Shasta-Tehama-Trinity Joint
Community College District

Institutional Self-Evaluation Report

of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

2017–2018

Shasta College
www.shastacollege.edu

Shasta-Tehama-Trinity Joint Community College District

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2017-2018

Certification of the Institutional Self Evaluation Report

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

From: Dr. Joe Wyse, Superintendent/President
Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail – P.O. Box 496006
Redding, CA 96049-6006

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

7/17/17
Dr. Joe Wyse, Superintendent/President Date

Rhonda Nehr 7/8/17
Ms. Rhonda Nehr, President of the Board of Trustees Date

7/17/17
Dr. Frank Nigro, Assistant Superintendent/ Vice President of Instruction Date

7-13-17
Dr. Kevin O'Rorke, Assistant Superintendent/ Vice President of Student Services Date

5/26/17
Morris Rodrigue, Assistant Superintendent/ Vice President of Administrative Services Date

23 May 17
Catherine Anderson, Academic Senate President Date

7/7/17
William Breitbach, Accreditation Liaison Officer Date

5/19/17
Emily Groth, Student Senate President Date

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INTRODUCTION

History and Demographics of the Institution

Shasta College is one of 113 colleges across 72 districts that make up the California Community College system, the largest educational system in the nation. Shasta College was originally authorized by the Board of Trustees of the Shasta Union High School District in 1947. It received approval from the State Board of Education as a public junior college within the Shasta Union High School District in 1949, which allowed formal operations to begin. In 1950, Shasta College opened its doors to approximately 256 students with 26 faculty members on its original Eureka Way campus in Redding. Due to its rapid growth, a bond issued for the construction of a 337-acre campus in east Redding was passed by voters in 1964. This campus remains the main Shasta College campus today.

In 1967, the constituents residing in Shasta, Tehama, and Trinity Counties voted for an expanded, multi-county college District. This District was later termed the Shasta-Tehama-Trinity Joint Community College District with Shasta College comprising the single College in the District. The District spans over 10,000 square miles of Northern California and includes Shasta, Tehama, and Trinity Counties, as well as parts of Lassen, Modoc, and Humboldt Counties. An eight-member Board of Trustees, which includes a non-voting Student Trustee, represents the Shasta-Tehama-Trinity Joint Community College District. Seven of the board members are elected by District-wide voters from seven transfer areas, with the student member elected at large by Shasta College students.

Campus Locations

The District's permanent buildings include approximately 575,000 square feet with 36 major buildings at five locations. In addition to the main Redding campus, Shasta College has four other campuses, three in outlying areas, established in the mid-1970s, and one in the downtown Redding area, built in 2007.

The Redding main campus spans 337 acres in the east of Redding, and currently includes the majority of the facilities that were the initial structures of the College built between 1966 and 1972. These facilities include the library, administration building, two science buildings, several classroom buildings, the theatre and music buildings, the gymnasium, locker rooms and athletics fields, the farm with its buildings, and several career and technical education buildings.

The Tehama Campus is located 30 miles south of Redding in the city of Red Bluff. Instruction was initially offered at various temporary sites, until services moved into a modular building in 1988 on the campus of Red Bluff High School. Additional office and classroom spaces were added in 1991. The current 14,000-square-foot Tehama Campus was built with Measure A Bond funds (discussed below in Campus Improvements) in 2008 to replace the smaller campus of modular buildings.

The Intermountain Campus, located 50 miles east of the main campus, began instruction in 1974 based out of various temporary locations. In 1998, full-time staff and facilities leased from Burney High School were added. Finally, the current Intermountain Campus opened in the town of Burney on property leased from the Burney High School District in 2004.

The Trinity Campus, located 50 miles west of the main campus, offered courses at various temporary sites in the town of Weaverville until occupying a leased store-front space in 1997, and finally moving to modular buildings on the current site in 2009. These modular buildings were built with bond funds in 2009.

The 44,000-square-foot Health Sciences and University Center was built in 2007 in

downtown Redding, 6 miles west of the main campus, using Measure A bond funds, and houses the College's baccalaureate, Dental Hygiene, and Nursing programs. It also hosts a baccalaureate degree program offered by California State University, Chico.

Campus Bonds

In March 2002, a $34 million general obligation bond (Measure A) was passed by the voters of the Shasta-Tehama-Trinity Joint Community College District. This bond focused on building additional campus locations to serve students throughout the District's 10,000+-square-mile service area. The bond funding allowed the 28-year-old, outdated Early Childhood Education Center to be replaced with a 6,220-square-foot, state-of-the-art Early Childhood Education Childcare and Instructional Center in 2005. It additionally allowed the District to expand the College to downtown Redding in 2007, where the Health Sciences and University Center currently resides. New or expanded centers were constructed in outlying areas of Weaverville in 2008 (Trinity Campus) and Red Bluff in 2009 (Tehama Campus). Additionally, science labs were upgraded, the theater was remodeled, and a gas line infrastructure project was conducted.

An additional bond from the State of California also enabled the Learning Resource Center (also known as the Tutoring and Learning Center) on Shasta College's main campus. This Center provides students with free access to tutoring resources, including support for ESL students, and houses both the Math and Business Learning Center and the Writing Center.

More recently in November 2016, Measure H, a $139 million general obligation bond, was passed by the District's voters. This bond will allow the District to build a Regional Public Safety Training Facility, expand the District's Career and Technical Education (CTE) training facilities, increase support for Veterans and current military by building an on-campus Veterans Support Center, improve STEM labs, upgrade classrooms and facilities in the almost-50-year-old buildings, and improve infrastructure, including technology. The bond is estimated to cost taxpayers approximately $19 annually per $100,000 of assessed (not market) value of their property. For accountability purposes, a Citizens Bond Oversight Committee comprised of community members will review and approve all expenditures, and independent audits will be conducted to ensure funds are being used locally and appropriately.

Instruction and Student Services Offerings

Over the past five academic years, between the academic years of 2011-2012 and 2015-2016, Shasta College has served 12,506 students annually on average, claiming full-time equivalent student (FTES) credit for 7,223.08 students each year on average. These enrollment numbers classify Shasta College as a medium college when compared to other California Community Colleges. Shasta College offers instruction and student services at all five of its campuses. Shasta College offers a wide array of educational programs in traditional (classroom-based) and non-traditional (online, Interactive Television/ITV, or hybrid) formats in established academic subjects for certificates, associates degrees, and transfer preparation. Basic Skills offerings include credit and non-credit courses aligned to degree and certificate attainment. Basic Skills courses are offered in English, mathematics, English as a Second Language, and Learning Skills. The career and technical education (CTE) program offers real-world work experiences in laboratories and centers both on and off campus in combination with classroom education. Examples include the nursing and dental programs where students work with patients in laboratories; culinary art students working in a restaurant setting on the main campus serving lunch during the week; and agriculture students working on a farm on the main campus.

Shasta College offers over 100 degrees and certificates in a variety of disciplines. Most recently, in addition to the above-mentioned programs, Shasta College is one of 15 California community colleges piloting a baccalaureate program. Shasta College's pilot baccalaureate degree is in Health Information Management. The first cohort began in Fall 2016. The College also offers non-credit courses through its Community Education program.

Because of the diversified goals and needs of its students, Shasta College has offered a wide range of programs and services to the community since its inception. Current student support services include counseling (including additional support for targeted populations such as veterans and students transitioning out of foster care), tutoring, financial aid, athletics, cultural events, lecture series, workshops, dormitories, health and wellness services, worksite learning, and art exhibits. Shasta College has developed articulation agreements to facilitate transfer to the University of California and the California State University systems, as well as to many other private colleges and universities. Regarding services at the outlying campuses, the Tehama campus has counselors onsite, and the Downtown Campus and Trinity Campus are visited weekly. The Intermountain Campus can arrange for phone appointments with extended education or main campus counselors. Tehama, Trinity, and Intermountain Campuses have the ability to administer assessments by appointment and all locations can offer the online orientation to students.

Shasta College also works to integrate their offerings into the service region through both educational and community activities. Shasta College's Office of Access and Equity, established in 2015, works with campus and community partners to provide cultural events for students and the community. Additionally, the Shasta College Art Gallery and Theater provides cultural exhibitions by displaying art and holding musical and theater productions. The Global Education Center includes a Korea Exchange Program, a Global Expedition Program, and an International Student Program. K-12 partners are encouraged to conduct campus visits, and several programs are offered annually including 8th Grade Day, Ag Day, High School Preview Day, and NEW (Non Traditional Employment for Women), to ensure that all partners know they are welcome on the Shasta College Campus.

Leadership

The College has experienced relatively few Superintendent/President leadership changes. From its inception in 1949, the institution retained the same Superintendent/President until his retirement in 1972. The next administrator served in this capacity until 1981 with the third Superintendent/President serving the District until his retirement in 1992. The fourth Superintendent/President served from 1992 until 2003. The College employed an interim Superintendent/President during the transition to its fifth Superintendent in June 2004. The sixth Superintendent/President began his service in 2005 as an interim, but moved to the permanent position in 2006 which he held until his retirement in August 2011. At that time, the current and seventh Superintendent/President took office.

Successful Initiatives & Major Developments

Shasta College is proud of its efforts over the past six years to create a culture of innovation in order to better serve its students and communities. In 2012, College Council spent considerable effort crafting a vision for the College. This vision is as follows: "Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth." This vision has signs of coming to reality over the past few years, especially as the College is being recognized both locally and

statewide for some of its efforts to serve its students and communities better. Some national recognition is beginning to occur as well. Additionally, Shasta College is being selected as a lead agency for an increasing number of local and statewide change efforts. The College's emphasis over the past few years on pursuing grants and awards that are able to provide additional resources to help the College meet its mission have been very successful. Following are some examples of these innovative grants, initiatives and recognitions.

1. In 2015, Shasta College was selected for the top level Innovation Award of $5 million by the State of California. This competitive award was open for all community colleges, CSU, and UC campuses in the state. Shasta College's application ranked 5th, and the prize money will provide years of support to help the College reach the goal of helping at least 50% of high school graduates in its three counties have at least a one semester (15 unit) head start in college or toward a career-oriented field by the time they graduate. The College's research shows that these dual/concurrently enrolled students are completing their courses at very high success rates. As of 2016-2017, Shasta College offered 250 sections of dual enrolled courses with its local high schools.
2. In 2015, Shasta College was selected as one of 15 California community colleges to pilot a baccalaureate degree. Shasta College developed a baccalaureate degree in Health Information Management and began offering junior level courses in Fall 2016. This provides a new opportunity for residents to complete a baccalaureate degree locally.
3. In 2015, Shasta College was selected for a grant from the United States Department of Justice for $100,000 per year for three years. This grant provides funding for a staff support position to assist in developing and implementing policies and procedures to effectively identify and respond to sexual assault, domestic violence, dating violence and stalking, implementing various prevention education and bystander intervention programs, and more. The College also worked with the Lumina Foundation's Community Partnership for Attainment, a national effort focusing on partnerships to increase community-based educational attainment goals.
4. The November 2016 election was successful for the College in passing Measure H. Over the next 10-12 years, this $139 million facilities bond will allow the College to remodel many of its nearly 50 year-old facilities, build several new facilities, and provide other technology upgrades which will aid in serving students well for decades to come.
5. In Fall 2016, Shasta College was selected to be the lead local agency to start a new initiative called North State Together. North State Together is a regional partnership funded by a $2.5 million grant awarded by the McConnell Foundation with the Shasta College Foundation serving as the fiscal agent for the grant. The grant will help create a "Cradle to Career" partnership in the North State where leaders from education, business, philanthropic, nonprofit, civic, and faith communities join together to improve education success for every child through a data-driven, collective impact approach. The goal will be to increase educational options at all levels with ultimate impacts on overall economic and community health. This grant will allow the College to build on the great work of Reach Higher Shasta and Expect More Tehama. It will also assist Trinity, Siskiyou, and Modoc counties in establishing their own local Cradle to Career collective impact initiatives.
6. In 2017, Shasta College was once again selected for the top level $2 million Innovation Award. The subject for the College's application was its efforts to bring educational opportunities to the region through two new efforts: ACE (Associate

Completion in the Evenings) and BOLD (Bachelor's through Online and Local Degrees). These efforts focus on helping adults with some college (but no degree earned) to have more support and opportunity to finish an associate's degree and perhaps pursue a bachelor's. Having no public university within the borders of the District, Shasta College is taking a lead role to partner with colleges and universities through BOLD to provide its residents additional opportunities to pursue higher education without having to leave the area.

7. The Shasta College Economic and Workforce Development division has continued to expand with new initiatives being funded in the past year. One of these is around employability skills. Headquartered at Shasta College with the Economic and Workforce Development division, this initiative supports the statewide California Community Colleges' Doing What MATTERS for Jobs and the Economy through the systematic incorporation of industry-valued employability skills in community college courses. Another EWD statewide effort centers around the New World of Work. This initiative is funded by the California Community College Chancellor's Office Doing What MATTERS initiative. It collaborates with employers, workforce development boards, educators, and research organizations across the country to build college/career and 21st century employability skills. The program started as a pilot among 13 partner colleges, and has now been brought to scale as a "project in common" available to all 113 campuses within the California Community College system. Our open source material is also available to educators, college/career counselors, and workforce development staff across the country.
8. Finally, other recent major grants the College has been successful in pursuing include a Promise Grant from the State of California, several federally funded TRiO grants, the Basic Skills Transformation and Student Outcome Grant from the State of California, a Career Pathways Trust grant from the State of California, and many more.

These efforts and others are highlighted throughout the self-study report. Shasta College is excited to be continually expanding its services, programs and opportunities for the residents of the communities it serves through these innovations and special funding sources.

Description of District's Tri-County Service Area

The Shasta-Tehama-Trinity Joint Community College District spans over 10,000 square miles of rural Northern California and encompasses Tehama, Trinity, and Shasta Counties, as well as portions of Humboldt, Lassen, and Modoc Counties. Shasta College has five campuses, with the main campus based out of Redding, approximately 160 miles north of the state capitol of Sacramento. The other campuses are located in Red Bluff (Tehama Campus), Weaverville (Trinity Campus), Burney (Intermountain Campus), and downtown Redding (Health Sciences and University Center). The District has an estimated population of over 254,000 people, with a little over 196,000 adults.

Population of Tri-County Service Area

Shasta County is the largest of the three primary service area counties at 3,800 square miles, with over 177,000 people living within the county's limits, representing over 69% of the District's constituents. Almost 25% of constituents live in Tehama County, 30 miles south of Redding. Trinity County, home to the Trinity Alps, is located 50 miles west of Redding and is the smallest of the three counties, making up only 5.5% of the residents in the tri-county area.

Race/Ethnicity

Based on the 2010 U.S. Census Bureau data, the majority of residents living in the tri-county area were White (79.9%), with the next largest racial/ethnic group being Hispanic/Latino at 11.7%. Tehama County had the smallest population of White residents at 71.9%, with nearly 22% of its residents reporting to be Hispanic/Latino. This is significantly more than Trinity County's 7% and Shasta County's 8.4% population of Hispanic/Latino residents. See the table below for frequencies and percentages of race/ethnicity by county as well as race/ethnicity of the District residents compared to the Shasta College student population.

Racial/Ethnic Distribution within the Shasta College District's Tri-County Service Area Compared to Shasta College Fall 2016 Student Population

Race/Ethnicity	Tehama County (*N* = 63,463)	Trinity County (*N* = 13,786)	Shasta County (*N* = 177,223)	*District Total (N = 254,472)*	*Fall 2016 S.C. (N* = 9,446)
Hispanic or Latino (of any race)	21.9%	6.9%	8.4%	***11.7%***	16.3%
White	71.9%	83.6%	82.4%	***79.9%***	66.9%
Black or African American	0.6%	0.3%	0.8%	***0.7%***	1.6%
American Indian/Alaska Native	1.9%	4.6%	2.4%	***2.3%***	2.4%
Asian	0.9%	0.7%	2.4%	***1.9%***	3.2%
Native Hawaiian/Other Pacific	0.1%	0.1%	0.1%	***0.1%***	0.9%
Some Other Race	0.1%	0.2%	0.1%	***0.1%***	3.4%
Two or More Races	2.6%	4.2%	3.4%	***3.2%***	5.3%

Source: US Census Bureau, 2010; Fall 2016 S.C. (Shasta College) data from Management Information Systems (MIS) data on CCCCO DataMart.

Age Group

From the U.S. Census Bureau's 2010 data, nearly 23% of residents within the District's tri-county service area reported to be under the age of 18 years old, with only 8.7% of all residents between the ages of 18 and 24. Residents of Tehama County had the largest number of children under 18 at 25.5%, with Trinity County reporting the smallest number of children at 18.3%. Shasta County had the largest number of residents between the ages of 18 and 24 (9%). Almost 17% of all residents reported to be 65 and older, with Trinity County having the largest number of residents 65 and older at 20.1%. See the table below for frequencies and percentages of resident age range by county of residence.

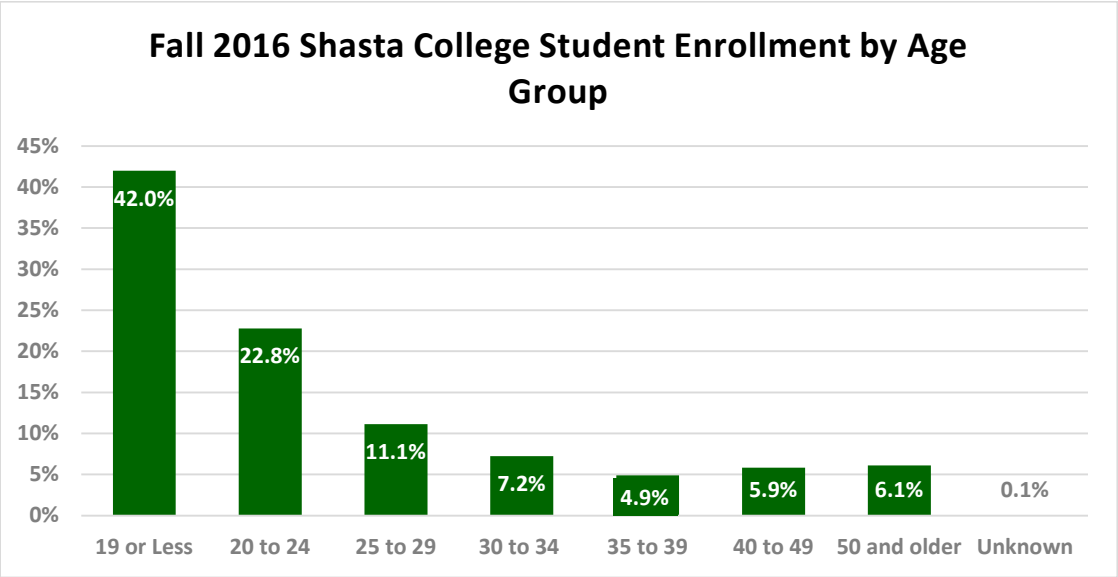
Age Distribution of Residents within the Shasta College District's Tri-County Service Area

Age Group	Tehama County (*N* = 63,463)	Trinity County (*N* = 13,786)	Shasta County (*N* = 166,223)	District Total (*N* = 254,472)
Under 18	25.46%	18.28%	22.37%	**22.92%**
18 to 19	2.62%	1.97%	2.81%	**2.72%**
20 to 24	5.76%	3.95%	6.21%	**5.97%**
25 to 34	11.17%	9.22%	11.26%	**11.13%**

35 to 49	18.84%	17.84%	18.32%	**18.43%**
50 to 64	20.28%	28.66%	22.12%	**22.01%**
65 & Over	15.87%	20.09%	16.91%	**16.82%**

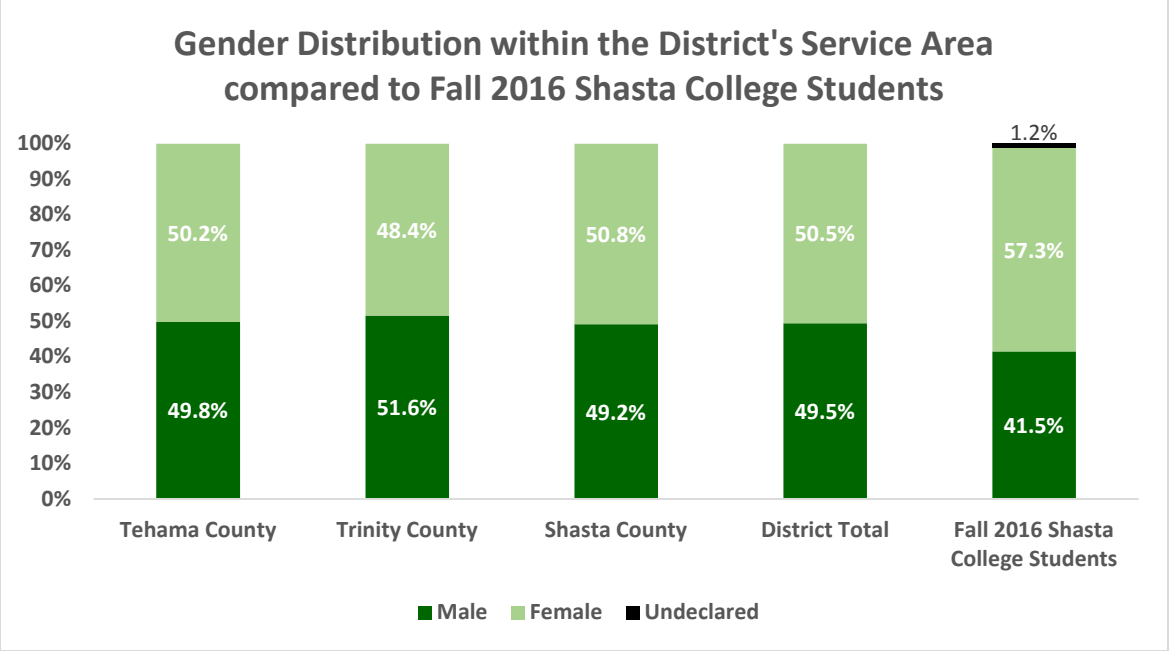
Source: US Census Bureau, 2010.

Age Distribution of Students at Shasta College for Fall 2016 as a Comparison to the Age Distribution of District Residents in Above Table



Source: Management Information Systems (MIS) data from CCCCO DataMart.

Gender Distribution of Students at Shasta College Compared to Primary Service Area



Source: Fall 2016 Shasta College Student data from Management Information Systems (MIS) data from CCCCO DataMart. All other data from U.S. Census Bureau, 2010.

Educational Attainment Throughout the District

Of the tri-county population sampled by the 2015 American Community Survey through the U.S. Census Bureau, 87.7% were high school graduates or higher, with 18.4% earning a bachelor's degree or higher. When compared by county, Tehama County reported the lowest percentage of residents earning a bachelor's degree or higher of the three counties, with only 14.4% of Tehama County residents earning a bachelor's degree. Comparatively, 20% of Trinity County residents and 19.6% of Shasta County residents reported earning a bachelor's degree or higher. In regard to the percent of residents who are high school graduates, Tehama County again reported the lowest percentage, at 82.3%. Shasta County had 89.3% of its residents at least graduate high school, and Trinity County had 90.8% of its residents graduate high school or higher.

Educational Attainment of Residents Living within the District's Primary Service Area

	Tehama County	Trinity County	Shasta County	*Total*
Population 18 to 24	***5,111***	***735***	***15,585***	***21,431***
Less than High school graduate	14.8%	23.7%	12.0%	***13.1%***
High school graduate (includes equiv.)	45.1%	50.1%	27.5%	***32.5%***
Some college or associate's degree	38.4%	15.6%	54.2%	***49.1%***
Bachelor's Degree or Higher	1.8%	10.6%	6.3%	***5.3%***
Population 25 years and older	***42,760***	***10,320***	***124,396***	***177,476***
Less than 9th grade	7.1%	2.5%	2.7%	***3.8%***
9th to 12th grade, no diploma	10.6%	6.7%	8.0%	***8.5%***
High school graduate (includes equiv.)	30.5%	31.0%	25.8%	***27.3%***
Some college, no degree	29.4%	30.3%	32.1%	***31.3%***
Associate's degree	8.0%	9.6%	11.7%	***10.7%***
Bachelor's Degree or Higher	9.6%	15.0%	12.8%	***12.1%***
Graduate or professional degree	4.8%	5.0%	6.8%	***6.2%***
All Population	***47,871***	***11,055***	***139,981***	***198,907***
Percent High School Graduate or Higher	82.3%	90.8%	89.3%	***87.7%***
Percent Bachelor's Degree or Higher	14.4%	20.0%	19.6%	***18.4%***

Source: 2015 American Community Survey, U.S. Census Bureau.

Educational Status of Students Enrolled in Shasta College in Fall 2016

	Fall 2016	
Student Educational Status	***n***	***%***
Received a Bachelor degree or higher	273	2.9%
Received an Associate Degree	212	2.2%
Foreign Secondary School Diploma/Certificate of Graduation	123	1.3%
Passed the GED, or received a High School Certificate of Equivalency	438	4.9%
Received a California High School Proficiency Certificate	82	0.9%

Received High School Diploma	5,818	61.6%
Not a graduate of, and no longer enrolled in high school	317	3.4%
Special Admit student currently enrolled in K-12	1,670	17.7%
Unknown/unreported	565	6.0%
Total	***9,446***	***100.0%***

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Labor Market Information

Top Occupations Requiring Postsecondary Certificate in Shasta County, Redding Metropolitan Area

Occupation	2014 Employment	2024 Employment	Percent Change, 2014-2024	Projected Annual Percent Change
Phlebotomists	120	150	25.0%	2.5%
Telecommunications Equipment Installers and Repairers, Except Line Installers	130	160	23.1%	2.3%
Emergency Medical Technicians and Paramedics	100	120	20.0%	2.0%
Medical Records and Health Information Technicians	170	190	11.8%	1.2%
Massage Therapists	70	90	28.6%	2.9%
Surgical Technologists	70	80	14.3%	1.4%
First-Line Supervisors of Fire Fighting and Prevention Workers	50	60	20.0%	2.0%
Aircraft Mechanics and Service Technicians	60	70	16.7%	1.7%

Data Source *= Employment Development Division, Labor Market Information Division, Published December 2016. This data represents Shasta County, Redding Metropolitan occupational projections only. Tehama and Trinity County queries included several other counties not included in the District in their outcomes.*

Top Occupations Requiring an Associate's Degree in Shasta County, Redding Metropolitan Area

Occupation	2014 Employment	2024 Employment	Percent Change, 2014-2024	Projected Annual Percent Change
Forest and Conservation Technicians	290	340	17.2%	1.7%
Preschool Teachers, Except Special Education	240	280	16.7%	1.7%
Respiratory Therapists	160	200	25.0%	2.5%
Medical and Clinical Laboratory Technicians	60	80	33.3%	3.3%
Veterinary Technologists and Technicians	100	120	20.0%	2.0%

Civil Engineering Technicians	100	110	10.0%	1.0%
Electrical and Electronics Engineering Technicians	50	60	20.0%	2.0%
Environmental Science and Protection Technicians, Including Health	40	50	25.0%	2.5%
Paralegals and Legal Assistants	80	90	12.5%	1.3%
Dental Hygienists	80	90	12.5%	1.3%
Radiologic Technologists	110	120	9.1%	0.9%

***Data Source** = Employment Development Division, Labor Market Information Division, Published December 2016. This data represents Shasta County, Redding Metropolitan occupational projections only. Tehama and Trinity County queries included several other counties not included in the District in their outcomes.*

Top Occupations Requiring a Bachelor's Degree in Shasta County, Redding Metropolitan Area

Occupation	2014 Employment	2024 Employment	Percent Change, 2014-2024	Projected Annual Percent Change
Registered Nurses	1,720	1,970	14.5%	1.5%
General and Operations Managers	1,100	1,260	14.5%	1.5%
Business Operations Specialists, All Other	370	430	16.2%	1.6%
Accountants and Auditors	320	380	18.8%	1.9%
Elementary School Teachers, Except Special Education	900	960	6.7%	0.7%
Substitute Teachers	660	720	9.1%	0.9%
Civil Engineers	260	310	19.2%	1.9%
Medical and Health Services Managers	140	180	28.6%	2.9%
Middle School Teachers, Except Special and Career/Technical Education	440	480	9.1%	0.9%
Construction Managers	150	180	20.0%	2.0%
Managers, All Other	170	200	17.6%	1.8%
Management Analysts	210	240	14.3%	1.4%
Market Research Analysts and Marketing Specialists	110	140	27.3%	2.7%
Substance Abuse and Behavioral Disorder Counselors	160	190	18.8%	1.9%

***Data Source** = Employment Development Division, Labor Market Information Division, Published December 2016. This data represents Shasta County, Redding Metropolitan occupational projections only. Tehama and Trinity County queries included several other counties not included in the District in their outcomes.*

Instructional Offerings

Credit and Non-Credit Section Offerings, 2010-2011 through 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit	2,173	2,199	2,360	2,387	2,465
Non-Credit	78	71	87	85	94
Total	***2,251***	***2,270***	***2,447***	***2,472***	***2,559***

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Basic Skills Courses by Credit and Non-Credit Status, 2011-2012 through 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit, Not Degree Applicable	63	64	64	67	95
Non-Credit	51	68	68	65	64
Total	***114***	***132***	***132***	***132***	***159***

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Shasta College Student Enrollment Trends

Credit, Non-Credit, and Basic Skills Enrollment, 2011-2012 through 2015-2016

Course Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit	53,700	51,161	50,718	48,604	50,132
Non-Credit	4,720	4,898	5,326	4,499	5,322
Basic Skills	5,704	5,855	6,106	5,107	5,944
Total	***64,124***	***61,914***	***62,150***	***58,210***	***61,398***

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Annual Student Headcount, Enrollment, and FTES, 2011-2012 through 2015-2016

Academic Year	Annual Headcount	Annual Enrollments	Annual FTES	Enrollments per Student*	FTES Per Student**
2011-2012	12,727	64,124	7,822.00	5.04	0.61
2012-2013	12,215	61,914	7,290.87	5.07	0.60
2013-2014	12,465	62,150	7,223.90	4.99	0.58
2014-2015	12,438	58,210	6,895.27	4.68	0.55
2015-2016	12,708	61,398	6,883.38	4.83	0.54

Source: Management Information Systems (MIS) data from CCCCO Data Mart.
**Enrollments per student = Total enrollments divided by annual head count.*
***FTES Per Student = Total Annual FTES divided by total annual headcount.*

Annual Student Headcount by Race/Ethnicity, 2011-2012 through 2015-2016

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Race/Ethnicity	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
African American / Black	161	1.3%	184	1.5%	189	1.5%	178	1.4%	204	1.6%
American Indian / Alaska Native	382	3.0%	356	2.9%	334	2.7%	329	2.6%	348	2.7%
Asian	370	2.9%	340	2.8%	349	2.8%	361	2.9%	380	3.0%
Filipino	83	0.7%	77	0.6%	82	0.7%	76	0.6%	76	0.6%
Hispanic	1,618	12.7%	1,554	12.7%	1,688	13.5%	1,843	14.8%	1,982	15.6%
Multi-Ethnicity	343	2.7%	356	2.9%	481	3.9%	523	4.2%	582	4.6%
Pacific-Islander	45	0.4%	39	0.3%	43	0.3%	47	0.4%	48	0.4%
Unknown	654	5.1%	610	5.0%	599	4.8%	557	4.5%	529	4.2%
White, Non-Hispanic	9,071	71.3%	8,699	71.2%	8,700	69.8%	8,524	68.5%	8,559	67.4%
Total	***12,727***	***100%***	***12,215***	***100%***	***12,465***	***100%***	***12,438***	***100%***	***12,708***	***100%***

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Annual Student Headcount by Student Age Group, 2011-2012 through 2015-2016

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Age Range	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
19 or under	3,786	29.7%	3,436	28.1%	4,299	34.5%	4,240	34.1%	4,692	36.9%
20 to 24	3,455	27.1%	3,323	27.2%	3,072	24.6%	3,055	24.6%	2,985	23.5%
25 to 29	1,743	13.7%	1,757	14.4%	1,596	12.8%	1,564	12.6%	1,558	12.3%
30 to 34	1,029	8.1%	1,085	8.9%	1,020	8.2%	1,056	8.5%	1,050	8.3%
35 to 39	640	5.0%	658	5.4%	638	5.1%	692	5.6%	691	5.4%
40 to 49	1,075	8.4%	1,023	8.4%	930	7.5%	889	7.1%	821	6.5%
50 and older	991	7.8%	927	7.6%	892	7.2%	928	7.5%	898	7.1%
Unknown	8	0.1%	6	0.0%	18	0.1%	14	0.1%	13	0.1%
Total	***12,727***	***100.0%***	***12,215***	***100.0%***	***12,465***	***100.0%***	***12,438***	***100.0%***	***12,708***	***100.0%***

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Trends in Annual Student Headcount by Student Gender and Academic Year, 2011-2012 to 2015-2016

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Gender	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
Female	7,246	56.9%	7,043	57.7%	7,041	56.5%	7,039	56.6%	7,117	56.0%
Male	5,390	42.4%	5,090	41.7%	5,319	42.7%	5,274	42.4%	5,381	42.3%
Undeclared	91	0.7%	82	0.7%	105	0.8%	125	1.0%	210	1.7%
Total	***12,727***	***100.0%***	***12,215***	***100.0%***	***12,465***	***100.0%***	***12,438***	***100.0%***	***12,708***	***100.0%***

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Student Unit Count by Fall Term, 2011 through 2016

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Unit Count	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
Non-Credit	396	4.2%	366	4.2%	354	4.1%	371	4.4%	399	4.5%	383	4.1%
0.1 - 2.9	331	3.5%	281	3.2%	341	3.9%	312	3.7%	415	4.7%	719	7.6%
3.0 - 5.9	1,681	17.9%	1,492	17.2%	1,633	18.9%	1,833	21.6%	2,022	22.8%	2,110	22.3%
6.0 - 8.9	1,458	15.5%	1,359	15.7%	1,256	14.6%	1,241	14.6%	1,391	15.7%	1,475	15.6%
9.0 - 11.9	1,446	15.4%	1,305	15.1%	1,217	14.2%	1,261	14.9%	1,275	14.4%	1,336	14.1%
12.0 -14.9	3,065	32.6%	3,014	34.8%	2,888	33.6%	2,647	31.2%	2,539	28.7%	2,534	26.8%
15 +	1,021	10.9%	853	9.8%	909	10.6%	810	9.6%	817	9.2%	889	9.4%
Total	***9,398***	***100%***	***8,670***	***100%***	***8,598***	***100%***	***8,475***	***100%***	***8,858***	***100%***	***9,446***	***100%***

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Characteristics of Shasta College Students

Gender Distribution of Students across Fall Terms, 2011 through 2016

	Female		Male		Undeclared	
Fall Term	***n***	***%***	***n***	***%***	***n***	***%***
Fall 2011	5,380	57.3%	3,952	42.1%	66	0.7%
Fall 2012	5,073	58.5%	3,552	40.9%	45	0.5%
Fall 2013	4,924	57.3%	3,618	42.1%	56	0.7%
Fall 2014	4,880	57.6%	3,524	41.6%	71	0.8%
Fall 2015	5,031	56.8%	3,701	41.8%	126	1.4%
Fall 2016	5,413	57.3%	3,917	41.5%	116	1.2%
Statewide Fall 2016	*841,725*	*53.6%*	*709,574*	*45.2%*	*18,196*	*1.2%*

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Race/Ethnicity of Students Enrolled by Fall Term, 2011 through 2016

Race/Ethnicity	**Fall 2011 (*n* = 9,398)**	**Fall 2012 (*n* =8,670)**	**Fall 2013 (*n* =8,598)**	**Fall 2014 (*n* = 8,475)**	**Fall 2015 (*n* = 8,858)**	**Fall 2016 (*n* = 9,446)**	**Statewide Fall 2016 (*n*=1,569,495)**
African-American / Black	1.4%	1.7%	1.6%	1.5%	1.6%	1.6%	*5.9%*
American Indian / Alaskan Native	3.1%	2.8%	2.6%	2.5%	2.7%	2.4%	*0.4%*
Asian	3.1%	2.8%	2.6%	3.0%	3.1%	3.2%	*10.9%*
Filipino	0.6%	0.6%	0.7%	0.7%	0.6%	0.5%	*2.9%*
Hispanic	12.8%	12.9%	13.8%	14.7%	15.6%	16.3%	*45.1%*
Multi-Ethnicity	2.7%	3.1%	3.7%	4.3%	4.8%	5.3%	*3.8%*
Pacific Islander	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	*0.4%*
Unknown	5.0%	4.4%	4.3%	4.0%	3.9%	3.4%	*4.4%*
White	71.2%	71.3%	70.4%	68.9%	67.4%	66.9%	*26.2%*

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Age Distribution of Shasta College Students Enrolled in Fall Semesters between 2011 and 2016

	Fall 2011 (*n* = 9,398)	Fall 2012 (*n* =8,670)	Fall 2013 (*n* =8,598)	Fall 2014 (*n* = 8,475)	Fall 2015 (*n* = 8,858)	Fall 2016 (*n* = 9,446)	*Statewide Fall 2016 (n=1,569,495)*
19 or Less	31.2%	29.8%	34.1%	35.6%	38.2%	42.0%	*25.9%*
20 to 24	26.7%	28.0%	26.1%	25.6%	24.5%	22.8%	*33.5%*
25 to 29	13.3%	13.5%	12.6%	11.8%	12.0%	11.1%	*13.5%*
30 to 34	8.0%	8.1%	7.8%	7.7%	7.1%	7.2%	*7.3%*
35 to 39	4.8%	5.2%	4.8%	5.3%	4.9%	4.9%	*4.9%*
40 to 49	8.2%	8.2%	7.6%	6.8%	6.2%	5.9%	*6.6%*
50 & Over	7.7%	7.3%	6.9%	7.0%	7.0%	6.1%	*8.3%*
Unknown	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	*0.02%*

Source: Management Information Systems (MIS) data from CCCCO DataMart.

Educational Status

Student educational status is displayed in the table below for fall terms between 2011 and 2016. The statewide rates for Fall 2016 are also presented. In Fall 2016, 61.6% of the student population indicated they had received a high school diploma, which is down from 66% in Fall 2015. Fall 2016 saw a large increase in special admit students (students who are "dual enrolled," or currently in high school but taking college courses). Special admit students made up 17.7% of the Fall 2016 student population, where they made up only 7.8% of the population in Fall 2015. Additionally, the statewide Fall 2016 rate for special admit students was only 3.1%. See the table below for all percentages of student educational status by fall term.

Student Educational Status by Fall Term, 2011 through 2016

Educational Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Statewide Fall 2016
Received a BA/BS degree or higher	1.6%	0.4%	3.2%	3.5%	3.3%	2.9%	*6.3%*
Received an AA/AS Degree	4.7%	0.9%	2.1%	3.6%	2.7%	2.2%	*3.5%*
Foreign Secondary School Diploma/Certificate of Graduation	1.0%	0.1%	1.1%	1.3%	1.4%	1.3%	*4.8%*
Passed the GED, or received a High School Certificate of Equivalency	4.9%	0.4%	5.2%	4.9%	4.9%	4.1%	*4.5%*
Received a California High School Proficiency Certificate	1.1%	0.1%	1.0%	0.9%	0.9%	0.9%	*1.5%*
Received High School Diploma	73.8%	86.7%	70.8%	67.0%	66.0%	61.6%	*66.9%*
Not a graduate of, and no longer enrolled in high school	10.4%	1.1%	5.0%	3.7%	3.5%	3.4%	*2.7%*
Special Admit student enrolled in K-12	1.5%	4.0%	7.5%	9.2%	7.8%	17.7%	*3.1%*
Unknown/unreported	1.0%	6.3%	4.1%	6.1%	9.5%	6.0%	*6.5%*

Student Support Services

Financial Aid Recipients

On average the College annually disperses $22,693,912 in financial aid award monies. Approximately 55% of Shasta College students are annually awarded financial aid monies.

Percentage of Students Receiving Financial Aid Awards and Total Amount of Aid Granted by Aid Year

Aid Year	Students Receiving Awards	Total # of Students	% Receiving Awards	Total Amount of Awards Granted
2010-2011	7,180	14,040	51.14%	$21,137,505
2011-2012	7,055	12,727	55.43%	$22,535,768
2012-2013	7,340	12,215	60.09%	$25,390,438
2013-2014	6,886	12,465	55.24%	$22,680,009
2014-2015	6,699	12,438	53.86%	$21,725,840

Percentages and Frequencies of Students Utilizing Student Support Services by Fall Term, 2012 - 2016

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Special Program	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
CAFYES	-	-	-	-	-	-	-	-	45	0.5%
CalWORKs	166	1.9%	183	2.1%	181	2.1%	176	2.0%	145	1.5%
CARE	32	0.4%	34	0.4%	27	0.3%	23	0.3%	46	0.5%
DSPS	430	4.8%	461	5.4%	432	5.1%	429	4.8%	405	4.3%
EOPS	545	6.3%	501	5.8%	537	6.3%	609	6.9%	799	8.5%
Foster Youth	120	1.4%	90	1.0%	97	1.1%	97	1.1%	104	1.1%
Military	7	0.1%	7	0.1%	5	0.1%	5	0.1%	5	0.05%
Special Admit	351	4.0%	669	7.8%	798	9.4%	711	8.0%	1,676	17.7%
Veteran	245	2.8%	234	2.7%	190	2.2%	186	2.1%	193	2.0%
Total Special Programs	***1,896***	***21.9%***	***2,179***	***25.3%***	***2,267***	***26.7%***	***2,236***	***25.2%***	***3,418***	***36.2%***
Total Unduplicated Enrollment	**8,670**	**100%**	**8,598**	**100%**	**8,475**	**100%**	**8,858**	**100%**	**9,446**	**100%**

NOTE. Percentage = total number of students in each group out of the total number of students enrolled overall. Numbers represent unduplicated headcount of students.
CalWORKS = California Work Opportunity & Responsibility to Kids; CARE = Cooperative Agencies Resources for Education; DSPS = Disabled Students Programs and Services; EOPS = Extended Opportunity Programs and Services.

Disabled Student Programs and Services Participants

Student Disability Type by Fall Term, 2011 through 2016

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Disability Type	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Acquired Brain Injury	28	0.3%	28	0.3%	25	0.3%	24	0.3%	58	0.7%	26	0.3%
Attention Deficit Hyperactivity Disorder (ADHD)	-	-	-	-	-	-	-	-	-	-	12	0.1%
Autism Spectrum	-	-	-	-	-	-	-	-	-	-	11	0.1%
Developmentally Delayed Learner	25	0.3%	25	0.3%	27	0.3%	29	0.3%	80	0.9%	60	0.6%
Hearing Impaired	25	0.3%	22	0.3%	22	0.3%	27	0.3%	56	0.6%	23	0.2%
Learning Disabled	86	0.9%	91	1.0%	97	1.1%	96	1.1%	204	2.3%	87	0.9%
Mobility Impaired	22	0.2%	13	0.1%	16	0.2%	9	0.1%	20	0.2%	25	0.3%
Other Disability	187	2.0%	178	2.1%	218	2.5%	210	2.5%	434	4.9%	128	1.4%
Psychological Disability	146	1.6%	130	1.5%	129	1.5%	111	1.3%	277	3.1%	114	1.2%
Speech/Language Impaired	0	0.0%	1	0.0%	2	0.0%	1	0.0%	4	0.0%	-	-
Visually Impaired	13	0.1%	11	0.1%	11	0.1%	17	0.2%	32	0.4%	13	0.1%
Total with Disability	***532***	***5.7%***	***499***	***5.8%***	***547***	***6.4%***	***524***	***6.2%***	***1,165***	***13.2%***	***499***	***5.3%***
Total Unduplicated Enrollment	***9398***	***100 %***	***8670***	***100 %***	***8598***	***100 %***	***8475***	***100 %***	***8858***	***100%***	***9446***	***100%***

NOTE. *The percentage is calculated by taking the number of students identified with a specific disability out of the total number of unduplicated students.*

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Shasta College Institution-Set Standards

Institution-set Standards are evaluated annually by the College Council, and were developed at Shasta College in 2013. Shasta College originally identified the following standards: **70% successful course completion** (defined as the number of students earning a C or better, taken out of the total number of students enrolled at the end of the general enrollment period); **600 degree completions annually**; **100 certificate completions annually**; and **700 transfers to four-year colleges or universities annually**.

