatory governance structure is a process to measure committee effectiveness.

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution is carried out in a variety of ways. Agenda and minutes are posted in each governance committee webpage, and discussed in Division meetings and when appropriate and at Board of Trustees meetings such as the Ad-Hoc Committee on the Regular Review of Board Policies. (IV.A.6, IV.A.7)

During interviews with staff, the VP of Student Services and the Director of Student Life were noted as two managers who demonstrated best practices in communicating to their departments, through either email, meetings or through monthly newsletter.

Additionally, Plant Services in cooperation with Human Resources are finding times to meet with the custodial staff at times that are convenient to them to keep them abreast of college business.

Conclusion
The College meets the Standard.

Standard IV.B – Chief Executive Officer

General Observations
The Board employs a Chief Executive Officer (CEO) and delegates authority, under Board Policy (BP) 2430, sufficient to allow the CEO to effectively manage the institution on a day-to-day basis, while ensuring institutional quality (IV.B.1, ER 4). The aforementioned administrative framework, guided by established Board Policy, speaks to the CEO's authority focused inward on the effective management and operation of the district. However, the CEO's responsibilities also extend externally into the community where he serves as the face of the college to numerous community, civic, and business organizations (IV.B.6).

Evidence and Findings
The CEO is effectively engaged in the life of the college as evidenced through his role in hiring processes and on various governance and leadership groups (IV.B.2, ER 4). The CEO's role in organizational structure is evidenced through a functional restructuring following the district's selection to lead "North State Together," a regional collaborative effort to increase educational attainment (IV.B.2). Further, the CEO's role in community engagement is evidenced through his role in North State Together, and numerous other civic organizations (IV.B.2).

Under the authority of BP 3250, Institutional Planning, the CEO leads a comprehensive institutional planning process (IV.B.3). Institutional goals surrounding accreditation, fiscal viability, student performance, and state and federal compliance are led by the CEO, and guided by AP 3225 – Institutional Effectiveness.

As specified under BP 3200 – Accreditation, the CEO holds the primary leadership role in the accreditation process. To carry out this Board mandate, the CEO appointed the Dean of Library Services to serve as the Accreditation Liaison Officer (ALO), to whom he has delegated authority to coordinate and advance this body of work (IV.B.4).

Conclusions

The CEO carries out his duties in a manner consistent with statutes and regulations, as well as board approved policies and procedures as framed under BP 2790 - Relationship between the Governing Board (IV.B.5). Delegated authority to the CEO to manage and oversee district finances is specified in BP/AP 6300 – Fiscal Management. In this highly integrated planning and development process, the CEO delegates certain fiscal authority to the Chief Business Officer (CBO) (IV.B.5).

The College meets Standard IV.B.

College Commendation 16

The Chief Executive Officer promotes a collegial and inclusive environment for the Shasta College community.

Recommendations: None

STANDARD IV.C – Governing Board

General Observations

Shasta College was originally sanctioned under the authority of the Shasta Union High School District in 1947, and later received approval from the California Board of Education as a public junior college. In 1967, the residents of Shasta, Tehama, and Trinity counties voted to approve what would become the Shasta-Tehama-Trinity Joint Community College District. The Board of Trustees consists of eight members including seven members elected district-wide from seven transfer areas within the district and a student trustee elected by the Shasta student body.

Findings and Evidence

The Board of Trustees (BOT) has adopted a policy framework that allows the Board to ensure an appropriate level of academic quality (IV.C.1). The Board acts as a cohesive body, and once a decision has been reached, the majority voice carries. Consensus, if not unanimity, is usually arrived at on most matters. Dissent, when it occurs, is generally handled in a civil manner (IV.C.2).

An established policy framework guides the selection and evaluation of the CEO (IV.C.3). Board policies are consistent with and ultimately informed by the institutional mission. Policies and By-Laws governing Board activities are published and readily available. Policies are reviewed on a regular basis within a 4-year cycle. (IV.C.5, IV.C.6, IV.C.7). The Board has specific policies addressing conflict of interest and a code of ethics (IV.C.11). The board serves as an independent policy making body, largely free of undue influence and effectively delegates authority to the CEO to carry out board policy (IV.C.4, IV.C.12).

The Board is aware of and reviews measures of student success (IV.C.8). Training and professional development is made available to members of the Board (IV.C.9). The Board has established a process for evaluation [self-evaluation] (IV.C.10).

The Board is engaged in the accreditation process (IV.C.13).

Board Policy and Administrative Procedures 2743 ensures that the Board of Trustees conducts a self-evaluation annually. Additionally, the board meets annually to review its goals to ensure alignment with those of the

Superintendent/President, and the college for the improvement of the institution. The results of these meetings are agenized at regular meetings of the Board of Trustees, which are available on the College Website.

Conclusions

The College meets the standard

Commendations: none

Recommendations: none

Quality Focus Essay Summary

The college has identified two action plans that will contribute toward enhancing student learning and achievement. The first (Quality Focus Area 1) is to refine and further develop the college's outcomes assessment process with the ultimate goal of creating a more meaningful and less labor-intensive process so that course SLOs link more directly to ISLOs. The second (Quality Focus Area 2) is to enhance the college's culture of inquiry through greater access to data and the use of visualization tools.

The evaluation team concurs that these action plans are appropriate based on the college's own self-assessment of needed change, which the team also observed, particularly in its review of Standards I.B. and II.A. (See recommendation for improvement in Standard I.B. related to outcomes assessment).

The QFE clearly states the outcomes for each action project (which for Quality Focus Area 1 includes an Institution-wide Assessment Plan), lists specific activities, identifies the resources required to carry out the action plans, and includes project assessment (in the form of indicators of success). The action plans are achievable and aimed toward improving student learning and achievement as the ultimate goal.