The standards were re-evaluated and two updates were made during the February 7, 2017 College Council meeting. The standard for **number of transfers to four-year colleges or universities** was **decreased from 700 to 600 students per academic year**. The initial standard of 700 was based on a methodology that differed from the standard definition of "transfer student" used by the Chancellor's Office. This alternative methodology included all students who had ever attended Shasta College during the identified time frame and subsequently enrolled in a four-year institution at any time in their lives, which resulted in a larger number of transfer students annually than are counted by the Chancellor's Office definition. Finally, the standard **for certificate completion** was **increased from 100 to 125 certificates conferred per academic year** based on an increase in the number of certificates awarded over the past several academic years.

Standards for job placement rates in the career and technical education (CTE) field are set at 75%, with the examination pass rate set at 80% for programs in the Health Sciences department (i.e., nursing, dental hygiene). Finally, Fall 2016 saw the inception of an online baccalaureate degree program in Health Information Management, resulting in Institution-set Standards of an 80% examination pass rate and 80% course success rate.

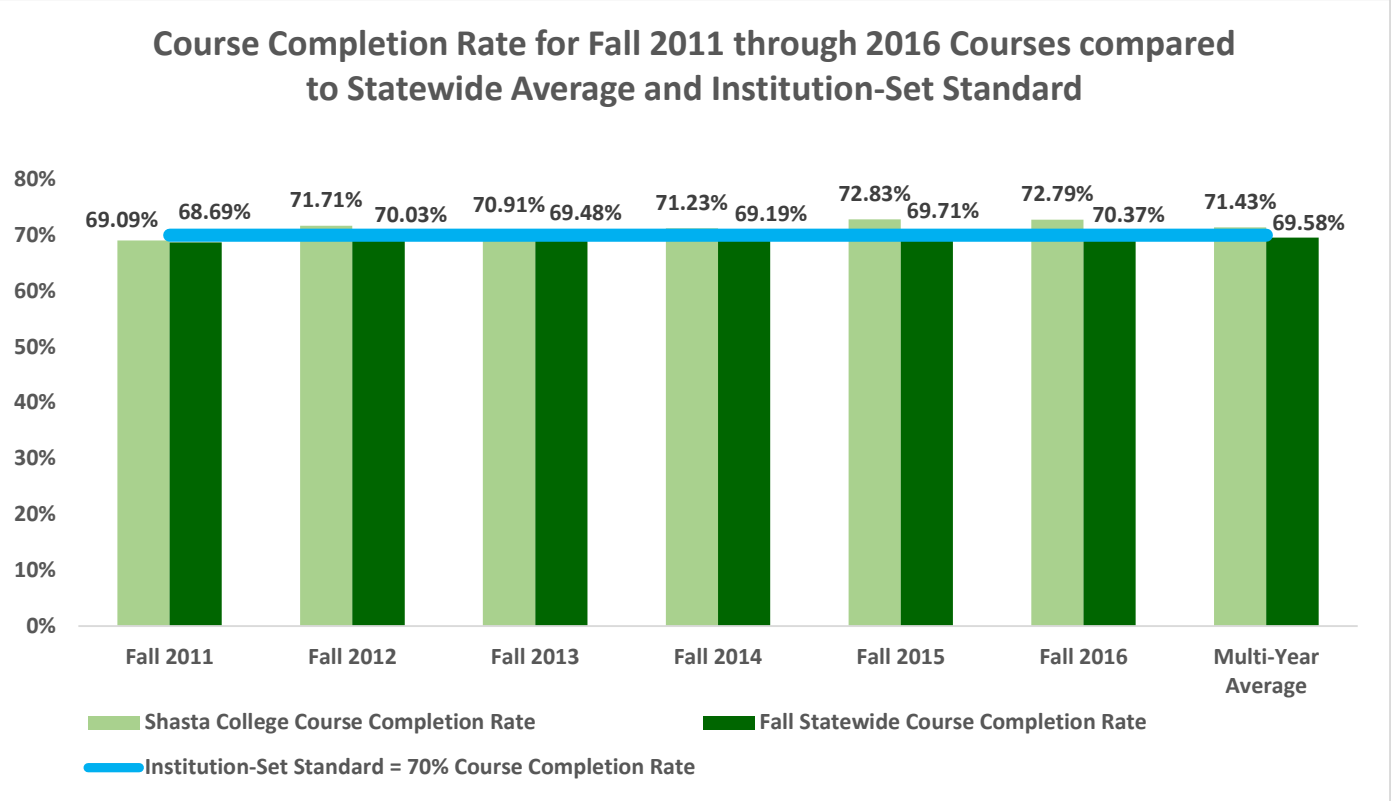
Institution-Set Standards of Successful Course Completion, Degree and Certificate Completion, and Transfers to 4-year College/University

Data Element	Definition	Standard	2015-2016
Successful Course Completion Rate	Students earning a C or better, out of the total number of students enrolled at the end of general enrollment period; referred to as *Course Success Rate, Success Rate,* or *Successful Course Completion Rate.*	70%	73.30%*
Degree Completion	Number of degrees conferred annually	600	691
Certificate Completion	Number of certificates conferred annually	100**	305
Transfer to 4-year College or University	Number of students transferring to a 4-year college or university annually	700***	524

** Fall 2015 and Spring 2016 Successful Course Completion/Success Rate/Course Success Rate averaged.*
***Certificate completion standard was updated to 125 from 100 on 2/7/17.*
****Transfers to 4-year colleges/universities standard was updated to 600 transfers per year from 700 on 2/7/17.*

Successful Course Completion

Shasta College has an institution-set standard of a 70% successful course completion rate (also called course success), defined as the number of students earning a grade of C or better divided by the total number of students enrolled at the end of the general enrollment period. The Shasta College course success rate ranged from its lowest in Fall 2011 at 69.09% to its highest in Fall 2015 at 72.83%. Fall 2016 saw a completion rate of 72.79%, with the statewide rate at 70.37%. Overall, Shasta College saw an average course success rate of 71.43% for the fall semesters of 2011 through 2016. The statewide average during this time frame was 69.58%.



Successful Course Completion Rate (also known as Course Success Rate or Success Rate): *The number of students successfully completing a course (Successful course completion = grade of C or better if graded) divided by the number of students enrolled when the general enrollment period ends.*

Successful Course Completion Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Agriculture & Natural Resources (01)	75.88%	78.72%	78.02%	82.51%	80.12%	78.83%
Biological Science (04)	67.71%	68.92%	71.71%	73.12%	66.55%	68.34%
Business & Management (05)	66.95%	73.58%	72.10%	68.29%	78.04%	73.04%
Education (08)	83.32%	85.65%	84.29%	84.32%	83.64%	83.52%
Engineering & Industrial Technologies (09)	77.64%	75.92%	76.92%	76.31%	79.77%	77.27%
Environmental Sciences & Technologies (03)	77.73%	74.74%	73.15%	76.51%	75.00%	75.36%
Family & Consumer Sciences (13)	70.12%	74.92%	70.30%	69.96%	71.71%	71.42%
Fine & Applied Arts (10)	72.45%	77.88%	76.11%	76.94%	77.84%	76.61%

Foreign Language (11)	64.67%	78.43%	71.48%	68.96%	71.56%	70.80%
Health (12)	83.87%	86.08%	90.55%	88.30%	88.87%	87.29%
Humanities (Letters) (15)	67.25%	70.34%	68.69%	67.44%	68.97%	68.32%
Information Technology (07)	67.24%	75.70%	71.97%	72.14%	76.32%	73.78%
Interdisciplinary Studies (49)	68.78%	70.76%	70.21%	64.55%	72.40%	71.40%
Mathematics (17)	56.00%	60.67%	58.47%	60.98%	60.94%	59.82%
Media & Communications (06)	72.01%	69.72%	73.43%	69.92%	64.33%	69.89%
Physical Sciences (19)	68.32%	68.74%	68.33%	68.98%	69.54%	68.50%
Psychology (20)	68.23%	65.35%	64.76%	67.20%	68.65%	67.17%
Public & Protective Services (21)	72.20%	77.04%	75.94%	82.44%	75.38%	76.60%
Social Sciences (22)	66.82%	68.55%	69.78%	70.55%	72.62%	70.25%
College Total	***69.09%***	***71.71%***	***70.91%***	***71.23%***	***72.83%***	**71.43%**

NOTE. *The TOP Code is the number in parentheses. "College Total" is calculated by taking the total number of students successfully completing courses in each program divided by the total number of students taking courses.*
Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Successful Course Completion Rates by Race/Ethnicity for Fall Semesters 2011 through 2016

Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Overall Rate*
African-American/Black	54.88%	57.93%	51.33%	63.29%	62.16%	60.64%	***58.35%***
American Indian / Alaskan Native	63.59%	67.02%	68.20%	67.76%	67.87%	64.34%	***66.31%***
Asian	68.28%	75.61%	73.57%	73.19%	78.10%	73.58%	***73.55%***
Hispanic	64.10%	67.66%	69.41%	68.67%	68.94%	70.03%	***68.24%***
Multi-Ethnicity	63.15%	69.52%	65.23%	64.25%	70.81%	72.88%	***68.08%***
Pacific Islander	64.20%	62.20%	47.57%	61.18%	69.66%	55.56%	***59.62%***
Unknown	68.88%	73.41%	71.52%	73.42%	73.05%	73.63%	***72.05%***
White	70.82%	72.86%	72.16%	72.43%	74.16%	74.14%	***72.71%***
College Total	***69.09%***	***71.71%***	***70.91%***	***71.23%***	***72.83%***	***72.79%***	***71.39%***

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Successful Course Completion Rates by Age Group for Fall Semesters 2011 through 2016

Age Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Overall Rate*
1 to 17	76.62%	77.09%	77.98%	84.04%	84.81%	85.66%	***82.67%***
18 & 19	66.47%	68.70%	68.38%	68.00%	68.75%	68.81%	***68.11%***
20 to 24	66.40%	68.18%	67.75%	68.60%	70.52%	67.88%	***68.17%***
25 to 29	70.62%	74.03%	71.84%	72.08%	70.23%	71.91%	***71.78%***
30 to 34	72.15%	77.36%	75.20%	72.83%	73.76%	73.27%	***74.08%***
35 to 39	71.62%	74.60%	74.67%	74.31%	77.38%	74.08%	***74.44%***
40 to 49	74.35%	79.73%	76.22%	75.14%	75.55%	75.98%	***76.22%***
50 and older	78.89%	79.89%	77.62%	76.59%	79.83%	77.51%	***78.41%***
Unknown	100.00%	-	93.75%	62.50%	100.00%	-	***88.89%***
Total	***69.09%***	***71.71%***	***70.91%***	***71.23%***	***72.83%***	***72.52%***	***82.67%***

NOTE. Unknown: fall 2011 *n* = 4; fall 2013 *n* = 16; fall 2014 *n* = 8; fall 2015 *n* = 8.
Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Successful Course Completion Rates by Gender for Fall Semesters 2011 through 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Overall Rate*
Female	71.39%	73.64%	72.35%	72.18%	74.43%	73.57%	***72.92%***
Male	66.18%	69.13%	68.98%	69.98%	70.45%	71.66%	***69.31%***
Undeclared	74.45%	77.22%	82.42%	72.97%	85.45%	75.93%	***78.51%***
Total	***69.09%***	***71.71%***	***70.91%***	***71.23%***	***72.83%***	***72.79%***	***71.39%***

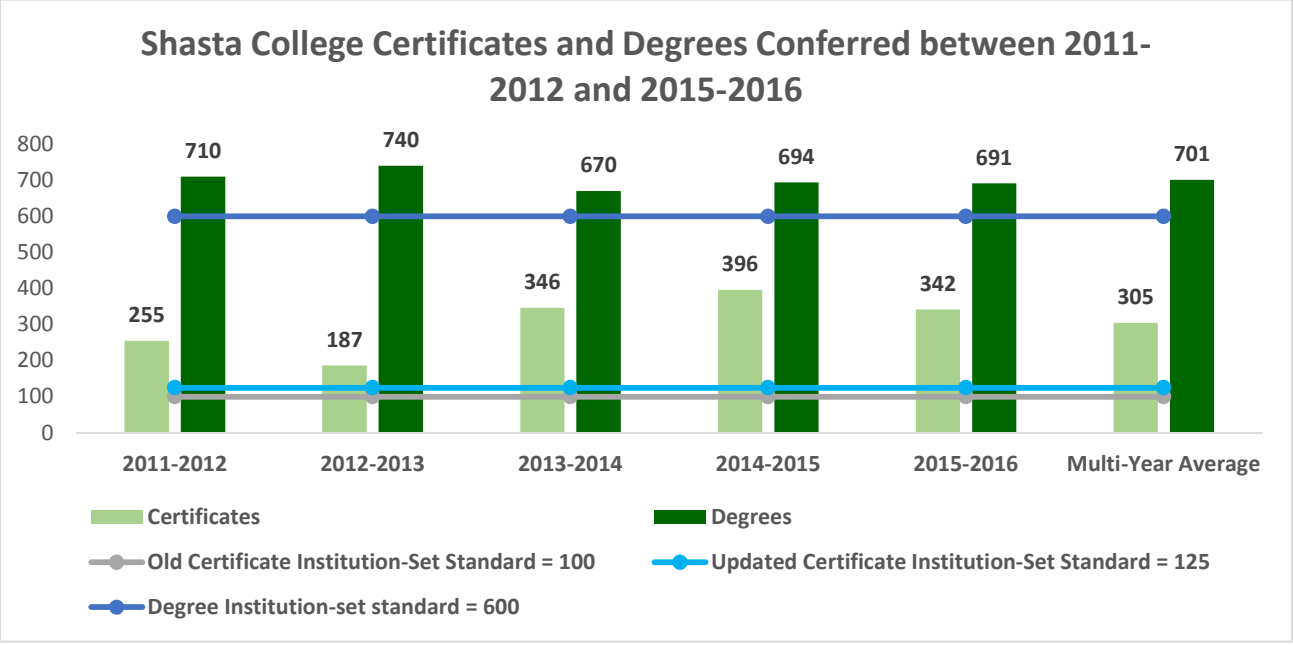
Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Degrees and Certificates Conferred

College Council discussed recent trends in degree and certificate completion, and identified an updated institution-set standard for certificate completion at the February 7, 2017 meeting. The standard for certificate completion was updated to 125 from 100 certificates conferred per year based on an increase in certificates being awarded over the past several academic years. The standard for degree completion remained at 600 degrees conferred per year.

Overall, Shasta College has awarded 3,505 degrees between the academic years of 2011-2012 and 2015-2016. This is an average of 701 degrees conferred annually, with a range of 670 degrees conferred in 2013-2014 to the highest number of 740 in 2012-2013. Overall, 1,526 certificates have been conferred within this same time period (2011-2012 through 2015-2016), with an average of 305 certificates conferred annually, and a range of 187 in 2012-2013 to 396 in 2014-2015.

Most recently, the 2015-2016 academic year saw 691 degrees and 342 certificates conferred, for a grand total of 1,033 awards conferred. The table and charts below display degrees conferred and not individual students; thus, students earning one or more degrees or certificates will be represented more than once.



NOTE. *Numbers in this graph represent duplicated students.*
Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Type of Degree and Certificate Awards Conferred by Academic Year, 2011-2012 through 2015-2016

Award Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
Degrees						
Associate in Science for Transfer (A.S.-T)	-	18	35	71	61	185
Associate in Arts for Transfer (A.A.-T)	-	8	23	68	73	172
Associate of Arts (A.A.)	348	357	301	247	227	1,480
Associate of Science (A.S.)	362	357	311	308	330	1,668
Degrees Total	***710***	***740***	***670***	***694***	***691***	***3,505***
Certificates						
6 to <18 semester units	166	97	106	93	27	489
18 to <30 semester units	39	39	78	71	32	259
30 to <60 semester units	50	51	162	232	283	778
Certificates Total	***255***	***187***	***346***	***396***	***342***	***1,526***
Grand Total	***965***	***927***	***1,016***	***1,090***	***1,033***	***5,031***

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Degree and Certificate Recipients

Degree and certificate recipients differs from degrees and certificates conferred in that recipients counts the number of students receiving awards whereas awards conferred counts the total number of awards granted. On average, 188 students earned a certificate each year between the years of 2011-2012 and 2015-2016, with 550 on average earning a degree. The table below identifies the type of award earned by student recipients (i.e., A.A. vs. A.S. degree). The most recent academic year of 2015-2016 saw a total of 302 Associate of Science and 164 Associate of Arts degree recipients, and 150 students earning certificates requiring more than 30 but fewer than 60 semester units. See the table below for additional numbers of award recipients by academic year.

Type of Degree and Award Recipients (unduplicated) by Academic Year, 2011-2012 through 2015-2016

Award Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Multi-Year Average
Degrees						
Associate of Arts (A.A.)	306	333	248	234	164	***257***
Associate of Science (A.S.)	298	302	268	291	302	***293***
Degrees Total	***604***	***635***	***516***	***525***	***466***	***550***
Certificates						
6 to <18 semester units	109	68	61	39	15	***58***
18 to <30 semester units	27	27	57	60	29	***40***
30 to <60 semester units	27	31	95	145	150	***90***

Certificates Total	**163**	**126**	**213**	**244**	**194**	***188***
Grand Total	***767***	***761***	***729***	***769***	***660***	***739***

Source: Internal Management Information System (MIS) data.

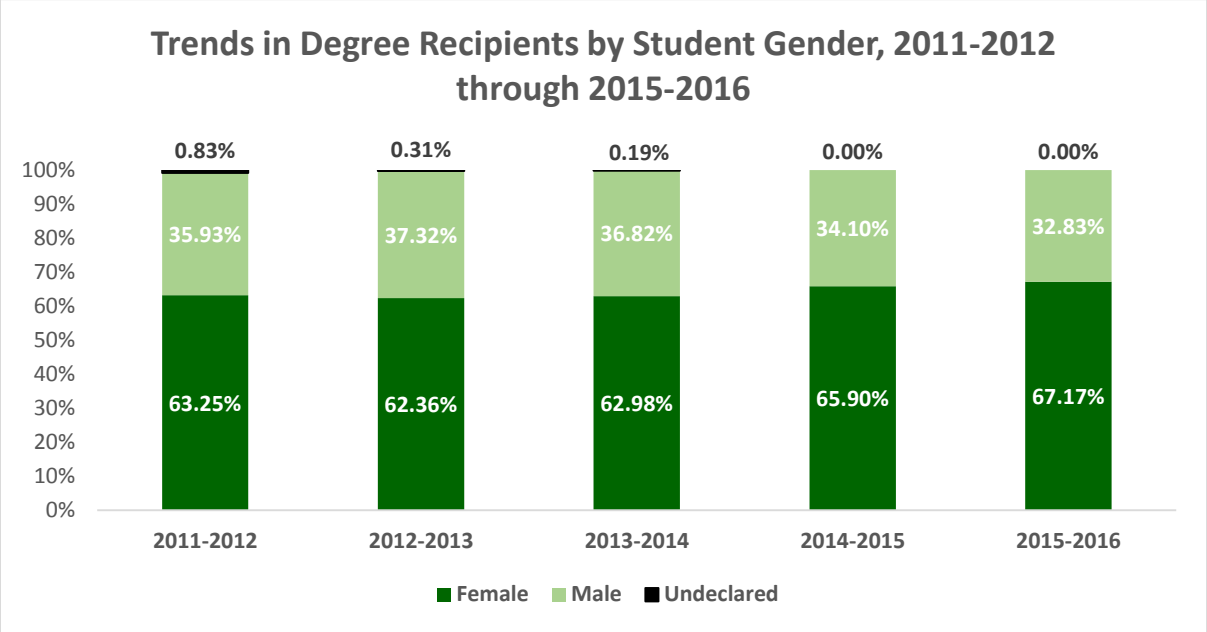
Student Race/Ethnicity by Award Type and Academic Year from 2011-2012 through 2015-2016

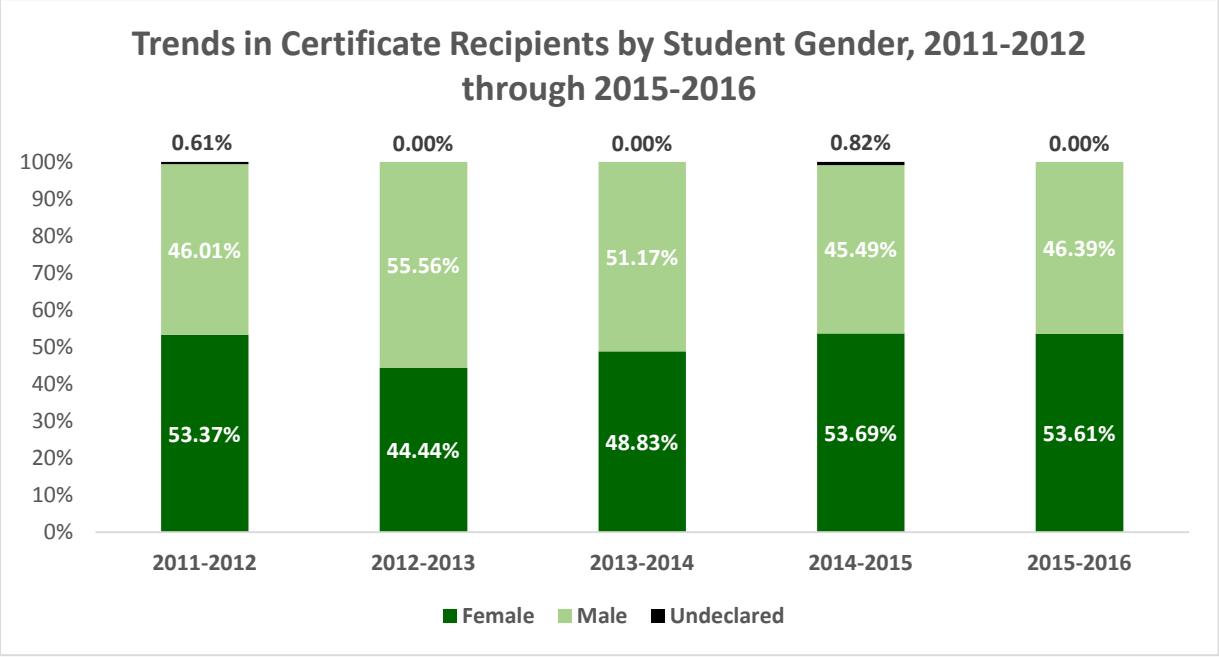
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Degrees					
American Indian	3.48%	2.68%	1.94%	2.86%	3.00%
Asian	3.15%	3.46%	2.71%	2.86%	2.79%
Black or African American	0.66%	0.94%	0.39%	0.76%	0.43%
Hawaiian/Pacific Islander	0.17%	0.00%	0.19%	0.19%	0.00%
Hispanic	9.27%	9.76%	8.91%	10.48%	12.02%
Non-Resident Alien	1.32%	1.73%	1.36%	0.95%	1.72%
Two or More Races	1.16%	2.05%	3.49%	3.43%	4.72%
Unknown	3.81%	4.09%	4.07%	2.29%	4.51%
White	76.99%	75.28%	76.94%	76.19%	70.82%
Certificates					
American Indian	2.45%	1.59%	3.76%	4.10%	1.55%
Asian	1.23%	3.17%	2.35%	4.51%	3.09%
Black or African American	1.23%	0.79%	1.41%	0.41%	0.52%
Hawaiian/Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.52%
Hispanic	6.13%	9.52%	9.39%	12.30%	12.37%
Non-Resident Alien	3.07%	0.00%	1.41%	3.28%	5.15%
Two or More Races	1.23%	3.17%	4.69%	3.28%	5.67%
Unknown	2.45%	3.17%	5.63%	2.87%	1.55%
White	82.21%	78.57%	71.36%	69.26%	69.59%

Source: Internal Management Information System (MIS) data.

Gender by Award Type

Females made up the majority of the degree recipients across all years, with 67.17% of degree recipients being female in 2015-2016 compared to 32.83% being male (0% were students with an undeclared gender). The percentage of female degree recipients ranged from 62.36% in 2012-2013 to its highest of 67.18% in 2015-2016. In regards to certificate recipients, males were the predominant recipients at 55.56% in 2012-2013, whereas females were the majority at 53.61% in 2015-2016. See the graphs below for percentages of award recipients by gender and academic year.





Source: Internal Management Information System (MIS) data.

Award Recipients by Age Group

Students between the ages of 20 and 24 made up the largest percentage of certificate recipients in 2015-2016 at 47.50%, in 2014-2015 at 47.13%, and in 2013-2014 at 38.97%. Students between the ages of 25 to 29 were the largest group of certificate recipients in 2012-2013 at 22.22%, followed closely by 30- to 34-year-olds at 21.43%. In 2011-2012, 30- to 34-year-olds made up 22.09% of all certificate recipients.

In regard to degrees, students between the ages of 20 and 24 made up the majority of recipients at 45.87% in 2015-2016 and 41.14% in 2014-2015. In 2011-2012, 45.2% of degree recipients were 25- to 29-year-olds, with 2012-2013 seeing 33.54% of this same age group earn degrees.

Award Recipients by Student Age Group and Academic Year, 2011-2012 through 2015-2016

Age Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificates					
20 to 24	9.20%	15.87%	38.97%	47.13%	47.50%
25 to 29	16.56%	22.22%	21.13%	16.80%	13.75%
30 to 34	22.09%	21.43%	11.74%	15.98%	10.00%
35 to 39	12.27%	11.11%	7.51%	5.74%	7.50%
40 to 49	17.79%	16.67%	8.45%	6.97%	13.75%
50 and over	22.09%	12.70%	12.21%	7.38%	7.50%
Degrees					
19 or less	0.00%	0.00%	0.00%	0.00%	0.70%
20 to 24	7.45%	21.89%	27.91%	41.14%	45.87%
25 to 29	45.20%	33.54%	28.88%	20.38%	21.27%
30 to 34	19.37%	14.17%	14.34%	14.29%	12.30%
35 to 39	7.95%	11.34%	11.05%	6.67%	7.38%
40 to 49	10.60%	11.02%	9.88%	10.67%	6.85%
50 and over	9.44%	8.03%	7.95%	6.86%	5.62%

Source: Internal Management Information System (MIS) data.

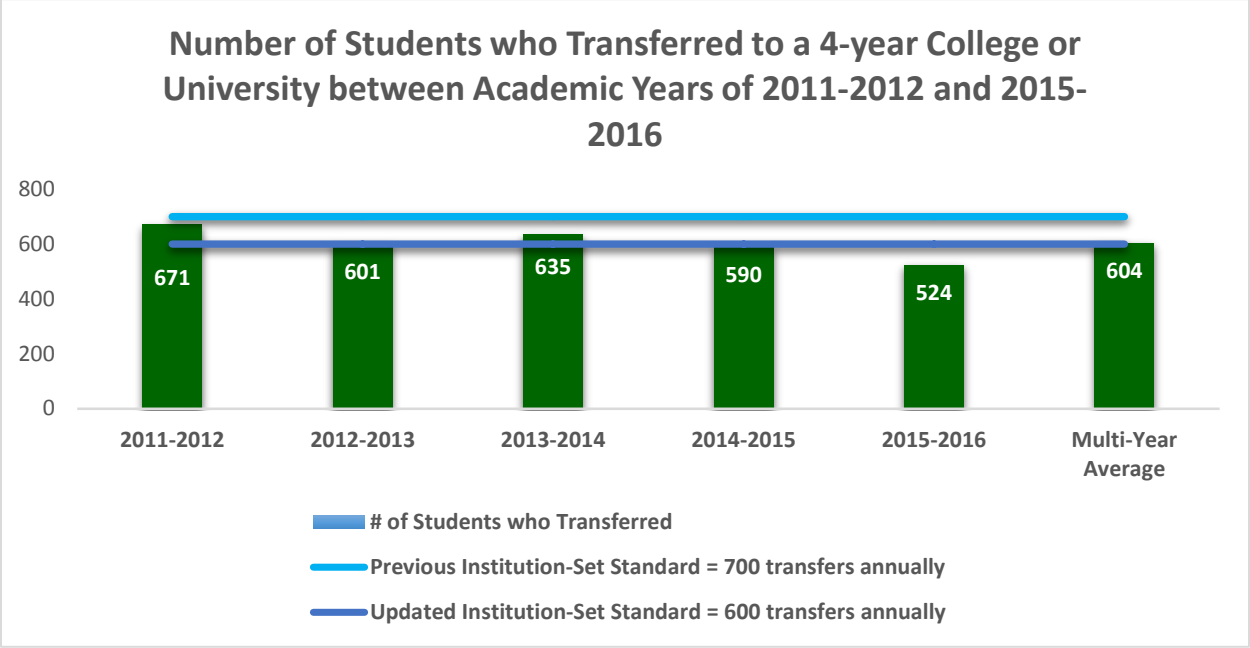
Transfers to 4-year Colleges or Universities

College Council discussed student transfer behavioral patterns over the past several years during the February 7, 2017 meeting. Based on the Council's evaluation, the Institution-set Standard for transfers to four-year colleges or universities was changed from 700 to 600. The original standard of 700 was based on a methodology that differed from the standard definition of a "transfer student" delineated by the Chancellor's Office, which led to the inclusion of any student who had ever attended Shasta College and subsequently enrolled in a four-year college or university in the final number of students identified as transfer students. Therefore, the new standard more accurately aligns with statewide reporting and the intent of Institution-set Standards.

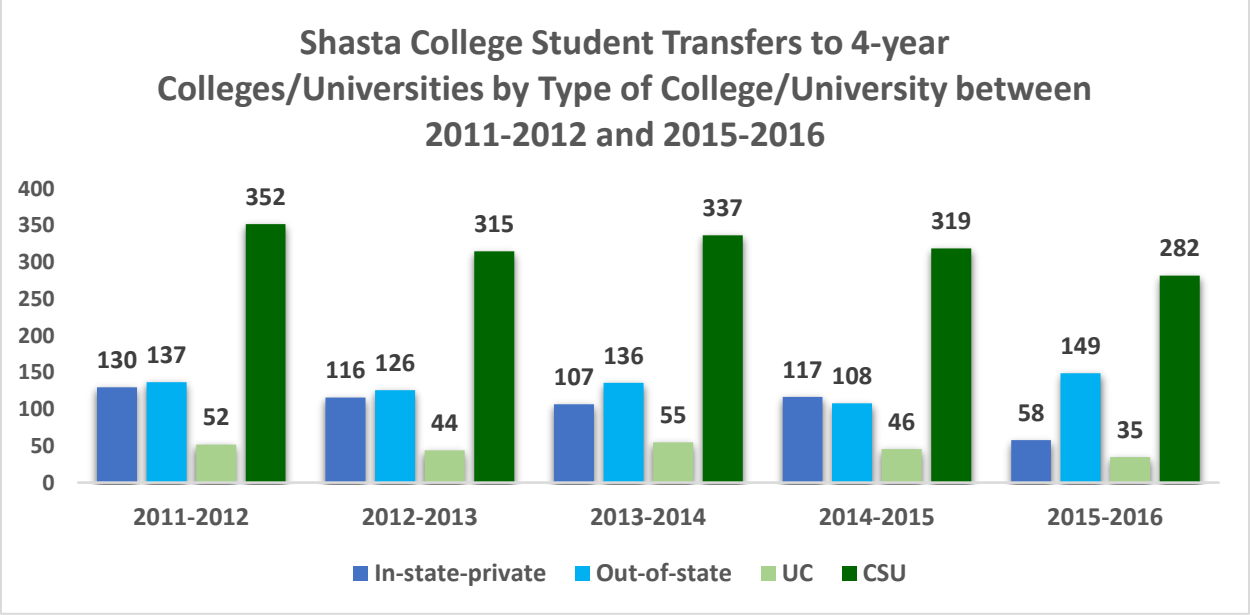
Shasta College saw an average of 604 transfers between the academic years of 2011-2012 and 2015-2016, with transfers ranging from their lowest of 524 in 2015-2016 to their highest of 671 in 2011-2012. See the chart below.

Transfers to Universities of California ranged from 44 in 2012-2013 to 55 in 2013-2014, with transfers to California State Universities ranging from 315 in 2012-2013 to 352 in 2011-2012.

Student transfers to in-state private universities ranged from 58 in 2015-2016 to 130 in 2011-2012, and transfers to out-of-state universities ranged from 108 in 2014-2015 to 149 in 2015-2016. See the chart below.



Source: Management Information System (MIS) data from CCCCO DataMart.

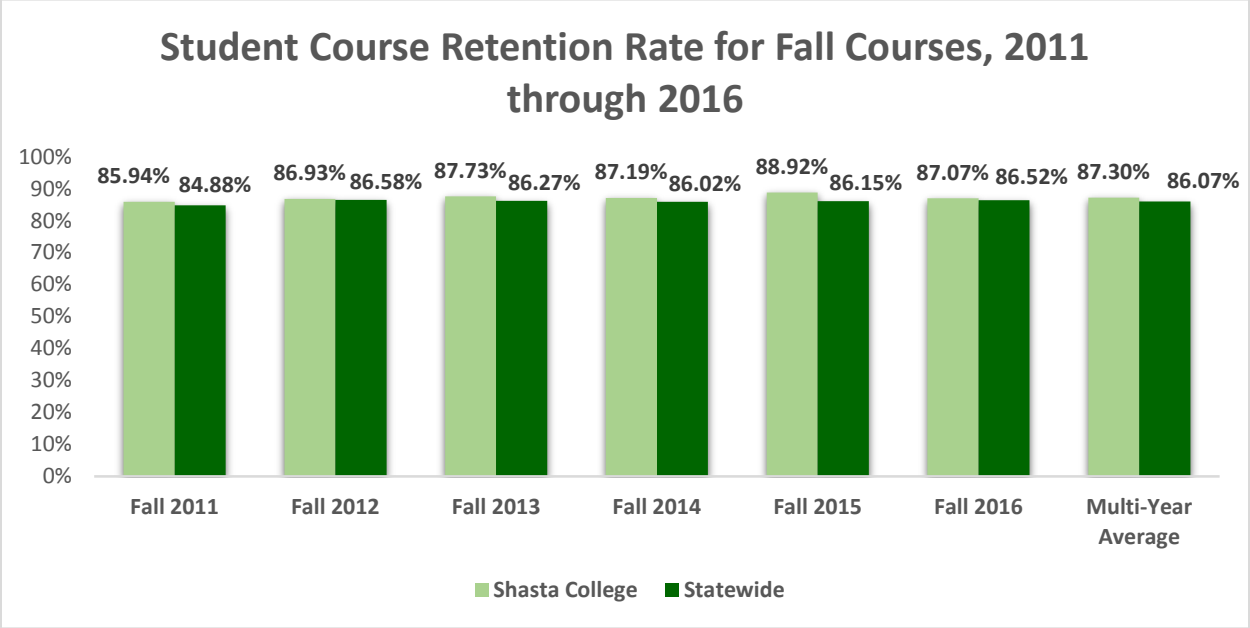


Source: In-state private and out-of-state from Management Information Systems (MIS) data from CCCCO DataMart. CSUs: http://asd.calstate.edu/ccc/SummaryYear.asp and http://www.calstate.edu/as/ccct/index.shtml and for UCs: https://www.universityofcalifornia.edu/infocenter/admissions-source-school for UCs.

Course Retention Rates

Course retention rates are presented by fall term in the graph below alongside overall statewide retention rates. Shasta College displayed slightly higher retention rates than the statewide rates across all fall terms between 2011 and 2016.

Shasta College's retention rate ranged from 85.94% in Fall 2011 to 88.92% in Fall 2015. The overall retention rate for Shasta College for fall semesters between 2011 and 2016 was 87.30%, whereas the overall statewide retention rate was slightly lower at 86.07%.



Retention Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

Retention rates are presented in the table below by two-digit program TOP Code for students who were retained through fall semesters between 2011 and 2016. The graph displays the average retention rate for each program. Shasta College averaged a retention rate of 87.30% across fall terms between 2011 and 2016. Overall College retention rates, calculated by taking the number of students retained in each group out of the total number of students in each group, ranged from 85.94% in Fall 2011 to 88.92% in Fall 2015. The Health program had an average retention rate of 93.07% for fall courses between 2011 and 2016, with overall retention rates ranging from 90.96% in Fall 2011 to its highest at 95.5% in Fall 2015. See the table below for all retention rates by program and fall term between 2011 and 2016, and the graph below that for the average retention rate for each program for fall terms from 2011 to 2016.

Course Retention Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

Program TOP Code	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Agriculture & Natural Resources (01)	89.61%	91.41%	90.86%	92.19%	91.57%	88.29%
Biological Science (04)	79.88%	82.13%	86.55%	84.21%	80.34%	73.76%
Business & Management (05)	84.82%	88.38%	89.19%	85.92%	92.01%	91.55%

Education (08)	90.92%	91.81%	92.07%	92.06%	90.74%	89.02%
Engineering & Industrial Technologies (09)	88.65%	90.35%	91.58%	92.74%	94.36%	89.70%
Environmental Sciences & Technologies (03)	92.27%	90.21%	93.29%	89.26%	91.88%	85.12%
Family & Consumer Sciences (13)	86.78%	86.56%	88.06%	87.14%	86.84%	87.17%
Fine & Applied Arts (10)	88.91%	90.15%	89.67%	90.07%	91.40%	91.12%
Foreign Language (11)	81.06%	78.43%	81.88%	82.69%	82.34%	82.39%
Health (12)	90.96%	91.17%	93.50%	94.01%	95.50%	93.29%
Humanities (Letters) (15)	84.51%	85.03%	86.16%	85.12%	88.29%	84.17%
Information Technology (07)	88.11%	91.87%	90.49%	90.34%	93.00%	91.63%
Interdisciplinary Studies (49)	85.69%	85.02%	87.94%	84.18%	87.85%	92.48%
Mathematics (17)	80.24%	84.42%	82.67%	81.75%	84.52%	81.68%
Media & Communications (06)	85.64%	84.43%	87.14%	80.89%	80.25%	84.98%
Physical Sciences (19)	83.94%	86.41%	85.99%	86.20%	86.28%	84.00%
Psychology (20)	87.78%	85.12%	86.23%	86.51%	89.63%	86.64%
Public & Protective Services (21)	91.05%	91.63%	91.72%	94.27%	90.60%	89.55%
Social Sciences (22)	85.80%	85.79%	87.45%	87.40%	88.49%	87.71%
College Total	***85.94%***	***86.93%***	***87.73%***	***87.19%***	***88.92%***	***87.07%***

Course Retention Rates by Race/Ethnicity for Fall Semesters, 2011 through 2016

Overall, 87.27% of students were retained in courses between the fall semesters of 2011 and 2016. Retention rates are presented for each race/ethnicity by fall term. The overall retention rate for all fall terms between 2011 and 2016 is also presented; this is calculated by summing the total number of students retained for that term and dividing that number by the total number of students enrolled that term.

When looking at retention rates by each race/ethnicity, students identifying as Pacific Islander had the lowest overall retention rate at 83.77%. This is likely due to their retention rate in Fall 2013, which was at its lowest during the six year span between 2011 and 2016, at 74.76%. They saw the highest rate in Fall 2015 at 89.89%. Students identifying as White had the highest overall retention rate at 87.60%, with rates ranging from 86.54% in Fall 2011 to 89.11% in Fall 2015.

Retention Rates for Fall Courses between 2011 and 2016 by Student Race/Ethnicity

Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Total Retention*
African-American / Black	82.99%	86.18%	79.67%	88.96%	88.37%	85.29%	***85.21%***
American Indian / Alaskan Native	84.61%	84.44%	85.59%	86.48%	86.70%	81.43%	***84.87%***
Asian	83.59%	87.42%	88.84%	87.70%	90.90%	87.47%	***87.52%***
Hispanic	84.41%	85.68%	87.53%	86.83%	88.48%	86.10%	***86.54%***
Multi-Ethnicity	85.15%	88.04%	87.66%	84.42%	89.37%	89.01%	***87.46%***
Pacific Islander	85.19%	80.49%	74.76%	88.24%	89.89%	85.56%	***83.77%***
Unknown	84.63%	87.59%	87.38%	87.59%	86.64%	84.98%	***86.37%***
White	86.54%	87.19%	88.12%	87.38%	89.11%	87.50%	***87.60%***
Total	***85.94%***	***86.93%***	***87.73%***	***87.19%***	***88.92%***	***87.07%***	***87.27%***

Course Retention Rates by Age Group for Fall Semesters 2011 through 2016

Students under the age of 18 had the second highest overall retention rate at 94.12% across fall semesters from 2011 through 2016. Most recently in Fall 2016, students under 18 had a retention rate of 94.91%. The highest retention rate across all groups was for students with an unknown age, with all 36 of these students retained in their courses in Fall 2011, 2013, 2014, and 2015.

Students between 20 and 24 years of age had the lowest overall retention rate of 85.29% across all six years from 2011 through 2016. Most recently in Fall 2016, 84.59% of these students were retained in their courses. See the table below for all retention rates by age group and fall term.

Course Retention Rates by Student Age Group and Fall Term from 2011 to 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Total*
Under 18	91.67%	92.21%	92.59%	93.63%	95.92%	94.91%	***94.12%***
18 & 19	87.38%	88.10%	88.13%	88.19%	89.29%	85.56%	***87.79%***
20 to 24	84.21%	84.45%	86.33%	85.53%	86.86%	84.59%	***85.29%***
25 to 29	85.04%	87.21%	87.50%	86.78%	86.79%	86.48%	***86.60%***
30 to 34	85.17%	88.25%	88.66%	86.04%	87.93%	85.94%	***86.96%***
35 to 39	83.70%	85.37%	86.90%	86.69%	89.40%	87.31%	***86.58%***
40 to 49	85.58%	88.14%	87.87%	85.81%	87.55%	87.63%	***87.08%***
50 & Older	87.61%	87.49%	87.18%	85.80%	90.43%	85.91%	***87.43%***
Unknown	100.00%	-	100.00%	100.00%	100.00%	-	***100.00%***
Total	***85.94%***	***86.93%***	***87.73%***	***87.19%***	***88.92%***	**87.07%**	***87.27%***

Course Retention Rates by Gender for Fall Semesters 2011 through 2016

Students with an undeclared gender (n = 847) had the highest overall retention rate at 91.15%, with retention rates for this group ranging from 86.86% in Fall 2011 to 95.50% in Fall 2014, and the most recent retention rate for Fall 2016 at 89.81%. Male students had an overall retention rate of 87.37%, with rates ranging from 85.91% in Fall 2011 to 88.53% in Fall 2015, with the most recent retention rate for Fall 2016 at 87.68%. Female students had an overall retention rate of 87.15%, with their most recent retention rate in Fall 2016 at 86.58%.

Retention Rates for Fall Courses between 2011 and 2016 by Student Gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	*Overall Retention Rate*
Female	85.95%	86.88%	87.60%	86.91%	89.14%	86.58%	***87.15%***
Male	85.91%	86.98%	87.87%	87.47%	88.53%	87.68%	***87.37%***
Undeclared	86.86%	89.87%	91.21%	95.50%	93.43%	89.81%	***91.15%***
Total	***85.94%***	***86.93%***	***87.73%***	***87.19%***	***88.92%***	87.07%	***87.27%***

Persistence Rate

Persistence is defined as a student enrolled at census in one term and enrolled at census in a subsequent term. Persistence can be measured from fall to spring, spring to fall, or even fall to fall. Persistence counts the number of students enrolled in subsequent terms regardless of

"stopping out" or taking a semester off. The following data in the first table show the number and percent of all students enrolled at census, starting with a primary term and tracking them over time regardless of stop outs, completion, transfer, or other reasons students do not return. Persistence rates vary from 61.8% (Fall 2006) to 68.5% (Fall 2012 and Fall 2013) for that first semester. Only 13.2% on average enroll the following summer, while 43.8% on average return the following fall.

The second table shows the persistence rates for students enrolled in spring. Spring enrollments average 10,389 from Spring 2005 to Spring 2015. Similar persistence patterns show that only 15.8% of students enroll in the first summer term after spring, 49.8% enroll the following fall, and 42.9% enroll that next spring. See the table below for all persistence rates by term.

Persistence Rates for All Students in Fall Cohorts, 2005 through 2015

Starting Term	Cohort Size	F 0	S 1	U 2	F 3	S 4	U 5	F 6	S 7	U 8	F 9	S 10	U 11	F 12
2005F	9,847	100.00%	63.20%	13.80%	43.90%	37.30%	10.10%	28.70%	25.10%	7.00%	21.20%	19.50%	5.70%	15.30%
2006F	10,252	100.00%	61.80%	14.70%	43.90%	37.50%	9.80%	28.60%	26.00%	7.30%	20.00%	16.90%	3.30%	13.90%
2007F	10,907	100.00%	62.50%	14.50%	43.90%	39.10%	10.10%	28.70%	23.70%	4.60%	18.50%	16.80%	2.70%	12.80%
2008F	11,487	100.00%	64.90%	15.60%	44.10%	35.90%	6.90%	26.60%	23.60%	3.70%	17.10%	14.50%	3.00%	11.70%
2009F	11,708	100.00%	62.10%	11.80%	42.10%	36.30%	5.50%	25.30%	21.10%	3.80%	15.90%	14.40%	3.30%	11.20%
2010F	10,482	100.00%	67.40%	10.40%	45.00%	36.20%	6.50%	26.10%	22.80%	4.80%	16.30%	14.90%	3.30%	11.60%
2011F	10,042	100.00%	64.50%	10.70%	42.90%	37.00%	7.60%	25.30%	22.40%	4.80%	16.40%	15.20%	3.40%	11.40%
2012F	9,041	100.00%	68.50%	12.90%	43.90%	37.30%	8.10%	26.20%	23.40%	5.00%	17.00%	15.10%		
2013F	9,051	100.00%	68.50%	13.60%	44.50%	38.90%	8.50%	27.60%	24.00%					
2014F	9,112	100.00%	67.70%	13.70%	43.70%	38.40%								
2015F	9,466	100.00%	67.00%											
Average Rate		**100.00%**	**65.30%**	**13.20%**	**43.80%**	**37.40%**	**8.10%**	**27.00%**	**23.60%**	**5.10%**	**17.80%**	**15.90%**	**3.50%**	**12.50%**

Persistence Rates for All Students in Spring Cohorts, 2005 through 2015

Starting Term	Cohort Size	S 0	U 1	F 2	S 3	U 4	F 5	S 6	U 7	F 8	S 9	U 10	F 11	S 12
2005S	10,235	100.0%	16.6%	48.9%	41.7%	9.5%	29.8%	26.4%	7.1%	20.7%	19.1%	5.4%	15.9%	15.0%
2006S	10,405	100.0%	15.4%	48.3%	41.9%	10.6%	30.4%	27.8%	7.1%	21.7%	21.0%	5.9%	15.6%	13.9%
2007S	10,529	100.0%	17.7%	49.1%	42.0%	10.3%	30.5%	28.7%	7.8%	20.9%	18.3%	3.5%	14.4%	14.0%
2008S	11,277	100.0%	17.5%	49.3%	43.8%	10.8%	30.7%	26.5%	4.9%	19.2%	18.3%	2.8%	13.4%	12.3%
2009S	12,305	100.0%	18.5%	49.8%	40.3%	7.7%	28.3%	25.9%	3.9%	18.0%	15.6%	2.8%	11.8%	11.5%
2010S	10,930	100.0%	15.1%	50.7%	44.4%	6.8%	29.7%	25.3%	4.4%	17.7%	16.9%	3.5%	12.2%	11.8%
2011S	10,658	100.0%	12.3%	51.4%	41.9%	7.0%	28.2%	25.6%	5.1%	16.9%	16.1%	3.3%	11.9%	12.3%
2012S	9,425	100.0%	13.5%	51.5%	45.0%	8.7%	29.0%	26.2%	5.4%	18.1%	17.4%	3.5%	12.4%	12.2%
2013S	9,827	100.0%	15.0%	48.9%	42.6%	9.1%	29.7%	27.8%	6.0%	19.6%	17.7%			

2014S	9,382	100.0%	16.0%	50.1%	44.0%	9.7%	30.8%	27.9%						
2015S	9,301	100.0%	16.5%	49.8%	44.4%									
Average Rate		**100.0%**	**15.8%**	**49.8%**	**42.9%**	**9.0%**	**29.7%**	**26.8%**	**5.7%**	**19.2%**	**17.8%**	**3.8%**	**13.5%**	**12.9%**

Programmatic Student Achievement

Career and Technical Education (CTE) Job Placement Rates, 2011-2012 through 2014-2015

Job placement rates are presented below for Career and Technical Education (CTE) programs. For every CTE program for the years of 2011-2012 through 2013-2014, job placement rates are defined as the number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers. For 2014-2015, job placement rate was defined as a student employed in the year after graduation out of the total number of students in the labor field. Data is collected through surveying graduates a year after they leave the College, and not all graduates respond to the surveys. Thus, the responses below represent only those graduates who responded to the survey and indicated their employment information.

The table below presents the institution-set standard for each CTE program (75%) and the job placement rate for the years of 2011-2012 through 2014-2015. These rates are based on actual responses to the surveys sent to graduates. Job placement rate calculations for 2014-2015 are based on the rate of students employed in the field divided by those in the labor force (defined by the Bureau of Labor Statistics as having a job or actively seeking a job).

CTE Job Placement Rates from Surveyed Graduates from 2011-2012 through 2014-2015

Career & Technical Education (CTE) Program Area	Institution Set Standard	2011-2012	2012-2013	2013-2014	2014-2015*	Multi-year Average
Agriculture & Natural Resources	75%	71%	62.50%	56.67%	77.80%	66.99%
Business & Management	75%	74%	71.80%	69.80%	72.40%	72.00%
Information Technology	75%	--	--	50%	100%	75.00%
Engineering & Industrial Technologies	75%	--	--	66%	87.50%	76.75%
Health	75%	79%	90%	90%	100%	89.75%
Family & Consumer Sciences	75%	71%	78.70%	80%	85.70%	78.85%
Public & Protective Services	75%	86%	84.40%	89.20%	87.50%	86.78%

NOTE. *2011-2012 data is from 2014 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); 2012-2013 data is from 2015 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); and 2013-2014 data is from 2016 ACCJC report. The 2014 and 2015 data is from the Shasta College CTE Internal Survey; 2016 used Perkins data due to no CTE Internal Survey*
Most recent data (2014-2015) was from the CTE Outcomes Survey conducted by Santa Rosa Junior College. These job placement rates are calculated based on the rate of those students who are employed in the field divided by those who are in the labor force (defined by the Bureau of Labor Statistics as either having a job or actively seeking a job).* **Original Definition: *For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers.*

Licensure Examination Pass Rates, 2011-2012 through 2014-2015

Shasta College has four Health Sciences programs that require graduates to pass licensure examinations prior to being able to work in their field of study. Shasta College has an institution-set standard of 80% of Health Sciences program graduates to successfully pass their respective licensure examinations. The examination pass rate is calculated by taking the total number of students who passed the licensure examination over all of the students who took the examination. Data is collected by the Health Sciences Dean and the program directors for the Nurse Aide and Dental Hygiene programs; data for passage of the Licensed Vocational Nursing program and the Associate Degree of Nursing program exam rates are collected from their respective websites.

The average examination pass rate for the Associate Degree of Nursing is 90.33% across the years of 2011-2012 through 2014-2015, ranging from its lowest at 84.91% in 2014-2015 to its highest at 96.30% in 2013-2014. The Nurse Aide examination pass rate and the Dental Hygiene pass rate are consistently at 100% across the four academic year span. In 2014-2015, the Licensed Vocational Nursing examination pass rate was below the institution-set standard, at 55%; however, despite many of these students not passing the exam on the first attempt, they all reportedly passed on later attempts. Additionally, programmatic changes were implemented to address this poor pass rate and to ensure that students have the necessary tools to successfully complete the examinations. Some of these changes included teaching students aspects of computerized testing in preparation for the examination and supporting the students in learning these techniques.

Licensure Examination Pass Rates for Program Graduates, 2011-2012 through 2014-2015

Program Requiring Licensure Examination	Institution Set Standard	2011-2012	2012-2013	2013-2014	2014-2015	Multi-Year Average
Associate Degree Nursing	80%	92.31%	87.80%	96.30%	84.91%	90.33%
Nurse Aide	80%	100.0%	100.0%	100.0%	100.0%	100.0%
Licensed Vocational Nursing	80%	100.0%	85.0%	**	55.0%*	80.0%
Dental Hygiene	80%	100.0%	100.0%	100.0%	100.0%	100.0%

***NOTE**. LVN and ADN (RN) data is from their respective websites; Nurse Aide and Dental Hygiene data is collected and reported internally.*

**2015; **None during this time period; the LVN program is a 3-semester program, therefore will only have exam pass rates every third semester.*

Definition of the measure: *For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination.*

Institution-Set Standards for Health Information Management (HIM) Bachelors Program

The Health Information Management (HIM) Bachelors of Science Degree began in Fall 2016. Due to its recent inception, only the course success rate is available for analysis.

Institution-Set Standard	Definition of Institution-set Standard	Standard
Successful Course Completion Rate	*Grade of C or better if graded, over the number of students enrolled when the general enrollment period ends.*	80%
Examination Pass Rate	*The number of students who passed the licensure examination over all who took the examination.*	80%

Health Information Management Program Fall 2016 Course Success and Retention Rates, Section FTES, and Course Enrollment

	ENGL-401	HIMS-405	HIMS-408	HIMS-410	Total
Success	80.0%	100.0%	100.0%	83.3%	***91.3%***
Retention	80.0%	100.0%	100.0%	100.0%	***95.7%***
Section FTES	0.50	0.80	0.60	0.80	***2.70***
Enrollment	5	6	6	6	***23***

ORGANIZATION OF THE SELF-EVALUATION PROCESS

The Accreditation Steering Committee began the Self-Evaluation process in Fall 2015. The Committee appointed teams to begin exploring the accreditation standards with the charge of gathering evidence and looking for significant gaps. These teams periodically reported to the Accreditation Steering Committee throughout the 2015-2016 academic year as they informally gathered information. At the end of the academic year, the teams submitted notes they had collected and evidence files to the Vice President of Instruction and the Accreditation Liaison Officer (ALO).

In Fall 2016, under the guidance of the Accreditation Steering Committee, the District formed groups in a committee/subcommittee structure to begin the formal process of writing the self-evaluation report. Each subgroup organized its work and periodically reported back to the ALO on progress. Structure of the self-evaluation teams follow:

Standard I Committee – Will Breitbach, Dean of Library Services and Educational Technology

- Standard I.A subcommittee
  - Cathy Anderson, President of Academic Senate
  - Supported by: Dr. Ramon Tello, Philosophy Instructor; Courtney Vigna, Executive Assistant to the VP of Instruction; Jenna Barry Highfield, Research Analyst
- Standard I.B subcommittee
  - William Breitbach, Dean of Library Services and Educational Technology and Dr. Sharon Brisolara, Associate Dean of Access and Equity
  - Supported by: Paul Burwick, Online Learning Instructional Technician; Myriam Kalmogho, Categorical Program Director; Dr. Wade Stewart, Human Services Instructor
- Standard I.C subcommittee
  - William Breitbach, Dean of Library Services and Educational Technology
  - Supported by: Jenna Barry Highfield, Research Analyst; Brianne Brichacek, Online Learning Instructional Technician

Standard II Committee – Dr. Frank Nigro, Assistant Superintendent/Vice President of Instruction

- Standard II.A subcommittee
  - Dr. Frank Nigro, Assistant Superintendent/Vice President of Instruction
  - Supported by: Sue Loring, Counselor; Rochelle Morris, Student Success Facilitator; Cindy Silva, Admissions and Records Technician II; Terry Turner, Speech Instructor; Leimone Waite, Horticulture Instructor
- Standard II.B subcommittee
  - Carolyn Singh, Librarian
  - Supported by: Teresa Doyle, Associate Dean of Student Learning; Carey Castagnoli, Library Information Technician; Cheryl Cruse, Librarian
- Standard II.C subcommittee
  - Dr. Tim Johnston, Associate Vice President of Student Services
  - Supported by: Michelle Fairchild, Administrative Secretary I (Enrollment Services); Rob McCandless, Counselor; Leann Williams, Employment Development Services Technician

Standard III Committee – Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services

- Standard III.A subcommittee
  - Laura Benson, Associate Vice President of Human Resources and Amy Westlund, Executive Assistant to the Associate Vice President of Human Resources
  - Supported by: Dr. Sara McCurry, English Instructor; Veronica Chaves, Hourly

Faculty Technician; Craig Carmena, Administration of Justice Instructor

- Standard III.B subcommittee
  - Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services
  - Supported by: Craig Carmena, Administration of Justice Instructor; Pat McNamara, Grounds Foreperson
- Standard III.C subcommittee
  - James Crandall, Director of Information Technology and John Lutkemeier, Supervisor of Technology Support
  - Supported by: Delores Servidio, Administrative Secretary II; Paul Burwick, Online Learning Instruction Technician; Brianne Brichacek, Online Learning Instructional Technician; Dhabih Hendershot, Computer Information Systems Instructor
- Standard III.D subcommittee
  - Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services and Jill Ault, Comptroller
  - Supported by: Tom Masulis, Physics Instructor; Lynda Little, Senior District Accounting Technician; Sara Holmes, Administrative Secretary

Standard IV Committee

- Theresa Markword, Director of Innovation and Special Projects
- Supported by: Dr. Rob Lydon, Trustee; Dr. Joe Wyse, President/Superintendent; Darren Gurney, Office Administration Instructor; Emily Groth, Student Trustee

Once the draft of the Standards sections of the self-evaluation was complete, the Accreditation Steering Committee gave feedback to lead authors and edits were made accordingly. Upon submission of the drafts, Courtney Vigna, Iva Weidenkeller, Brianne Brichacek, and Paul Burwick served as Technical Editors. Once the first draft was complete, further input was sought through the participatory governance structure. Representatives from the committees and councils noted below were formally asked to provide feedback.

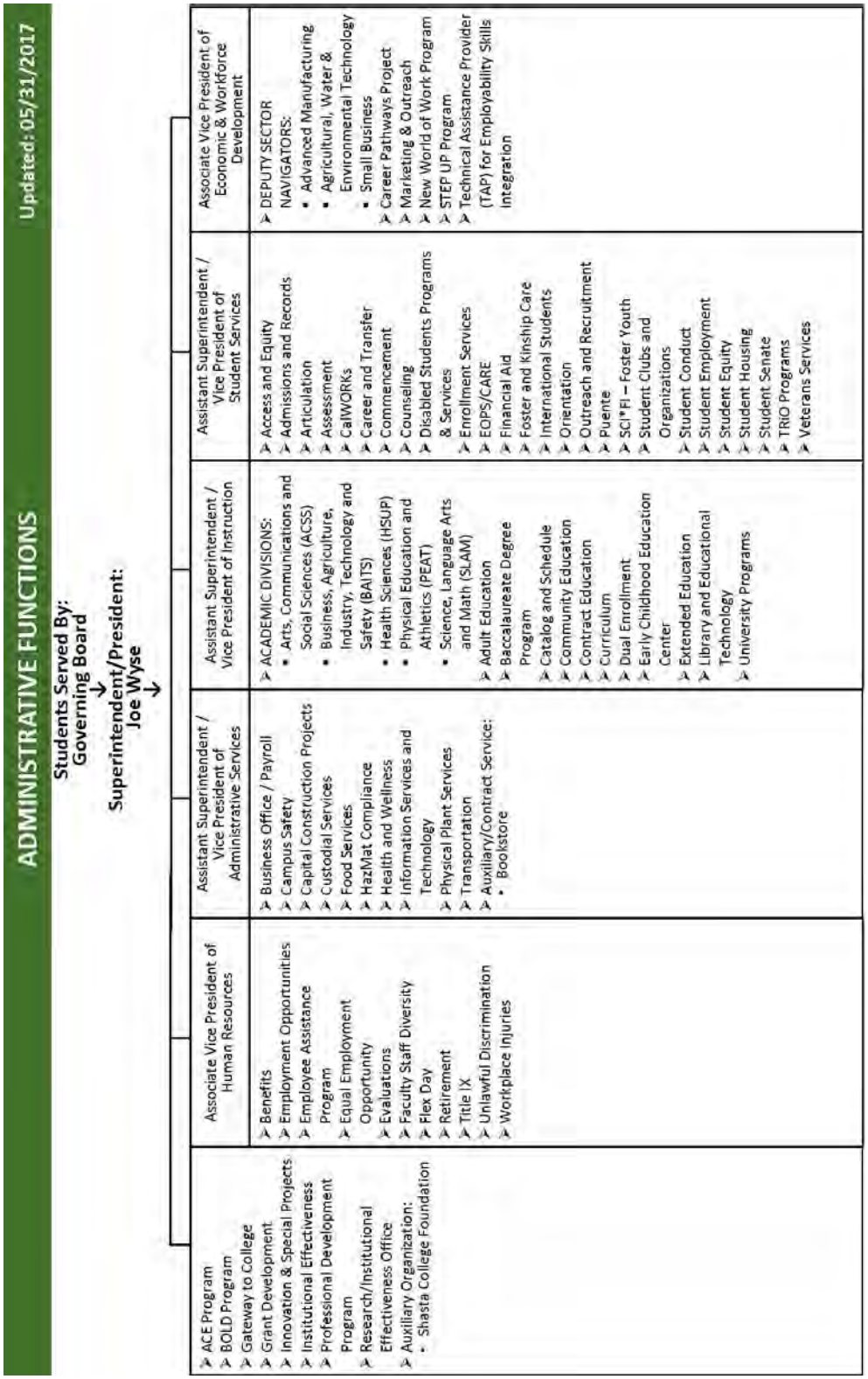
Participatory Governance Feedback Structure

- Standard I A: College Council, Academic Senate
- Standard I B: College Council, Academic Senate, SLO Committee
- Standard I C: College Council, Instructional Council, Student Services Council
- Standard II A: College Council Academic Senate, SLO Committee, Curriculum Committee, Instructional Council, Distance Education Committee
- Standard II B-C: College Council, Student Services Council
- Standard III A: College Council, Faculty and Staff Diversity Committee
- Standard III B: College Council, Facilities Planning Committee
- Standard III C: College Council, Technology Planning Committee, Distance Education Committee
- Standard III D: College Council, Budget Committee
- Standard IV A: Academic Senate, College Council, Board of Trustees
- Standard IV B-C: College Council, Board of Trustees

To make the feedback process as inclusive as possible, a draft of the document was posted online and campus-wide feedback was sought through two open forums. An online form was provided so individuals who could not attend the forums would be able to provide feedback. Several requests for feedback were made to the entire campus community. The Lead Editor, Dr. Kate Mahar, Dean of Institutional Effectiveness, reviewed the entire work for consistency and voice.

ORGANIZATIONAL INFORMATION

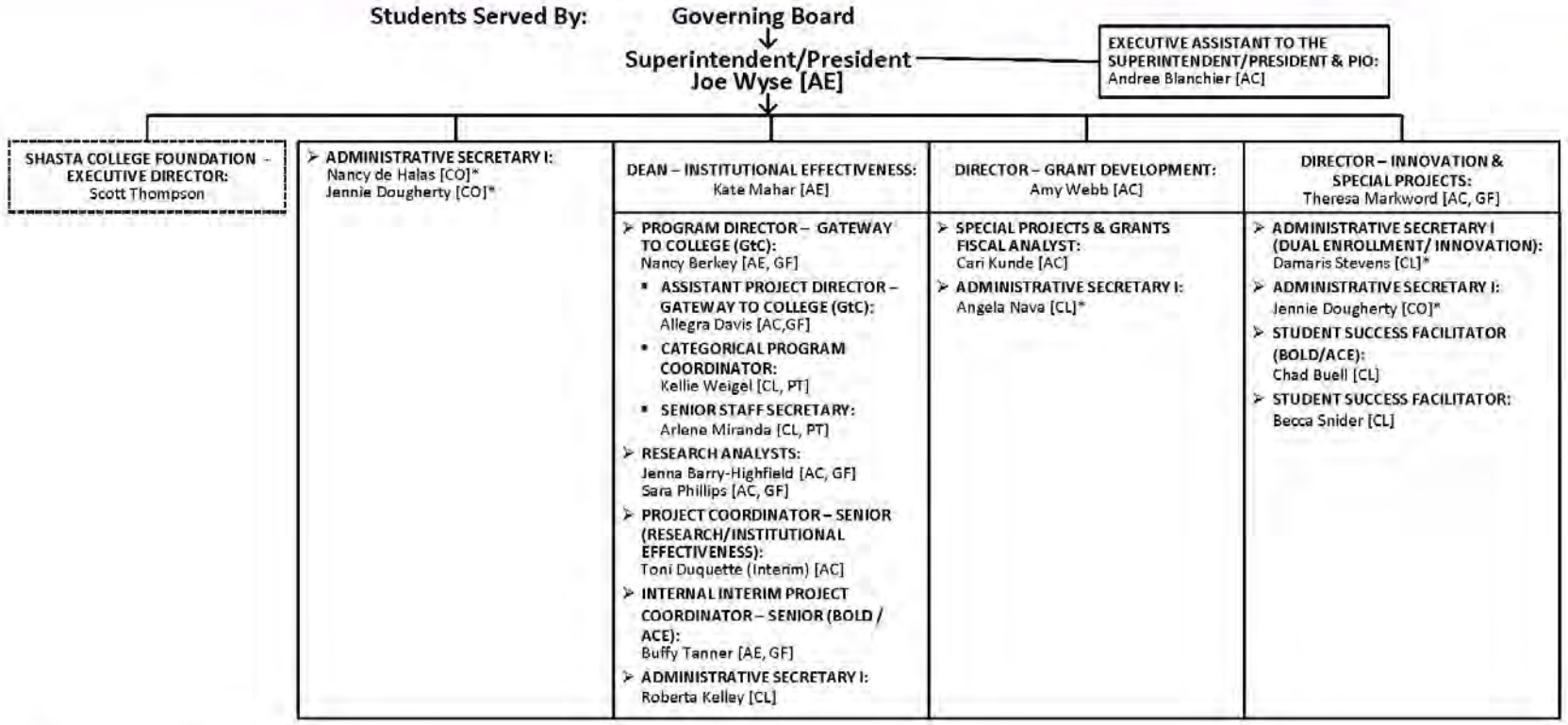
Organizational Charts



ADMINISTRATOR ASSIGNMENTS
Updated: 05/31/2017
SHASTA COLLEGE FOUNDATION - EXECUTIVE DIRECTOR: Scott Thompson
Students Served By:
Governing Board
Superintendent/President Joe Wyse [AE]
EXECUTIVE ASSISTANT TO THE SUPERINTENDENT/ PRESIDENT & PIO: Andree Blanchier [AC]
DEAN – INSTITUTIONAL EFFECTIVENESS: Kate Mahar [AE]
PROGRAM DIRECTOR – GATEWAY TO COLLEGE (GtC): Nancy Berkey [AE, GF]
ASSISTANT PROJECT DIRECTOR – GATEWAY TO COLLEGE (GtC): Allegra Davis [AC,GF]
INTERNAL INTERIM PROJECT COORDINATOR – SENIOR (BOLD / ACE): Buffy Tanner [AE, GF]
PROJECT COORDINATOR – SENIOR (RESEARCH/ INSTITUTIONAL EFFECTIVENESS): Toni Duquette (Interim) [AC]
RESEARCH ANALYSTS: Jenna Barry-Highfield [AC, GF] Sara Phillips [AC, GF]
DIRECTOR – GRANT DEVELOPMENT: Amy Webb [AC]
SPECIAL PROJECTS & GRANTS FISCAL ANALYST: Cari Kunde [AC]
DIRECTOR – INNOVATION & SPECIAL PROJECTS: Theresa Markword [AC, GF]
ASSOCIATE VP OF HUMAN RESOURCES: VACANT [AC]
DIRECTOR – HUMAN RESOURCES: Greg Smith [AC]
ASSISTANT SUPERINTENDENT/ VP OF ADMINISTRATIVE SERVICES: Morris Rodrigue [AE]
COMPTROLLER: Jill Ault [AC]
DIRECTOR – CAMPUS SAFETY: Lonnie Seay [AC]
COMPLIANCE COORDINATOR: Jessica Corral [AC, GF]
DIRECTOR – FOOD SERVICES: Denise Axtell [AC, RF]
DIRECTOR – INFORMATION TECHNOLOGY: James Crandall [AC]
SUPERVISOR – TECHNOLOGY SUPPORT: John Lutkemeier [AE]
INFORMATION TECHNOLOGY PROGRAMMERS / ANALYSTS: David Rothrock [AC] VACANT [AC]
DIRECTOR – PHYSICAL PLANT: George Estrada [AC]
SUPERVISOR – CUSTODIAL SERVICES: Greg Wacker [AC]
SUPERVISOR – TRANSPORTATION: Pamela Carney [AC]
BOOKSTORE
ASSISTANT SUPERINTENDENT/ VP OF INSTRUCTION: Frank Nigro [AE]
DEAN – ARTS, COMMUNICATIONS, & SOCIAL SCIENCES (ACSS): Stacey Bartlett [AE]
DEAN – BUSINESS, AGRICULTURE, INDUSTRY, TECHNOLOGY & SAFETY (BAITS): Michael Sloan [AE]
DIRECTOR – FIRE TECHNOLOGY & EMS PROGRAMS: Tony Osa [AE]
DEAN – EXTENDED EDUCATION: Andrew Fields [AE, TE]
PROJECT COORDINATOR – SENIOR (ADULT EDUCATION & EXTENDED EDUCATION SITES): Cherish Padro [AC, TE, GF]
DEAN – HEALTH SCIENCES: Kathy Royce [AE]
DIRECTOR – HEALTH SCIENCES PATHWAYS, OUTREACH & RETENTION: Kim Giles [AE, GF]
DIRECTOR – HEALTH INFORMATION TECHNOLOGY & HEALTH INFORMATION MANAGEMENT PROGRAMS: Janet Janus (Interim) [AE, GF]
DEAN – LIBRARY SERVICES & EDUCATIONAL TECHNOLOGY: William Breitbach [AE]
DEAN – PHYSICAL ED. & ATHLETICS/ ATHLETIC DIRECTOR (PEAT): Mike Mari [AE]
DIRECTOR – EARLY CHILDHOOD EDUCATION (ECE): Tami Wintermitz [AE]
DEAN – SCIENCE, LANGUAGE ARTS, & MATH (SLAM): VACANT [AE]
ASSOCIATE DEAN – STUDENT LEARNING: Teresa Doyle [AE]
ASSISTANT SUPERINTENDENT/ VP OF STUDENT SERVICES: Kevin O'Rorke [AE, GF]
ASSOCIATE VP OF STUDENT SERVICES/ ENROLLMENT SERVICES: Timothy Johnston (Interim) [AE, GF]
DEAN – STUDENT SERVICES: Sandra Hamilton Slane (Interim) [AE]
ASSOCIATE DEAN – ACCESS & EQUITY: Sharon Brisolara [AE, GF]
PROGRAM COORDINATOR – CalWORKS: Nadia Elwood [AC, GF]
PROGRAM DIRECTOR – FOSTER & KINSHIP CARE EDUCATION: Sherri Wiggins Kimple [AE, GF]
PROGRAM DIRECTOR – TRIO EDUCATIONAL TALENT SEARCH (ETS) & STUDENT SUPPORT SERVICES (SSS): Kehinde Adesina [AC, GF]
ASSISTANT PROJECT DIRECTOR – TRIO ETS: Shawna Rhymes [AC, GF]
PROGRAM DIRECTOR – TRIO UPWARD BOUND / SSS: Sue Huizinga (Interim) [AE, GF]
PROJECT DIRECTOR – COLLEGE TO CAREER: Amber Perez [AE, GF]
DIRECTOR – ADMISSIONS & RECORDS: Sheree Whaley [AC, OC, PT]*
DIRECTOR – FINANCIAL AID & VETERANS SERVICES: Becky McCall [AC]
ASSISTANT PROJECT DIRECTOR – ENROLLMENT SERVICES: Ronda Lundberg [AE, PT]
DIRECTOR – STUDENT LIFE & TITLE IX INVESTIGATOR: Tina Duenas [AC]
DIRECTOR – RESIDENCE LIFE: Nick Webb [AC, RF]
ASSOCIATE VP OF ECONOMIC & WORKFORCE DEVELOPMENT: Eva Jimenez [AE]
DEPUTY SECTOR NAVIGATORS (DSNs):
ADVANCED MANUFACTURING: Charlie Pooler [AC,GF]
AG. WATER & ENVIRONMENTAL TECHNOLOGY: Heather Kelnhofer [AC,GF]
SMALL BUSINESS: Rachelle Modena (Interim) [AC, GF]
DIRECTOR – MARKETING & OUTREACH: Peter Griggs [AC]
INTERIM PROGRAM DIRECTOR – STEP UP: Robert Bowman [AC, GF]
PROGRAM DIRECTOR – 21ST CENTURY – NEW WORLD OF WORK: Rajinder Gill (Interim) [AC, GF]
PROGRAM DIRECTOR – TAP (TECHNICAL ASSISTANCE PROVIDER) FOR EMPLOYABILITY SKILLS INTEGRATION: Shannon Wells (Interim) [AC, GF]
SENIOR PROJECT COORDINATOR – CAREER PATHWAYS TRUST GRANT: Chelsea Hendershot [AC,GF]
LEGEND
AC = Administrator, Classified
AE = Administrator, Educational
GF = Grant Funded Position >50%
RF = Revenue Funded
PT = Part-time
TE = Tehama Campus
= President's Cabinet
= Auxiliary Organization
* = Working in 2/more departments

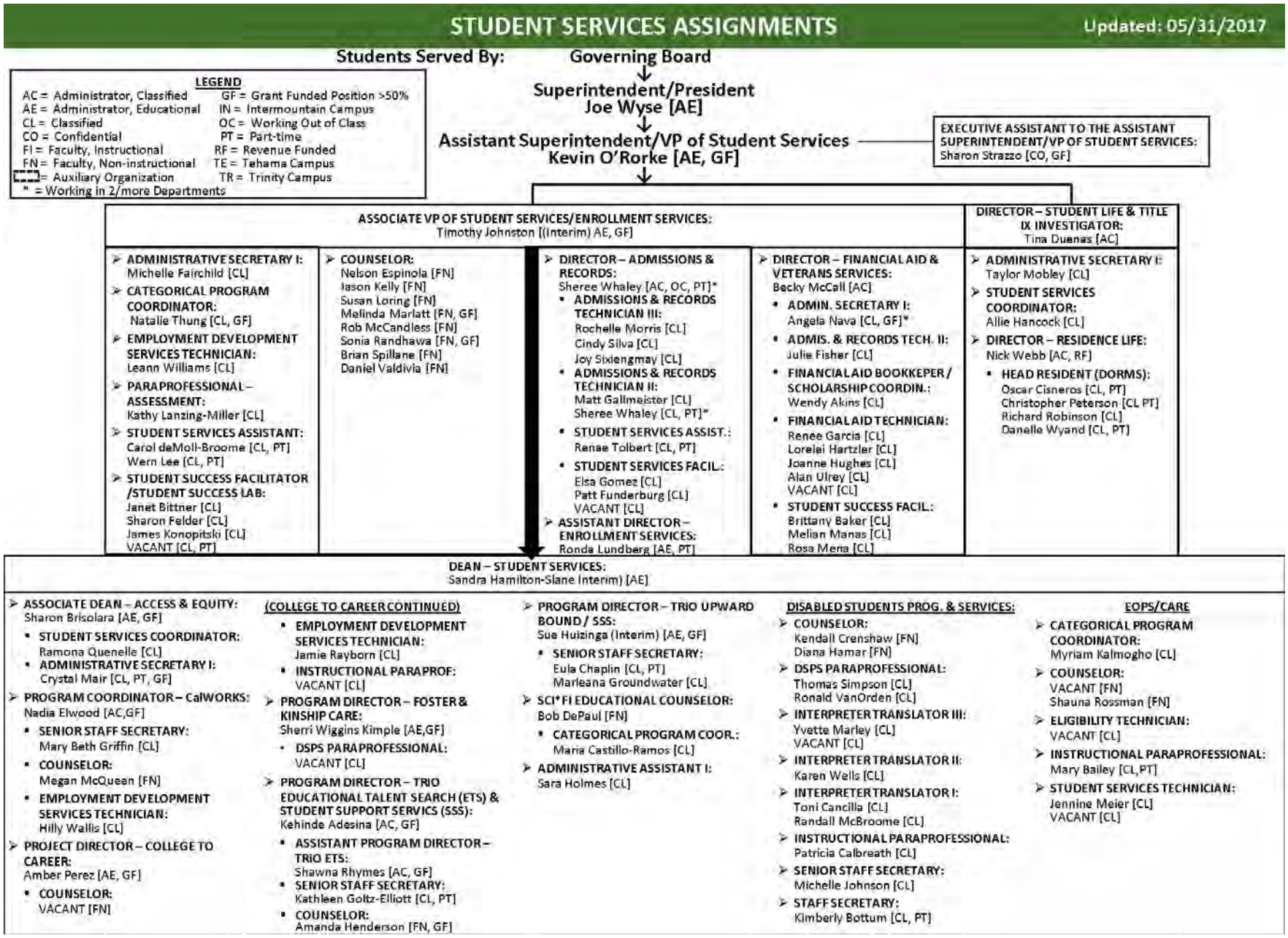
PRESIDENT'S OFFICE ASSIGNMENTS

Updated: 05/31/2017



LEGEND

AC = Administrator, Classified
AE = Administrator, Educational
CL = Classified
CO = Confidential
FI = Faculty, Instructional
FN = Faculty, Non-instructional
GF = Grant Funded Position >50%
IN = Intermountain Campus
OC = Working Out of Class
PT = Part-time
RF = Revenue Funded
TE = Tehama Campus
TR = Trinity Campus
* = Working in 2/more Departments
[ ] = Auxiliary Organization


STUDENT SERVICES ASSIGNMENTS
Updated: 05/31/2017
Students Served By:
LEGEND
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Governing Board
Superintendent/President
Joe Wyse [AE]
Assistant Superintendent/VP of Student Services
Kevin O'Rorke [AE, GF]
EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/VP OF STUDENT SERVICES:
Sharon Strazzo [CO, GF]
ASSOCIATE VP OF STUDENT SERVICES/ENROLLMENT SERVICES:
Timothy Johnston [(Interim) AE, GF]
DIRECTOR – STUDENT LIFE & TITLE IX INVESTIGATOR:
Tina Duenas [AC]
ADMINISTRATIVE SECRETARY I:
Michelle Fairchild [CL]
CATEGORICAL PROGRAM COORDINATOR:
Natalie Thung [CL, GF]
EMPLOYMENT DEVELOPMENT SERVICES TECHNICIAN:
Leann Williams [CL]
PARAPROFESSIONAL – ASSESSMENT:
Kathy Lanzing-Miller [CL]
STUDENT SERVICES ASSISTANT:
Carol deMoll-Broome [CL, PT]
Wern Lee [CL, PT]
STUDENT SUCCESS FACILITATOR /STUDENT SUCCESS LAB:
Janet Bittner [CL]
Sharon Felder [CL]
James Konopitski [CL]
VACANT [CL, PT]
COUNSELOR:
Nelson Espinola [FN]
Jason Kelly [FN]
Susan Loring [FN]
Melinda Marlatt [FN, GF]
Rob McCandless [FN]
Sonia Randhawa [FN, GF]
Brian Spillane [FN]
Daniel Valdivia [FN]
DIRECTOR – ADMISSIONS & RECORDS:
Sheree Whaley [AC, OC, PT]*
ADMISSIONS & RECORDS TECHNICIAN III:
Rochelle Morris [CL]
Cindy Silva [CL]
Joy Sixiengmay [CL]
ADMISSIONS & RECORDS TECHNICIAN II:
Matt Gallmeister [CL]
Sheree Whaley [CL, PT]*
STUDENT SERVICES ASSIST.:
Renae Tolbert [CL, PT]
STUDENT SERVICES FACIL.:
Elsa Gomez [CL]
Patt Funderburg [CL]
VACANT [CL]
ASSISTANT DIRECTOR – ENROLLMENT SERVICES:
Ronda Lundberg [AE, PT]
DIRECTOR – FINANCIAL AID & VETERANS SERVICES:
Becky McCall [AC]
ADMIN. SECRETARY I:
Angela Nava [CL, GF]*
ADMIS. & RECORDS TECH. II:
Julie Fisher [CL]
FINANCIAL AID BOOKKEPER / SCHOLARSHIP COORDIN.:
Wendy Akins [CL]
FINANCIAL AID TECHNICIAN:
Renee Garcia [CL]
Lorelei Hartzler [CL]
Joanne Hughes [CL]
Alan Ulrey [CL]
VACANT [CL]
STUDENT SUCCESS FACIL.:
Brittany Baker [CL]
Melian Manas [CL]
Rosa Mena [CL]
ADMINISTRATIVE SECRETARY I:
Taylor Mobley [CL]
STUDENT SERVICES COORDINATOR:
Allie Hancock [CL]
DIRECTOR – RESIDENCE LIFE:
Nick Webb [AC, RF]
HEAD RESIDENT (DORMS):
Oscar Cisneros [CL, PT]
Christopher Peterson [CL PT]
Richard Robinson [CL]
Danelle Wyand [CL, PT]
DEAN – STUDENT SERVICES:
Sandra Hamilton-Slane (Interim) [AE]
ASSOCIATE DEAN – ACCESS & EQUITY:
Sharon Brisolara [AE, GF]
STUDENT SERVICES COORDINATOR:
Ramona Quenelle [CL]
ADMINISTRATIVE SECRETARY I:
Crystal Mair [CL, PT, GF]
PROGRAM COORDINATOR – CalWORKS:
Nadia Elwood [AC,GF]
SENIOR STAFF SECRETARY:
Mary Beth Griffin [CL]
COUNSELOR:
Megan McQueen [FN]
EMPLOYMENT DEVELOPMENT SERVICES TECHNICIAN:
Hilly Wallis [CL]
PROJECT DIRECTOR – COLLEGE TO CAREER:
Amber Perez [AE, GF]
COUNSELOR:
VACANT [FN]
(COLLEGE TO CAREER CONTINUED)
EMPLOYMENT DEVELOPMENT SERVICES TECHNICIAN:
Jamie Rayborn [CL]
INSTRUCTIONAL PARAPROF:
VACANT [CL]
PROGRAM DIRECTOR – FOSTER & KINSHIP CARE:
Sherri Wiggins Kimple [AE,GF]
DSPS PARAPROFESSIONAL:
VACANT [CL]
PROGRAM DIRECTOR – TRIO EDUCATIONAL TALENT SEARCH (ETS) & STUDENT SUPPORT SERVICS (SSS):
Kehinde Adesina [AC, GF]
ASSISTANT PROGRAM DIRECTOR – TRIO ETS:
Shawna Rhymes [AC, GF]
SENIOR STAFF SECRETARY:
Kathleen Goltz-Elliott [CL, PT]
COUNSELOR:
Amanda Henderson [FN, GF]
PROGRAM DIRECTOR – TRIO UPWARD BOUND / SSS:
Sue Huizinga (Interim) [AE, GF]
SENIOR STAFF SECRETARY:
Eula Chaplin [CL, PT]
Marleana Groundwater [CL]
SCI*FI EDUCATIONAL COUNSELOR:
Bob DePaul [FN]
CATEGORICAL PROGRAM COOR.:
Maria Castillo-Ramos [CL]
ADMINISTRATIVE ASSISTANT I:
Sara Holmes [CL]
DISABLED STUDENTS PROG. & SERVICES:
COUNSELOR:
Kendall Crenshaw [FN]
Diana Hamar [FN]
DSPS PARAPROFESSIONAL:
Thomas Simpson [CL]
Ronald VanOrden [CL]
INTERPRETER TRANSLATOR III:
Yvette Marley [CL]
VACANT [CL]
INTERPRETER TRANSLATOR II:
Karen Wells [CL]
INTERPRETER TRANSLATOR I:
Toni Cancilla [CL]
Randall McBroome [CL]
INSTRUCTIONAL PARAPROFESSIONAL:
Patricia Calbreath [CL]
SENIOR STAFF SECRETARY:
Michelle Johnson [CL]
STAFF SECRETARY:
Kimberly Bottum [CL, PT]
EOPS/CARE
CATEGORICAL PROGRAM COORDINATOR:
Myriam Kalmogho [CL]
COUNSELOR:
VACANT [FN]
Shauna Rossman [FN]
ELIGIBILITY TECHNICIAN:
VACANT [CL]
INSTRUCTIONAL PARAPROFESSIONAL:
Mary Bailey [CL,PT]
STUDENT SERVICES TECHNICIAN:
Jennine Meier [CL]
VACANT [CL]

INSTRUCTION ASSIGNMENTS – BAITS & OFFICE OF THE VP

Updated: 05/31/2017

Students Served By: Governing Board

↓

Superintendent/President
Joe Wyse [AE]

↓

Assistant Superintendent/VP of Instruction
Frank Nigro [AE]

EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/ VP OF INSTRUCTION:
Courtney Vigna [CO]

DEAN – BUSINESS, AGRICULTURE, INDUSTRY, TECHNOLOGY & SAFETY (BAITS):
Michael Sloan [AE]

- **ADMINISTRATIVE ASSISTANT:**
  Heidi Dias [CL]
  Susan Schroth [CL]
- **FARM LAB COORDINATOR:**
  Bruce MacFarlane [CL]
- **INSTRUCTIONAL PARAPROFESSIONAL:**
  Chris Pope [CL]

- **ACCOUNTING:**
  Don Cingrani [FI]
- **ADMINISTRATION OF JUSTICE:**
  Craig Carmena [FI]
- **AGRICULTURE:**
  Trena Kimler-Richards [FI]
- **AUTOMOTIVE:**
  Thomas "Dan" Bryant [FI]
- **BUSINESS:**
  Brad Banghart [FI]
  John Cicero [FI]
  Scott Gordon [FI]
  Casey Schurig [FI]
- **COMPUTER INFORMATION SYSTEMS (CIS):**
  Dhabih Hendershot [FI]
  Thomas Martin [FI]
  Lew Schmitt [FI]
- **DIESEL/INDUSTRIAL TECHNOLOGY:**
  Ray Nicholas [FI]
- **EQUIPMENT TECHNOLOGY:**
  John Livingston [FI]
- **FIRE TECHNOLOGY:**
  Ronald Marley [FI]
- **FORESTRY & NATURAL RSOURCES:**
  Melissa Markee [FI]
- **HORTICULTURE:**
  Leimone Waite [FI]
- **INDUSTRIAL TECHNOLOGY:**
  Richard Osbrink [FI]
- **OFFICE ADMINISTRATION (OAS):**
  Darren Gurney [FI]
- **WELDING TECHNOLOGY:**
  Jason Davis [FI]
  Mark Smith [FI]

- **DIRECTOR – FIRE TECHNOLOGY & EMS PROGRAMS:**
  Tony Osa [AE]
  - **EQUIPMENT TECHNICIAN:**
    VACANT [CL]
  - **SENIOR STAFF SECRETARY:**
    Elizabeth Ault [CL, PT]

- **CURRICULUM TECHNICAN:**
  Iva Weidenkeller [CL]
- **DUAL ENROLLMENT COORDINATOR:**
  Liz Kohn [CL, PT]
  - **ADMINISTRATIVE SECRETARY I (DUAL ENROLLMENT/ INNOVATION):**
    Damaris Stevens [CL, PT]*
- **INSTRUCTIONAL SCHEDULER / CURRICULUM TECHNICAN:**
  Maureen Kissick [CL]

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INSTRUCTION ASSIGNMENTS – ACSS & HSUP
Updated: 05/31/2017
Students Served By:
Governing Board
Superintendent/President
Joe Wyse [AE]
Assistant Superintendent/VP of Instruction
Frank Nigro [AE]
EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/ VP OF INSTRUCTION:
Courtney Vigna [CO]
DEAN – ARTS, COMMUNICATIONS & SOCIAL SCIENCES (ACSS):
Stacey Bartlett [AE]
ADMINISTRATIVE ASSISTANT:
Sarabeth Angel-Towner [CL]
VACANT [CL]
INSTRUCTIONAL PARAPROFESSIONAL – FINE ARTS:
Melissa Paddock [CL]
INSTRUCTIONAL PARAPROFESSIONAL- MUSIC:
Mary Ellen Southard [CL, PT]
INSTRUCTIONAL PARAPROFESSIONAL – MUSIC:
Dalton Fitzgerald [CL]
INSTRUCTIONAL PARAPROFESSIONAL – STUDIO ART:
Christopher Unger [CL]
THEATRE EVENTS COORDINATOR:
Tracy Shoemaker [CL, PT]
THEATRE TECHNICIAN:
Timothy Dye [CL, PT]
David Fraser [CL]
ARCHAEOLOGY/ANTHROPOLOGY:
James Tate [FI]
ART:
Andrew Patterson-Tufschka [FI]
Susan Schinnrike [FI]
ART – CERAMICS, SCULPTURE, & ETHNIC ART:
David Gentry [FI]
COMMUNICATION STUDIES:
VACANT [FI]
COMMUNICATION STUDIES – SPEECH
Robb Lightfoot [FI]
Shelly Presnell [FI]
ECONOMICS:
Anthony Eckhardt [FI]
HISTORY:
Teal Mcmillian [FI]
John Whitmer [FI]
HISTORY/POLITICAL SCIENCE:
Chris Kutras [FI]
MUSIC:
Matthew Brooks [FI]
Larry Grandy [FI]
Elizabeth Waterbury [FI]
PHILOSOPHY:
Ramon Tello [FI]
POLITICAL SCIENCE:
David Peart [FI]
PSYCHOLOGY:
Keith Foust [FI]
Lenore Frigo [FI]
SOCIOLOGY:
Heather Wylie [FI]
THEATER ARTS/HUMANITIES:
Greg Thorson [FI]
DEAN – HEALTH SCIENCES (HSUP):
Kathy Royce [AE]
ADMINISTRATIVE ASSISTANT:
Lendsey Kallaby [CL]
Sonia Moss [CL]
Barbara Perry [CL]
DENTAL HYGIENE CLINIC ASSISTANT:
Anita Lennick [CL]
PARAPROFESSIONAL – LCC DENTAL HYGIENE:
Paula Guerrera [CL]
NURSING SKILLS LAB COORDINATOR:
Iva Lynnette Crowe [CL]
DIRECTOR – HEALTH INFORMATION TECHNOLOGY & HEALTH INFORMATION MANAGEMENT:
Janet Janus (Interim) [AE, GF]
DIRECTOR – HEALTH SCIENCES PATHWAYS, OUTREACH & RETENTION:
Kim Giles [AE, GF]
ASSOCIATE NURSING DEGREE INSTRUCTOR:
Laurie Bish [FI]
Brian Bush [FI]
Michelle Morris [FI]
Angela Nitsche [FI]
Roxanne Reidl [FI]
Linda Thomas [FI]
VACANT [CL]
DENTAL HYGIENE:
Charles Cort [FI]
Karen Henderson [FI]
HEALTH INFORMATION MANAGEMENT:
Andrew Dowgiert [FI]
MEDICAL ASSISTING INSTRUCTOR:
Kari Aranbul [FI]
NURSE AID / HOME HEALTH AID:
Barbara Foote [FI]
Lynda McBroome [FI]
NURSING – VOCATIONAL:
Elaine Carmena [FI]
Nancy Skaggs [FI]
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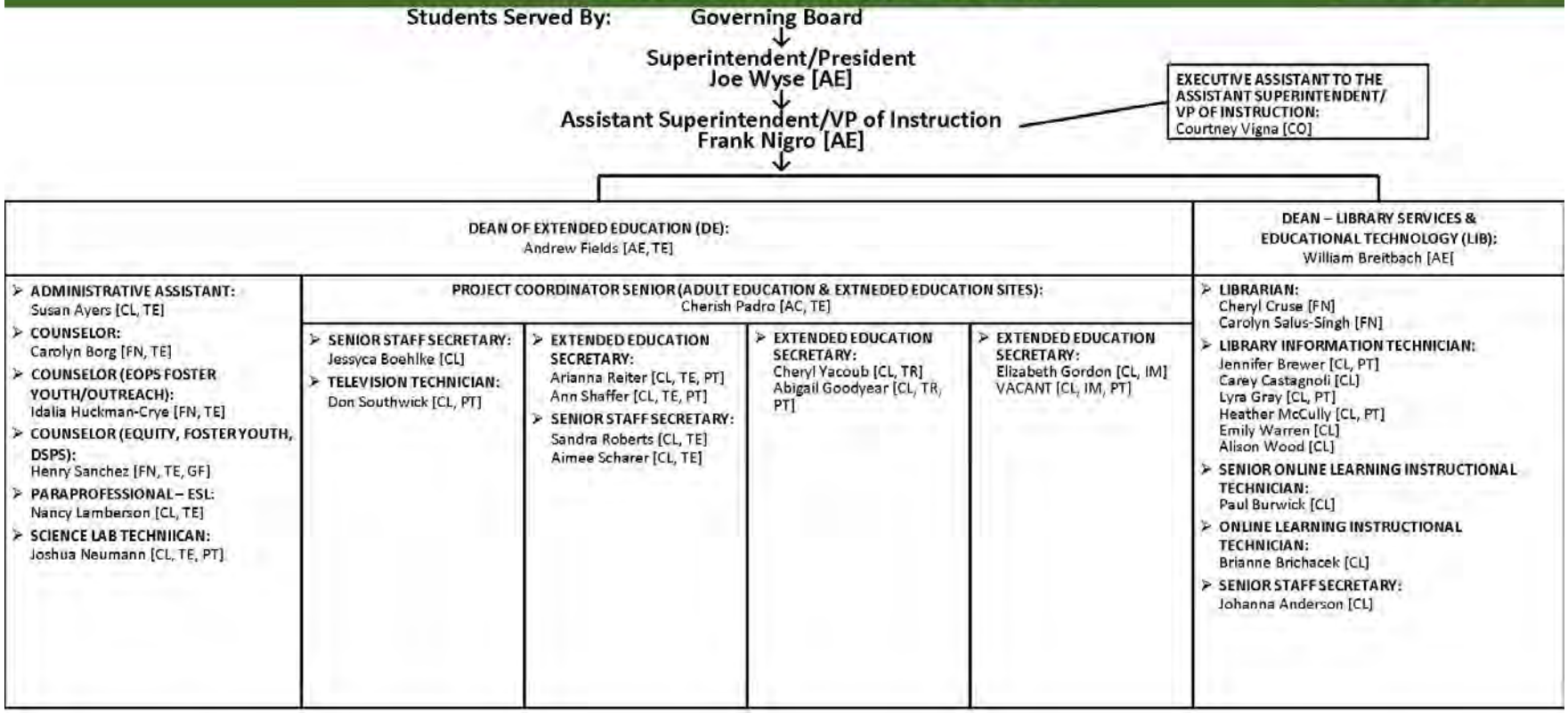
INSTRUCTION ASSIGNMENTS – DE & LIB

Updated: 05/31/2017



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INSTRUCTION ASSIGNMENTS - PEAT
Updated: 05/31/2017
Students Served By:
Governing Board
Superintendent/President
Joe Wyse [AE]
Assistant Superintendent/VP of Instruction
Frank Nigro [AE]
EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/ VP OF INSTRUCTION:
Courtney Vigna [CO]
DEAN – PHYSICAL EDUCATION AND ATHLETICS/ATHLETICS DIRECTOR (PEAT):
Mike Mari [AE]
ADMINISTRATIVE ASSISTANT:
Angela Brock [CI]
Starlyn Corley [CL]
EQUIPMENT TECHNICIAN:
Jay Axtell [CL]
ATHLETIC TRAINER:
E. Michael Davis [FN]
CULINARY ARTS:
Brad Peters [FI]
HEAD COACH – BASEBALL:
Bradley Rupert [FI]
HEAD COACH – FOOTBALL:
Craig Thompson [FI]
HEAD COACH – MEN'S BASKETBALL:
Kele Fitzhugh [FI]
HEAD COACH – TRACK & FIELD/ ASSISTANT COACH – FOOTBALL/ KINESIOLOGY:
Bryon Hamilton [FI]
HEAD COACH – WOMEN'S BASKETBALL:
Jerry Brown [FI]
HEAD COACH – WOMEN'S VOLLEYBALL:
Kelly Brazil [FI]
HOSPITALITY MANAGEMENT:
Roger Gerard [FI]
HUMAN SERVICES:
J. Wade Stewart [FI]
NUTRITION:
Joanne Tippin [FI]
PHYSICAL EDUCATION:
James Keating [FI]
VACANT [FI]
FSA - NURSING :
Susan Westler [FI]
TENNIS COACH:
Robert "Ed" Molthop [FI, PT]
DIRECTOR – EARLY CHILDHOOD EDUCATION (ECE) CENTER:
Tami Wintemitz [AE]
• INTRUCTIONAL PARAPROFESSIONAL – ECE:
Jane Ann Bosworth [CL]
• FACULTY – ECE:
Katharine Ashbey [FI]
Lorraine Haas [FI]
Debbie Whitmer [FI]
• PRESCHOOL TEACHER:
Wendy Petersen [CL]
Karen Sinderson [CL]
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INSTRUCTION ASSIGNMENTS - SLAM

Updated: 05/31/2017

Students Served By: Governing Board

↓

Superintendent/President
Joe Wyse [AE]

↓

Assistant Superintendent/VP of Instruction
Frank Nigro [AE]

EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/VP OF INSTRUCTION:
Courtney Vigna [CO]

↓

DEAN – SCIENCE, LANGUAGE ARTS AND MATH (SLAM):
VACANT [AE]

- **ADMINISTRATIVE ASSISTANT:**
  Linda Allen [CL]
  Janet Krewson [CL]
- **PHYSICAL SCIENCE LAB TECHNICAN:**
  Doug Manning [CL]
- **SCIENCE LAB TECHNICAN:**
  Joshua Newman [CL, TE, PT]
  Chris Peterson [CL]

- **ANATOMY:**
  VACANT [FI]
- **ANATOMY/PHYSIOLOGY:**
  Jessica Tyson [FI]
- **BIOLOGY:**
  Morgan Hannaford [FI]
  Ken Nolte [FI]
- **BOTANY/BIOLOGY:**
  Susannah Fulton [FI]
- **CHEMISTRY:**
  Mark Blaser [FI]
  Matthew Evans [FI]
  Divan Fard [FI]
  Clifford Gottlieb [FI]
  Timothy Shelton [FI]
- **ENGLISH:**
  Lena Baker [FI]
  Peter Berkow [FI]
  Kathryn Calkins [FI]
  Paul Calkins [FI]
  James Crooks [FI, TE]
  Benjamin Daw [FI]
  Kylee Duran-Cox [FI]
  Leo Fong [FI]
  Lauren Hollingsworth [FI]
  Scott Yates [FI]
- **ENGLISH – COMPOSTITION:**
  Sara McCurry [FI]
- **ENGLISH/SPANISH:**
  Eileen Smith [FI]
- **ENGLISH AS A SECOND LANGUAGE:**
  Susan Sawyer [FI]
- **EARTH SCIENCE – GEOLOGY:**
  Randal Reed [FI]
- **GEOGRAPHY:**
  Dan Scolion [FI]
- **HUMAN BIOLOGY:**
  Scott Croes [FI]

- **MATHMATICS:**
  Catherine Anderson [FI]
  Robert Bittner [FI]
  Kevin Fox [FI]
  Debra Griffin [FI, TE]
  Jaime Larson [FI[
  Camelia Mihele [FI]
  Iraja Siva-Das [FI]
  Charles Spotts [FI]
  Rachelle Sugimoto [FI]
- **MATH – BASIC SKILLS:**
  Thomas Glass [FI]
- **MATH – BASIC SKILLS/STATISTICS:**
  Randy Bush [FI]
  Rose Miranda [FI]
- **MATH/MATH LAB:**
  Jennifer McCandless [FI]
- **MICROBIOLOGY:**
  Susan Meacham [FI]
- **PHYSICS:**
  Tom Masulis [FI]
- **READING:**
  Valerie Ambrose [FI]
- **SPANISH:**
  David Cooper [FI]
  Ann Sittig [FI]

- **ASSOCIATE DEAN – FOUNDATIONAL SKILLS:**
  Teresa Doyle [AE]
  - **ADMINISTRATIVE ASSISTANT:**
    VACANT [CL]
  - **INSTRUCTIONAL PARAPROFESSIONAL:**
    David Bradley [CL, PT]
  - **INSTRUCTIONAL PARAPROFESSIONAL LCC – MATH & BUSINESS:**
    James Raymer [CL]
  - **PARAPROFESSIONAL LCC – WRITING CENTER:**
    Jim Dyar [CL]
  - **PARAPROFESSIONAL LCC – SCIENCE:**
    Margaret Savage [CL]

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ECONOMIC & WORKFORCE DEVELOPMENT ASSIGNMENTS
Updated: 05/31/2017
Students Served By:
Governing Board
Superintendent/President
Joe Wyse [AE]
Associate VP of Economic & Workforce Development
Eva Jimenez [AE]
COMMUNITY EDUCATION COORDINATOR:
Lorrie Berry [CL]
STAFF SECRETARY:
Karen "Leslie" Bosse [CL]
ADMINISTRATIVE ASSISTANT I:
Kamari Zoll [CL, GF]
VACANT [CL, GF]
DEPUTY SECTOR NAVIGATORS (DSNs)
ADVANCED MANUFACTURING:
Charlie Pooler [AC, GF]
AG, WATER & ENVIRONMENTAL TECHNOLOGY:
Heather Kelnhofer [AC,GF]
SMALL BUSINESS:
Rachelle Modena (Interim) [AC, GF]
PROGRAM DIRECTOR – 21ST CENTURY – NEW WORLD OF WORK:
Rajinder Gill (Interim) [AC, GF]
PROGRAM DIRECTOR – STEP UP:
Robert Bowman [AC, GF]
PROGRAM DIRECTOR – TAP (TECHNICAL ASSISTANCE PROVIDER) FOR EMPLOYABILITY SKILLS INTEGRATION:
Shannon Wells (Interim) [AC, GF]
SENIOR PROJECT COORDINATOR – CAREER PATHWAYS TRUST GRANT:
Chelsea Hendershot [AC,GF]
DIRECTOR – MARKETING & OUTREACH:
Peter Griggs [AC]
COMMUNICATIONS DESIGN COORDINATOR:
Joy Williamson [CL]
LEGEND
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FN = Faculty, Non-instructional
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RF = Revenue Funded
TE = Tehama Campus
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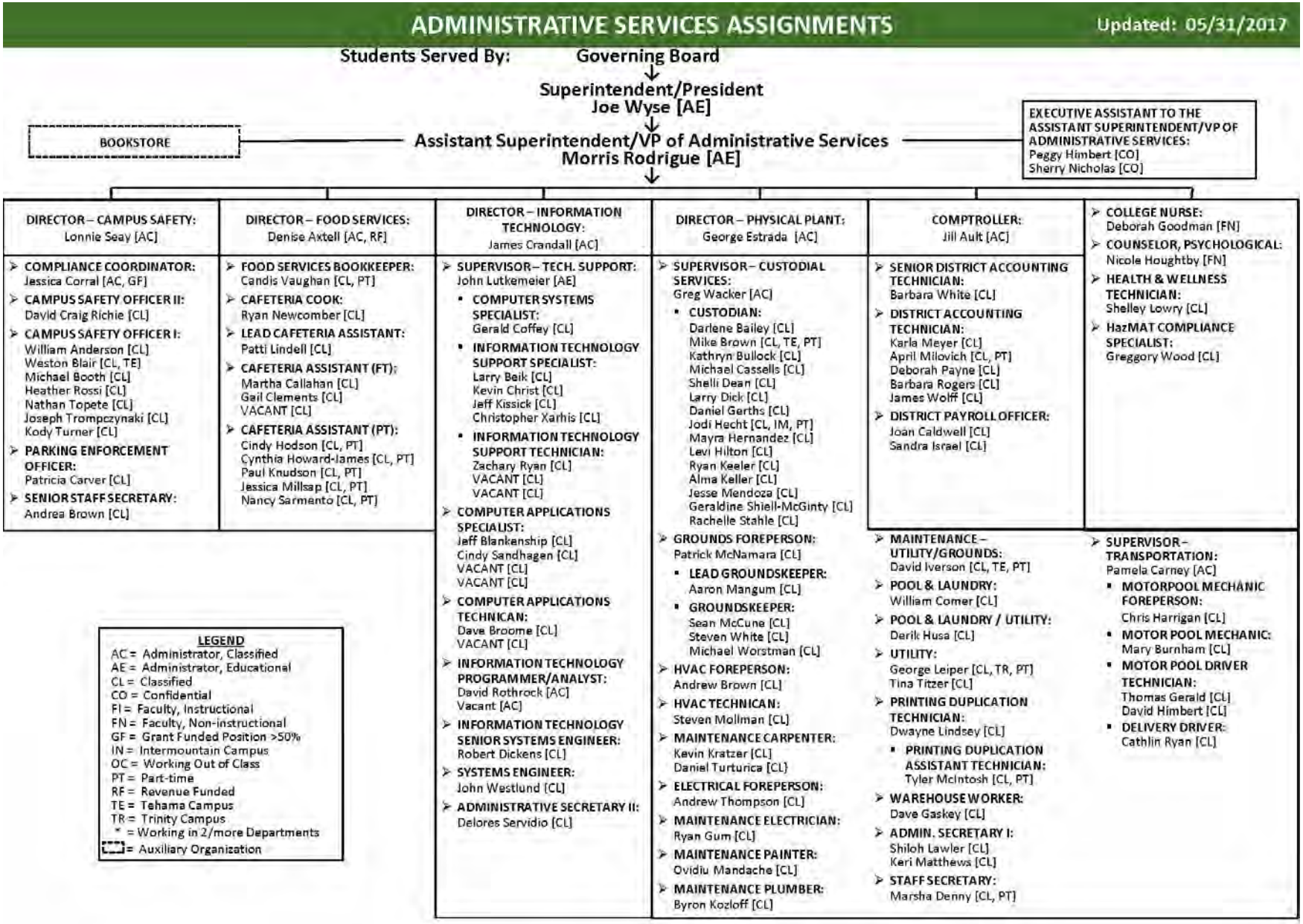
* = Working in 2/more Departments
= Auxiliary Organization


ADMINISTRATIVE SERVICES ASSIGNMENTS
Updated: 05/31/2017
Students Served By:
Governing Board
Superintendent/President
Joe Wyse [AE]
BOOKSTORE
Assistant Superintendent/VP of Administrative Services
Morris Rodrigue [AE]
EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/VP OF ADMINISTRATIVE SERVICES:
Peggy Himbert [CO]
Sherry Nicholas [CO]
DIRECTOR – CAMPUS SAFETY:
Lonnie Seay [AC]
COMPLIANCE COORDINATOR:
Jessica Corral [AC, GF]
CAMPUS SAFETY OFFICER II:
David Craig Richie [CL]
CAMPUS SAFETY OFFICER I:
William Anderson [CL]
Weston Blair [CL, TE]
Michael Booth [CL]
Heather Rossi [CL]
Nathan Topete [CL]
Joseph Trompczynaki [CL]
Kody Turner [CL]
PARKING ENFORCEMENT OFFICER:
Patricia Carver [CL]
SENIOR STAFF SECRETARY:
Andrea Brown [CL]
DIRECTOR – FOOD SERVICES:
Denise Axtell [AC, RF]
FOOD SERVICES BOOKKEEPER:
Candis Vaughan [CL, PT]
CAFETERIA COOK:
Ryan Newcomber [CL]
LEAD CAFETERIA ASSISTANT:
Patti Lindell [CL]
CAFETERIA ASSISTANT (FT):
Martha Callahan [CL]
Gail Clements [CL]
VACANT [CL]
CAFETERIA ASSISTANT (PT):
Cindy Hodson [CL, PT]
Cynthia Howard-James [CL, PT]
Paul Knudson [CL, PT]
Jessica Millsap [CL, PT]
Nancy Sarmento [CL, PT]
DIRECTOR – INFORMATION TECHNOLOGY:
James Crandall [AC]
SUPERVISOR – TECH. SUPPORT:
John Lutkemeier [AE]
COMPUTER SYSTEMS SPECIALIST:
Gerald Coffey [CL]
INFORMATION TECHNOLOGY SUPPORT SPECIALIST:
Larry Beik [CL]
Kevin Christ [CL]
Jeff Kissick [CL]
Christopher Xarhis [CL]
INFORMATION TECHNOLOGY SUPPORT TECHNICIAN:
Zachary Ryan [CL]
VACANT [CL]
VACANT [CL]
COMPUTER APPLICATIONS SPECIALIST:
Jeff Blankenship [CL]
Cindy Sandhagen [CL]
VACANT [CL]
VACANT [CL]
COMPUTER APPLICATIONS TECHNICAN:
Dave Broome [CL]
VACANT [CL]
INFORMATION TECHNOLOGY PROGRAMMER/ANALYST:
David Rothrock [AC]
Vacant [AC]
INFORMATION TECHNOLOGY SENIOR SYSTEMS ENGINEER:
Robert Dickens [CL]
SYSTEMS ENGINEER:
John Westlund [CL]
ADMINISTRATIVE SECRETARY II:
Delores Servidio [CL]
DIRECTOR – PHYSICAL PLANT:
George Estrada [AC]
SUPERVISOR – CUSTODIAL SERVICES:
Greg Wacker [AC]
CUSTODIAN:
Darlene Bailey [CL]
Mike Brown [CL, TE, PT]
Kathryn Bullock [CL]
Michael Cassells [CL]
Shelli Dean [CL]
Larry Dick [CL]
Daniel Gerths [CL]
Jodi Hecht [CL, IM, PT]
Mayra Hernandez [CL]
Levi Hilton [CL]
Ryan Keeler [CL]
Alma Keller [CL]
Jesse Mendoza [CL]
Geraldine Shiell-McGinty [CL]
Rachelle Stahle [CL]
GROUNDS FOREPERSON:
Patrick McNamara [CL]
LEAD GROUNDSKEEPER:
Aaron Mangum [CL]
GROUNDSKEEPER:
Sean McCune [CL]
Steven White [CL]
Michael Worstman [CL]
HVAC FOREPERSON:
Andrew Brown [CL]
HVAC TECHNICAN:
Steven Mollman [CL]
MAINTENANCE CARPENTER:
Kevin Kratzer [CL]
Daniel Turturica [CL]
ELECTRICAL FOREPERSON:
Andrew Thompson [CL]
MAINTENANCE ELECTRICIAN:
Ryan Gum [CL]
MAINTENANCE PAINTER:
Ovidiu Mandache [CL]
MAINTENANCE PLUMBER:
Byron Kozloff [CL]
COMPTROLLER:
Jill Ault [AC]
SENIOR DISTRICT ACCOUNTING TECHNICIAN:
Barbara White [CL]
DISTRICT ACCOUNTING TECHNICIAN:
Karla Meyer [CL]
April Milovich [CL, PT]
Deborah Payne [CL]
Barbara Rogers [CL]
James Wolff [CL]
DISTRICT PAYROLL OFFICER:
Joan Caldwell [CL]
Sandra Israel [CL]
MAINTENANCE – UTILITY/GROUNDS:
David Iverson [CL, TE, PT]
POOL & LAUNDRY:
William Comer [CL]
POOL & LAUNDRY / UTILITY:
Derik Husa [CL]
UTILITY:
George Leiper [CL, TR, PT]
Tina Titzer [CL]
PRINTING DUPLICATION TECHNICIAN:
Dwayne Lindsey [CL]
PRINTING DUPLICATION ASSISTANT TECHNICIAN:
Tyler McIntosh [CL, PT]
WAREHOUSE WORKER:
Dave Gaskey [CL]
ADMIN. SECRETARY I:
Shiloh Lawler [CL]
Keri Matthews [CL]
STAFF SECRETARY:
Marsha Denny [CL, PT]
COLLEGE NURSE:
Deborah Goodman [FN]
COUNSELOR, PSYCHOLOGICAL:
Nicole Houghtby [FN]
HEALTH & WELLNESS TECHNICIAN:
Shelley Lowry [CL]
HazMAT COMPLIANCE SPECIALIST:
Greggory Wood [CL]
SUPERVISOR – TRANSPORTATION:
Pamela Carney [AC]
MOTORPOOL MECHANIC FOREPERSON:
Chris Harrigan [CL]
MOTOR POOL MECHANIC:
Mary Burnham [CL]
MOTOR POOL DRIVER TECHNICIAN:
Thomas Gerald [CL]
David Himbert [CL]
DELIVERY DRIVER:
Cathlin Ryan [CL]
LEGEND
AC = Administrator, Classified
AE = Administrator, Educational
CL = Classified
CO = Confidential
FI = Faculty, Instructional
FN = Faculty, Non-instructional
GF = Grant Funded Position >50%
IN = Intermountain Campus
OC = Working Out of Class
PT = Part-time
RF = Revenue Funded
TE = Tehama Campus
TR = Trinity Campus
* = Working in 2/more Departments
= Auxiliary Organization

HUMAN RESOURCES ASSIGNMENTS
Updated: 05/31/2017
Students Served By:
Governing Board
Superintendent/President
Joe Wyse [AE]
Associate VP of Human Resources
VACANT [AC]
EXECUTIVE ASSISTANT TO THE ASSOCIATE VP OF HUMAN RESOURCES:
Amy Westlund [CO]
DIRECTOR – HUMAN RESOURCES:
Greg Smith [AC]
LEAD HUMAN RESOURCES SPECIALIST:
Jamie Spielmann [CO]
HUMAN RESOURCES ANALYST:
Justina Meeder [CL]
Michael Parrish [CL]
HOURLY FACULTY TECHNICIAN:
Veronica Chaves [CL]
DISTRICT RECEPTIONIST/MAILROOM CLERK:
Terri Schindler [CL, PT]
LEGEND
AC = Administrator, Classified
AE = Administrator, Educational
CL = Classified
CO = Confidential
FI = Faculty, Instructional
FN = Faculty, Non-instructional
GF = Grant Funded Position >50%
IN = Intermountain Campus
OC = Working Out of Class
PT = Part-time
RF = Revenue Funded
TE = Tehama Campus
TR = Trinity Campus
* = Working in 2/more Departments
= Auxiliary Organization

List of Third Party Contracts

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
Abtech Technologies	Contract for the purchase, installation and implementation of a server, storage, software backup environment for the Ellucian Colleague ERP system.	Contract	IT	11	$177,607	3/10/2016	6/30/2016	3/9/2016
adidas Team Sports	Purchase agreement to receive discount on all purchases of athletic uniforms and apparel. Discount can be extended to any/all of the Shasta College programs. Target minimum annual value of discount is $29,000.	Agreement	PEAT	11	TBD	2/1/2016	12/1/2020	3/9/2016
American Medical Response (AMR)	Affiliation Agreement between AMR and Shasta College for the purpose of student clinical experience in the Emergency Medical Technician program.	Clinical Student Training	Fire Tech	N/A	N/A	5/16/2016	5/15/2018	6/14/2016
Aztec Construction	Construction of a storage facility for IT department.	Contract	District	41	$74,500	12/21/2015	3/21/2016	12/9/2015
Aztec Construction	Contract Award for the Baseball Dug Replacement Project which consists of removal and replacement of both dugouts, providing ADA compliant path and three compliant concrete parking stalls adjacent to the baseball field.	Contract	District	41	$137,200	5/16/2016	7/14/2016	
Big Time Pest Control	Snake and pest control service at Tehama Campus in Red Bluff.	Professional Services Agreement	EXT Ed	11	$550	5/1/2016	10/31/2016	7/13/2016
Boyes, Stephanie	Mutual Hold Harmless - Equestrian instructor.	Agreement	BAITS	N/A	N/A	10/5/2015	5/31/2016	N/A
BVD Consulting	Personal Services Contract Agreement - surplus property auction	Personal Services Agreement	PPD	11	$1,500	11/30/2015	11/30/2016	N/A
Cal Fire - Dept. of Fire & Forestry	Annual Operating Agreement	Agreement	Transp	11	N/A	6/1/2016	5/31/2017	6/14/2016
California College Pathway Program	MOU to expand the international recruitment efforts in China and Vietnam through a partnership with the California Education and Training Export Consortium.	MOU	Student Services	N/A	N/A	1/4/2016	1/4/2018	1/20/2016
California Department of Forestry & Fire Protection	Agreement with CAL FIRE provides staffing to the Shasta College Fire Dept. utilizing the Amador Agreement.	Contract	District	11	$177,795	7/1/2015	6/30/2016	6/9/2015
California Department of Forestry & Fire Protection	Assistance by Hire Agreement and proposed operating plan to allow specified Shasta College staff and equipment to participate in deployment to emergencies throughout California. The plan outlines the special provisions for the program, specific staff members and equipment eligible to participate and reimbursement to Shasta College as a participant.	Agreement	District	N/A	N/A	6/1/2016	5/31/2017	6/14/2016

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
California, State of - Employment Development Department	Educational Agreement between Shasta College Community Education and EDD to provide training for a qualified student. Shasta College Community Education to be reimbursed by the EDD through the Trade Act of 1974.	Agreement	Community Ed	11	N/A	8/24/2015	3/24/2016	9/9/2015
Extreme Entrepreneurship	Keynote speaker for the Young Entrepreneur Partnership (YEP) Business Plan Competition held March 24, 2016.	Agreement	EWD-DSN	12	$5,000	3/24/2016	3/24/2016	3/9/2016
Fire Facilities, Inc.	Engineering Services Proposal for two buildings for the Public Safety Training Center.	Agreements	District	41	$128,600	4/14/2016	6/30/2016	4/13/2016
First Capitol Consulting, Inc.	Consulting Service for support of Affordable Care Act (ACA) reporting requirements.	Agreement	District	11	$72,000	7/1/2016	6/30/2017	4/13/2016
Frederick David, M.D.	Physician Services for health care services through the Health and Wellness Office.	Service Agreement	H&W	11	N/A	8/19/2015	5/19/2016	7/8/2015
Gaia Hotel/Restaurant/Spa	Preferred Corporate Rate Agreement	Agreement	HR			1/1/2016	12/31/2016	N/A
Gravity Payments	Fee Change Agreement with Gravity Payments reducing the Interchange Plus fee from .15% to .10% for Food Services.	Agreement	Food Services	34	per use	6/22/2016	6/21/2019	8/18/2016
Henry Schein Dental	Dental Hygiene equipment replacement/upgrade.	Contract	HSUP	12	$194,996	9/18/2015	12/31/2015	9/9/2016
Inland Business Systems	Contract for the Enterprise Document Management Solution including implementation and training.	Contract	IT	11	$151,650	9/1/2015	6/30/2016	8/19/2015
Interact Communications	Marketing consulting to create a marketing campaign with individualized approaches, targeting under-represented populations within the greater college community.	Personal Services Agreement	Marketing	11	$120,000	4/6/2016	4/6/2019	3/9/2016
Interact Communications	A marketing consulting firm to assist the district in to focus on discerning where potential students drop out of the application pipeline prior to matriculating and design a comprehensive p l a n to pull in interested potential students. Interact will help in improving persistence by planning appropriate messaging to current students throughout the semester; and develop a tracking widget and dashboard to help quantify and track student experience during the intake process.	Agreement	Enrollment Services	12	$360,000	4/6/2016	4/6/2019	3/9/2016
Isom Advisors, a Division of Urban Futures, Inc.	Consulting agreement to help the district through the initial preparation and review of General Obligation Bond process.	Consultant	District	41	$113,000	3/2/2015	3/2/2020	9/9/2015

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
Lotus Education Services	Agreement for Services for two (2) nine-hour trainings for the Foster & Kinship Care Education Program using the Youth Mental Health First Aid curriculum.	Service Agreement	FK-Care	12	N/A	8/19/2015	11/30/2015	9//15
Lotus Education Services	Educational Services to be provided for the Foster and Kinship Care Education Program for the foster/adoptive parents and kinship care providers using curriculum "Youth Mental Health First Aid."	Personal Services Agreement	FK-Care	12	$1,200	4/11/2016	5/27/2016	5/11/2016
Malwarebytes	Anti-malware for Business - 12 month license	Software License	IT	11	$763	6/25/2016	6/25/2017	N/A
Maxient, LLC	For Campus Safety - a fully hosted basis software service to assist in the tracking and management of student conduct concerns and judicial affairs. This service is internet based. Fees are $5,000 one-time set-up fee; $7,000 annual service fee.	Agreement	Campus Safety	11	$12,000	3/1/2016	2/28/2019	3/9/2016
Mendocino-Lake Community College District	Prop. 39 Clean Energy Workforce Grant Funds to be paid to SC for Welding Program Equipment.	Agreement	BAITS	12	$17,983	10/15/2015	6/15/2016	11/18/2015
Mid Pacific Engineering, Inc.	To evaluate and investigate the potential geologic hazards including soil, seismic and groundwater conditions that may be influential in the area of proposed building construction for the Public Safety Training Center site. Findings, conclusions and recommendations will be used to prepare contract plans and specifications.	Professional Services Agreement	PPD	41	$12,000	3/28/2016	4/15/2016	4/13/2016
National Cinemedia	Cinema advertising promoting Fall enrollment	Service Agreement	Marketing	11	$1,650	10/30/2015	1/14/2016	8/19/2015
Nichols, Melburg & Rossetto	For the review of the geotechnical report provided by MPI and based upon the data provide design and engineering for the foundation design for the two fire prop structures (Public Safety Training Center).	Professional Services Agreement	PPD	41	$7,000	4/1/2016	6/1/2016	5/11/2016
Nichols, Melburg & Rossetto	Architectural Services to assist and review the evaluation of a feasibility and cost of the Public Safety Training Center project.	Agreement	District	41	$53,875	2/17/2016	6/30/2016	3/9/2016
Nichols, Melburg & Rossetto	Architectural Services to assist with pricing and vetting of potential projects and project development for the potential bond issue.	Agreement	District	41	$25,000	5/12/2016	6/30/2017	

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
Opportunity Institute, The - Renewing Communities Project	Shasta College is a sub-recipient of the Renewing Communities grant funded project and partnering with The Opportunity Institute. The project funds up to 50 incarcerated and formerly incarcerated persons to participate in the STEP UP program each year in areas including welding, heavy equipment, office administration, firefighting, and business entrepreneurship. Cash match being provided by the Office of Access & Equity for up to $9,000 per year.	Agreement	EWD	12	$27,000	4/1/2016	3/31/2019	4/13/2016
Oxford Suites	Preferred Negotiated Rate Agreement	Agreement	VPAS	N/A	N/A	1/1/2016	12/31/2016	N/A
Pacific Sky	Video production to inform and create interest in the field of Advanced Manufacturing. The finished product will be an in- depth feature video and a short-highlight video. The Advanced Manufacturing program is grant funded.	Agreement	EWD	12	$14,400	5/5/2016	12/31/2016	6/14/2016
Pacific Sky	Marketing plan and deliverables for the California Pathways Trust Grant to focus on two career pathways focused around advanced manufacturing and health occupations.	Agreement	EWD-DSN	12	$78,000	12/10/2015	6/30/2016	12/9/2015
Regpack	Registration fee processing. Charges are based on a per use scale.	Service Agreement	Community Ed	11	per use	10/15/2015	10/15/2017	11/18/2015
Results Radio	Radio advertising promoting enrollment (KEWB and KESR)	Agreement	Marketing	11	$6,080	7/13/2015	6/20/2016	9/9/2015
Results Radio	Radio advertising promoting enrollment (KNCQ and KHRD)	Agreement	Marketing	11	$9,120	7/13/2015	6/20/2016	9/9/2015
Results Radio	Radio Advertisement for the ACE program.	Purchase Agreement	Marketing	12	$4,136	4/4/2016	5/29/2016	4/13/2016
Rouse Properties	Advertisement at the Mt. Shasta Mall.	Agreement	Marketing	11	$1,400	1/1/2016	6/15/2016	4/13/2016
Rouse Properties	Marketing & Recruitment Advertisement at the Mt. Shasta Mall.	Purchase Agreement	Marketing	11	$5,880	6/16/2016	6/15/2017	8/15/2016
San Joaquin Delta College	The MOU is intended to support the Small Business Sector's efforts to offer a curriculum resources sharing website for use by both entrepreneurship faculty and other educators as a resource sharing mechanism for curriculum. The Small Business Sector Navigator and Deputy Sector Navigators will collectively fund the project.	MOU	EWD-DSN	12	$2,000	4/1/2016	12/31/2016	4/13/2016
Seidman, Sharon	Early Childhood Alignment Project - Consultant Agreement	Consultant	ECE	11	$9,360	1/18/2016	5/31/2016	12/9/2015
Self Insured Schools of California (SISC)	SISC Medical benefits /Anthem Blue Cross	Agreement	HR			1/1/2016	12/31/2016	6/10/2015

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
Shasta County	Step-up: Shasta College is a sub-recipient of the Renewing Communities grant funded project. The project funds up to 50 incarcerated and formerly incarcerated persons to participate in the STEP UP program each year. As part of the grant Shasta County will provide Case Management for the students in the STEP-Up Program at Shasta College.	Personal Services Agreement	EWD	12	$59,110	5/1/2016	5/1/2017	5/11/2016
Shasta County	Agreement for Shasta College's share of the Bicycle Facilities Project which is 10% of the project, not to exceed $70,000.	Agreement	District	11	$70,000	5/12/2016	9/30/2018	5/11/2016
Shasta County Health & Human Services	CalWORKs - Work Experience/Community Service - to provide WorkSite job skills training for the participants in the Cal- WORKS program.	MOU	CALWORKS		N/A	2/1/2016	1/31/2019	1/20/2016
Shasta District Fair Association	For Economic Workforce Development 2nd Annual North State STEM Career Day, October 22 - 24.	Agreement	BAITS	N/A	N/A	10/24/2015	10/24/2015	10/14/2015
Shasta Orthopedics & Sports Medicine	Vendor to provide athletic trainer services to include immediate access for evaluation and/or physical therapy for Shasta College athletes.	Service Agreement	PEAT	11	$42.50 per hour	8/10/2015	5/22/2016	7/8/2015
Sierra Cascade Logging Conference	Exhibitor space agreement for Natural Resources Student Club.	Agreement	BAITS	N/A	N/A	2/9/2016	2/13/2016	3/9/2016
Turtle Bay Exploration Park	Agreement for contract/personal services. Turtle Bay Exploration Park to provide event planning services to fully coordinate and execute a successful Shasta County Mini Maker Faire event.	Personal Services Agreement	EWD	12	$30,000	5/1/2016	11/30/2016	6/14/2016
University of California, Berkeley	TRiO Talent Search lodging & meal agreement with UC Berkeley for group field trip to Bay Area.	Agreement	TRiO-SSS	12	$3,000	6/15/2016	6/16/2016	6/14/2016
USDA, Forest Service Region 5, Shasta Trinity National Forest	Natural Resource Restoration Crew from Shasta College Participation Agreement for the completion of resource management projects and development of crewmember professional skills. (Grant application Board approved 4/13/2016; amount of consideration is In-Kind/Cash Match)	Agreement	BAITS	12	$17,563	3/31/2016	12/31/2016	5/11/2016
Valley Industrial Communications, Inc.	Hand-held Radio Replacement project to provide integration of a digital radio system for reliable communication coverage across campus and all surrounding acreage - Campus Safety & Physical Plant.	Contract	Campus Safety	11	$92,247	9/21/2015	1/4/2016	9/9/2015
Western Propane Gas Association	Emergency Response Training - Fire Academy	Service Agreement	BAITS	N/A	N/A	12/9/2015	3/5/2016	N/A

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
American Medical Response	Affiliation Agreement between AMR and Shasta College for the purpose of student clinical experience in the Emergency Medical Technician program.	EMT Ride-Along	HSUP	N/A	N/A	5/23/2016	5/22/2018	6/14/2016
Anderson Walk-In Clinic	Student Training Agreement for the clinical portion of the Medical Assistant program offered through Community Education Department.	Medical Assistant	HSUP	N/A	N/A	1/1/2016	12/31/2018	2/17/2016
Crestwood Behavioral Health, Inc.	Student Training Agreement - Dietary Services Supervisor Program	Dietary Services	HSUP	N/A	N/A	7/1/2015	6/30/2017	8/19/2015
Dr. Heidi C. Mist	Two (2) Year Student Training Agreement for the clinical portion of the Medical Assistant Program offered through Community Education.	Medical Assistant	HSUP	N/A	N/A	9/1/2015	8/31/2017	10/14/2015
Enloe Medical Center	Phlebotomy Program Student Clinical Agreement for Internship at Facility.	Phlebotomy	HSUP	N/A	N/A	7/1/2015	6/30/2017	9/9/2015
Excellence In Healthcare	Student Training Agreement for the clinical portion of the Medical Assistant program offered through Community Education Department.	Medical Assistant	HSUP	N/A	N/A	11/1/2015	10/31/2017	1/20/2016
Fairchild Medical Center	Student Training Agreement - Phlebotomy Training Program	Phlebotomy	HSUP	N/A	N/A	7/1/2015	6/30/2017	8/19/2015
Greenville Rancheria	Student Training Agreement for the clinical portion of the dental hygiene training program for a period of three (3) years.	Dental Hygiene	HSUP	N/A	N/A	9/1/2015	8/31/2018	10/14/2015
Hill Country Health and Wellness Center	Student Training Agreement for the clinical portion of the Medical Assistant Training Program for a period of two (2) years. (Community Education)	Medical Assistant	HSUP	N/A	N/A	9/1/2015	8/31/2017	11/18/2015
Lassen Medical Group	Student Training Agreement for the clinical portion of the Medical Assistant program offered through Community Education Department.	Medical Assistant	HSUP	N/A	N/A	9/1/2015	8/31/2017	1/20/2016
Mayers Memorial Hospital	Student Training Agreement for the clinical portion of the Nursing Program for a period of twenty-two (22) months.	General Clinical Nursing	HSUP	N/A	N/A	9/1/2015	6/30/2017	11/18/2015
Mercy & St. Elizabeth's Home Care & Hospice	Two (2) Year Student Training Agreement for the clinical portion of the Nursing Program.	General Clinical Nursing	HSUP	N/A	N/A	11/1/2015	10/31/2017	10/14/2015
Mercy Medical Center - Redding	Student Clinical Agreement - Nursing Program	General Clinical Nursing	HSUP	N/A	N/A	9/1/2015	8/31/2017	8/19/2015
Mountain Valleys Health Centers - Burney Health Center, Fall River Health Center, Beiber Health Center	Student Training Agreement for the clinical portion of the Medical Assistant program offered through Community Education Department.	Medical Assistant	HSUP	N/A	N/A	9/1/2015	8/31/2017	11/18/2015
Restpadd Psychiatric	Two (2) Year Student Training Agreement for the clinical portion of the Nursing Program.	General Clinical Nursing	HSUP	N/A	N/A	1/1/2016	12/31/2017	10/14/2015

Vendor ID	Background	Contract Type	Department	Fund	Consideration	Start	End	Board Agenda
Shasta Critical Care Specialists	Two (2) Year Student Training Agreement for the clinical portion of the Medical Assistant Program offered through Community Education.	Medical Assistant	HSUP	N/A	N/A	9/1/2015	8/31/2017	10/14/2015
Shasta Regional Medical Ctr.	Student Training Agreement - Nursing Program (general clinical)	General Clinical Nursing	HSUP	N/A	N/A	7/1/2015	6/30/2017	8/19/2015
Shasta Regional Medical Ctr.	Student Training Agreement - Phlebotomy Training Program	Phlebotomy	HSUP	N/A	N/A	7/1/2015	6/30/2017	8/19/2015
Shingletown Medical Center	Student Training Agreement for the clinical portion of the Medical Assistant program offered through Community Education Department.	Medical Assistant	HSUP	N/A	N/A	11/1/2015	10/31/2017	12/9/2015
St. Elizabeth Comm. Hospital	Student Training Agreement for the clinical portion of the EMT program.	EMT Training	HSUP	N/A	N/A	7/1/2016	6/30/2018	5/11/2016
St. Elizabeth Comm. Hospital	Student Clinical Agreement - Nursing Program	General Clinical Nursing	HSUP	N/A	N/A	9/1/2015	8/31/2017	8/19/2015
Veterans Home of California - Redding	Student Training Agreement - Nursing Program (general clinical)	General Clinical Nursing	HSUP	N/A	N/A	8/1/2015	7/31/2017	10/14/2015
Vibra Hospital of Northern CA	One (1) Year Student Training Agreement for the clinical portion of the Phlebotomy Program offered through Community Education.	Phlebotomy	HSUP	N/A	N/A	9/1/2015	8/31/2016	10/14/2015

ELIGIBILITY REQUIREMENTS

1. Authority

Shasta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) (Ev. 1) and is authorized by the state of California to operate as a public two-year community college and is authorized to pilot a baccalaureate degree program (Ev. 2). California State Senate Bill 850 created a pilot program that authorizes certain community colleges to offer baccalaureate degrees. Shasta was confirmed by the Board of Governors on March 16, 2015, to offer Health Information Management as part of the pilot program (Ev. 3). The Health Information Management baccalaureate was approved by ACCJC in January 2016 (Ev. 4). The College is authorized under Title 5 of the Administrative Code to offer associate degrees and approved certificates.

Evidence

ER 1-01. Letter reaffirming Accreditation
ER 1-02. Chancellor's List of California Community Colleges
ER 1-03. Board of Governor's Press Release about HIM BS
ER 1-04. Health Information Management Sub Change Approval

2. Operational Status

More than 12,000 students enroll in courses annually (Ev. 1). Students primarily enroll in courses that lead to two-year degrees, transfer, or certificates of achievement. The Spring 2017 schedule is an example of the College's typical course offerings (Ev. 2). The Institution-set Standards report shows a recent history of degree and certificate award trends (Ev. 3). Current and past College Catalogs provide further information on continued operational status (Ev. 4).

Evidence

ER 2-01. Annual Headcounts
ER 2-02. Spring 2017 Schedule
ER 2-03. Institution-set Standards Report
ER 2-04. 2017-2018 Catalog

3. Degrees

The majority of courses support degree and certificate programs as described in the Shasta College Catalog (Ev. 1). The College supports 138 degree and certificate programs. Degree programs are generally two years in length while certificate program vary in length. Degree requirements and transfer patterns are documented in the College Catalog (Ev. 2). More than 800 degrees and certificates are awarded yearly (Ev. 3).

Evidence

ER 3-01. List of Degree from Program Matrix
ER 3-02. College Catalog
ER 3-03. Degree and Certificate Awards

4. Chief Executive Officer

The Superintendent/President of the College is selected by the Governing Board (Ev. 1). Dr. Joe Wyse, Superintendent and President of Shasta-Tehama-Trinity Joint Community College District (Ev. 2), is the chief executive officer and was appointed by the Board in 2011. The CEO does not serve as chair of the governing board (Ev. 3).

Evidence

ER 4-01. BP 2431 CEO Selection
ER 4-02. Resume of Dr. Joe Wyse
ER 4-03 BP 2210 Board Officers

5. Financial Accountability

The College is audited annually by certified public accountants. The audit is conducted using

generally accepted accounting principles and includes examining the District's financial and regulatory compliance with Title IV eligibility. The District audit report is presented to the Board of Trustees (Ev. 1) and posted on the College website (Ev. 2). Detailed information on financial accountability, audit history, income and expenditures, and budgets is documented in section III.D of this Self-Evaluation.

Evidence

ER 5-01. Board of Trustees Approval of Audit
ER 5-02. Shasta College Independent Audit from 2015-2016

COMPLIANCE WITH FEDERAL REGULATIONS AND COMMISSION POLICIES

Public Notification of an Evaluation Visit and Third Party Comment

[Regulation citation: 602.23(b)]

The College maintains an Accreditation webpage that is linked directly from the College homepage. The "Accreditation News" section was updated in August 2016 inviting third-party comment. The main accreditation page was updated in January 2017 in an effort to draw more attention to the opportunity to submit comments directly to ACCJC.

At time of writing, there are no known third-party comments. It is the College's intention to fully cooperate to resolve concerns associated with third-party comments should any be submitted. For more information on the College's continued adherence to Commission Policy on Rights and Responsibilities of Commission and Member Institutions see Eligibility Requirement 21 and section I.C.12 of the Self-Evaluation.

Standards and Performance with Respect to Student Achievement

[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

Shasta College has established standards of student achievement through Institution-set Standards. The Standards were established by College Council (a governance committee that advices and disseminates information) as part of the participatory governance process. These standards set the successful course completion rate, degree completion, certificate completion and transfer to 4-year Colleges. The College has also set standards for job placement rates and passage of licensure exams. Institution-set Standards were also established for the pilot baccalaureate degree in Health Information Management. The Institution-set Standards are analyzed at least yearly at College Council. Through review of this data, the College is able to discuss needed changes. Section I.B.3 of the Self Evaluation provides additional detail about the establishment and continued evaluation of Institution-set Standards for student achievement.

Credits, Program Length, and Tuition

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

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree and 129-131 semester credit hours for the pilot baccalaureate degree. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook. The College has written policies (BP 4020) and procedures (Curriculum Handbook) for determining a credit hour that meets commonly accepted academic standards. The Shasta College Curriculum Committee (a subcommittee of Academic Senate) has established a curriculum approval process that includes formulas for determining clock to credit hours. The Curriculum Committee reviews all course and program information before approval. Tuition is set by the California legislature, is standardized across all courses and programs, and is based on units. For additional information see Standards II.A.5, II.A.9, and I.C.6 of the Self Evaluation.

Transfer Policies

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

Transfer policies are documented for students in the Shasta College Catalog and the College website. The College makes an effort to articulate courses with other institutions through the Common Course Numbering System (C-ID).

This facilitates the transfer of credit for students enrolling at Shasta College and students transferring. For more information about transfer see Standard II.A.10 of the Self-Evaluation.

Distance Education and Correspondence Education
[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

Distance Education courses have the same learning outcomes and are designed based on the same course outline of record as face-to-face courses. Courses are approved for Distance Education through the College Curriculum process. Faculty possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. Evaluation of course SLOs and Program Review is integrated into College processes. To support the maintenance of regular and substantive interaction and good online course design, the College requires online instructors to be trained in online pedagogy (AP 4105). This requirement is typically meant by requiring faculty to take an online course entitled *Introduction to Online Teaching and Learning* before teaching online. Approximately 70 faculty have taken this course over the past 4 years. Online pedagogical support is also provided by Educational Technology staff through regular workshops and one-on-one appointments. Identifying the means of maintaining regular, effective instructor contact is also part of the online course approval process.

All students must verify identity by authenticating into the Canvas learning management system to access their online courses. Login credentials are kept confidential and can only be reset using the student's official email of record with the College. Student privacy practices are articulated in BP and AP 5040 and apply to all students regardless of mode of instruction. Since the Canvas learning management system is remotely hosted, online Distance Education has limited impact on technology infrastructure. The College does not offer Correspondence Education.

Student Complaints
[Regulation Citations: 602.1(a)(1)(ix); 668.43]

The College's student grievance process is articulated in AP 5530 and is published in the print Catalog, online Catalog and the College website. The College maintains records on student complaints in the respective Division offices and these records have been maintained since the last accreditation visit. Records of formal complaint concerning harassment or discrimination are maintained in the Human Resources Office. Contact information for ACCJC is on the main College website. Programmatic accreditation information can be found on the College web pages associated with the specific programs. The Accreditation status of the College and its programs is appropriately represented on the College website.

Institutional Disclosure and Advertising and Recruitment Materials
[Regulation citations: 602.16(a)(1))(vii); 668.6]

Shasta College provides accurate and current information to the public through the College Catalog and the website. The Catalog contains all of the information enumerated by the Accreditation Standards. Program and course information is provided to the public primarily through the Catalog which is available online and in print. In order to keep the information current, the Catalog is updated annually. The Office of Instruction maintains the Catalog and asks respective divisions and department for updates each year. The College website is also an important method of communicating with the public. The website is updated as programs and services change. The College's accreditation status is noted on the website as is information about programmatic accreditation.

Title IV Compliance
[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]

The District participates in an annual financial audit that includes financial and regulatory compliance for the District's Title IV programs. The audit findings are sent to the USDE. The College takes action to resolve any findings. For example, the Financial Aid Office received an audit finding during the 2015 year audit for SAP calculations. The Financial Aid Office took action and corrected the concern. There is evidence in the audit reports that demonstrate this audit finding was no longer an issue for the 2016 year audit. Section III.D.4 provides of the Self-Evaluation provides further details on financial responsibility.

The College has contracted with ECMC Solutions to assist in monitoring the District cohort default rate. As of January 20, 2017, the projected cohort default rates are 15.88% for 2016, 19.71% for 2015 and 22.85% for 2014. The District has adjusted its goal for FY16 from 17% to 15%. The District is not required to have a default reduction plan. The District has experienced no negative actions by the U.S. Department of Education regarding compliance of the College with the requirements of Title IV.

When the District contracts for programs and services such as recruitment, student support, on-line support or instructional curriculum materials, the District follows Commission guidelines. All contracts are executed only by duly designated officers of the College and their counterparts in the related entity. Contracts are also placed on the Board of Trustee agenda for further review. Each contract clearly describes the work to be performed, the period of the agreement and the conditions of possible renewal or renegotiation. The contract also establishes the responsibilities of the College and the related entity with regard to Commission standards and relevant laws, regulations, policies and procedures. In each contract, the College retains ultimate responsibility for quality and performance. The College reviews and approves work performed through the contract and ends the contract if the work performed does not meet the College's requirements. There are no educational programs in which more than 25% of the College program is offered by a non-regionally accredited organization.

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A.: Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Description

The Shasta-Tehama-Trinity Joint Community College District (known as Shasta College) has a mission statement that defines its broad educational purposes, its intended student population, the types of degrees, credentials, and educational programs offered, and its commitment to student learning and achievement. The current mission states:

> "***Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.***"
> *Approved by the Board of Trustees in June, 2017* (Ev. 1)

The mission statement describes the broad educational purpose of Shasta College as delivering a variety of undergraduate programs and learning opportunities to a diverse student population. These learning opportunities generate opportunity for students to earn degrees and/or credentials in "*general education, transfer and career-technical programs, and basic skills education.*" Student learning and achievement goals include "*opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills*."

The commitment to student learning is made evident by the open access policies, the Institutional Student Learning Outcomes (ISLOs) (Ev. 2), and the types of educational programs that the College offers (Ev. 3). Furthermore, the comprehensive student services programs provided by Shasta College (e.g., counseling, tutoring, DSPS, Library services, transfer information, etc.) provide additional support of student educational goal attainment.

Shasta College provides educational and student support services to a diverse student population throughout its large geographic region in support of "*the social, cultural, creative,*

intellectual, and economic matters of our communities."

To ensure that this mission reaches all potential students, the College developed a Student Equity Plan (Ev. 4) that documents efforts to serve all populations; including those that are currently underrepresented. This plan integrates all services, activities, and programs offered across campus into goals and objectives that improve access and promote "success for all students enrolled at Shasta College, regardless of race, gender, age, disability, or economic circumstance" (Shasta College Office of Access & Equity).

Shasta College's educational and support services are shared throughout the geographically large District via the Distance Education programs and services offered. Students have the opportunity to access student services, academic support and academic courses towards a variety of degrees and certificates from the three extended education sites, online, and/or through Interactive Television (ITV).

To better serve the needs of the region's large healthcare industry, Shasta College began offering a baccalaureate degree in Health Information Management (HIM) in Fall 2016. This pilot program and the corresponding services to "baccalaureate" degree students fall within the scope of the Shasta College mission statement.

The Shasta College mission statement is the basis for all planning efforts at the College. The Educational Master Plan (Ev. 5) and subsequent Strategic Plans (Ev. 6) are ultimately derived from the mission. This is demonstrated through the Shasta College Integrated Planning Manual.

Evaluation

Shasta College meets this standard. The Shasta College Mission Statement is developed by College Council and reviewed at least every six years to ensure it remains relevant to both College and community needs. In the mission statement, Shasta College identifies its broad educational purpose, its intended student populations, and certificate and degree programs. The commitment to student achievement and learning is illustrated by the diverse programs offered, the Institutional Student Learning Outcomes, comprehensive student support services, and the development of a Student Equity Plan to help close educational participation and achievement gaps. Commitment to meeting the District's mission is further illustrated by the robust Distance Education program. Institutional planning and evaluation processes (discussed throughout this self-evaluation) help ensure the College remains grounded by the mission.

Evidence

I.A.1-01. Shasta College Mission Statement
I.A.1-02. Institutional Student Learning Outcomes
I.A.1-03. Program Matrix
I.A.1-04. Equity Plan
I.A.1-05. Educational Master Plan
I.A.1-06. Strategic Plan

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Description

Shasta College uses data to assess, inform, and accomplish its institutional mission. Regular reports include the Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) Framework (Ev. 1), the Strategic Plan Progress Report and three-year Final Assessment (Ev. 2), the ACCJC Annual Report (Ev. 3), the Annual Institution-set Standards Report (Ev. 4), and the on-going assessments of the Institutional Student Learning Outcomes (ISLOs) (Ev. 5). Each of

these reports inform pertinent stakeholders on campus and in the community of the College's progress in accomplishing its mission.

The Educational Master Plan sets the overall direction for Shasta College to meet its stated mission. The Three-year Strategic Plan is aligned to the Master Plan and provides the College with specific activities, objectives, and goals to be carried out and evaluated in three year cycles. The Strategic Plan Progress Report is updated annually to assess whether the College is on track to meet its stated goals.

The Accrediting Commission for Community and Junior Colleges' (ACCJC) Annual Report provides a summary of institutional outcomes data that is submitted to the Accrediting Commission every year in March. The Office of Research and Institutional Effectiveness completes the report in collaboration with the Assistant Superintendent/Vice President of Instruction and the Accreditation Liaison Officer. Results are reviewed and analyzed by College Council each cycle (Ev. 6).

The evaluation of Institutional Student Learning Outcomes (ISLOs) is completed on a three-year cycle and represents another means of assessment used to measure the College's effectiveness at meeting its mission to serve students. During the most recent assessment of ISLOs, the Office of Research and Institutional Effectiveness emailed all enrolled students either the Quantitative Reasoning or Critical Thinking ISLO survey. These two ISLOs were chosen as they had been redesigned by Faculty Inquiry Groups (FIGs; Ev. 7, Ev. 8) in 2014-2015 after analysis of student results. In Spring 2017, students were re-assessed using the updated tools and results were disaggregated and shared broadly (Ev. 5). A regular cycle for assessing ISLOs has been established.

The recently revised ISLO mapping in TracDat will allow the College to integrate ISLO assessment into Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) assessment. College Council monitors the ISLO process and works with the SLO Committee and participatory groups to continue moving integration forward.

The Student Success Scorecard produced annually by the California Community College Chancellor's Office (CCCCO) assists Shasta College in tracking cohorts of students. This information is shared and discussed at College Council and presented to the Board of Trustees yearly (Ev. 9). The Scorecard tracks cohorts over a six-year period to measure educational outcomes on throughput rates, transfer rates, graduation rates, and other related outcomes. Moreover, the Scorecard supports the College's use of disaggregated data as it compares results by a variety of additional variables including gender, ethnic background, college readiness, and planned educational pathways. These reports provide the College with another metric to use in efforts to continually improve and support District planning and student educational outcomes.

The College established Institution-set Standards, or baselines, in the areas of course completion, transfers to four-year colleges or universities, certificate and degree completion, job placement rates, and examination pass rates. These standards are evaluated annually by College Council, and adjusted as necessary based on data provided by the Office of Research and Institutional Effectiveness. Most recently, the Office of Research and Institutional Effectiveness completed an initial annual Institution-set Standards Report and presented it to College Council (Ev. 10). College Council used the data in this document to make decisions on modifications to the Institution-set Standards, lowering the standard for number of transfers to four-year universities or colleges and increasing the number of certificates awarded annually. These updates were shared with the Academic Senate in February 2017 (Ev. 11).

To ensure that the mission drives institutional priorities, Shasta College follows the Annual Area Planning cycle outlined in the Integrated Planning Manual (Ev. 12). In brief, all staff can request resource allocations through the Area Planning process. Initiatives are submitted for ranking through the College governance structure and then recommended to the Superintendent/President for approval. This process helps the College set institutional priorities and ensures alignment to the Shasta College mission and strategic plans. (Standard I.A.3 provides additional detail on the Annual Area Planning process.)

Evaluation

Shasta College meets this standard. The Strategic Plan assessment, ISLO assessments and the numerous examples mentioned above show that Shasta College uses data to assess how effectively it is accomplishing its mission. The use of disaggregated data in decision-making and planning supports a culture of evidence in the District's effort to continually improve student outcomes. The Integrated Planning process ensures the District remains focused on the mission and helps set student-focused institutional priorities. The reports and analysis completed by the Office of Research and Institutional Effectiveness provide strong support of the District's efforts in reaching its institutional goals and objectives.

In addition, current efforts are underway to ensure that faculty and staff are fluent in the use of TracDat and other tools for data and tracking. Shasta College is also developing a Data Warehouse that will link data visualization tools (i.e., Tableau) with the College's internal data management system to support the continuing efforts of the College in effectively using data to support the mission.

Evidence

I.A.2-01. Board Agenda - Institutional Effectiveness Goals (6/14/2017)
I.A.2-02. 2012-2015 Strategic Plan Assessment
I.A.2-03. 2017 ACCJC Annual Report
I.A.2-04. Institution Set Standards Report
I.A.2-05. ISLO Report Spring 2017
I.A.2-06. College Council Minutes (5/2/2017)
I.A.2-07. Quantitative Reason FIG Summary Report 2014-2015
I.A.2-08. Critical Thinking FIG Summary Report 2014-2015
I.A.2-09. Board of Trustees Minutes-Scorecard (January 2017)
I.A.2-10. College Council Minutes (2/7/2017)
I.A.2-11. Academic Senate Minutes (2/3/2017)
I.A.2-12. IPM: Integrated Planning Cycle 2017

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Description

Shasta College's programs and services are aligned with the District's mission. To ensure that the mission drives institutional decision-making, planning and resource allocation, Shasta College follows the yearly planning cycle outlined in the Integrated Planning Manual (Ev. 1). The Office of Research and Institutional Effectiveness publishes an annual dataset with disaggregated student information to support each planning cycle.

All College areas participate in a yearly review called Annual Area Planning in which faculty and administration link planning efforts to the College mission and institutional goals by reflecting on strengths, weaknesses and challenges within their specific areas (Ev. 2). The Annual Area Planning process is a multi-faceted process with requirements that include analyzing outcomes of student success

indicators; assessing Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), and/or Service Area Outcomes (SAOs); sharing assessment results and how they will be used to improve student learning and/or student support services; and allowing administrators and faculty to request necessary funding for area initiatives and additional staffing positions. These student and service-level outcomes are derived from the College mission and institutional objectives as they assess the contribution of the College to the social, cultural, creative, intellectual, and economic development of the local communities (Ev. 3).

The Annual Area Planning and Program Review process guide the development of the Prioritized College-wide Annual Action Plan (Ev. 4), which summarizes all initiatives presented to the Instructional Council, Student Services Council, and Administrative Services Council through the Annual Area Planning process. Initiatives are initially summarized and shared with relevant College governance groups for ranking.

Initiatives are ranked in accordance with the College's Resource Allocation Rubric which considers needs based on institutional goals and objectives identified in the Educational Master Plan as well as Student Learning Outcomes, the number of students affected, and other criteria (Ev. 5). This process helps the College set institutional priorities and ensures alignment to the mission and strategic plans. Final initiative rankings (Ev. 6) are forwarded to the Superintendent/President for approval and then consolidated into the Prioritized College-wide Annual Action Plan.

The Integrated Planning process allows faculty and staff to utilize data from the Data Dashboard (Ev. 7) provided by the Office of Research and Institutional Effectiveness to identify areas for improvement in student learning and service area outcomes. The Integrated Planning process additionally identifies resource allocations needed to make continued improvements.

Programs undergo a more thorough evaluation every two years (see Standard II for detailed information on the Program Review process). Briefly, the Program Review is a part of the Annual Area Plan for instructional programs, and assesses student outcomes on Program Learning Outcomes (PLOs), identifies changes planned to support student achievement of the PLOs, identifies resources needed to offer these supports, and reports on initiatives previously undertaken to provide support for PLOs. Career and technical education programs complete additional labor market information as well.

All phases of the Integrated Planning cycle are based on the College mission statement and institutional goals, beginning ultimately with the Educational Master Plan (Ev. 8):

> "*Through the process of developing an Educational Master Plan, the District relies on research to assess its current effectiveness compared to the mission statement (internal scans) and to identify future challenges (external scans). Based on this analysis, the District develops Institutional Goals that articulate how the District plans to advance the mission and meet the identified current and anticipated challenges as well as envisions future adjustments to its programs and services.*"
> - Integrated Planning Manual, page 5 (Ev. 1)

Evaluation

Shasta College meets this standard. All planning efforts are ultimately derived from the Educational Master Plan and the Strategic Plan. These planning documents guide the development of programs and services in the District's efforts of supporting the mission, and ultimately supporting student success. The

Integrated Planning Manual outlines the Annual Area Planning process, the Program Review process, and the Prioritized College-wide Annual Action Plan. All significant changes requiring new funding are submitted as initiatives and ranked for approval through the Area Planning process. This process asks the campus community to link any proposed initiative directly to District goals. The College's Resource Allocation Rubric (Ev. 5) helps ensure that funding requests are tied to Institutional Objectives (as outlined in the 2015-2018 Strategic Plan), as well as to area Student Learning Outcomes, which are all directly linked to the mission.

Evidence

I.A.3-01. Integrated Planning Manual (2017)
I.A.3-02. IPM: Annual Area Plan Page 15
I.A.3-03. Mission Statement
I.A.3-04. Prioritized College-wide Annual Action Plan
I.A.3-05. IPM: Resource Allocation Rubric
I.A.3-06. Prioritized Initiative List
I.A.3-07. Data Dashboard
I.A.3-08. Educational Master Plan

I.A.4. The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Description

The mission statement is published on the College website, in the College Catalog (Ev. 1), and in all College planning documents such as the Educational Master Plan (Ev. 2), the Strategic Plan (Ev. 3), the Facilities Master Plan (Ev. 4), and the Integrated Planning Manual (Ev. 5).

Shasta College conducts a Climate Survey every other year to measure key indicators on College issues including faculty and staff awareness of the mission statement. The 2016 Climate Survey found 93.9% of employees who were surveyed "strongly agreed" or "agreed" with the statement, "*I am aware of the Shasta College Mission Statement.*" (Ev. 6)

The Shasta College mission statement is reviewed at least every six years. The process and timeline for reviewing the mission statement is published in the Integrated Planning Manual (Ev. 7). Review and revision of the mission takes approximately eight months to complete, beginning in November and ending the following June. College Council develops a process for soliciting Districtwide input regarding the mission statement. Since the process for input is developed and adopted for each review cycle, there is opportunity to improve the process based on challenges identified in the previous review cycle. Input is generally received in January and February thus giving all College constituent groups the opportunity for input (Ev. 8). After collecting the feedback, College Council reviews the input and makes recommendations for revisions.

The draft of the revised mission statement is distributed to all constituent groups for review and comment. College Council reviews the input and makes changes as warranted. The recommended mission statement is forwarded to the Superintendent/President for approval. The approved mission statement is then forwarded to the Board of Trustees for final approval. As part of the regular review cycle, the District's mission statement was revised during the 2013-2014 and 2016-2017 academic years with the latest approval finalized in the June 2017 Board Meeting (Ev. 9). The mission is now revised to include the baccalaureate degree (Ev. 10, Ev. 11, Ev. 12).

Evaluation

Shasta College meets this standard. The mission is widely published on the website, in the College Catalog, in all official College planning documents, and in numerous other places. The mission statement is revised on a six-year

schedule, but may be revised more frequently if needed. Solicitation of feedback on proposed changes is part of the revision process. The Board of Trustees approves the mission statement and it is codified in BP 1200.

Evidence

I.A.4-01. Shasta College Mission Statement from Catalog
I.A.4-02. Educational Master Plan 2012-2030
I.A.4-03. Strategic Plan 2015-2018
I.A.4-04. Facilities Master Plan
I.A.4-05. Integrated Planning Manual 2017
I.A.4-06. Fall 2016 Climate Survey
I.A.4-07. IPM: Mission Statement
I.A.4-08. Request for Input on Mission
I.A.4-09. Board of Trustees Agenda 06/14/17
I.A.4-10. College Council Minutes 01/26/16
I.A.4-11. Academic Senate Minutes 02/08/16
I.A.4-12. Board of Trustees Minutes 05/11/16

Changes and Plans Arising Out of the Self-Evaluation Related to I.A

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Improve dialogue and dissemination of information surrounding assessments	I.A, II.A	College Council, Academic Senate	2017-2018	• Improve understanding of Student Learning Outcomes, educational outcomes and campus planning efforts • Enhanced collaboration
Enhance dialogue surrounding outcomes and achievement	I.A.2, I.B.1, II.A.3	College Council, Academic Senate Program Areas	2017-2018	• More thorough and thoughtful analysis of data as part of the Annual Area Planning process. • Enhanced use of data in decision-making processes for all campus committees and councils.

Standard I.B.: Assuring Academic Quality and Institutional Effectiveness

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Description

Shasta College engages in ongoing dialogue about student outcomes, student equity, academic quality, and institutional effectiveness, and shows a strong commitment to continuous improvement. A salient manifestation of this dialogue occurs on professional development days (i.e., Welcome Back Days and Flex Days), where, in recent years, the College hosted presentations, interactive workshops and discussions for faculty and staff by nationally known experts on topics including Student Learning Outcomes, instructional best practices, and student equity (Ev. 1).

Additional support of the College's dedication to the continuous improvement of student outcomes includes the formation of the Office of Research and Institutional Effectiveness in February of 2016. Through a combination of general funds, grants and categorical funding, Shasta College now has a fully staffed department including a dean, three research analysts and administrative support. The goal of this department is to link effective, evidence-based research practices, accountability, and institutional planning efforts to ensure that sustained, substantive, and inclusive dialogue occurs across the College and with the surrounding communities. The Institutional Effectiveness dean leads the Research Committee (a subcommittee of College Council) and has a standing agenda item at College Council meetings (Ev. 2).

Student Learning Outcomes and Academic Quality

Student Learning Outcomes (SLOs) are an important focus of the work at Shasta College. To support the development and assessment of SLOs, the College has granted between 30% and 60% release time for SLO Coordinators since the first SLO Coordinator began in Fall 2007. Throughout the years, the number of SLO Coordinators has fluctuated between 1 and 2 faculty members. The current academic year (2016-2017) identified one faculty member to lead this effort.

Duties of the SLO Coordinator(s) include(s) providing workshops, maintaining the Learning Outcomes Resource Center (SLO website), conducting one-on-one trainings, attending training and workshops, contributing to Flex Day activities, and chairing the SLO Committee meetings. The SLO Committee works to refine and improve SLO processes by researching promising practices in the development and implementation of SLOs and by working directly with other faculty members on SLOs. Shasta College began offering additional compensation to faculty for their work on SLOs and Annual Area Plans through the Flex Credit program, which began in 2014-2015. Each year full-time faculty receive 12 hours of compensated time for their work on SLOs and Annual Area Plans (Ev. 3). Part-time faculty also receive 2 hours per year to support their involvement in the SLO process, with additional hours often available.

Dialogue surrounding SLOs and the academic quality of programs is multifaceted. It occurs during Flex Days (Ev. 1), SLO Committee meetings (Ev. 4), Academic Senate meetings (Ev. 5, Ev. 6), College Council meetings (Ev. 7), and in numerous other contexts, both formal and informal. As an example of College-wide dialogue, during the Spring 2016 Flex Day, David Marshall from the Institution of Evidence-Based Change came to work with faculty on the SLO process (Ev. 1). The Fall

2017 Welcome Back Day featured four speakers from the University of British Columbia on SLOs. Perhaps the most important take-away for Shasta College was the aim to look at courses through the lens of programs rather than as discrete entities – that is, to consider course SLOs as they contribute to program level outcomes. To ensure courses are appropriately linked to programs, College faculty and deans collaborated over the 2016-2017 academic year to identify formal connections between SLOs, Program Learning Outcomes (PLOs), and Institutional Student Learning Outcomes (ISLOs). These connections were mapped using a formal process with the College's assessment management system, TracDat.

Student Equity

Dialogue and support for student equity is important at Shasta College. To facilitate the work surrounding student equity and to ensure the integration of equity goals across all campus programs, Shasta College established the Office of Access and Equity in 2015. This office is led by the new position of Associate Dean of Access and Equity (Ev. 8). The Associate Dean formed the Student Equity Committee, which subsequently developed the Student Equity Plan (Ev. 9). The Equity Plan has clearly articulated goals on how matters of equity are discussed, infused and evaluated in all campus contexts.

The Associate Dean holds a seat on the Student Services Council to ensure support programs and services consider the diverse needs of the community. The Associate Dean frequently presents equity-specific information at College-wide and division meetings (Ev. 10), and supports pedagogical development among faculty. A host of programs and events are offered regularly to support – and ideally reduce – disproportionate impact on equity populations, and to encourage equity-mindedness among students, faculty and staff (Ev. 11). Student equity goals are also integrated into the Student Success and Support Program (SSSP) and the Basic Skills Initiative (BSI). The Associate Dean of Access and Equity has also helped to lead the new Integrated Planning process at Shasta College, which continues to keep equity at the forefront.

Institutional Effectiveness & Continuous Improvement of Student Learning and Achievement

The goal of the Shasta College Integrated Planning cycle is to provide a clear framework for developing institutional goals and leading the College towards continuous improvement in student learning and achievement (Ev. 12). The 2012-2030 Educational Master Plan, a long-term educational plan, sets the stage for all planning efforts on campus by providing a roadmap of the needs and priorities of the District (Ev. 13). To meet the goals of the Educational Master Plan, the District implements a Strategic Plan on a three-year cycle (Ev. 14). The Annual Area Planning cycle provides opportunity for College-wide dialogue and the development of initiatives to support student learning, the Strategic Plan, and ultimately, the Educational Master Plan.

Dialogue and reflection regarding continuous improvement and planning occurs at several levels across the College campus. Each administrative unit coordinates the planning process and development of initiatives. The initiatives from each division are discussed and ranked at the appropriate Participatory Governance Council based on the Resource Allocation Rubric (Ev. 15). The rubric encourages members on each Council to consider learning outcomes and institutional goals for each initiative during the rating process. The respective Council rankings of the initiatives are then sent to College Council for final rankings before forwarding to the Superintendent/ President for approval.

Rigorous dialogue occurs at each phase of the Annual Area Planning and initiative ranking process. This process is supported by a Data Dashboard provided by the Office of Research

and Institutional Effectiveness. The dashboard includes student success and retention rates and program awards, as well as student demographic information and headcounts. Pertinent data can be disaggregated by equity impact, subject, course name, and location. These data are supplemented at the program level as determined by department-level goals.

Further evidence of the College's commitment to continuous improvement is its partnership with the Institutional Effectiveness Partnership Initiative (IEPI; 2016-2017), in which experts from other California Community Colleges were invited to help develop a plan to improve processes surrounding Student Learning Outcomes and enrollment management at Shasta College (Ev. 16).

The College is involved in other initiatives and projects geared toward improving student learning and achievement. Each of these programs came out of an identified need to better serve students, including equity populations identified in the Equity Plan. These include but are not limited to the following:

- Multiple Measures Assessment Project (MMAP; Ev. 17)
- Math Curriculum Reform – Math My Way, Path2Stats, 102X (Ev. 18, Ev. 19, Ev. 20)
- ACE Program (Targeted pathways for adults with some college/no degree)
- Supplemental Instruction (Ev. 21)
- Student Success Workshops & Exam Jams (Ev. 22)
- EDGE – Student Athlete Success Program (Ev. 23)
- STEP-UP (Program for formerly incarcerated students) (Ev. 24)
- Gateway to College
- Dual Enrollment
- Basic Skills Transformation and Student Outcome Grant (Ev. 25)
- Shasta College Promise Grant (Ev. 26)
- SCI*FI (a program developed to provide holistic support for current and former foster youth).

As evidenced by these examples, Shasta College encourages open dialogue about student outcomes, student equity, institutional effectiveness, academic quality, and continuous improvement of student learning and achievement through the Integrated Planning cycle. Shasta College also develops programs and interventions that meet the needs identified in those discussions to ensure continuous improvement in student outcomes and success.

Evaluation

Shasta College meets this standard. The College is engaged in collegial dialogue regarding student success and achievement in a number of forums, including the SLO Committee, the Participatory Governance Committees, during professional development days (Flex Days), and through the Annual Area Planning process. As part of the planning process, each Council discusses initiatives in relationship to student outcomes and institutional goals. Ranked initiatives are then forwarded to College Council where additional dialogue occurs and an overall ranking is collaboratively determined and forwarded to the Superintendent/President for final review.

Equity is an important part of the dialogue as evidenced by the rich schedule of related professional development activities and events. Additionally, the College's data dashboard disaggregates pertinent student achievement data based on sub-populations. This dialogue leads to a variety of training and initiatives aimed at continually improving student learning and achievement.

Further refining and enhancing the College's ability to access timely data is a high priority at Shasta College. As evidenced in the planning agenda and Quality Focus Essay, Shasta College will continue to refine internal processes and

practices to provide consistent, reliable access to data to ensure that all stakeholders are included in the dialogue surrounding student outcomes, achievement, and the continuous improvement process.

Evidence

I.B.1-01. Recent Flex Day Flyers
I.B.1-02. College Council Minutes 02/07/2017
I.B.1-03. Flex Hours Allocation
I.B.1-04. SLO Committee Minutes 12/08/2016
I.B.1-05. Academic Senate Minutes 02/27/2017
I.B.1-06. Academic Senate Minutes 04/24/2017
I.B.1-07. College Council Minutes 12/06/2016
I.B.1-08. Associate Dean of Access and Equity Job Description
I.B.1-09. Student Equity Plan 2015-2016
I.B.1-10. Equity Presentation Division Meeting 2016
I.B.1-11. Equity Events (Fall 2016)
I.B.1-12. Integrated Planning Manual – 2017
I.B.1-13. Educational Master Plan 2012-2030
I.B.1-14. Shasta College Strategic Plan 2015-2018
I.B.1-15 Resource Allocation Rubric
I.B.1-16 Institutional Effectiveness Partnership Initiative Plan
I.B.1-17. Multiple Measures Assessment Project Report
I.B.1-18. Math Curriculum Reform – Math My Way
I.B.1-19. Math Curriculum Reform - Path2Stats
I.B.1-20. Math Curriculum Reform – Math 102X
I.B.1-21. Supplemental Instruction Leaders Manual
I.B.1-22. Student Success Workshops & Exam Jams
I.B.1-23. Student Athlete Success Program (EDGE)
I.B.1-24. STEP-UP Grant Press Release
I.B.1-25. Basic Skills Transformation and Student Outcome
I.B.1-26. Shasta Promise Grant

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Description

Each course has documented Student Learning Outcomes (SLOs) (Ev. 1), and all courses are on a two-year SLO assessment cycle (Ev. 2). Assessment results and application of new interventions are documented in the assessment management system, TracDat (Ev. 3). Historically, instructors formally assessed SLOs each semester. The data from this process contributed to the development of Annual Area Plans and associated resource allocations through the initiative ranking process.

The process used by the faculty to assess SLOs provided a wealth of data on student learning and achievement. In addition, many faculty saw an opportunity to improve the process and culture of SLO assessment at Shasta College. Shasta College explored alternative approaches to assessing SLOs during the 2015-2016 academic year. The two SLO Coordinators spent the Fall 2015 semester researching other colleges' SLO programs. Their research included three visits to other community college campuses and gathering feedback from Shasta College faculty about their experiences with SLO assessments, both positive and negative. This work aimed at shifting the primary focus of SLOs from compliance to approaches that have greater impact on student learning and achievement.

In an effort to further support improvement in the SLO process, the SLO committee incorporated feedback from faculty, and the College worked collaboratively with the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) on implementing the Innovation and Effectiveness Plan (Ev. 4). This plan assisted the College in

determining that a significant amount of time was being spent on data collection and reporting without enough time dedicated to reflection and the development of interventions to improve outcomes. It was also determined that the version of TracDat the College was using would need to be updated in order to meet SLO assessment needs in the future.

Shasta College implemented the revised SLO assessment cycle beginning in Fall 2016. With this recently-implemented assessment cycle, courses are assessed in the Fall and Spring every other year (Ev. 2). Faculty are asked to reflect on their initial assessment results and implement improvements during the year following their assessments. Thus, 2015-2016 was determined to be an "assessment year," and 2016-2017 a "reflection year." This new method of course-level SLO assessment dedicates more time toward reflection and analysis and improves the process to increase dialogue and action planning.

The goal is to provide faculty with sufficient time to conduct work related to assessment of SLOs and to focus on the development of interventions and/or adaptations to previous curriculum and/or assessment tools. To better support the SLO process, the College also migrated to an updated version of the assessment management system, TracDat. The newer version of TracDat has a more accessible interface, providing faculty with an easier platform to input data and track progress over time. The new system also facilitates the connection between course level outcomes (SLOs) and program level outcomes (PLOs). Additionally, the Office of Research and Institutional Effectiveness was reorganized in early 2016, and has offered additional faculty support in the SLO process since this time. The transition to the new two-year SLO assessment cycle and the updated version of TracDat with the support of the Office of Research and Institutional Effectiveness will continue into the 2017-2018 academic year (Ev. 2). The updated version of TracDat was an improvement over the earlier edition, but the College also plans to explore other options to ensure that it has the most efficient system for tracking its SLO work and the unique needs of Shasta College.

Programs

Shasta College's Program Learning Outcomes (PLOs) are published in the College Catalog for all programs. The Program Review process is the primary means by which academic quality of programs is assessed. The College uses the Title 5 definition of "program" which ensures that all academic and career and technical education programs are included in the Program Review process. (In addition, all service areas participate in the Annual Area Planning process.)

Prior to 2012, Program Reviews and Annual Area Plans were all part of one process called "program review." In 2012, the College began a new Program Review process in which academic disciplines were to complete Annual Area Plans every year to identify funding needs, and academic programs were to be assessed every other year. In the Program Review process, faculty were asked to document learning outcomes; publish assessment results related to student achievement of PLOs; document changes that are planned to increase/support student achievement; request resources that are needed to support students in meeting PLOs; and report on initiatives previously undertaken to increase/support student achievement of the PLOs. Career and Technical Education programs complete additional information documenting labor market needs.

Funding requests are submitted through the Annual Area Plan and may refer to related items from Program Reviews. Area Plans thus encompass the formal Program Reviews that are included in each area. For example, the discipline of Art completes an Annual Area Plan where funding requests are made, and this Area

Plan may include data or expressed needs from any related Program Reviews. In this case, the Arts Area Plan might include information from the Art AA degree, the Digital Art certificate, the Studio Arts AA-T degree, and the Theatre Arts AA-T degree. Thus, programs as defined in Title 5 are reviewed as well as area disciplines.

Although this process led to critical reflection on program quality, the College noted room for growth. In an effort to improve the process, the College piloted a revised Program Review process during the 2015-2016 academic year with more formalized guidance and oversight. Starting in Fall 2016, Program Reviews remained on a two-year cycle and began to be evaluated by the Program Review Committee on a four-year cycle (Ev. 5).

The Program Review Committee issues recommendations for each instructional program at the College (Ev. 6). These changes will enable the College to examine programs in a more contextual and holistic manner to better support continued improvement. The Program Review Committee also provides a formal method for program discontinuance. As noted above, Program Reviews are used in the Area Plan resource allocation process, which is also conducted annually. Through this Integrated Planning, the College is able to direct resources toward student success and achievement. The new process facilitates more dialogue and feedback with an aim toward overall program improvement.

Regarding the Health Information Management baccalaureate program, Shasta College is following baccalaureate degree accreditation standards identified by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM; Ev. 6) as well as the baccalaureate level Health Information Management (HIM) curricular competencies developed by the Council for Excellence in Education (CEE) for Health Informatics and HIM.

Student Services Area Outcomes

All student support service departments identify and assess specific Student Service Learning Outcomes (SSLOs) and Service Area Outcomes (SAOs) to inform the campus of the satisfaction with, and quality of, services provided to the Shasta College student population. SSLOs concentrate on what the student will know or be able to do after receiving a particular service, whereas SAOs assess the quality of the services provided to students.

Each program's SSLOs and SAOs appear on the respective program's website (Ev. 7). "Student satisfaction" has been identified as a primary service area outcome in the Student Services area. This outcome is generally measured through online and in-person surveys as well as focus groups that assess students' overall perceptions of services (Ev. 8, Ev. 9, Ev. 10, Ev. 11).

Department-specific SSLOs and SAOs have been identified by individual departments to help inform the Annual Area Planning process or provide additional information on the extent to which SSLOs and SAOs are met (Ev. 12). Categorical and grant programs such as EOPS and TRiO use program standards to assess effectiveness (Ev. 13). There are also numerous District-wide surveys assessing learning support outcomes and the extent to which the District provides appropriate student support services and programs to achieve those outcomes, including the *Faculty and Staff Climate Survey* (Ev. 14, Ev. 15), the *Library Student Survey* (Ev. 16), the *Online Student Learning Survey* (Ev. 17), the *Community College Survey of Student Engagement* (Ev. 18), *and the Adult Learning Focused Inventory (ALFI)* (Ev. 19).

Student support service departments routinely assess outcomes for their student populations, both within and outside of the Integrated Planning cycle process. The Superintendent/President's Prioritized Annual Area Action Plan list is the culmination of the

Integrated Planning cycle, and represents the bridge between evaluation and College-wide annual planning and resource allocation. Student Services departments are included in this District-wide report. For identified areas of improvement, Shasta College uses assessment data to improve student support programs and services.

Evaluation

Through the course SLO and Program Review process, the College assesses all instructional programs. Student support services outcomes (referred to as Service Area Outcomes) are also assessed as part of the Annual Area Planning process. Although the College is in compliance with this Standard, continued training in the use of TracDat and data analysis and interpretation, as well as sustained support for faculty as they implement new timelines for SLO review, will continue to move the College beyond compliance and toward assessment practices with a greater impact on outcomes.

Evidence

I.B.2-01. Sample Course Outlines of Record
I.B.2-02. SLO 2-Year Cycle and 2016-17 Reporting Guidelines
I.B.2-03. Course SLO Reporting Samples
I.B.2-04. Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness Plan
I.B.2-05. Program Review Cycle (Fall 2016)
I.B.2-06. Sample Program Review – Music AA
I.B.2-07. Program Websites SSLO SAO
I.B.2-08. Student Satisfaction Survey – Assessment Center
I.B.2-09. Student Satisfaction Survey – FAID (In Person Survey)
I.B.2-10. Student Satisfaction Survey – FAID (Phone Survey)
I.B.2-11. Student Satisfaction Survey-Transfer Center
I.B.2-12. TracDat SSS Assessment
I.B.2-13. Student Services SSLO/SAO Report
I.B.2-14. Faculty and Staff Climate Survey – Fall 2014
I.B.2-15. Faculty and Staff Climate Survey – Fall 2016
I.B.2-16. Library Student Survey Results – Fall 2016
I.B.2-17. Online Student Learning Survey Results – Fall 2016
I.B.2-18. Community College Survey of Student Engagement – 2016
I.B.2-19. Adult Learning Focused Inventory

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11).

Description

In 2013, Shasta College established its initial Institution-set Standards for student achievement based on historical College data presented by the Director of Institutional Research to College Council. Data was examined for all standards, including course completion rate, number of transfers to a 4-year college or university, number of degrees and certificates earned, Career and Technical Education job placement rates, and examination pass rates. The Council discussed satisfactory levels of achievement that the College would be willing to accept as the minimum for these outcome measures, and subsequently reflected on various methods for identifying these standards (Ev. 1, Ev. 2).

The College evaluates performance against these standards at College Council at least annually (Ev. 3, Ev. 4, Ev. 5). The Office of Research and Institutional Effectiveness presents a report on the College's performance in comparison to the Institution-set Standards to College Council (Ev. 6).

In 2016-2017, the Institutional Researchers identified two standards requiring attention. The College was below the standard in number of transfers to four-year colleges/universities, but was exceeding the standard in number of certificates earned by students annually. In regards to the number of transfers, College Council requested that the Office of Research and Institutional Effectiveness further evaluate these results. Upon investigation, the pattern of results for the transfer rate suggested that the baseline had originally been set too high. It was also realized that the methodology used to gather data on this indicator differed from that of the Chancellor's Office (i.e., the previous methodology included all students who had ever attended Shasta College and subsequently transferred to a 4-year college or university). The data utilizing the methodology from the Chancellor's Office suggested a lower yet more accurate number of student transfers to four-year colleges/universities, leading Shasta College to identify 600 as the updated standard for student transfers to a four-year college/university. This number was also consistent with historical trends. Shasta College dipped below the standard one year, but holds a multi-year average of 635. The College is confident that the programs it has introduced to support student transfer will mitigate those gaps (Ev. 7, Ev. 8).

For example, due to this slight downward trend in student transfers to four-year colleges/universities over the past few years, the College initiated a number of efforts to improve student transfer behaviors including the development of a Transfer Center with the addition of staff. Expanded programming, including the implementation of a new course designed to provide students with comprehensive information regarding the transfer process, was also developed (Ev. 9). Additionally, the Transfer Center provides students with information about the University of California (UC) Transfer Admission Guarantee (TAG) Program (Ev. 10, Ev. 11), information about the Associate Degrees for Transfer Degrees (ADTs) offered through the California State University (CSU) system, CSU Instant/On-the-Spot Admissions, plus many other transfer-related topics.

Shasta College has implemented several initiatives to help improve not only transfer rates, but overall student learning and achievement. Some of these efforts include the development and implementation of ACE (Associate Completion in the Evenings, formerly Accelerated College Education) (Ev. 12) and BOLD (Bachelor's Through Online and Local Degrees), curricular changes in math and English aimed to improve persistence through the remedial education sequence (Ev. 13), and use of high school transcripts for course placement as a means to reduce under-placement and encourage students to complete in a more timely manner (Ev. 14).

The 2016 Career Technical Education Outcomes Study (CTEOS) conducted by Santa Rosa Junior College found that results from the Business and Management Area were below the job placement rate standard of 75%. In response, the Business and Management faculty developed an action plan to address job placement for recent graduates, including the use of Strong Workforce Grant funding to hire a case manager to support student success and transitions (Ev. 15). This initiative was approved through the Annual Area Planning process. It should be noted, however, that the original job placement rate was based on a small number of survey participants.

The College also developed Institution-set Standards relevant to the Health Information Management baccalaureate degree program. These standards were discussed at College Council, but have not yet been evaluated since the first cohort of the program began in 2016-2017 (Ev. 16).

Evaluation

The College meets this standard. Institution-set Standards were established based on the use of data provided by the Office of Research and Institutional Effectiveness and dialogue held at College Council. The Institution-set Standards and corresponding reports are published on the Office of Research and Institutional Effectiveness webpage. The standards are reviewed and discussed at least annually at College Council. Specific plans to address concerns are incorporated into Annual Area Plans and/or Program Reviews as they arise.

Evidence

I.B.3-01. College Council Minutes 3/5/13
I.B.3-02. College Council Minutes 3/19/13
I.B.3-03. College Council Minutes 3/18/14
I.B.3-04. College Council Minutes 4/5/16
I.B.3-05. College Council Minutes 10/18/16
I.B.3-06. Institution-set Standards Report
I.B.3-07. College Council Minutes 1/31/17
I.B.3-08. College Council Minutes 2/7/17
I.B.3-09. STU 20 Course Outline of Record
I.B.3-10. UC Transfer Admission Guarantee for Students Applying for 2017-2018 Admission
I.B.3-11. TAG: You're In! Transfer Admission Guarantee Presentation
I.B.3-12. Associate Completion in the Evenings (ACE) Program Information & Interest/Placement Packet
I.B.3-13. Math Curriculum Changes (Math My Way)
I.B.3-14. Transforming Student Course Placement with Multiple Measures at Shasta College
I.B.3-15. Business and Management Annual Area Plan
I.B.3-16. College Council Minutes 10/4/16

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Description

The College has a long history of using data as evidence to support institutional processes and over the last two years has significantly expanded its research capacity. The Office of Research and Institutional Effectiveness now has a team of five and is incorporated formally and informally into the Governing structure of the College. For example, the Dean of Institutional Effectiveness acted as co-chair of College Council in 2016-2017, and sits on Instructional Council. The Office of Research and Institutional Effectiveness also supports a wide variety of planning and assessment processes. Research Analysts also sit on the Student Services Council, Management Information Systems (MIS) Work Group, Research Committee, the Accreditation Steering Committee, and the Student Learning Outcomes (SLO) Committee. The Office of Research and Institutional Effectiveness conducts, analyzes, and reports on many (though not all) of the assessments at the College, and the Participatory Governance structure assists the department in the dissemination of student achievement data.

Specific examples of how data is used to enhance key institutional processes that support student learning and achievement include the following:

- Faculty Hiring Process: The faculty hiring process uses data regarding student demand, success, full-time to part-time ratios, and other sources to rank faculty hiring requests (Ev. 1, Ev. 2, Ev. 3).
- Development of the Fact Book: The development of the yearly Fact Book provides the College with critical disaggregated data and other information to use in planning and discussions across campus (Ev. 4).

- Annual Area Planning: The Annual Area Planning process provides the opportunity for all departments on campus to use data to assess programs and services. Most new significant funding requests must come through the Annual Area Planning process for new funds to be allocated. Resource allocation decisions are facilitated by the College's resource allocation rubric (Ev. 5).
- Equity Plan: The Equity Plan was created based on disaggregated demographic data. This allowed the College to identify achievement gaps based on local sub populations and develop targeted approaches for closing the gap (Ev. 6).
- Student Engagement Survey: The survey gathers feedback from students on their level of engagement and provides the College an opportunity to assess a variety of areas. The survey results are used to develop plans to better support student engagement and success (Ev. 7).
- Adult Learning Focused Inventory: The survey allowed Shasta College to gather pertinent information about perceptions of students in on-line, evening and extended education programs (Ev. 8).
- Multiple Measures Assessment Project Report: Shasta College was a part of the statewide pilot that explored alternative methods for course placement, and facilitated reflection on all placement procedures (Ev. 9).
- Faculty and Staff Climate Survey: The Faculty and Staff Climate Survey is administered every other year, this survey allows all employees to provide feedback on key elements of Shasta College planning and effectiveness (Ev. 10, Ev. 11).

Two specific examples on how the College uses assessment data to support student learning and achievement and improve internal processes includes the following.

In March 2016, Institutional Researchers were invited to attend the Student Services Council and present findings from the Multiple Measures Pilot Project Report (Ev. 9), the Student Engagement Survey (Ev. 7), and the Adult Learning Focused Inventory (Ev. 8). After extensive dialogue and reflection, results were used to inform the department's development of new and/or revised Student Service Area Outcomes (SAOs) (Ev. 12).

Another example on how assessments are used to make improvements is from the 2014 Climate Survey (Ev. 10). After College Council reviewed and discussed the results of this survey, concerns emerged that an unacceptable percentage of classified staff were not feeling respected. Only 58.1% of classified staff agreed with the statement "Shasta College personnel are treated with respect." In addition, only 66.7% agreed with the statement "I know how to provide input into the college planning process."

College Council asked the Office of Research to hold several focus groups and find additional information (Ev. 13) and the Superintendent/President emphasized that extra efforts were needed to improve relationships and include classified staff in the planning processes. The 2016 Climate Survey asked the same questions and the College saw improvement with 75% of classified staff indicating that they felt respected, and 70% of classified staff responding that they understood how to provide input in the planning process (Ev. 11).

Evaluation

Shasta College meets this standard. Assessment data is used in hiring, Annual Area Planning, resource allocation, faculty evaluation and other areas to support institutional processes and improve student achievement. The College will continue to train faculty and staff on the use of TracDat, Tableau, and other tools to further support meaningful assessment practices. As presented in the Quality Focus Essay, Shasta College is also building a Data Warehouse to

strengthen capacity around data and ensure accessibility for all stakeholders.

Evidence

I.B.4-01. Faculty Hiring Rubric
I.B.4-02. Faculty Hiring Rubric Screening Criteria
I.B.4-03. Faculty Hiring Request
I.B.4-04. Shasta College Fact Book
I.B.4-05. IPM: Annual Area Plan Resource Allocation Rubric
I.B.4-06. Student Equity Plan
I.B.4-07. Community College Survey of Student Engagement – 2016
I.B.4-08. Adult Learning Focused Inventory
I.B.4-09. Transforming Student Course Placement with Multiple Measures at Shasta College
I.B.4-10. Faculty and Staff Climate Survey – Fall 2014
I.B.4-11. Faculty and Staff Climate Survey – Fall 2016
I.B.4-12. Student Services Council Minutes 04/19/17
I.B.4-13. College Council Minutes – 03/03/15

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Description

Shasta College reviews and assesses its mission statement every six years (Ev. 1). The mission statement informs the institutional goals which are then integrated into all major planning efforts at the College (Ev. 2).

Program Review at Shasta College takes place through Annual Area Plans and Program Reviews. Annual Area Plans are completed in the fall semester each year. Program Reviews are completed every other fall. Both quantitative and qualitative data, including student surveys, are included in these Area Plans and Program Reviews to evaluate goals and objectives. As part of the Annual Area Plan, faculty review and evaluate the strengths and weaknesses of their areas and refer to related Program Reviews. The Area Plans and Program Reviews together consider (depending on the type of program) Program Learning Outcomes (PLOs), Student Services Learning Outcomes (SSLOs), Service Area Outcomes (SAOs), and Institutional Student Learning Outcomes (ISLOs) (Ev. 3, Ev. 4). Within the Annual Area Plan, faculty outline initiatives for the upcoming year with each initiative being tied to specific institutional goals. Each requested initiative is ranked using the Resource Allocation Rubric and approved through the campus governing structure (Ev. 5).

The Area Plan process has proven effective, but Program Reviews have undergone some improvements in the last two years. During the 2015-2016 school year, the Program Improvement Committee (PIC) reviewed several programs with the purpose of revising and improving the Program Review process. As part of this mechanism, the cyclical review process now includes more formalized oversight by a Program Review Committee (PRC) (which evolved from the earlier PIC). The PRC evaluates programs every four years (Ev. 6, Ev. 7). In turn, PRC reports are reviewed by College Council. The PRC's main purpose is to ensure that the programs meet the overall mission of Shasta College. If programs do not meet the mission of the institution, they can be modified or discontinued (Ev. 8).

The Program Learning Outcomes (PLOs) are used by the programs, and PLOs are linked to course SLOs as described in the Learning Outcomes Handbook (Ev. 9). Each course also has established SLOs (Ev. 10). The SLO Committee coordinates the SLO process among fellow faculty members and Shasta College at-large. In Fall 2016, the SLO Committee voted to

update the SLO schedule from assessing SLOs every semester to a two-year assessment cycle. The SLO Committee subsequently updated their by-laws to reflect the amended process (Ev. 11). The revised process provides more time for reflection and planning with an aim toward improving outcomes.

Student services and grant funded programs also participate in the Annual Area Planning process. Each of these programs may also gather, request, and report on additional data. In addition, the Office of Student Equity disaggregates data based on the Student Success Scorecard indicators (Ev. 12), produced and published annually by the California Community College Chancellor's Office (CCCCO) to assist colleges in tracking student cohorts over a six-year period. The Scorecard measures educational outcomes on throughput, transfer, and graduation rates, in addition to other related outcomes. Additionally, the Scorecard supports the College's use of disaggregated data by examining results by subpopulations of groups such as gender, ethnic background, college readiness, and planned educational pathways, to name a few. The College uses this information as a metric to make continual improvement and to support District planning and student educational success. The information from the Student Success Scorecard is shared and discussed at College Council and presented to the Board of Trustees annually (Ev. 13).

The Research Committee and Enrollment Management Committees also gather and report on data to help the College fulfill its mission (Ev. 14). Many additional efforts to evaluate goals and objectives are noted above in the Standard 1A narrative.

Distance education is made available to help achieve the mission of Shasta College by providing students in outlying areas with access to undergraduate educational and career technical opportunities. Distance education data is also disaggregated by program and delivery type on the aforementioned data dashboard (Ev. 12). Data is shared and discussed in a variety of contexts including a yearly Board Report on Distance Education (Ev. 15). Specifically, the Board of Trustees receives an annual report on distance education in which student success and retention is disaggregated by mode of delivery (Ev. 15, Ev. 16, Ev. 17).

Evaluation

Shasta College meets this standard. Shasta College incorporates systematic evaluation through the Annual Area Plan and Program Review process as documented in the Integrated Planning Manual. Areas of growth are often identified in Annual Area Plans and/or Programs Reviews. The College encourages faculty to implement modifications and support a culture of innovation to improve student outcomes. SLOs are established and measured for each course. Impact of initiatives on student outcomes is part of the ranking criteria for new funding. Data and assessment are important drivers in College planning as evidenced by the detailed discussions of the use of data throughout the self-evaluation. Data is collected and disaggregated by subpopulations on several indictors across the College to ensure that Shasta College meets its mission and educational goals in relation to open-access education, and to support planning and additional improvement efforts. The College will continue to refine and improve data collection and assessment processes with an aim toward further improving assessment practices of student outcomes.

Evidence

I.B.5-01. BP 1200 – Mission Statement
I.B.5-02. Integrated Planning Manual
I.B.5-03. Area Plan Annual Update
I.B.5-04. Review Outcome Results
I.B.5-05. IMP: Resource Allocation Rubric
I.B.5-06. AP 4020 - Program and Curriculum Development

I.B.5-07. PRC Program Review Schedule
I.B.5-08. Program Discontinuance Flowchart
I.B.5-09. Shasta College Learning Outcomes Handbook
I.B.5-10. SLO List by Course
I.B.5-11. SLO Committee Meeting Minutes
I.B.5-12. Annual Area Plan Data Tableau
I.B.5-13. BOT Minutes – 01/18/2017
I.B.5-14. Enrollment Management Plan 2014-2017 Summary
I.B.5-15. Distance Education Board Report 2016
I.B.5-16. Distance Education Board Report 2015
I.B.5-17. Distance Education Board Report 2014

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Description

Shasta College uses data to identify significant trends and disproportionate impact among subpopulations of students, and reflects upon that data to improve and/or enhance processes (Ev. 1, Ev. 2). Shasta College has set performance expectations (key performance indicators) for subpopulations through various Participatory Governance Committees, such as the Student Success Committee, and has set target goals through its Enrollment Management Committee. Shasta College has integrated strategies for addressing these needs into its Enrollment Management Plan (Ev. 3), Basic Skills Initiative, and Student Equity Plan (Ev. 4). In Fall 2016 and Spring 2017, these Committees joined together to create an integrated plan that incorporates the efforts of these committees, as well as the Student Support and Success Program (SSSP) plan.

The Student Equity Plan examines disaggregated student achievement data and assesses disproportionate impact for racial/ethnic groups by sex, socio-economic status, (dis)ability status for veterans, and foster youth. The plan is designed to directly address disproportionate impact (achievement gaps) and develop strategies to close the achievement gap. The Equity Plan was written with the Basic Skills Initiative and the Student Support and Success Program (SSSP) in mind, so that the three areas would work collaboratively to support student success.

The Equity Plan used indicators such as access, course completion, ESL and basic skills completion, degree completion, and transfer status to develop a list of activities in an effort to potentially bridge identified achievement gaps (Ev. 4). All of the activities in the Equity Plan are mapped to Institutional Objectives (Ev. 5). These indicators will be tracked over time to assess the effectiveness of the Equity Plan activities on target populations.

In 2015, the College began using Tableau, a data dashboard that allows College staff to view disaggregated student information on a range of student outcomes and achievement (Ev. 6). The Office of Access and Equity has worked in collaboration with the Office of Research and Institutional Effectiveness to include an analysis of disproportionate impact by equity population/various sub-populations. This Equity Impact Analysis is available to all faculty and staff for use in Program Reviews and Annual Area Plans, and can help the College further identify gaps and areas for improvement (Ev. 6). Resource allocation for new initiatives arising out of Program Reviews and Annual Area Plans are based on criteria that includes Student Learning Outcomes (Ev. 7).

In addition to the work of the Student Equity Committee and other Student Service Committees, Shasta College annually analyzes academic achievement by a range of subpopulations of students including

racial/ethnic group, gender, age group, distance education status, and other characteristics (Ev. 8). This analysis further supports a wide variety of campus planning efforts to develop strategies to mitigate gaps.

For example, an analysis of through-put rates of students who begin in the College's basic skills sequence identified significant performance gaps in that few of these students ever completed a transfer level math course. In response to this data, Shasta College math faculty participated in the California Acceleration Project and have now implemented three new programs to better serve students including Math My Way, Path2Stats, and Math 102X (Ev. 9, Ev. 10, Ev. 11). The Math Department also partnered with the Learning Centers to increase embedded tutoring and options for Supplemental Instruction.

Evaluation

Shasta College meets this standard. Data is disaggregated to better understand student learning and achievement in a number of contexts. The SSSP, Basic Skills Initiative, Enrollment Management Plan, and Equity Plan have established shared indicators and are tracking them to assess the effectiveness of initiatives designed to support under-represented populations. Resource allocations for Initiatives that arise out of Annual Area Planning and Program Review are scored on a rubric that considers Student Learning Outcomes. To continually improve, the College will provide additional training to faculty and staff in the use of disaggregated data in Program Review and Area Planning. For example, the College will be partnering with the Chancellor's Office to host a regional workshop on Disaggregated Data in September 2017. We are also working with 3CSN to serve as a hub for Northern California community colleges seeking training in multiple topics related to basic skills.

Evidence

I.B.6-01. Student Equity Plan Goal A
I.B.6-02. Student Equity Plan Goal B
I.B.6-03. Enrollment Management Plan
I.B.6-04. Student Equity Plan 2015-2016
I.B.6-05. Student Equity Plan 2015-2016: Appendix C
I.B.6-06. Annual Area Plan Data, Equity Impact 2015-2016
I.B.6-07. Resource Allocation Rubric
I.B.6-08. Shasta College Fact Book
I.B.6-09. Math My Way Flyer
I.B.6-10. Math 114 Path2Stats Flyer
I.B.6-11. Math 102X Flyer

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Description

Shasta College's planning, policies, practices, and programs are evaluated in a variety of ways. The primary way in which planning is evaluated is through the strategic planning assessment process. Each three-year strategic planning cycle concludes with an assessment aimed at improving the effectiveness of College planning processes and corresponding activities (Ev. 1). Board Policies and Administrative Procedures, which cover all areas and programs within the institution, are reviewed regularly and revised as needed. This process is detailed in section I.C.5 of the Institutional Self-Evaluation Report.

When participatory governance groups, such as College Council, identify necessary improvements, appropriate changes are made to planning practices and institutional governance structures. For example, the Integrated Planning Manual and the Participatory Governance Manual were updated to streamline processes

and facilitate continuous improvement in 2014 and 2017 (Ev. 2, Ev. 3).

Shasta College has recently developed a baccalaureate degree in Health Information Management. This degree was developed in accordance with Shasta College's mission statement (Ev. 4) and the Strategic Plan (Ev. 5). The degree is integrated into College-wide planning and evaluation cycles (Ev. 6), and Institution-set Standards specific to this degree program were also developed (Ev. 7).

Student satisfaction and feedback regarding the Distance Education programs and services are gathered every other year through a student survey (Ev. 8). A bright spot in the College's distance education offerings is the successful course completion and retention of on-line students verses the state average for public community colleges. According to the most recent Distance Education Report given to the Board (Ev. 9), Shasta College has a 4% better outcome for distance education students in these categories for the time period between Fall 2013 and Spring 2016 (66% course success for Shasta College versus 62% statewide, and 85% course retention for Shasta College versus 81% statewide).

Evaluation

Shasta College meets this standard. The College engages in an Annual Area Planning process which also assesses progress toward goals previously set.

The Office of Research and Institutional Effectiveness assists with the implementation of surveys and other data collection that supports departmental program evaluation.

Evidence

I.B.7-01. Strategic Plan Assessment
I.B.7-02. Integrated Planning Manual - 2014
I.B.7-03. Integrated Planning Manual - 2017
I.B.7-04. Shasta College Mission Statement
I.B.7-05. Shasta College Strategic Plan
I.B.7-06. PRC Program Review Schedule Fall 2016
I.B.7-07. Institution-set Standards for Health Information Management Baccalaureate Program
I.B.7-08. Online Student Learning Survey Results – Fall 2016
I.B.7-09. Distance Education Board Report 2016

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Description

The Annual Area Planning process provides a primary means of dissemination of assessment and evaluation results. Annual Area Plans include a discussion of each area's strengths and weaknesses and the development of initiatives with the goal of making improvements. These plans are created at the division or department level and are then shared with the corresponding Participatory Governance Councils. Each Council discusses the local area plans and then makes recommendations in priority order. All Council plans are then shared with College Council for further discussion and a campus-wide review.

Any initiatives that arise out of the discussion of strengths and weakness that require new funding are ranked and prioritized using the process outlined in the Integrated Planning Manual (Ev. 1). This process involves the use of a Resource Allocation Rubric with several criteria, one of which is the consideration of Student Learning Outcomes (SLOs; Ev. 2).

A variety of other assessment and evaluation efforts take place at the College to offer further support for planning aimed at continual improvement.

The Office of Research and Institutional Effectiveness has a standing agenda item on the College Council Agenda to share relevant research efforts and to seek input from the constituents on the Council, which includes a student representative. Campus-wide studies, including the Community College Survey of Student Engagement (CCSSE), the Adult Focused Learning Inventory (ALFI), and the Faculty and Staff Campus Climate Survey, are shared with the College Council and with other committees as requested (Ev. 3, Ev. 4, Ev. 5).

The College's Participatory Governance Committee structure also facilitates the dissemination of information. College Council reviews all significant reports and evaluations and advises on associated action. This gives College Council a global perspective on all assessment and evaluation efforts. College Council is ultimately responsible for ranking and/or recommending initiatives that arise from the Annual Area Planning process.

Examples of reports, planning documents and evaluations reviewed by College Council include the following:

- Technology Plan (Ev. 6)
- Enrollment Management Plan (Ev. 7)
- Facilities Master Plan (Ev. 8)
- Summary report on Strategic Plan (Ev. 9)
- Prioritized initiative lists for the Annual Area Planning processes from Administrative Services Council, Instructional Council, and Student Services Council (Ev. 10)

Institution-set Standards are reviewed by College Council and the Office of Research and Institutional Effectiveness at least yearly to assess the College's progress and make adjustments when necessary (Ev. 11). Institutional Student Learning Outcomes (ISLOs) are assessed on a three-year cycle and results are shared broadly (Ev. 12). In addition, the three-year Strategic Plan is evaluated annually with a progress report which is shared with College Council, and a comprehensive summative report shared at the completion of the three-year cycle (Ev. 13, Ev. 14).

The website for the Office of Research and Institutional Effectiveness disseminates much of the information regarding assessment and evaluation activities on campus. Information on this website is available to both internal and external stakeholders as is the Student Success Scorecard Data. The College formally reports the Scorecard outcomes data to the Board of Trustees annually (Ev. 15).

To support a culture of evidence and increase the link between assessment and planning efforts, the Research Committee is now a sub-committee of College Council. This helps ensure the College is making decisions based on appropriate evidence and planning.

One recent example of how a shared understanding of a weakness prompted action comes from the Institutional Effectiveness goals set by College Council in Spring 2016 (Ev. 16). In the goal the College was allowed to set for itself, College Council selected persistence as a weakness in which it desired to improve upon. The current fall-to-fall persistence rates were examined and in looking at the disaggregated data, the Council especially decided to make retention of those who identified themselves as Hispanic to be a focus of study, as there is an identified gap in retention rates for this group (Ev. 17).

Other participatory committees and councils also share and disseminate assessment and evaluation information. Some examples include:

- Distance Education Report to Academic Senate (Ev. 18).
- Basic Skills Report to Board of Trustees (Ev. 19)
- Equity Report to Academic Senate (Ev. 20)
- Student Engagement Survey Report to Student Services Council (Ev. 21)

Membership on participatory committees includes representation from management, faculty, classified staff, Academic Senate members, and wherever possible, a Student Senate representative. Representatives from these bodies are asked to report back to constituents. The participatory structure helps ensure broad dissemination of information.

Finally, the Superintendent/President sends regular campus updates via e-mail and disseminates information about planning and evaluation efforts, inviting feedback and providing links or contact information on the selected efforts, events, or outcomes.

Evaluation

Shasta College meets this standard. Assessment and evaluation tools and projects as well as findings are discussed and disseminated through the College-wide Integrated Planning process. This process includes the identification and discussion of strengths and weaknesses as well as student outcomes. A wide range of participatory committees further facilitate discussion and dissemination of findings.

The efforts of the Office of Research and Institutional Effectiveness are leading to increased attention to data quality. To further improve the use of College-wide assessment and evaluation outcomes, the Research Committee is now formally aligned with College Council.

Although the College meets this standard, it will continue to work within the campus governing structure to refine practices to facilitate greater participation in discussions surrounding campus effectiveness.

In addition, although much improvement has occurred in the last several years, advancing data integrity and accessibility is a primary commitment of the College and a focus of the Quality Focus Essay.

Evidence

I.B.8-01. Integrated Planning Manual - 2017
I.B.8-02. IPM Resource Allocation Rubric
I.B.8-03. Community College Survey of Student Engagement: Presentation to College Council
I.B.8-04. ALFI Counseling Retreat Presentation
I.B.8-05. College Council Minutes – 02/07/17: Climate Survey
I.B.8-06. Technology Master Plan
I.B.8-07. Enrollment Management Plan 2017-2018
I.B.8-08. Facilities Master Plan
I.B.8-09. College Council Minutes- 09/20/16: Strategic Plan
I.B.8-10. Annual Area Plan Prioritized Initiative List
I.B.8-11. Institution Set Standards
I.B.8-12. ISLO Report - Spring 2017
I.B.8-13. Strategic Plan Update 2013-2014
I.B.8-14. Strategic Plan Assessment 2012-2015
I.B.8-15. Board of Trustee Minutes 01/18/17: Score Card Discussion
I.B.8-16. College Council Minutes 05/17/16: IEPI Indicator Discussion
I.B.8-17. Research Update on Persistence Rates
I.B.8-18 Distance Education Report to Academic Senate
I.B.8-19. Basic Skill Report to Board of Trustees
I.B.8-20. Equity Report to Academic Senate
I.B.8-21. Community College Survey of Student Engagement (CCSSE) Report to Student Services Council

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for

human, physical, technology, and financial resources. (ER 19)

Description

The College combines all major planning and resource allocation efforts into a unified process called the Integrated Planning cycle as depicted in the Integrated Planning Manual (Ev. 1). The Integrated Planning cycle connects the Mission, the Educational Master Plan, and the Strategic Plan into a process aimed to create a continuous cycle of planning and improvement that ultimately shows a direct link back to the College Mission. The Educational Master Plan outlines the long-term goals of the College whereas the Strategic Plan identifies shorter-term efforts that the College is making toward meeting those long-term goals (Ev. 2).

Faculty and staff participate in an Annual Area Planning process through their respective divisions or departments. The Annual Area Plan is the element of the Integrated Planning cycle that connects the evaluation of strengths and weaknesses to institutional planning. The process for Annual Area Planning requires assessment, reflection on previous initiatives and actions, and new requests for resource allocations. The planning process uses this data to inform College-wide decision-making, resource allocation, and prioritization (Ev. 3).

In the Annual Area Plans, area effectiveness is assessed. Program Reviews are one component of the Annual Area Plans for specific instructional programs. Data to support Program Review and Area Plans is made available through the College's Data Dashboard (Ev. 4). Other sources of data utilized for Program Reviews include, but are not limited to, reports produced by the Office of Research and Institutional Effectiveness, including internal survey results for various departments such as the Dental Hygiene Program (Ev. 5).

Resource allocation requests that arise out of academic Program Reviews are submitted through Annual Area Plans. Instructional-related Annual Area Plan initiatives are then gathered and ranked by Instructional Council. Similarly, Student Services Council and Administrative Services Council also participate in the Annual Area Planning process and rank initiatives from the priority areas within each Council. College Council is tasked with making final recommendations on resource allocation based on the rankings made by the other Councils (Ev. 6). These recommendations are then forwarded to the Superintendent/President for final review.

The Superintendent/President then follows the process outlined in the Participatory Governance Manual and approves various initiatives for which funding is identified each year (Ev. 7, Ev. 8, Ev. 9). Examples of approved resource allocations from the Integrated Planning process abound, as evidenced by the spreadsheets presented as evidence above. Specific examples of more significant initiatives include a top initiative from the 2012-2013 process in which the establishment of a grants office was recommended through the process. This initiative was approved, and in December of 2013 a Grants Office was established and a Director of Grant Development was hired. This office has been particularly successful in both spearheading grant writing and in assisting others on campus in writing and refining grants. In the past three years (2014-2015, 2015-2016, and 2016-2017) no less than $35 million in grants and awards have come into the College. These funds have provided much needed additional funding to support the mission of the College (note that this total is the total amount awarded regardless of how many years the grants run) (Ev. 10).

Other examples of significant initiatives approved through this process include the establishment of a larger on-going budget for equipment purchases, including technology. Academic support programs, such as Supplemental Instruction and the EDGE

program (to support student athletes), also originated from Area Plans.

The efforts described above are designed to support the College strategic planning cycle. After each strategic planning cycle, the Office of Research and Institutional Effectiveness produces a report for College Council that assesses the progress toward accomplishing the Mission and goals stated in the Educational Master Plan (Ev. 11).

Evaluation

Shasta College meets this standard. The Integrated Planning process occurs on an annual cycle and has been in place since 2012. The College is currently in its third strategic planning cycle since the process was adopted. Program Review is integrated into the planning process and linked to Annual Area Planning where resources are requested based on criteria that includes the relationship to institutional goals and learning outcomes. Campus planning efforts are clearly linked to the College mission and instructional goals within the Area Plan framework. Long-term goals are articulated in the Educational Master Plan while Strategic Plans develop shorter-term goals aimed at meeting the broader, longer-term goals.

Evidence

I.B.9-01. Integrated Planning Manual - 2017
I.B.9-02. IPM: Strategic Plan
I.B.9-03. Annual Area Plan Samples
I.B.9-04. Data Dashboard
I.B.9-05. Dental 21 Spring 2017 End of Course Survey
I.B.9-06. Annual Area Plan Prioritized Initiative List
I.B.9-07. Annual Area Plan Initiatives – Presidents Response 2014-2015
I.B.9-08. Annual Area Plan Initiatives – Presidents Response 2015-2016
I.B.9-09. Annual Area Plan Initiatives – Presidents Response 2016-2017
I.B.9-10. Grant Allocations Board Report
I.B.9-11. Strategic Plan Assessment

Changes and Plans Arising Out of the Self-Evaluation Process Related to I.B

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Improve Training Associated with Program Review and SLO reporting	I.B.2, II.A.3	• Program Review Committee • SLO Committee • Institutional Effectiveness	2017-2018	• Thorough and timely completion of SLO and Program Review reports. • Improved use of learning outcomes assessment across all divisions.
Assess Revised Program Review process	1.B.5 II.A.3	• Program Review Committee • SLO Committee • Institutional Effectiveness	2018-2019	• Ensure Program Review process is meeting the needs of stakeholders; make adjustments as necessary
Support faculty in data analysis associated with SLO and Program Review	I.B.6, II.A.3	• Institutional Effectiveness	2017-2018	• Better understanding of how to use disaggregated populations data to support improved performance on learning outcomes. • Improved use of learning outcomes assessment across all divisions.
Enhance dialogue surrounding outcomes and achievement	I.A.2, I.B.1, II.A.3	• College Council • Academic Senate • Program Areas	2017-2018	• More thorough and thoughtful analysis of data as part of the Annual Area Planning process. • Better use of data in decision-making processes for all campus committees and councils.

Standard I.C.: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Description

Shasta College uses a variety of methods to share information with all constituents related to the College's mission, learning outcomes, educational programs, and student support services. The most prominent methods of disseminating this information include the College website and the College Catalog (Ev. 1). The College Catalog is reviewed annually by a wide variety of campus constituents for currency and accuracy (Ev. 2). Program Learning Outcomes are published in the College Catalog while Student Learning Outcomes are publicly available in CurricUNET, the College's curriculum management system (Ev. 3), and are included in all syllabi (Ev. 4). Courses are reviewed by area faculty at least every five years (Ev. 5).

Program Review information is published on the Program Review Committee website. Program Reviews are on a two-year cycle, where each program is expected to evaluate their program every two years, with the Program Review Committee conducting a complete evaluation of the program every four years (Ev. 6).

The College has seven Institutional Student Learning Outcomes (ISLOs) (Ev. 7) that are overseen by the College Academic Senate. ISLOs are assessed through student surveys by the Office of Research and Institutional Effectiveness on a three-year cycle, measuring one ISLO per semester, with one semester measuring two ISLOs (Ev. 8).

The College also publishes a wide variety of pamphlets and flyers through the Marketing and Outreach Department to promote its programs and services (Ev. 9). 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 (Ev. 10, Ev. 11).

Information about the College's accreditation status is accessible from the College website homepage and is also published in the College Catalog (Ev. 1).

Evaluation

Shasta College meets this standard. The clarity, accuracy, and integrity of information is assured through a comprehensive review process. Division administrative staff review syllabi each semester to ensure all required information is present, including Student Learning Outcomes. Courses are reviewed by faculty and administration on a regular cycle to ensure they remain relevant and current. Publications produced by the Marketing and Outreach Department are proofed for accuracy by the respective divisions and programs. Webpages are maintained at the division/program level, and administrative staff handle the majority of the individual website updates.

Evidence

I.C.1-01. Shasta College Catalog
I.C.1-02. Catalog Review Request
I.C.1-03. Course Outline of Record
I.C.1-04. Syllabus Template
I.C.1-05. Curriculum Handbook
I.C.1-06. PRC Program Review Schedule
I.C.1-07. Institutional Student Learning Outcomes

I.C.1-08. ISLO Report - Spring 2017
I.C.1-09. Shasta College Brochure
I.C.1-10. Student Success Workshop Flyer
I.C.1-11. Online Tutoring Information

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Description

The College has a comprehensive College Catalog that is reviewed and published annually by the Office of Instruction (Ev. 1). This includes program and course information about the new baccalaureate degree in Health Information Management. All major procedures and policies affecting students are also described. The College Catalog is available online in PDF format. Print copies are distributed to all full-time faculty, divisions, and program offices. The College Catalog is also available for purchase in the bookstore. The College Catalog is reviewed for currency and accuracy yearly. During the review process, the Office of Instruction ensures that all catalog-related eligibility requirements are included. The Office of Instruction coordinates the review and organization of the College Catalog and seeks input from various constituent groups including counselors, administrators, staff, students, and faculty (Ev. 2).

Evaluation

Shasta College meets this standard. Shasta College has a thorough process for ensuring information in the College Catalog is accurate and that it includes all major policies affecting students. The yearly update cycle with requests for feedback and campus-wide participation help ensure the accuracy and currency of the College Catalog. The College Catalog is widely available to current and prospective students.

Evidence

I.C.2-01. College Catalog
I.C.2-02. Catalog Review Request

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Description

Shasta College compiles and publishes assessment and achievement data and communicates matters of academic quality primarily through the website. Gainful Employment Data, for example, is updated annually. The Student Success Scorecard data is presented to the Board of Trustees yearly (Ev. 1) and is accessible from the College's home page.

Generally, assessment and achievement data and associated reports are accessible from the Office of Research and Institutional Effectiveness website. A Tableau data dashboard is used to share a wide variety of information about student achievement including course success, retention, and degree attainment rates (Ev. 2). Success and retention rates as well as other data elements are disaggregated by sub-population so that the College can develop plans to close achievement gaps. This information is available to all constituents in preparing Annual Area Plans and Program Reviews, as described above in section I.B.9. Reports on student success and achievement are disseminated in presentations to the Academic Senate, the Board of Trustees, and other constituent groups (Ev. 3, Ev. 4, Ev. 5).

Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Student Learning Outcomes (ISLOs) all assess student learning and achievement in a

hierarchical manner. SLOs are measured at the course level by individual faculty members; however, they are mapped to the specific course's PLOs in order to identify if the student and course are meeting outcomes of the program. Finally, both SLOs and PLOs are linked to ISLOs in order to identify overarching educational themes taught at the College. Additionally, by linking these outcomes, it provides the College and faculty the ability to examine potential growth opportunities in their respective courses and programs (Ev. 6).

Program Reviews and Annual Area Plans are also utilized to assess programs and communicate strengths and growth areas. Annual Area Plans are widely discussed yearly and are fully integrated into the College planning process. Program Reviews are completed on a two-year cycle. The baccalaureate degree program in Health Information Management that began in Fall 2016 conforms to all of the policies and practices as noted above.

Evaluation

Shasta College meets this standard. Academic quality and student achievement information are communicated in a variety of ways. Quantitative and qualitative analyses of multiple national, statewide, and local surveys and reports are accessible on the website. Discussion of student achievement occurs in a wide variety of contexts including College Council, Academic Senate, Student Success Committee, and the Board of Trustees. This information is also discussed as part of the Annual Area Planning process and the Program Review process. The College is in compliance with Student Learning Outcome assessment guidelines, but in an effort to continuously improve, is committed to increased dialogue and richer communication regarding improvement plans.

Evidence

I.C.3-01. Board of Trustees Minutes 01/18/17: Score Card
I.C.3-02. Data Dashboard
I.C.3-03. Distance Education Report to Academic Senate
I.C.3-04. Basic Skills Board Report
I.C.3-05. Distance Education Board Report
I.C.3-06. Outcome Mapping Samples

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Description

The College Catalog serves as the official record of all degrees and certificates offered at the College, including the baccalaureate degree. The College Catalog contains a program description, the Program Learning Outcomes (PLOs), and program requirements for all programs of study at the College. All required courses for each program are noted in the College Catalog. Transfer and pre-requisite information is also documented in the College 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 all course syllabi. A sample course syllabus with all required elements is sent to faculty yearly to assist with the development of course syllabi as well as SLOs (Ev. 1). Each instructor turns course syllabi into the respective division office to ensure the inclusion of course outcomes and other required elements (Ev. 2).

Evaluation

Shasta College meets this standard. The College Catalog contains complete and accurate information for all programs and courses, describing the purpose of the programs and courses, program and course content, requirements, and expected learning outcomes

(PLOs and SLOs). Processes are in place to ensure students receive accurate information about programs and courses.

Evidence

I.C.4-01. Syllabus Template
I.C.4-02. Syllabus Course Outline of Record check

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Description

Shasta College regularly reviews institutional policies and procedures. The President's Office coordinates and tracks the review process for all policies and procedures. The most recent tracking sheet demonstrates the quantity of policies and procedures undergoing review, with 117 policies and procedures reviewed in the past academic year (Ev. 1).

The College subscribes to the Community College League of California's policies and procedures service to keep up to date on legislative changes and good practice updates to policies and procedures. Policies are also updated when legislative changes necessitate updates to local policies and procedures. The Community College League of California notifies the College when such changes are needed.

Recently the College adopted BP/AP 2410 (Ev. 2, Ev. 3) which establishes a regular, four-year review cycle for all policies and procedures. This ensures that all board policies and administrative procedures are reviewed whether or not the League's service suggests review or revision.

The most significant publication, the College Catalog, is updated annually as described in I.C.2 (Ev. 4). Wide participation in this process from College constituent groups helps the College ensure thoroughness and accuracy. All other significant publications are produced by the College Marketing and Outreach Department to ensure a consistent and accurate representation. Proofs of publications are shared with the respective divisions and departments prior to publishing to further ensure accuracy of information.

Evaluation

Shasta College meets this standard. A policy and procedural review cycle is in place. The College Catalog is reviewed yearly for updates. All significant publications are produced in collaboration with the Marketing and Outreach Department to ensure integrity of its mission, programs, and services in all forms of representative communication.

Evidence

I.C.5.01. BP/AP Tracking Chart
I.C.5.02 BP 2410 - Policy and Administrative Procedures Review Cycle
I.C.5.03 AP 2410 - Policy and Administrative Procedures Review Cycle
I.C.5.04. Catalog Review Request

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Description

The College informs current and prospective students about the total cost of education primarily through the Shasta College website (Ev. 1). The link to this information is clearly labeled on the left navigation menu of the Admissions section of the website. 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.

The Board of Trustees approves any changes to fees and/ or additional tuition costs at Shasta College public board meetings (Ev. 2).

Evaluation

Shasta College meets this standard. The College website and the course schedule contain comprehensive information regarding course material fees to help students in understanding the total cost of education at Shasta College.

Evidence

I.C.6-01. Fees published on website
I.C.6-02. Board of Trustees Minutes 10/12/16: Fee Schedule

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Description

The College has a published governing Board Policy on Academic Freedom (Ev. 1). The policy is published on the College website and in the College Catalog (Ev. 2). The policy clearly states the responsibility and commitment of the Board of Trustees, College administration, and College 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.

Constituent group perspectives on academic freedom are assessed in the Shasta College Staff and Faculty Climate Survey, administered every two years by the Office of Research and Institutional Effectiveness. Survey respondents are asked to indicate their level of agreement or disagreement with the statement, "Shasta College supports faculty academic freedom." In 2016, 100% of management who responded, 87.8% of full-time faculty, and 92.3% of part-time faculty agreed or strongly agreed with this statement (Ev. 3).

Evaluation

Shasta College meets this standard through the established policy and associated practices. The Board Policy is published on the College website and in the College Catalog. The campus climate on academic freedom is assessed biannually by a College-wide Climate Survey, with results shared campus-wide.

Evidence

I.C.7-01. Academic Freedom Board Policy 4030
I.C.7-02. College Catalog
I.C.7-03. Shasta College Staff and Faculty Climate Survey - 2016

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Description

Student standards of conduct that promote honesty, responsibility, and academic integrity are outlined in Board Policy (BP) 5500 (Ev. 1). The policy defines academic dishonesty and identifies specific categories of misconduct. The process for reporting violations is outlined in Administrative Procedure (AP) 5500 (Ev. 2).

The designated discipline officer determines if action regarding the identified violation needs to be taken. The student hearing policies and processes are outlined in BP and AP 5520, ("Student Discipline"), respectively (Ev. 3, Ev. 4). The College exerts considerable effort in communicating appropriate standards of conduct to students and discouraging academic dishonesty. These standards are published in the College Catalog (Ev. 5) and on the College website. 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 (Ev. 6). Best practices to support academic integrity for online classes are shared at faculty training workshops (Ev. 7).

Evaluation

Shasta College meets this standard by establishing and communicating clear policies on academic integrity. The policies are communicated widely and faculty are trained in methods that discourage academic dishonesty, and encourage responsible behaviors resulting in academic success.

Evidence

I.C.8-01. Board Policy 5500
I.C.8-02. Administrative Policy 5500
I.C.8-03. Board Policy 5520
I.C.8-04. Administrative Policy 5520
I.C.8-05. College Catalog
I.C.8-06. Sample Syllabus
I.C.8-07. Supporting Academic Integrity Online

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

The aforementioned policy on Academic Freedom (Ev. 1) sets the stage 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 (Ev. 2). Faculty are supported in this endeavor by the evaluation process in which both students and peer faculty members are given the opportunity to comment on the instructor.

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 (Ev. 3). In addition, regularly scheduled faculty review processes, including observations and student surveys, ensure adherence to these guidelines (Ev. 4).

Evaluation

Shasta College meets this standard. The clear policies of the College and the professional code of ethics developed by the faculty Academic Senate provide distinction between personal conviction and professionally accepted views in a discipline. Evaluation practices are designed to identify areas of growth, and additional training opportunities are offered where needed.

Evidence

I.C.9-01. Board Policy 4030
I.C.9-02. Academic Senate Statement on Ethics
I.C.9-03. Student Feedback Form
I.C.9-04. Faculty Evaluation Summary Report

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Description

The College does not require any specific code of conduct based on specific beliefs or world views. See Standard I.C.8. for information on the Student Conduct.

Evaluation

This Standard does not apply to Shasta College.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Description

The College does not operate in foreign locations.

Evaluation

This Standard does not apply to Shasta College.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Description

Board Policy (BP) and Administrative Procedure (AP) 3200 affirm the commitment of the College to maintaining accreditation eligibility requirements (Ev. 1, Ev. 2). The College maintains a positive relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) and completes the required annual and midterm reports (Ev. 3). ACCJC is updated on substantive changes made at the College as evidenced by the recent submission of two substantive change proposals (Ev. 4).

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.

Evaluation

Shasta College meets this standard as evidenced by the maintenance of Eligibility Requirements and timely communication and reporting to ACCJC as documented on the website.

Evidence

I.C.12-01. BP 3200 - Accreditation
I.C.12-02. AP 3200 - Accreditation
I.C.12-03. ACCJC 2017 Annual Report
I.C.12-04. Accreditation Reports Website

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and

communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Description

Shasta College maintains positive relationships with external accrediting agencies and accurately represents information on the College website and in the College Catalog (Ev. 1). Communications between the College and ACCJC are posted on the College website (Ev. 2). 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 (CODA) through the American Dental Association (ADA) (Ev. 3)
- Associate Degree of Nursing (RN) – State of California Department of Consumer Affairs, Board of Registered Nursing (BRN) (Ev. 4)
- Vocational Nursing (LVN) - State of California Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians (BVNPT) (Ev. 5)
- Certified Nursing Assistant (CNA) (Ev. 6)/ Home Health Aide (HHA) – State of California Health and Human Services Agency, California Department of Public Health (CDPH) (Ev. 7)
- Early Childhood Education Center (Ev. 8)– National Association for the Education of Young Children Accreditation)

Accrediting information for specific programs is posted on the Division or program website.

Evaluation

Shasta College meets this standard by accurately and consistently communicating its accreditation status to the public through the College website, and in the College Catalog. Information on accreditation status is posted in offices where applicable. Recent accreditation visits indicate the programs are in good standing.

Evidence

I.C.13-01. College Catalog
I.C.13-02. Snapshot of ACCJC Communication page
I.C.13-03. CODA Dental Hygiene Approval Letter
I.C.13-04. Board of Registered Nursing Continuation Letter
I.C.13-05. Board of Vocational Nursing Letter
I.C.13-06. Nurse Aide Program Approval Letter
I.C.13-07. Home Health Aide Program Approval Letter
I.C.13-08. NAEYC ECE Accreditation Certificate

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Description

As evidenced by the College's financial statements (Ev. 1), and the yearly audit report (Ev. 2), 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 (Ev. 3). College priorities are articulated in the Educational Master Plan (Ev. 4) and the Strategic Plan (Ev. 5).

Evaluation

Shasta College meets this standard. Shasta College is a publicly funded, open-access

community College that functions to benefit the students of the District. The College does not generate financial return for investors or make contributions to any related parent organizations. Student learning and academic achievement are at the heart of the Shasta College mission, which is the basis for all College planning processes, including the establishment of strategic priorities. Processes the College employs to ensure its commitments to high quality education, student achievement, and student learning are described in detail throughout this report.

Evidence

I.C.14-01. Financial Statement
I.C.14-02. District Audit Report to the Board
I.C.14-03. Integrated Planning Manual
I.C.14-04. Educational Master Plan
I.C.14-05. Strategic Plan

Changes and Plans Arising Out of the Self-Evaluation Related to I.C

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Redesign College website	I.C.1	IT Marketing Representatives from governance councils	2017-2018	• Clearly articulate pathways for students • Improve communication to the community

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A.: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Description

All instructional programs at Shasta College are offered in fields of study consistent with the institution's mission (Ev. 1), are appropriate to higher education, and result in student achievement of identified learning outcomes, successful completion of degrees and certificates, of transfer, and of employment.

All new programs must be approved in accordance with Administrative Procedure 4020 – Program and Curriculum Development (Ev. 2). The review process includes, in succession, area faculty, area dean, Assistant Superintendent/Vice President of Instruction, Instructional Council, President's Cabinet, Curriculum Committee, and Academic Senate, with the Superintendent/President making the final decision pending approval by the Board of Trustees. All new programs must be aligned with the College's mission. In the case of programs having 18 or more academic units, relying primarily on the advice of the Academic Senate, the President is responsible for recommending new programs, and they are then forwarded to the Board of Trustees. Pending approval by the Board, new programs are then submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval. After approval from the CCCCO, new programs are sent to ACCJC for final confirmation. All approved programs are published in the College Catalog along with clearly defined Program Learning Outcomes (PLOs) and other relevant information, such as Gainful Employment. Programs of under 18 academic units only require local approval but must also contain PLOs. All courses in the program are also aligned with the College's mission as part of curriculum creation and review processes. Alignment with the College's mission is listed as one of the six criteria in the Shasta College Curriculum Handbook for approving new curriculum (Ev. 3). These criteria also help ensure the program is appropriate for higher-education. Also, all PLOs are aligned with the Institutional Student Learning Outcomes (ISLOs), which are stated as part of the College' mission.

Once approved, all programs undergo Program Review every two years and are referenced in their related Annual Area Plan. All Program

Reviews are themselves reviewed every other cycle by the Program Review Committee (PRC) as indicated in AP 4020. The Program Review Chart shows all programs and areas and when they undergo review (Ev. 4). Career and Technical (CTE) programs all have advisory boards and must provide labor market information and gainful employment information as part of the Program Review process. Standard II.A.16 provides a wider overview of the Program Review process and the role of PRC.

All programs fall under general areas that are reviewed annually through Annual Area Plans, which are part of the overall Program Review process. Annual Area Plans provide the mechanism for program faculty to request specific resources for their programs, and they include PLO data from any related Program Reviews. All resource requests are linked to institutional planning and must respond to the Resource Allocation Rubric in the Integrated Planning Manual (Ev. 5). The Annual Area Plans are intended not simply as a mechanism for requesting funding, but for providing a wider view of the specific needs of a given area and any Program Reviews within it.

An analysis of course sections offered in 2016-2017 demonstrates that the District provides a wide range of pre-transfer-level and transfer-level courses. These are offered in modalities that serve the College's vast district: traditional format, interactive television format, and online format. The expansion of dual enrollment means that high school students can now complete more college units before high school graduation. Programs like ACE (Associate Completion in the Evenings) support working adults with some college but no degree, a demographic that is quite high in the District in comparison to both state and federal comparisons. These two programs are examples of the District's efforts to expand local educational opportunities.

The District offers a wide range of degree and certificate programs (Ev. 6). Combined, these address a wide variety of student needs. Of the programs offered by the District, many are supported through distance education. Regardless of where or how they are taught, courses have the same requirements for SLOs and academic standards.

Shasta College has clear transfer pathways and articulation agreements with many UC, CSU, and private universities. Shasta College's Transfer Center is centrally located on campus next to Admissions and Records and provides a variety of services to assist students in achieving their transfer goals. Suggested course sequences for many programs are spelled out on the department websites. The Program Learning Outcomes (PLOs) appear along with the program descriptions and course requirements in the College Catalog. The College has an exemplary history of degree and certificate completion. The multiyear average (2011-2016) for degree completion is 699 and certificate completion is 265 (Ev. 7). Assessment of transfer and completion rates for programs occurs at the Program Review level and more globally when the College discusses Institution-set Standards (see section I.B.3.).

The Health Information Management (HIM) baccalaureate degree aligns with the mission of the College as the mission supports "undergraduate" educational programs. As healthcare is a large employer in the region, the program supports student and community needs.

Evaluation

Shasta College meets this standard. The quality and appropriateness of all programs are tied to the mission of the College and are regularly evaluated through various processes, including curriculum review, Program Review, and Annual Area Planning. Curriculum review includes the development and cyclical re-evaluation of Student Learning Outcomes (SLOs) for all courses, degrees, and certificates.

The curriculum approval process requires that SLOs be developed and included in the approval process for all courses and programs. Program Review includes the analysis and re-evaluation of Program Learning Outcomes (PLOs) at the program level. PLOs and general area needs are further evaluated as part of the Annual Area Planning process. AP 4020 establishes the process, criteria, and standards for the development and implementation of new certificates and programs as well as for Program Review of existing programs.

Evidence

II.A.1-01. Mission Statement
II.A.1-02. AP 4020 Program and Curriculum Development
II.A.1-03. Curriculum Handbook
II.A.1-04. Program Review Schedule
II.A.1-05. Resource Allocation Rubric
II.A.1-06. Program Matrix
II.A.1-07. Degree and Certificate Completions

II.A.2. Faculty, including full time, part time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Description

Shasta College's full-time faculty work with the part-time faculty to ensure that the content and methods of instruction meet accepted academic and professional standards and expectations. Full-time faculty take the lead in developing new courses and reviewing existing courses, except in areas where a full-time faculty member does not exist. In such cases, the course development/review process is overseen by full-time faculty from a related discipline. Proposed or current courses must be aligned with the College's mission and therefore must fulfill requirements for general education, basic skills, or transfer major preparation. All courses include a course outline of record (COR) which includes all the elements required by Title 5, such as the catalog description, course objectives, course content, and SLOs.

Shasta College's Curriculum Handbook (Ev. 1) outlines the processes for new course development and existing course review. All courses adhere to the Standards and Criteria for Courses as detailed in Section § 55002 of Title 5 of the California Code of Regulations. Courses align with this Section regardless of the modality in which the course is offered. Shasta College has clear transfer pathways and articulation agreements with many UC, CSU, and private universities. This includes courses that are part of Associate Degree for Transfer program (AD-T). Associated courses are made C-ID compliant; ensuring they meet accepted academic standards. Career and Technical Education (CTE) courses are reviewed every two years by their advisory boards to ensure currency and compliance with workplace standards. These, and all other Shasta College courses, undergo a formal curriculum review at least every five years.

Beyond the curriculum process, faculty ensure that courses meet accepted academic standards and expectations through a variety of means. Course syllabi follow the Sample Syllabus (Ev. 2) which details required elements for each syllabus. Courses offered through Extended Education follow an additional syllabus guide to ensure courses address the unique challenges of the Extended Education environment (Ev. 3). Required elements include the COR catalog description, course objectives, Student Learning Outcomes, and other elements, in addition to College policies relevant to instruction. Syllabi are regularly reviewed through the instructor evaluation process. For probationary full-time

faculty, this means their syllabi are reviewed every semester for the first seven semesters of instruction as per the Academic Contract (Ev. 4). For tenured faculty, this means a syllabus review every three years. And for part-time faculty, this means a review the first semester of instruction and every six semesters of service thereafter. Instructors are required to submit their syllabi to their respective division offices by the first day of classes. Division offices maintain a collection of syllabi for each semester. Division deans also review all syllabi for probationary or new part-time faculty, and the staff of many division offices provide another level of oversight.

Shasta College faculty and others act to continuously improve courses, programs, and instructional services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. Probationary full-time faculty are evaluated by four peers for the first seven semesters of their employment, and every three years once they receive tenure. Part-time faculty are evaluated by a peer their first semester of service and at least every six semesters thereafter. Full- or part-time faculty who are found deficient in any area receive a Plan for Improvement. Continued employment is conditional upon documented improvement.

Student Learning Outcomes (SLOs) play a role in systematic evaluation of courses and instruction as well. Shasta College's Academic Contract specifies that instructors are to spend time assessing SLOs. Discussions of the SLO results are intended to lead to changes in instructional practices as well as in the courses.

Distance Education courses follow the same COR as face-to-face courses and are included in the Program Review process. There is no separate means for evaluation of programs or courses based on mode of instruction. That said, online course success and retention rates are consistently above the state average for online courses (Ev. 5). Section II.A.16 provides a detailed description of the Program Review process.

Online instructors are required to complete an online pedagogy course called Introduction to Online Teaching and Learning. This helps ensure faculty are prepared to teach in online courses. Since 2014, more than 70 faculty have completed the training. A host of other training opportunities support continued faculty development and collaboration such as the College's Flexible Schedule program in which faculty are compensated for professional development (Ev. 6) and the Professional Learning Institute (Ev. 7). The new Center for Learning and Teaching (CELT) is a recent endeavor reflecting the College's commitment to continuous professional growth.

Evaluation

Shasta College meets this standard. The curriculum review process is a faculty-led process, and it ensures that the content and methods of instruction meet generally accepted academic and professional standards and expectations. This process includes a regular review of the course outline of record (CORs) for each course. Faculty review the curricula every five years (at the very least), and the Curriculum Committee reviews all changes, making recommendations as needed. Standards are in place, like the Sample Syllabus and Extended Education's syllabus guide, to make sure faculty include the most important elements of the CORs in their course syllabi. In turn, for each area, course syllabi are regularly and systematically reviewed by area faculty as part of the evaluation process. The evaluation process also helps ensure currency, improve teaching, and promote student success. A rich professional development program further supports professional growth of faculty.

Evidence

II.A.2-01. Curriculum Handbook
II.A.2-02. Sample Syllabus

II.A.2-03. Extended Education Syllabus Checklist
II.A.2-04. Academic Contract – 5.0 Evaluation
II.A.2-05 Academic Senate Distance Ed Report
II.A.2-06. Flex Menu
II.A.2-07. Professional Learning Institute

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Description

Shasta College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures as evidenced by the processes described in the Shasta College Curriculum Handbook and the SLO Handbook (Ev. 1, Ev. 2), and as evidenced by submission of Student Learning Outcomes (SLOs) assessment through the TracDat software system (Ev. 3). All course outlines of record (COR) include SLOs (Ev. 4). These are revisited regularly as part of the 5-year curriculum review process (Ev. 5). Faculty are also encouraged to update or revise SLOs at any time. Updates are made in TracDat and then the curriculum is modified accordingly so that the most current SLOs are always found in TracDat. During the first week of class, students receive a course syllabus that includes SLOs from the officially-approved COR. The Sample Syllabus lists the SLOs for each course as a required element of all syllabi (Ev. 6). Syllabi are submitted to division offices at the beginning of each term to ensure SLOs are present. Article 5.4 of the Academic Master Contract requires faculty to hand out syllabi to all students in the first two weeks of class.

All new programs must be approved in accordance with AP 4020 (Ev. 7). The review process includes, in succession, area faculty, area dean, Vice President of Instruction, Instructional Council, President's Cabinet, Curriculum Committee, and Academic Senate. All approved programs are published in the College Catalog along with clearly-stated student Program Learning Outcomes (PLOs). Programs under academic 18 units only require local approval but must also contain PLOs. PLOs are reviewed by the faculty every two years for all programs as part of the Program Review process. The Program Reviews are then reviewed every other 2-year cycle by the Program Review Committee (Ev. 8). Program Reviews, like SLOs, are also submitted through TracDat. The General Studies and University Studies areas of emphases use Institutional Student Learning Outcomes (ISLOs) in place of PLOs. The Program Review Committee reviews these degrees every four years. Standard II.A.16 provides more information on the Program Review process and the PRC's role. See also the Evolution of Program Reviews at Shasta College for additional context (Ev. 9).

Evaluation

Shasta College meets this standard. All courses, programs, certificates, and degrees have learning outcomes that are identified when they are created and then regularly assessed by area faculty. CORs include course SLOs and are approved for courses as part of the curriculum process, and these are reviewed at least every five years. All syllabi include the learning outcomes and course objectives from the officially approved CORs, and faculty are required to submit all syllabi within the first two weeks of class, ensuring the objectives and learning outcomes are communicated to students.

The District has recently adopted a two-year SLO cycle whereby SLOs are assessed at least every other year and then evaluated in the following year. The evaluation of SLOs through this SLO cycle ensures that SLOs in fact receive more regular analysis than the five-year curriculum cycle suggests. Through the guidance of the SLO coordinator, faculty regularly meet to look at SLO results and to plan improvements or changes to the assessment process. Some departments are experimenting with online discussion of SLOs to support more faculty engagement.

Although the SLO process has continued to evolve over the years, the College is focusing its efforts to take assessment work to the next level. As a part of those efforts, faculty are examining whether or not TracDat (the current SLO tracking tool) has the capacity to provide the reports and reflection tools that the faculty desire to maximize the impact of SLOs.

One of the Quality Focus Essays addresses a plan to make all of the College's assessment processes more meaningful for faculty, less labor intensive than current practices, and structured so that assessments at the course level are more directly linked to the assessment of program and institutional level outcomes.

Evidence

II.A.3-01. Shasta College Curriculum Handbook
II.A.3-02. SLO Handbook
II.A.3-03. Sample SLO Reports
II.A.3-04. Sample Course Outline
II.A.3-05. SLO Update Tracking Sample
II.A.3-06. Sample Syllabus
II.A.3-07. AP 4020 Program and Curriculum Development
II.A.3-08. Program Review Schedule
II.A.3-09. Evolution of Program Review at Shasta College

II.A.4. If the institution offers pre-collegiate level[1] curriculum, it distinguishes that curriculum from College level[2] curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Description

Shasta College offers 40 pre-collegiate level courses in English, ESL, and mathematics. These courses all have subject codes or course numbers of 200-300 to distinguish them from College-level courses, which are numbered 1-199. For students with disabilities, 9 adaptive studies courses are offered. All of these courses are designed to prepare students for College-level curriculum.

This curriculum directly supports students in acquiring the knowledge and skills necessary to succeed in College level courses. Flowcharts for the pathways in English/ESL and mathematics (Ev. 1, Ev. 2) are revised each year and made available to counselors and the Assessment Office. The flowcharts clearly outline several different pathways forward for students in English and mathematics. Students may take either a traditional pathway or an accelerated pathway (several different accelerated options are available in the mathematics sequence).

In English, ENGL 1A (College English) is required for any AA or AS. Students who do not place into ENGL 1A are prepared for it by taking ENGL 190 (Reading and Writing II), the ENGL 191-194 Writing in the Workplace Sequence, or ENGL 196 (Accelerated Reading and Writing). In math, MATH 102 (Intermediate Algebra) is required for most AAs or ASs, with some degrees requiring Math 110. Students who need but do not place into MATH 102 are prepared for it by taking MATH 101 (Basic Algebra) and, if needed, two levels of math below: MATH 220 (Basic Mathematics) and MATH 240 (Pre-Algebra), both of which have accelerated options (MATH 260 and MathMyWay, a self-paced option). Students in

MATH 102 are prepared for the calculus sequence (MATH 2, etc.) by taking MATH 102 (Intermediate Algebra); those on a non-STEM pathway are prepared for MATH 14 (Statistics) by taking the accelerated MATH 114 (Pre-Statistics). Students in some CTE programs take MATH 110 (Essential Math) instead of Math 102. Students who need but do not place into MATH 110 are prepared for it by taking MATH 100 (Technical Applications of Mathematics) and, if needed, two levels of math below that: MATH 220 (Basic Mathematics) and MATH 240 (Pre-Algebra), both of which have accelerated options (MATH 260 and MathMyWay, a self-paced option). Math faculty are currently developing Math 102X, which will accelerate time towards degree by adding a lab component to the current 102 course. This will allow students to enroll in a more difficult course, but will provide the support necessary to be successful in a timely manner.

Shasta College is an early adopter of the Common Assessment Test (pending finalization of that test at state level). New applications will be placed either through the CAI or through multiple measures, which uses high school transcripts as the default placement method. Students are also allowed to self-place in mathematics using a self-placement tool provided by the Math Department. The College offers a Math Camp every summer to help students review in an effort to place higher in mathematics.

Shasta College is also participating in the statewide Multiple Measures assessment Project (MMAP). MMAP evaluates the extent to which multiple measures, including high school transcripts, better predicts placement and performance at Shasta College than a placement test alone. A comprehensive evaluation was done in 2016-2017 which indicated that Multiple Measures are an effective tool for placing students into English courses. Results for math were promising, but further analysis is warranted. (Ev. 3)

Free tutoring for students is offered through the Writing Center and Math Lab, and it provides students with an opportunity to work one-on-one with paraprofessionals and tutors with expertise in ESL, English, and math, as well as basic computer literacy. A tutoring center was created at the Tehama campus in Fall 2016. All students can also take advantage of 24/7 NetTutor online tutoring, which includes tutor in pre-transfer courses. To some extent, students are also prepared through a series of Student Success Workshops, more than 30 of which are offered each semester. These target all aspects of educational success, including memory improvement, textbook reading skills, research skills, and much more. A schedule of Student Success Workshops is developed early each semester and posted district wide (Ev. 4). Many of the workshops are offered in online format.

Shasta College is also participating in the Basic Skills Transformation and Student Outcomes Project which will allow for the expansion of acceleration and provide additional student supports in and outside of the classroom, including more embedded tutoring and Supplemental Instruction.

Evaluation

Shasta College meets this standard. A comprehensive list of pre-collegiate courses are offered, and these are clearly distinguished from College-level curriculum by the course number sequence. The distinctions are made clear through flowcharts for English, ESL, and math and are communicated to students through the counseling staff and Assessment Office. For pre-collegiate math and English classes, the College is creating more student pathways that allow students to accelerate through the traditional basic skills sequences. This transition is research based and has begun to show higher student success where students are initially placed at higher levels. The math curriculum includes options for students in CTE programs. Support services are extensive and include free

face-to-face tutoring at two of the College's campuses and 24/7 online tutoring for all students.

In recent years the College has embraced other initiatives to increase student success including a Math Camp and the Student Success workshops. The College has long offered an adult literacy program. This program is currently located at the City of Redding Library. The Library offers adult literacy tutoring and has other resources to benefit this population. The College also offers a series of adaptive classes for DSPS students to aid their transition into College, and particularly math, English, and computer literacy.

Evidence

II.A.4-01. English/ESL flowchart
II.A.4-02. Math flowchart
II.A.4-03. Multiple Measures Project Assessment
II.A.4-04. Student Success Workshops

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Description

Shasta College's degrees and programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time to completion, and synthesis of higher learning. All degree programs also have a general education component designed to ensure students develop a breadth of knowledge to support intellectual growth. Board Policy 4020 - Program and Curriculum Development—and the accompanying Administrative Procedure (AP 4020) (Ev. 1, Ev. 2) specify that the College develop procedures to review, or discontinue all courses, degrees and programs. In compliance with the California Code of Regulations (CCR) Title 5 Section 55063, the College's BP 4100 - Graduation Requirements for Degrees and Certificates (Ev. 3) states the minimum requirements for the associate's degrees as 60 semester units.

These standards affirm that the College will rely primarily upon the Academic Senate in course or program creation, review, and discontinuance. Curriculum review is done by the Curriculum Committee, a standing subcommittee of the Academic Senate, and the policies are thus referenced in the Shasta College Curriculum Handbook (Ev. 4). The curriculum approval and review process ensures compliance with state standards and determines the need and feasibilities of all new or reviewed courses. The six criteria for course approval are as follows:

1. Does the curriculum meet Title V requirements?
2. Is the proposed curriculum consistent with the mission of the College?
3. Is there a demonstrated *need* for the curriculum?
4. Does the proposed curriculum demonstrate a *quality* design?
5. Has the *feasibility* of offering the curriculum been evaluated?
6. Does the curriculum comply with all applicable state and federal laws, licensing body requirements and/or accreditation standards?

Under AP 4020, new program proposals must first be approved by the Curriculum Committee, whose recommendations are forwarded to Instructional Council and then up to the Board of Trustees. AP 4020 also specifies that programs be reviewed on a regular basis by the Program Review Committee (PRC), which reports to the College Council. Recommended

course sequences are posted online for each program, and these are regularly updated.

Shasta College currently has one baccalaureate degree program. The courses in this program are subject to the same processes as other programs. The minimum unit requirement for the baccalaureate degree program requires at least 129 units, meeting the 120 unit threshold for baccalaureate degrees.

Evaluation

Shasta College meets this standard. All Shasta College's degrees and programs follow practices and standards common to American higher education. These standards are codified in Board Policies and the Shasta College Curriculum Handbook.

Evidence

II.A.5-01. BP 4020 Program and Curriculum Development
II.A.5-02. AP 4020 Program and Curriculum Development
II.A.5-03. BP 4100 Graduation Requirements
II.A.5-04. Shasta College Curriculum Handbook

II.A.6. The institution 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.[3] (ER 9)

Description

Shasta College schedules all degree and certificate courses in such a manner to allow students to complete their program within a period of time consistent with established expectations in higher education. Generally, this means 1-2 years, depending on the degree or certificate, though associate degrees generally can be completed in 2 years. Credit courses in the College Catalog are typically offered at least every 2 years. Suggested sequences, based on typical scheduling patterns, are posted online for many programs (Ev. 1). The sequences indicate whether courses are offered in traditional, online, or interactive television (ITV) mode. If courses are not available within 2 years, course substitutions must be made available.

The frequency of course offerings is reviewed as part of the 5-year curriculum review process, and the College is adopting a process whereby courses that have not been offered within a 5-year window will be flagged for possible deactivation by the Curriculum Committee as well as by the Program Review Committee.

All CTE programs are required to undergo local and state mandated Program Review. CTE Programs are also mandated to hold discipline-specific advisory councils who provide input on course content and frequency of course offering.

The district regularly analyzes general scheduling data as part of schedule creation. These trends are also considered in new faculty hiring. The district is moving toward regular analysis of student time-to-completion, defined as two years for a 60-unit degree program, and four years for Shasta College's baccalaureate program. Completion is an important goal for Shasta College. Strategic Plan Institutional Goals 1.2 and 1.3 indicate that this is a priority (Ev. 2).

Evaluation

Shasta College meets this standard. Shasta College schedules courses in a manner that allows students timely completion of their certificate and degree programs. The time frame in which courses are offered (fall or spring, odd year or even year) are typically posted online so that students and counselors can plan. Moreover, courses are offered in a variety of modalities, including online, accelerated, and on interactive television, to meet students' needs.

Evidence

II.A.6-01. Example of Course Sequence

II.A.6-02. Shasta College Strategic Plan

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Description

Shasta College is an open-access College in a large geographic district that spans several counties. The College makes effective use of different course delivery modes, teaching methodologies, and learning support services that reflect students' diverse and changing needs.

Courses at Shasta College are delivered in a traditional (face-to-face) format at various locations as well as online and on interactive television (ITV). Diverse instructional modalities allow the District to reach students across the large geographic distribution of the District and provide flexibility for students. Courses are taught at the main campus, the downtown Health Sciences campus, the Shasta County Public Library, and extended education sites in Burney, Red Bluff, and Weaverville. Shasta College's Associate Completion in the Evenings (ACE) program currently offers three degree pathways targeted specifically at working adults with some college but no degree. Courses in these pathways are offered in fully online or hybrid mode. Success and retention rates for all modalities are regularly tracked (Ev. 1) Online and hybrid courses at Shasta College are taught through a fully ADA compliant learning management system, and DSPS support services include specific technologies and services designed to help students in such classes. Also, the criteria for faculty evaluation include a consideration of diverse learning needs (Ev. 2).

Shasta College's hiring process emphasizes that all instructors should participate in the development of alternative teaching modalities and have experience using varied instructional delivery methods (Ev. 3). Training to maximize those skills are provided regularly. As mentioned previously, online student retention and success at Shasta College exceed state averages, but continued training is offered to further minimize gaps.

All courses automatically receive a "shell" in Canvas, the College's online learning management system. The District regularly offers training opportunities, scheduled or drop in, on Canvas, and all instructors teaching in an online or hybrid mode must take online pedagogy training. These options are explained to all new full-time faculty, who complete the Faculty Learning Academy prior to starting instruction at the College. Part-time faculty learn about them through the Part-Time Faculty Orientation, which is offered one week prior to each semester. Many of these training opportunities are illustrated in the College's Flex training program (Ev. 4). The College's Professional Learning Institute provides a forum for all faculty to discuss pedagogy (Ev. 5). A designated space – the Center for Excellence in Learning and Teaching – is designed to facilitate faculty collaboration. Many faculty are now turning to "active learning" in their classrooms. Contractually, full-time faculty are obligated to devote 42 hours per year to professional development activities. Part-time faculty have the option to do the equivalent of one week of instruction for paid professional development activities.

The curriculum review process ensures that all courses approved for distance education (DE) delivery meet the same quality and rigor as courses taught in a traditional format. Each course outline of record (COR) contains information about the Methods of Instruction. These may include but are not limited to the use of audio/visual aids, computer tutorials/aids, field trips, or group discussions, as well as more traditional methodologies like lectures. The Annual Area Planning process, as well as

Program Reviews, provide a way for faculty to express instructional technology needs and to receive funding for them. All initiatives for classroom technology are reviewed by Instructional Council and College Council and evaluated against a resource allocation rubric.

The College provides learning support services to meet the needs of diverse student populations. These services include:

- Tutoring services: The Redding campus has learning centers for math, business, writing across the curriculum, and science. These provide free tutoring in these areas as well as ESL and World Languages. They also provide some technology help. The Tehama campus opened an additional tutoring center in Fall 2016.
- NetTutor: This is a 24/7 online tutoring resource the District subscribes to that supplements tutoring at the learning centers above and provides help in disciplines in which the College does not provide face to face tutoring.
- Puente: This learning community at the Red Bluff campus targets underrepresented students and provides mentoring and counseling and academic support.
- The EDGE: This supports all student athletes through mentoring and targeted support; specifically, those whose GPAs fall below a certain level.
- Adaptive Studies: A series of classes designed to support students with disabilities. Students have access to special tutoring through the DSPS office. A College to Career grant has allowed the College to expand its offerings in this area.
- Gateway to College: A concurrent enrollment program in partnership with local high school districts, provides courses and support for at-risk high school students to help them complete high school and move into College.
- STEP-UP: Through partnerships between the College and Shasta and Tehama Probation Departments, this program provides courses and support for students who have formerly been incarcerated.

Evaluation

Shasta College meets this standard. Given the geographic distribution of the District, the College has embraced different delivery modes, teaching methodologies, and learning support services as a way of meeting students' diverse needs. As evidenced by the hiring practices, teaching evaluation and diverse training opportunities, the College strives to meet the diverse needs of students. The College offers a wide range of training opportunities in distance education, particularly online, and negotiated agreements are structured so that faculty are incentivized to learn and remain current in online pedagogy as well as other teaching modalities.

Shasta College's learning centers and its adoption of NetTutor and other learning support services help students succeed in their courses, regardless of modality. These services are also offered at the Extended Education sites (in-person or online). Shasta College's Puente, STEP-UP, and ACE programs also show the District's commitment to reaching out to non-traditional students and to the diverse population. All of this helps to meet the changing needs of the College's students, regardless of their geographic location or life circumstance.

Evidence

II.A.7-01. Data Dashboard Screenshot
II.A.7-02. Faculty Summary Evaluation Form
II.A.7-03. Instructor Position Description
II.A.7-04. Flex Training Menu
II.A.7-05. Professional Learning Institute

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used,

including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Description

Shasta College does not use any department-wide course and/or program examinations. Some CTE programs do offer students the opportunity to take external industry qualifying exams. CIS students, for example, can take the CISCO or Microsoft Networking exams, but these exams are optional and do not affect the students' grades. Welding students can take AWS qualifying exams, but they are also optional. The validity and reliability of these exams are controlled by an outside agency. Some degree and certificate programs in Health Sciences provide adjunctive learning and testing from external organizations that provide proof of validity and reliability for learning materials and national norming for testing.

In compliance with Shasta College's BP and AP 4235 – Credit by Examination and Title 5 section 55050, Shasta College students may earn Credit by Examination (CBE) for select courses (Ev. 1, Ev. 2). Each year discipline faculty revise the CBE list of eligible courses (Ev. 3). Students who wish to apply for CBE must meet the criteria listed in the College Catalog. They can download CBE forms from the Admissions and Records website to complete their application.

Evaluation

Shasta College meets this standard. While the College does not offer department-wide course or program examinations, it does make students aware of the requirement for such exams in some programs, and it offers students the opportunity to take them.

Evidence

II.A.8-01. BP 4235 Credit by Examination
II.A.8-02. AP 4235 Credit by Examination
II.A.8-03. Credit by Examination List

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Description

Shasta College awards course credit, degrees, and certificates based on student attainment of learning outcomes in a manner that complies with both the norms in higher education and with all applicable state and federal laws. Every credit course has at least one SLO that is reflective of the course objectives from the COR for that course. These SLOs are regularly reevaluated through the 5-year curriculum cycle, but often more frequently as a result of dialogue among discipline faculty. SLOs that are tied to degrees or programs are mapped to PLOs for the programs they are a part of, and the PLOs, in turn, are mapped to the College's ISLOs.

Units of credit are awarded based on the students' demonstrated proficiency on each objective found in the official COR for each course. Outcomes are assessed in each course via SLOs, exams, written assignments, or other graded items that correlate directly with the course objectives as expressed in the COR. Each COR must be officially approved by the Curriculum Committee, which ensures that the objectives and units correlate with generally accepted norms in higher education. Courses that are to become part of AD-Ts, for example, are aligned with C-ID courses. Faculty develop syllabi for each course that follow the guidelines of the Sample Syllabus, which was approved by the Academic Senate (Ev. 1). The Sample

Syllabus delineates required elements for each syllabus, including the official course objectives. Division offices collect and keep a repository of individual syllabi, and syllabi that are missing key elements are sent back to the faculty to bring them into compliance (Ev. 2).

During the new curriculum approval process, units of credits are determined as outlined in the Shasta College Curriculum Handbook (Ev. 3). In compliance with Title 5 section 55022.5, each unit of credit equals a minimum of 54 hours of student work, which is equivalent to three hours of student work per week over an 18 week period. The expectation is that each lecture hour be accompanied by at least two hours of student study outside of class. Thus, a lecture unit includes 18 hours of class time combined with 36 hours of student study outside of class for 54 total hours per unit. Lab hours typically consist of 54 hours of class time per unit with no or little student study outside of class. The following formula is used to calculate the total number of units: Number of units = Total number of lecture hours + Total number of lab hours (18 + 54). A similar method of calculation is used for non-lecture or non-lab ways of earning credit such as worksite-based learning and independent study. This complies with widely-accepted standards in higher education and is explained in the Shasta College Curriculum Handbook (Ev. 3).

All course units are calculated in at least half-unit increments. Courses that meet fewer than 18 hours are prorated to ensure that 54 hours of total student work will earn one unit. This calculation is the same for all courses, regardless of the mode of delivery.

Evaluation

Shasta College meets this standard. Awards of course credit, degrees, and certificates are made based on student attainment of learning outcomes and grading standards established through the curriculum review process. Units of credit are awarded in a manner consistent with Shasta College's policies as established in the Shasta College Curriculum Handbook. The curriculum process ensures that the awarding of units of credit reflects generally accepted norms for higher education.

Evidence

II.A.9.-01. Sample Syllabus
II.A.9.-02. Sample Syllabus Check
II.A.9.-03. Shasta College Curriculum Handbook

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description

Shasta College makes available to students clearly stated transfer-of-credit policies in order to facilitate student mobility when moving to other colleges. The College Catalog provides information about specific evaluation of credits from other colleges, international transcripts, military credits, credit by examination, and advanced placement (Ev. 1). When a student wishes to have another college's credits count towards a degree or certificate at Shasta College, official transcripts are submitted and these are evaluated by a Shasta College counselor. The transcripts must be from a regionally accredited institution and the counselor reviews the course outline of record (COR), consulting with discipline faculty as needed. Particular attention is given to the

course objectives and other outcomes as stated in the COR.

For military credits, Shasta College complies with the recommendations of the State Board of Education, the University of California, and the American Council of Education in granting credits for military experiences. Total credit for military experience is limited to 15 units. The amount of military credit awarded depends on the length of service as spelled out in the College Catalog. Up to 24 units of credit will be given for correspondence courses given by the United States Armed Forces Institute or an accredited college or university as recommended by the American Council on Education. Veterans submit official documentation (Form DD214—Member Copy 4) and are directed to the veterans counselor, who verifies the credit before they go to Admissions and Records. Forms are available at the Admissions and Records website and information is also posted on the Veteran's Office website. International transcripts must be evaluated by an accredited evaluating service from within the United States.

Shasta College's Articulation Officer works with faculty to coordinate articulation agreements with outside institutions of higher learning and coordinates and maintains articulation agreements for Career and Technical Education courses and programs in compliance with the 2006 Perkins Act. The Dual Enrollment Office articulates with the high schools and maintains those agreements. The Articulation Officer helps maintain the transfer agreements in ASSIST.org, the website for the Articulation System Stimulating Inter-Institutional Student Transfer. The Articulation Officer updates the baccalaureate-level course file in April prior to the next catalog year. New courses are added as well as technical changes to course names and units. The University of California transfer course list is updated annually in the summer months. Agreements can be viewed by year back to 1995.

Counselors communicate articulation agreements to students, and students are trained to use ASSIST.org. Shasta College also submits individual courses to the C-ID statewide numbering system for articulation with established course descriptors. This system identifies comparable courses at different community Colleges. Shasta College's Articulation Officer sends courses to C-ID for approval to ensure C-ID compliant courses are equivalent to, and thus fully articulate with, comparable CSU courses. Faculty who would like to see their courses articulated with a particular university are encouraged to make contact with their university faculty counterpart to initiate a conversation and share course outlines of record. The Articulation Officers at both campuses will assist in the process and finalize the agreements developed between faculty.

Shasta College's Transfer Center assists in helping students understand articulation agreements through one-on-one counseling assistance, transfer workshops offered throughout the year, field trips to different universities, site visits from university staff, and by providing a physical location (the Transfer Center) where students find resources and assistance. There is also a one-unit course, STU 20, designed specifically for students seeking to transfer. The Transfer Center website provides links to many resources.

Students can also earn advanced placement credits for scores of 3, 4, or 5 on Advanced Placement examinations for certain CSU GE areas and UC/IGETC areas. AP credit and its restrictions are clearly explained in the College Catalog. Baccalaureate requirements are documented in the College Catalog and on the program website.

Evaluation

Shasta College meets this standard. The College's transfer-of-credit policies are clearly defined and agreements with other Colleges

updated regularly. The College's Articulation Officer plays a central role in this process, and the College Catalog and the Transfer Center help make students aware of the various agreements. The College has created AD-Ts and made many courses C-ID compliant to facilitate student transfer, thus demonstrating the College's commitment to providing students with options and mobility. To ensure that the expected learning outcomes from transferred courses are comparable to Shasta College's own Student Learning Outcomes, the College relies on the accreditation status of the institution and any articulation agreements that have been reached with the institution. The College has clearly defined policies on awarding alternative methods of credit including military credit and credit by examination.

Evidence

II.A.10-01. Shasta College Course Catalog

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Description

All of Shasta College's programs require a general education pattern that includes Student Learning Outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The seven Institutional SLOs (ISLOs) for Shasta College align closely with these outcomes and are as follows:

Shasta College ISLO	**Related SLO(s)**
Critical Thinking	Analytic inquiry skills *and* ethical reasoning
Information Competency	Information competency
Effective Communication	Communication competency
Quantitative Reasoning	Quantitative competency
Self-Efficacy	
Workplace Skills	
Community and Global Awareness	Ability to engage diverse perspectives

These ISLOs are listed in the College Catalog and also in the Integrated Planning Manual (Ev. 1, Ev. 2). Shasta College includes in all of its programs SLOs that are currently being mapped through the TracDat software directly to Program Learning Outcomes (PLOs) that in turn tie directly to the ISLOs (Ev. 3). Thus, students taking any course at Shasta College will be assessed on SLOs that tie directly to these larger ISLOs. In addition, students are surveyed on a regular schedule to assess progress towards each specified ISLO (Ev. 4).

The areas of emphases for University Studies and General Studies have only recently come under the Program Review process. These degrees have Institutional Student Learning Outcomes that function as their PLOs.

Evaluation

Shasta College meets this standard. All degree programs include Student Learning Outcomes. Most degrees include PLOs, and these outcomes are mapped to the College's ISLOs, which correspond closely to the standard's outcomes for communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Courses in the University Studies and General Studies areas of

emphases are mapped to the ISLOs and have those ISLOs as their program outcomes.

Evidence

II.A.11-01. Course Catalog
II.A.11-02. Integrated Planning Manual ISLOs
II.A.11-03. Outcome Mapping Samples
II.A.11-04. ISLO Survey – Spring 2017

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Description

Shasta College requires all of its degree programs to provide a component of general education (GE) credits in addition to major or area of emphasis program requirements. Board Policy 4025 – Philosophy and Criteria for Associate Degree and General Education outlines the College's philosophy and its criteria for GE, and it notes that the "District recognizes that success requires specific life and professional skills and abilities, but also an awareness of the broader community and world in which our students must live" (Ev. 1). Many of Shasta College's degree-applicable courses fulfill more than one GE area. All courses proposed for the associate's, CSU or IGETC GE patterns are reviewed by the GE Committee, which meets monthly. The GE Committee is a subcommittee of the Curriculum Committee, which is in turn a standing committee of the Academic Senate. The GE requirements are clearly outlined in the College Catalog (Ev. 2).

Shasta College's Articulation Officer chairs the College's General Education Committee which reviews and approves all GE designations. The General Education Committee is a faculty-driven committee that relies upon faculty expertise in its decision making. The GE Committee reports to the Curriculum Committee. All of the committee's recommendations are reviewed and approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees. BP 4025, which covers general education and the associate's degrees, does not currently specify the baccalaureate program, which is new as of 2016-2017.

Regardless of the GE pattern, the GE requirements aim to ensure that students completing them will be prepared for responsible participation in civil society, will have skills for lifelong learning and application of learning, and will have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Many of the College's GE courses are offered through Distance Education formats. Distance Education courses help the College meet the needs of a large geographically distributed District. These courses have the same academic standards, are designed to meet the same SLOs, and are approved through the same curriculum process as face-to-face courses. Shasta College's online success and retention rates are higher than statewide averages. Courses that are approved for Distance Education are noted in the College Catalog.

Shasta College also offers a baccalaureate degree program in Health Information Management in a fully online format. Health Information Management (HIM) is designed to provide high-quality, industry-approved instruction that will prepare graduates to take the national certification exam qualifying them to be Registered Health Information Administrators (RHIA). Students are required to take all California State University GE requirements and 10 units of upper division work outside of the HIM core discipline courses. The baccalaureate program builds upon the associate degree program at Shasta as well as admitting students into upper division courses who have already completed accredited HIT programs at other regionally-accredited institutions. Graduates of the baccalaureate program will receive a Bachelor of Science in Health Information Management and be eligible to sit for the national certification exam sponsored by the American Health Information Management Association (AHIMA).

Evaluation

Shasta College meets this standard. For associate degrees (AA or AS), this is 21 semester units of Associate Degree-General Education pattern 1-7. These GE requirements are clearly stated in the College Catalog and include courses whose outcomes prepare students for participation in a civil society. These outcomes lead students to a broad comprehension in the areas of natural science, social and behavioral sciences, humanities, language and rationality, multicultural and living skills, and computer literacy. For associate degrees for transfer (AD-Ts, or AA-T and AS-T), the completion of the California State University-General Education (Categories A-E) pattern or the IGETC pattern (Areas 1-6) are required.

Evidence

II.A.12-01. BP 4025 Philosophy and Criteria for Associate Degree and General Education
II.A.12-02. Course Catalog

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Description

All of Shasta College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All of Shasta College's degrees include GE courses, which give students a broad base of knowledge, and discipline-specific courses where students specialize in their particular field of study. Each area's discipline-specific or "major" component is based on the standards or norms current for that discipline in higher education and satisfy the Title 5 requirement for at least 18 units in a major. Courses in CTE degrees are regularly reviewed not only by the faculty but by advisory committees comprised of experts in the discipline. All courses are reviewed every five years through regular curriculum review, and the review process includes an evaluation of currency within the discipline as required by Board Policy 4020 – Program and Curriculum Development (Ev. 1). All programs are reviewed every two years by area faculty, and every four years by the Program Review Committee (see II.A.16).

Shasta College currently has 22 Associate Degrees for Transfer (AD-T), or AA-T/AS-T degrees. These degrees comply with the Transfer Model Curriculum templates that have been developed by community College and

California State University faculty. All courses in the AD-T programs are C-ID compliant, meaning their specialized area of inquiry has been determined through an extensive review across the state to ensure the courses' relevance to and currency with each AD-T degree. Consequently, students completing AD-T degrees can transfer directly to a CSU to complete their bachelor's degrees.

Programs have Program Level Outcomes (PLOs) that are mapped to the programs' course Student Learning Objectives (SLOs). Together, the PLOs and SLOs establish the objectives, outcomes and competencies that give students mastery of the key theories and practices within their chosen field of study. The General and University Studies areas of emphases have courses mapped to the ISLOs, which serve as PLOs for these particular programs.

The HIM baccalaureate degree also has a focused area of student inquiry: Health Information Management. Specialized courses were designed to align with AHIMA Council for Excellence in Education, the Health Information Management Accrediting agency.

Evaluation

Shasta College meets this standard. All of the College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Specialized courses in each area of inquiry or interdisciplinary core have SLOs which are mapped to the program-level PLOs for each program, or to ISLOs in the case of the General and University Studies areas of emphases. These courses are appropriate to the field of study, to the degree level, and to common standards in higher education.

Evidence

II.A.13-01. BP 4020 Program and Curriculum Development

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards in preparation for external licensure and certification.

Description

Graduates at Shasta College completing CTE certificates and degrees demonstrate technical and professional competencies that meet a variety of applicable standards for employment or for external licensure and certification. Shasta College assures that graduates demonstrate competencies through a variety of methods, including exams, demonstrations, or written assignments based on SLOs and PLOs that in turn are based on course and program objectives. Each program undergoes a periodic Program Review process that includes a review by the Program Review Committee and College Council (see II.A.16). All CTE degrees have advisory committees that help ensure relevance and currency for each competency as well. Advisory committees are comprised mostly of local area professionals who are familiar with the most current competencies, needs and local hiring trends. They offer advice on curriculum as well as on instructional facilities and equipment, and they regularly review Annual Area Plans and Program Reviews. Some CTE programs also report to external agencies that require periodic review. In addition, courses for each program are reviewed at least once every five years as a part of the College's curriculum review process.

Shasta College has been successful in keeping technology up-to-date by receiving or participating in a number of grants. For example, old transformer technology power supplies used in welding were replaced with new programmable solid state power supplies. New computer numerical-controlled (CNC) machining centers, a robotic welding cell, and

programmable logic controller (PLC) automation trainers as well as traditional machine tools were added to the industrial technology program, expanding that curriculum. These were recommended by that program's advisory council and funded by the Advanced Manufacturing grant. In addition, Shasta College received a California Career Pathway's Grant that advances articulation with local high schools to enhance certificates and degrees in high- need CTE pathways.

Some CTE programs have articulated transfer agreements with local California CSUs. For example, many of the Associate of Science students transfer to CSU Chico in Agriculture and Business, CSU Humboldt for Forestry, and Early Childhood to any number of CSUs.

The College has Institution-set Standards for certificate completion, job placement, and exam pass rates. (Ev. 1)

Evaluation

Shasta College meets this standard. Graduates in all CTE programs demonstrate competencies through exams, demonstrations, or written assignments based on SLOs and PLOs. These in turn are based on course and program objectives. Through the curriculum review process, the Program Review process, external agencies (in some cases), and regular input from advisory committees, these objectives and outcomes are consistently reviewed and revised.

Similar to students in many community colleges, Shasta College students do not always apply for vocational certificates and those that complete do not often respond to graduate follow-ups. The College joined Santa Rosa's CTE Outcomes Study in 2016. The CTE Faculty members also remind students to complete their applications for graduation at strategic times during the semester and inform them about the importance of responding to the graduate follow-up studies. Strong Workforce funding received in 2016-2017 will also be used to review College processes in awarding certificates and documenting the completions. Institution-set Standards help the College ensure it is meeting goals surrounding certificate completion.

Evidence

II.A.14-01. Institution-set Standards Report

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

When programs are eliminated, Shasta College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Program elimination, or discontinuance, typically happens within the framework of Program Review. All programs are regularly reviewed by the Program Review Committee (PRC), whose composition and role are specified in AP 4020 – Program and Curriculum Development (Ev. 1). The PRC may recommend a program for discontinuance, or programs may voluntarily recommend for discontinuance by area faculty. Either way, the programs answer a common set of questions and respond to common data points. Any PRC recommendations on discontinuance are sent to the Academic Senate, College Council, the President's Cabinet, and they are subject to final review by the Board.

Once a program is approved for discontinuance, the program faculty must complete a Program Discontinuance Plan (Ev. 2). CTE programs must also consult with the Private Industry Council (Smart Resource Center) and North Far-North about the discontinuance plan. The Superintendent/President and Cabinet then reviews the plan and approves it or recommends

changes. Once this happens, the plan is implemented. As part of the implementation, any students enrolled in the program are notified and made aware of options and timelines. The College has discontinued 28 programs since 2012 (Ev. 3). More about the Program Review process appears in section II.A.16.

When program requirements are significantly changed, Shasta College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Catalog pages are updated, counselors are informed, and students enrolled in the program are notified and made aware of their catalog rights.

Evaluation

Shasta College meets this standard. When programs are eliminated, a Discontinuance Plan must be developed that addresses how enrolled students will be accommodated. When program requirements are significantly changed, counselors are brought up to speed on the changes to help disseminate the information to new enrollees in the programs.

Evidence

II.A.15-01. AP 4020 Program and Curriculum Development
II.A.15-02. Program Discontinuance Form
II.A.15-03. Recently Discontinued Programs

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Description

The institution regularly evaluates and improves the quality and currency of all instructional programs through a variety of methods: Annual Area Plans, Program Reviews, Program Learning Outcomes, and regular review by the Program Review Committee (PRC).

Area plans are submitted into TracDat for all instructional areas every fall according to a schedule specified in the Integrated Planning Manual (Ev. 1, Ev. 2). While the purpose of the area plan is to provide programs with a vehicle to make funding requests, the Area Plan requires analysis of a quantitative dataset, and the form includes three questions about the health of each area:

- What are the strengths of your area? Reference items from any associated Program Reviews as needed.
- What improvements are needed? Reference items from any associated Program Reviews as needed.
- Describe any external opportunities or challenges.

Area faculty update their responses to these questions each fall. The faculty also note any findings from related Program Reviews in their responses.

The Program Review process has evolved in recent years (Ev. 3), and currently, Program Reviews are conducted every two years for most programs. Like Area Plans, Program Reviews are entered into TracDat every other fall (Ev. 4). Program Reviews respond to a comprehensive set of questions.

The most recent improvements to the Program Review process has all programs and degrees come to the Program Review Committee (PRC) every other cycle according to a set schedule, the Program Review Schedule (Ev. 5). The PRC's evaluation leads to a summary report on each program (Ev. 4). It may lead to one of three recommendations from the PRC:

1. The program be continued without qualification: programs that receive this recommendation undergo their next Program Review in two more years and are reviewed again by the PRC in four more years.
2. The program be continued with qualification: programs that receive this recommendation are reviewed again by the PRC in two more years; programs that show inadequate improvement may be forwarded to College Council for further action.
3. The program be discontinued: programs that receive this recommendation will go through a discontinuance process as specified by the PRC.

The PRC's summary report on each program is submitted to College Council. Any recommendation for discontinuance will be reviewed by Cabinet, the Academic Senate, and College Council, and they are subject to final approval by the Superintendent and the Board.

The General Studies and University Studies areas of emphases have the Institutional Student Learning Outcomes (ISLOs) in place of PLOs. The Program Review Committee reviews these emphases every four years and makes one of the three recommendations noted above. Again, the PRC's summary report on each General Studies or University Studies emphases is submitted to College Council. Any recommendation for discontinuance will be reviewed by Cabinet, the Academic Senate, and College Council, and they are subject to final approval by the Superintendent and the Board.

All Area Plans and Program Reviews include analysis of data of distance education offerings within each area/program. For CTE programs, Program Reviews are reviewed by their respective advisory committees who make recommendations at the course or program levels for currency and improvement. Community education also completes an area plan each year and community education courses are evaluated each time the course is offered. Community education instructors provide each participant a Participant Evaluation Form at the end of the class to be turned in to the Community Education office (Ev. 6). This evaluation assesses the strengths and weaknesses of the class and instructor with the goal of improving the course and serving the community better. Guidelines for evaluating community education courses are evaluated in the Shasta College Community Education Program Guidelines (Ev. 7).

Evaluation

Shasta College meets this standard. The College regularly evaluates and improves the quality and currency of all instructional programs through the Program Review and area planning process. Area planning takes place on an annual basis and is linked to the Program Review process, which occurs every other year. Every four years, each program is further reviewed by the Program Review Committee, which reports its findings to College Council. The review process includes all instructional programs, whether collegiate, pre-collegiate, or CTE, and it includes review of courses regardless of the delivery mode or location. Courses in the community education program are evaluated by participants each time a course is offered. Through these processes, the College systematically strives to improve programs and courses to enhance student achievement.

Evidence

II.A.16-01. Integrated Planning Manual
II.A.16-02. Area Plan Samples
II.A.16-03. Evolution of Program Reviews at Shasta College
II.A.16-04. Program Review Samples
II.A.16-05. Program Review Committee Program Review Schedule
II.A.16-06. Community Education Participant Evaluation Form
II.A.16-07. Community Education Program Guidelines Handbook

Changes and Plans Arising Out of the Self-Evaluation Related to II.A

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Improve dialogue and dissemination of information surround assessments	I.A, II.A	College Council, Academic Senate	2017-2018	• Improve understanding of Student Learning Outcomes, educational outcomes and campus planning efforts • Enhanced collaboration
Improve Training Associated with Program Review and SLO reporting	I.B.2, II.A.3	Program Review Committee/ SLO Committee/ Institutional Effectiveness	2017-2018	• Thorough and timely completion of SLO and Program Review reports. • Improved use of learning outcomes assessment across all divisions.
Assess Revised Program Review process	1.B.5, II.A.3	Program Review Committee/ SLO Committee/ Institutional Effectiveness	2018-2019	• Ensure Program Review process is meeting the needs of stakeholders; make adjustments as necessary
Support faculty in data analysis associated with SLO and Program Review	I.B.6, II.A.3	Institutional Effectiveness	2017-2018	• Better understanding of how to use disaggregated data to improved performance on learning outcomes. • Improved use of learning outcomes assessment across all divisions.
Enhance dialogue surrounding outcomes and achievement	I.A.2, I.B.1, II.A.3	College Council, Academic Senate Program Areas	2017-2018	• More thorough and thoughtful analysis of data as part of the Annual Area Planning process. • Better use of data in decision-making processes for all campus committees and councils.
SLO Revision Feedback from SLO Committee	II.A.	Curriculum Committee SLO Committee	2016-2017	• Improve dialogue surrounding the development of SLOs
Regular Analysis of Time to Completion	II.A.6	Institutional Effectiveness	2017-2018	• Better data to support scheduling and support services
Review PLOs for all College programs to ensure they map to ISLOs	II.A.11	PRC/ Program Faculty	2016-2017, ongoing	• Review, reflection on the relationship between PLOs and ISLOs. • Enhanced alignment between PLOs and ISLOs

Standard II.B.: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

Library

Shasta College supports student learning and achievement through the provision of modern library resources and services. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the College community by providing the environment, curated resources, and instruction in research skills to enhance critical thinking and inspire ongoing intellectual inquiry. The Shasta College Library, has over the past 3 years, engaged in an ongoing program of space use evaluation, reconfiguration, and rejuvenation to better support studying habits and learning needs of students. Nearly 200,000 patrons (duplicated) visit the library each year. The library provides seating for 270 patrons including 78 workstations in two open access computer labs, 7 group study/media viewing rooms, and a mix of both quiet and collaborative study spaces.

The library's collection is sufficient in quantity, currency, depth, and variety to support educational programs on the main campus, extended education sites, and online. As of July 1, 2016, the Library collection included:

- 68,330 print book titles
- 3,980 DVD and VHS titles
- 67 print periodical subscriptions
- 3 print newspaper subscriptions
- 24,540 eBook titles
- 42 subscriptions to online newspaper, periodical, journal, ebook, image, and streaming media databases

The Library takes a multifaceted approach to ensure the collection continues to meet student needs and support curriculum. Selection is coordinated by the public services librarian with input from faculty and staff across campus. Faculty are encouraged to request materials each semester and nearly all faculty requests for materials are honored (Ev. 1). Connections to faculty and curriculum are also maintained through the library's robust instruction program, participation in participatory governance, and input in the curriculum process. To assess the collection, students are surveyed every other year (Ev. 2, Ev. 3) and staff are surveyed through the campus climate survey (Ev. 4, Ev. 5).

In addition, baccalaureate students have access to a wide range of relevant resources that support the Health Information Management (HIM) program. In addition to a wide range of general healthcare resources, the College has subscriptions to many HIM core journals (Ev. 6).

Extended Education and online students have access to library services and resources through the Ask a Librarian service in which students and staff can call, email, or engage in a live synchronous chat. Instructors can also request direct support and arrange site visits for instruction. The Library collaborates with Extended Education staff to maintain a small

Reserve collection to support students who cannot afford textbooks. Both Extended Education, online, and all other students have access to the online support services described above and can access the 42 databases and more than 24,500 ebooks remotely. Extended Education and online students are further supported by the Library's research guides, which can be tailored to meet the needs of individual courses. Librarians also participate in online classes upon request.

To further support curriculum, the library has a robust instruction program. As an example, in 2015-2016, over 3300 students were served in 135 scheduled library instruction classes that introduced students and faculty to library resources and research skills. Classes take place in the Library Instruction Center (LIC) on the main campus, in computer classrooms at the Tehama Campus, via ITV, and online. Each class is taught by a librarian based on objectives determined in collaboration with the faculty partner requesting the class as well as consultation with the other instruction librarians. Instruction most commonly takes place in a 90 minute, "one shot" session for a three or four credit class and includes lecture, active learning, and assessment (Ev. 7). Most presentations are complemented with an online library research guide to expand on resources and skills presented during the session. Librarians assess instruction through completion of in-class assignments (Ev. 8), and surveys of faculty partners participating in instruction (Ev. 9). In the Fall 2016 survey, nearly all faculty participating in library instruction agreed that, following library instruction, students were able to find information and most faculty agreed that library instruction resulted in an improvement in the quality of the students' work. Student surveys conducted every other year provide further supporting evidence that library instruction is supporting the educational needs of students (Ev. 2, Ev. 3).

Point of service instruction includes face-to-face and online chat interactions at the Reference Desk, asynchronous Ask-a-Librarian interactions via email, and individual research appointments with a librarian. The Reference and Circulation desks are staffed at all times the Library is open for service with a faculty librarian available. Reference consultations are student initiated and afford the opportunity to engage the student in the search and evaluation process. Real-time, chat reference services and asynchronous, email Ask-a-Librarian responses, handled solely by librarians, include detailed descriptions of research methodology, links to library research "how to" videos and links to key resources in direct support of the student query. Over 300 Ask-a-Librarian queries are answered each year within one business day and usually within a few hours of receipt.

Tutoring and Learning Centers

Students are referred by instructors for assistance in the Tutoring and Learning Center (TLC). (Ev. 10) The TLC (open M-TH 8am-7pm, F 8am-5pm) consists of the Writing Center, the ESL and World Languages Center, the Math and Business Learning Center, and the Science Learning Center. Throughout the District, tutoring services are centralized, with the exception of the Science Learning Center on the main campus, located near science labs and classrooms (open MW 8am-6pm, TTH 8am-5pm, F 8am-3pm). Tutoring services have been expanded to support distance education students on the Tehama, Trinity and Intermountain campuses. A full-time learning center coordinator and a part-time paraprofessional were hired Fall 2016 to create a vibrant tutoring center for all disciplines on the Tehama campus and to support the efforts at the other two extended education campuses. Tehama offers support in math, writing, Spanish, chemistry, anatomy, biology, and computer skills and is open M-TH from 8am-7pm, F 8am-4pm. Trinity hosts 4 hours per week in writing and math, and Intermountain hosts 6 hours per week also in writing and math.

Tutors are recommended by instructors and are approved by the respective learning center coordinators. They are required to have an overall grade point average of 3.0 or higher and at least a B grade in each class that they are tutoring. All tutors must attend tutor training. Tutor training is offered in both face-to-face and online formats. Training was revamped in Fall 2015 to comply with the recommendations of the College Reading and Learning Association (CRLA) (Ev. 11). Tutor Lingo was purchased to supplement the lessons and activities in class. Tutors learn how to facilitate learning and incorporate study skills and test-taking strategies. Tutoring is generally provided one-on-one. Due to the district's geography to remote locations, writing assistance is also offered using telephone, fax, email and online through NetTutor.

In addition to the Tutoring and Learning Centers, the College demonstrates a strong commitment to academic support through Supplemental Instruction (SI), an approach developed by the University of Missouri-Kansas City (UMKC) and modified to support both transfer and foundational high risk, high barrier courses. Supplemental Instruction (SI) was implemented in Fall 2015 and is managed through the TLC. SI is funded through BSI, Equity and BSSOT. SI is student-led, and trained students are deployed to specific classes and instructors. SI Leaders are recommended by faculty and receive extensive training from a full-time faculty member (50% release for SI coordination) who was trained through UMKC curriculum (Ev. 12).

Fall 2015 also saw the purchase of NetTutor, an online tutoring service, to supplement walk-in services to further support students living in remote areas or taking online courses.

The TLC is the home of a variety of other support programs. Math Camp, started Summer 2014, is a one week intensive review of basic math concepts (Ev. 13). Tutors assist students and lead breakout sessions during the week. A specialized student athlete learning support program, the EDGE, serves the needs of this population. The EDGE stands for Education, Daily routine, Game plan, and Execution. This program requires student athletes to attend a specified number of hours per week in the TLC according to student GPA. Student-athletes in their first semester at Shasta are also required to spend at least 3 hours per week in the TLC (Ev. 14).

A Conversation Café, meets weekly for tutor-led, student-focused activities to enhance listening and speaking skills of English language learners. Exam Jam, created in Spring 2013, offers two nights of extended hours in the TLC with tutor and faculty support the week before finals. The Writing Center continues to offer workshops each semester on topics such as MLA, thesis statements, planning a paper, and common errors in grammar. The Writing Center coordinator and tutors facilitate these workshops (Ev. 15).

Shasta College ensures equitable access to achievement, in part, because of the strength of its academic support programs. The Tutoring and Learning Centers have a history of impacting course success, enhancing student retention, and increasing help-seeking behavior.

Evaluation

Library

Shasta College meets this standard through the provision of high-quality learning materials and services. The collection is diverse and is of appropriate quantity and quality to meet student needs. The library is connected to faculty across campus through the library instruction program, participatory governance, and the curriculum process. Subject area faculty input is actively sought and used to further develop the collection. Furthermore, student and staff surveys indicate the collection is meeting the needs of students. Surveys of student satisfaction with staff and facilities further indicate the library is meeting the needs of the

institution and supports student success. Distance Education students have access to a wide variety of remotely accessible electronic resources. Print material is sent to Extended Education sites upon request. Support services are available in-person, over the telephone, by email, and through synchronous online chat.

Tutoring and Learning Centers
Shasta College meets this standard. The Tutoring and Learning Centers have a history of impacting course success, enhancing student retention, and increasing help-seeking behavior. The TLC regularly assesses the needs of students in both qualitative and quantitative data through surveys and other inquiry methods. This assessment allows the College to make better decisions and to identify the human, space, technological and financial resources needed to maximize student learning and success. Conclusions and plans for improvement of the learning support services are well-conceived, implemented, and evaluated for effectiveness.

Evidence

II.B.1-01. Faculty Email Sample/Materials Request Forms
II.B.1-02. Library Student Survey Fall 2014
II.B.1-03. Library Student Survey Fall 2016
II.B.1-04. 2014 Campus Climate Survey
II.B.1-05. 2016 Campus Climate Survey
II.B.1-06. Core Health Information Management Journals
II.B.1-07. SLO Assessment Tracking Examples Fall 2014 & Fall 2016
II.B.1-08. Sample Library Assignment
II.B.1-09. Instructor Feedback/Library Instruction Fall 2016
II.B.1-10. Instructor Referral Form
II.B.1-11. STU 93A Syllabus
II.B.1-12. SI Leader's Training Manual
II.B.1-13. Math Camp 2016
II.B.1-14. EDGE, Student Athlete Success Program
II.B.1-15. Workshop Brochure that has Conversation Café, Final Exam Jam, and Writing Center Workshop Information

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

Library
As noted above, faculty expertise is a critical component of library material selection. Faculty are formally invited to make material requests each semester (Ev. 1). Library faculty take the lead on coordinating collection development and nearly all requests for new material are honored. The library instruction program and participation in the Curriculum Committee as well as other campus committees further support connection to discipline faculty and curricular needs. Daily interactions with students also facilitate the continue development of the collection.

Since the College has few programs that are solely online, a separate collection development policy has not been developed. Given the geographic distribution of the District, there is a strong emphasis on the availability of electronic resources and the bulk of collection expenditures are dedicated toward online resources. All programs are supported by the availability of remotely accessible electronic resources.

To maintain the collection, the library engages in routine weeding to ensure that students are presented with timely, relevant, and engaging materials. The entire collection was assessed and weeded between 2013 and 2016. Special weeding projects are also essential. As an example, the library's expansion of reference materials online through collections such as *Gale Virtual Reference Library* and *eBook*

Collection (EBSCO) necessitated removal of outdated print reference materials. A fiction revitalization project also significantly improved the collection's appeal to students (Ev. 2). Specific areas of the collection are targeted based on evolving curriculum requirements across disciplines and the general needs and interests of students. The goal of the weeding projects is to ensure continued relevance of the collection and make materials easily discoverable by students.

As noted above, the library uses a variety of methods to assess whether or not material is meeting the needs of students. The primary means of collection evaluation occurs through student and staff surveys (Ev. 3, Ev. 4, Ev. 5, Ev. 6). Use statistics provide further evidence of collection value and influence ongoing collection development decisions.

Tutoring and Learning Centers

The Tutoring and Learning Centers are housed on four of the College's campuses, as discussed in the previous section. The locations and technology available at each location are listed below. The first four centers listed are on the main campus in Redding.

Writing Center	24 computer stations
Math & Business Learning Center	12 computer stations
ESL and World Languages Learning Center	5 computer stations
Science Learning Center	4 computer stations and 2 laptops Recent approval for 8 additional computers
Tehama Campus - all disciplines	25 computer stations
Trinity Campus – all disciplines	21 computer stations
Intermountain Campus – all disciplines	4 computer stations

The software and websites used in the learning centers are driven by the needs of classroom faculty and students and maintained with the support of the IT department. The equipment in the learning centers is maintained through IT and software updated regularly. Some software and materials are purchased by the individual centers for their unique populations, in conjunction with dialog from specific departments, and departments also purchase materials that are then placed in the center for student use. Each semester, the IT department provides an opportunity for software installation to be updated, and computers are routinely replaced on a schedule directed by IT. Any malfunctioning equipment is also maintained or replaced by Shasta's IT department.

In mathematics and ESL, there is a full-time faculty member whose office is inside the TLC. The math instructor is on 60% release to collaborate with TLC staff to improve and expand services. Having both faculty members allows for direct and consistent collaboration with learning center coordinators, paraprofessionals and tutors.

Supplemental Instruction

Supplemental Instruction (SI) is inextricably tied to the needs of each classroom. Because that coordination is so central to the success of the program, the College has dedicated a 50% release position to a full-time faculty instructional specialist for the coordination and implementation of SI. The SI Leader's training manual provides an overview of the unique connections between the SI leaders, who are embedded in high risk, high barrier classes, the students and the instructors. In order to ensure that leaders are adequately trained, SI leaders engage in 3 days of training before the start of each semester. Participating faculty are also trained in SI philosophy and strategies. SI leaders provide feedback to the instructional specialist who coordinates the program, and those insights are used to provide feedback to the faculty and strengthen the ties between the

program and SI activities. The instructional specialist also meets with individual faculty to maintain the ties between training, SI sessions, and classroom instruction (Ev. 7).

Evaluation

Library
Shasta College meets this standard. Librarian faculty lead the development of the collection and actively seek input from faculty. Nearly all faculty requests are honored. Student and staff surveys are the primary means of collection assessment and evidence indicates the collection is meeting the needs of students. The library has an active collection maintenance program to ensure the collection remains relevant. The entire collection has been assessed over the past three years. As noted elsewhere, the College has a rich and diverse collection of electronic resources that is remotely accessible to Distance Education students.

Tutoring and Learning Centers
Shasta College meets this standard. Student learning needs are identified and shared by instructional faculty and learning support staff. Student needs form the basis for the instructional support materials, resources and instruction offered to improve learning and success. All of the College's academic support services rely on close and consistently collaborative relationships with discipline faculty, using their priorities and expertise as guidance for planning, training, and implementation. Because those relationships are rich and mutually respectful, discipline faculty also use the guidance from their faculty peers to influence classroom instruction.

Evidence

II.B.2-01. Faculty Email Sample/Materials Request Forms
II.B.2-02. Fiction Rejuvenation Plan
II.B.2-03. Library Student Survey Fall 2014
II.B.2-04. Library Student Survey Fall 2016
II.B.2-05. 2014 Campus Climate Survey
II.B.2-06. 2016 Campus Climate Survey
II.B.2-07. SI Leader Training Manual

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Library
Evaluation of library services helps the library team ensure they are meeting the learning needs of students. Through a planning process, the library team developed a three-year plan (Ev. 1), the library articulated strategies for meeting the goals and service area outcomes (Ev. 2). SAOs are documented and tracked in a spreadsheet and entered into TracDat (Ev. 3). The library instruction program specially assesses Student Learning Outcomes (Ev. 4). Positive SLO assessment results are further confirmed by the by student surveys. For example, in the Fall 2016 student survey, 88% of students reported that library instruction helped them "find the information needed for assignments" (Ev. 5). The Fall 2014 survey had a similar response (Ev. 6). The library relies on satisfaction ratings to gauge effectiveness of other services and spaces. In all cases, aggregate student responses are positive (Ev. 5, Ev. 6). In another effort to assess effectiveness of the library, focus groups were conducted (Fall 2013) with the goal of better understanding student needs (Ev. 7). Although all of the assessment efforts were encouraging to library staff and faculty, the library addressed some challenges that appeared to be reoccurring themes (primarily derived from the open comments sections on surveys). These themes were:

- Access to power for connecting mobile devices

- Furniture to support student study and learning styles
- Quiet spaces where students can focus on individual studies
- Library hours (this was noted in comments section of surveys but satisfaction with hours was generally good on survey responses 80% in 2014 and 82% in 2016).

The above noted concerns were primarily addressed through the redesign of library spaces. In short, the library designed collaborative group study spaces separate from other spaces that are designated as quiet zones. All new spaces were designed with comfortable furniture and most of the new spaces provided more access to power outlets. To address the minor concern of not having longer hours, the library began offering extended hours during "cram week." Use during these additional hours has been very low (always under 10 students), providing some evidence that the demand for extended hours is not great.

Tutoring and Learning Centers
The Tutoring and Learning Centers regularly evaluate the effectiveness of its services and develops plans for improvement. Student feedback about tutoring and workshop services is collected primarily by way of paper surveys (Ev. 8, Ev. 9, Ev. 10, Ev. 11). Surveys are handed out at the end of a sampling of workshops. Paper evaluations are available throughout the semester in convenient locations in the tutoring centers for continual student access. In addition, the Tutoring and Learning Centers select a two-week period for a more intrusive data collection effort where tutors and paraprofessionals give paper surveys to students at the end of tutoring sessions, inviting them to complete and turn in the survey. Students place surveys in a comment box. The data collected are reviewed to ensure services are aligned with student academic and affective needs.

Evaluation

Library
Shasta College meets this standard. The library's planning and assessment practices are designed to ensure student educational needs are met. The diverse assessment strategies ensure the library uses multiple measures to assess services. The library addresses areas of improvement identified in assessments in order to improve support for student learning.

Tutoring and Learning Centers
Shasta College meets this need. Results of surveys for both workshops and tutoring services are predominately positive. Negative feedback is noted and discussed with stakeholders. As needed, issues are brought forward in on-going monthly tutor staff meetings. Critical issues are incorporated into the next semester's tutor training course (STU 93A) for continual improvements in customer service and delivery of tutoring services. In an effort to continually improve, the TLC will re-evaluated assessment practices and put a greater emphasis on the analysis of aggregated survey data.

Evidence

II.B.3-01. Library Services Plan
II.B.3-02. Library SAOs
II.B.3-03. Library SAO/SLO Summary Report
II.B.3-04. SLO Assessment Tracking Examples Fall 2014 & Fall 2016
II.B.3-05. Library Student Survey Fall 2016
II.B.3-06. Library Student Survey Fall 2014
II.B.3-07. Library Focus Group Summary
II.B.3-08. Math Learning Center Student Survey
II.B.3-09. Evaluation for Workshops
II.B.3-10. Writing Center Survey
II.B.3-11. Science Learning Center SLO Survey Fall 2016

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

Library
The Shasta College Library does not contract out for third-party services that interact directly with students. The Shasta College library contracts with the Online Computer Library Center (OCLC) to support cataloging and interlibrary loan (Ev. 1). The cataloging tools allow the library to save time in processing material while the interlibrary loan network allows the library to provide access to materials needed for course work and scholarly research that are not locally available.

The Shasta College Library also partners with the Community College League of California to purchase electronic resources. This partnership provides increased access to electronic resources through substantial cost savings.

Tutoring and Learning Centers
The College retains direct control of the Tutoring and Learning Centers and Supplemental Instruction and remains principally responsible for the security, maintenance, and reliability of services. The College does rely on the use of a reputable external vendor, NetTutor, for online tutoring (Ev. 2, Ev. 3). NetTutor is used along with Student Lingo (skills workshops) and Tutor Lingo (tutor training) to support distance education in the district (Ev. 4, Ev. 5). These services allow the College to provide tutoring access and support remotely across the district that would otherwise not be available to students.

Evaluation

Library
Shasta College meets this standard. The library uses well-known and reputable third-party services to enhance workflows and improve the Collection.

Tutoring and Learning Centers
Shasta College meets this standard. The Learning Centers, and Supplemental Instruction regularly evaluate all of their services through area plans and Program Review which is a mechanism for review of data, reflection, and action. The College retains direct responsibility of service maintenance, security, and reliability of services. The contracts with NetTutor, Student Lingo and Tutor Lingo are reviewed annually.

Evidence

II.B.4-01. OCLC Agreement
II.B.4-02. NetTutor Agreement
II.B.4-03. NetTutor Evaluation
II.B.4-04. Student Lingo in Workshop Brochure
II.B.4-05. Tutor Lingo for Tutor Training Course

Changes and Plans Arising Out of the Self-Evaluation Related to II.B

Change, Improvement, or Innovation	**Standards**	**College Leads**	**Timeline**	**Anticipated Outcome**
Review and Evaluate Online Tutoring support services (NetTutor, Student Lingo, Tutor Lingo	II.B.4	Associate Dean of Student Learning	2017-2018	• Improve academic support for students

Standard II.C.: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

Shasta College regularly evaluates the quality of student support services through a variety of methods including the Annual Area Planning process and the development of a culture of inquiry.

The Integrated Planning Manual (Ev. 1) outlines an ongoing and systematic cycle of assessment, resource allocation, plan implementation, and re-assessment. Through this process, the College demonstrates that student services support student learning and that planning initiatives are explicitly connected to the Strategic Plan, the Educational Master Plan, and the College mission (Ev. 2). Departments use this process to identify strengths, needs for improvement, and external opportunities and challenges. Departments then identify initiatives designed to enhance support services. Each initiative is mapped to institutional goals and Institutional Student Learning Outcomes (ISLOs) (Ev. 3). For example, a student focus group and staff feedback indicated that students needed additional access to computers and Student Services staff in order to complete enrollment and financial aid forms (Ev. 4). In response, a fulltime Student Success Center with workstations, printers, and computers was proposed, approved, and funded (Ev. 5). Since opening, the Center has served over 3600 students (Ev. 6). See Standard I.B.5 for a description of the Annual Area Planning process.

Shasta College is committed to maintaining a "culture of evidence" and a "culture of improvement." At the Board of Trustees Retreat, members formulated goals and priorities for 2016-2017 which aligned with the Shasta College mission and CEO goals (Ev. 7). The College has routinely evaluated the quality of student support services through feedback obtained via online surveys, focus groups, and feedback forms (Ev. 8, Ev. 9, Ev. 10).

In addition to these, the College completed several comprehensive surveys including the Community College Survey of Student Engagement (Ev. 11) and the Adult Learning Focused Institution survey (Ev. 12). These processes evaluate how student support services support student learning. In addition, Enrollment Services Coordinators meet on a monthly basis with the express purpose of recommending and implementing strategies to improve access to student services through a variety of innovative practices (Institutional Goal 1, 2; Strategic Plan 2.2a) and consider directions for the improvement of student services. Specifically, the committee assessed the provision of services at extended education campuses (Ev. 13). The Financial Aid Extended Education Assessment (Ev. 14) is a result of that discussion and steps were taken to improve services. The Committee also discussed methods to support student learning and improve the student experience during the summer "rush" period (Ev. 15).

The College also regularly evaluates the quality of student support services offered to students enrolled in online programs and demonstrates that these services support student learning. The College offers a number of unique services to students enrolled in online programs including:

1. Email notification to students who enroll in online or hybrid courses that includes a link to the online orientation, OEI Online

Readiness resources, and other support (Ev. 16)
2. Online Canvas Orientation (more than 600 completed since Fall 2015) (Ev. 17)
3. In-person workshops for Canvas and general technology skills (Ev. 18)
4. Classroom visits by Education Technology staff for hybrid or web-enhanced courses

Student success in online and hybrid courses is monitored primarily by tracking success rates. These are reported annually to the Board of Trustees (Ev. 19). The College also collects information from students every other year to assess their perceptions (Ev. 20). As noted in DataMart, the College is experiencing an upward trend for online success. The most recent term for which the College has data indicates a success rate of 68.71% (Ev. 21). This puts Shasta College among the top California Community Colleges for online success.

A variety of student resources helps distance education students to be successful. These resources include "Skills for Online Success" (Ev. 22), a link to student support services (Ev. 23), online Student Success Workshops (Ev. 24), and Tip Sheets (Ev. 25).

Counseling and other student support services are available for distance education students to support their learning. A counselor is dedicated to serve distance education students at extended education campuses through an e-Advising process (Ev. 26).

The College is implementing the Hobsons Starfish automated education planning software that permits student to monitor progress online. The Transfer Center has set up Skype appointments with university representatives and Shasta College students. This permits prospective students to speak with admissions representatives in a virtual format without having to travel long distances (Ev. 27). For regional high schools, Shasta College provides on-site orientations, multiple measures transcript-based assessments, and preliminary education plan assistance (Ev. 28).

Evaluation

Shasta College meets this standard. Shasta College offers an array of student support services at the main campus in Redding, the Health Sciences and University Center Downtown Redding campus, the Tehama Campus in Red Bluff, the Trinity Campus in Weaverville, and the Intermountain Campus in Burney.

A wide variety of support services support student success regardless of location or means of delivery. Broadly, student support services and departments include:

- Academic Support Programs / Tutoring / Labs
- Assessment
- Counseling Services
- Disabled Student Programs and Services
- Enrollment Services
- EOPS/CARE / SCI*FI / CAFYES
- Financial Aid
- Health and Wellness Center
- Library and Learning Resources
- Student Employment
- Student Housing
- Student Life / Student Senate
- Student Support Programs / Student Success Center
- Transfer Center
- TRiO – Student Support Services
- Veterans Center

Student support services are regularly evaluated through the Annual Area Planning process and an institutionalized "culture of improvement." The results of these evaluation methods demonstrate that the College's services, regardless of location or means of delivery (including distance education), support student

learning and enhance the accomplishment of the mission of the institution. Shasta College does not offer courses through correspondence education.

Evidence

II.C.1-01. Integrated Planning Manual
II.C.1-02. Integrated Planning Manual, Appendix 1, Disciplines and Services that Prepare Annual Area Plans
II.C.1-03. TracDat Mapping Report, Counseling Department
II.C.1-04. Financial Aid Focus Group Satisfaction Study, May 15, 2014
II.C.1-05. 2015-16 Initiatives Approval List
II.C.1-06. Student Success Center Utilization Report
II.C.1-07. Board of Trustees Meeting September 14, 2016, Item 9.6, Governing Board's 2016-2017 Goals and Priorities
II.C.1-08. Student Opinion of Counseling (STOCS) form
II.C.1-09. Counseling Department Meeting, January 27, 2016 Analysis of Survey Results
II.C.1-10. Financial Aid Customer Service Survey Results, 2016
II.C.1-11. Community College Survey of Student Engagement (CCSSE) Results, Spring 2016
II.C.1-12. Adult Learning Focused Institution (ALFI) Survey results, fall 2015
II.C.1-13. Enrollment Services Coordinators' Meeting, March 3, 2016 Agenda Item to discuss "Assessing Comparable Services Regardless of Physical Location"
II.C.1-14. Financial Aid Extended Education Assessment
II.C.1-15. Enrollment Services Improvement Plan, Fall 2016 Debrief
II.C.1-16. Online Student Email Notification Summer 2016
II.C.1-17. Student Online Orientation Module View, v.2
II.C.1-18. Flyer for In-Person Workshops for Canvas and General Technology Skills
II.C.1-19. September 2016 Distance Education Report to the Board of Trustees
II.C.1-20. Student Survey on Online Experiences Summary, Fall 2014
II.C.1-21. Online Success by Instructional Method
II.C.1-22. Link to Skills for Online Success
II.C.1-23. Link to Distance Education Link to Student Support Services
II.C.1-24. Link to Online Student Success Workshops
II.C.1-25. Canvas Tip Sheet, August 2016
II.C.1-26. Link to District e-Advising
II.C.1-27. Transfer Center Skype Appointment Flyer
II.C.1-28. High School Visitation Schedule, 2015-2016

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

Shasta College identifies and assesses Student Services Learning Outcomes (SSLOs) and service area outcomes (SAOs) for its student population. Student Services Learning Outcomes (SSLOs) focus on what the student will know or be able to do after receiving a particular service. Service area outcomes (SAOs) focus on the quality of service to students.

Each student support service department has identified learning support outcomes. These appear on each department's website (Ev. 1). The Student Services area has defined "student

satisfaction" as an overarching service area outcome. Student support service areas generally use electronic and in-person surveys and focus groups to assess students' perceptions of services (Ev. 2, Ev. 3, Ev. 4, Ev. 5).

Individual departments have also identified department-specific SSLOs and SAOs that inform the Annual Area Planning process or provide additional information on the extent to which SSLOs and SAOs are met (Ev. 6). Categorical programs such as EOPS and TRiO use program standards to assess effectiveness (Ev. 7).

In addition to departmental and division-wide surveys, there are a number of district-wide surveys that assess learning support outcomes for student populations and the extent to which the district provides appropriate student support services and programs to achieve those outcomes. Examples include the Faculty and Staff Climate Survey (Ev. 8), the Library Experiences Student Survey (Ev. 9), the Online Experiences Student Survey (Ev. 10) and the Community College Survey of Student Engagement administered during spring 2016 (Ev. 11).

Student support service departments routinely assess outcomes for their student populations. Assessment occurs both within and outside of the Integrated Planning cycle process. The President's Prioritized Annual Action Plan list is the culmination of the Integrated Planning cycle and represents the bridge between evaluation and College-wide annual planning and resource allocation. Student Services departments are included in this district-wide report. For identified areas of improvement, Shasta College uses assessment data to improve student support programs and services. The following serve as recent examples.

Online Tutoring. At the September 2015 Board of Trustees meeting, the Dean of Library Services and Educational Technology provided a distance education update (Ev. 12). The data showed a need to improve student support services. This reinforced an Annual Area Planning initiative, "Online Tutoring," which was ranked number one on the President's approval list (Ev. 13). The result was the implementation of NetTutor, an online tutoring service designed to support student success in online courses (Ev. 14).

TRAX Bus Service. At the September 2015 Board of Trustees meeting, the Associate Dean of Extended Education provided an update on extended education (See Ev. II.C.6-13). Included was an assessment that indicated the need for public bus transportation to the Tehama campus. This was ranked and funded through the Annual Area Planning process. After extensive negotiations, bus service has been extended to the Tehama campus (Ev. 15).

Student Success Center. Ranked number 5 on the President's approval list, the Student Services Computer Lab – later renamed the Student Success Center – was implemented to respond to student survey and focus group data that indicated there was a need for direct assistance – particularly for students navigating the financial aid process. The Student Success Center opened in April 2016 and is now highly utilized (see Ev. II.C.1-04, Ev. II.C.1-06).

Online Orientation. Historically, the College only offered in-person orientations. Given the geography of the district, this process proved to be inconvenient and may have hindered enrollment for some students. To address this concern, an online orientation was created and launched in Fall 2014. The counseling department regularly reviews orientation SAO data and makes recommendations for improvement. For example, on January 27, 2016, the counseling department reviewed and discussed Spring/Fall 2015 SSLO/SAO data. Counselors noted that students appeared to have learned expected learning outcomes after completing each section of the online orientation. Overall, 89% were satisfied with the orientation, with 56% of the students very

satisfied. Based on this evidence, the counselors recommended no changes to the existing online orientation (Ev. 16).

Multiple Measure Assessment Pilot Project. The Multiple Measure Assessment Project (MMAP) is a collaborative effort led by the Research and Planning Group and Educational Results Partnerships' Cal-PASS Plus system with support from the California Community College Chancellor's Office. Using multiple measures for placement has shown to have significant impacts at several California Community Colleges and the MMAP pilot seeks to study its impact at the state level. Shasta College is currently one of twelve community Colleges serving as a pilot for this statewide study. After one year of implementation, the Office of Research and Institutional Effectiveness completed a local evaluation of the pilot study. This placement method showed significant impact on higher placement and retention of students in English courses, but with no significant difference in course success. That is, placing students in higher level English classes did not reduce success rates. Results about placement in math courses suggest that students placed by multiple measures were more likely to be placed in higher level math courses, but were less successful than those placed by other methods. The College plans to expand its use of multiple measures assessment for students into English courses and continue to examine the best use of multiple measures data for math placement (Ev. 17).

To support online students, the Department of Educational Technology surveys student to assess services (Ev. 18) In order to help students benefit from online programs, the department offers "online readiness resources," a student orientation to the Canvas Learning Management System and a range of online student success resources (Ev. 19).

Evaluation

Shasta College meets this standard. Shasta College has identified learning support outcomes for its student population. The College regularly assesses these outcomes at the departmental and division levels through the Annual Area Planning process, student surveys, and independent reviews. The College routinely uses this data to continuously evaluate and improve student support programs and services and to ensure that these services both align to the institutional mission and support student learning.

Evidence

II.C.2-01. Sample SSLO/SAO on Program Websites
II.C.2-02. Student Satisfaction Survey Assessment Center
II.C.2-03. Student Satisfaction Survey Financial Aid In Person
II.C.2-04. Student Satisfaction Survey Financial Aid Phones
II.C.2-05. Student Satisfaction Survey Transfer Center
II.C.2-06. TracDat Report, Student Support Services Assessment Plan
II.C.2-07. Student Services SSLO/SAO Tracdat Four Column Report
II.C.2-08. 2014 Faculty and Staff Climate Survey
II.C.2-09. Library Experiences Student Survey
II.C.2-10. Online Experiences Student Survey
II.C.2-11. Community College Survey of Student Engagement
II.C.2-12. Board of Trustees Minutes, September 9, 2015, Exhibit A
II.C.2-13. Annual Area Plan Initiatives Data 2015-2016
II.C.2-14. NetTutor Link
II.C.2-15. Red Bluff Daily News July 6, 2016
II.C.2-16. TracDat 4 Column Report, Counseling Department, Online Orientation

II.C.2-17. Multiple Measures Assessment Project: Shasta College Pilot Evaluation
II.C.2-18. Online Experiences Survey - 2016
II.C.2-19. Skills for Online Success

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

Shasta College provides appropriate, comprehensive, and reliable support services to students regardless of service location or delivery method. Campus locations include the main Redding Campus, the Health Sciences and University Center Downtown Redding Campus, the Tehama Campus, the Trinity Campus, and the Intermountain Campus. A significant number of courses are also available online, through ITV, and through the dual enrollment program.

The main campus serves as the hub for 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, and Veterans Services (Ev. 1).

Specialized support programs, such as College Connection, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Gateway to College, SCI*FI Foster Youth Program, and TRiO (Student Support Services, Talent Search and Upward Bound), also exist on the main campus to provide additional support services to students regardless of service location or delivery method (Ev. 2). The CalWORKs program is located in the Health Sciences and University Center Downtown Redding Campus.

Additional student support services include the Campus Safety department which provides safety workshops, "Not Anymore" training for sexual assault prevention, emergency alerts, and a "safe walk" escort service, as well as facilitating the "Behavioral Intervention Resource Team" (BIRT) (Ev. 3).

Located on the main campus, academic support services include the library, the tutoring lab, the ESL and World Languages Learning Center, the Math and Business Learning Center, the Science Learning Center, and the Writing Center. The Assessment Center offers make-up testing. Final Exam Jam Nights help students prepare for final essays or final exams (Ev. 4). Math Camp is a free one-week program for Shasta College students (incoming and continuing) designed to prepare students for their next math course (Ev. 5). The newly created Student Success Center is available to assist new students through the matriculation process, support current students who are at risk, and connect all students to the campus resources which will help them to achieve their goals (Ev. 6).

To accommodate students during the evenings, Student Services regularly offers extended hours on Monday and Tuesday evenings. Student Services also offers additional extended hours Monday through Thursday evenings during peak registration periods in order to better accommodate students.

To serve students throughout it's vast district, the College has established three extended education campuses. The Intermountain, Tehama, and Trinity campuses offer regular orientations, assessments, and registration periods; academic, personal, and career counseling services; online library access (both content and research support) and on-site library services (through course reserves, scheduled library instruction and delivery of materials); online bookstore services, student computer

labs, EOPS Counseling and CARE services, Disability services, Financial Aid services, and Career and Transfer Center assistance (Ev. 7).

Tutoring services have been expanded to support distance education students on the Tehama, Trinity and Intermountain campuses. A full-time learning center coordinator and a part-time paraprofessional were hired Fall 2016 to create a vibrant tutoring center for all disciplines on the Tehama campus and to support the efforts at the other two extended education campuses. Tehama offers support in math, writing, Spanish, chemistry, anatomy, biology, and computer skills. Trinity hosts 4 hours per week in writing and math, and Intermountain hosts 6 hours per week also in writing and math (Ev. 8).

To serve online students, ITV students, and students who are unable to come to one of the campuses, many forms and services are available online, via email, or by telephone. Online services include applications for admission (CCCApply) (Ev. 9), Free Application for Federal Student Aid (FAFSA) (Ev. 10), and scholarship applications (Ev. 11). Additionally, the College provides an online new student orientation (Ev. 12) and online academic and progress probation workshops (Ev. 13). The College has partnered with Credentials, Inc. (TranscriptsPlus) to accept transcript orders over the internet (Ev. 14). Students may register for classes through the Datatel/Colleague WebAdvisor platform and can add themselves to courses through an automated waitlist process. Students may also view financial aid awards and document requests online.

The counseling department offers online counseling services for off-campus students (Ev. 15). Forms and documents can be scanned and sent via email, faxed, or processed via U.S. mail. The Transfer Center has set up Skype appointments with University representatives from CSU Chico, CSU Sacramento, and the University of Nevada, Reno (Ev. 16).

College counselors routinely visit regional high schools to provide face-to-face orientations, multiple measure course placements, and develop student education plans. High school seniors who complete core matriculation during the spring semester become members of the College's First Year Experience program. Counselors work with an assigned student cohort to monitor student progress and to provide additional support services.

These services are regularly reviewed through the Annual Area Planning process, through student evaluations, and through needs assessments. For example, Enrollment Services Coordinators assessed financial aid services at the College's extended education sites (Ev. 17, Ev. 18). As a result of this study, a number of concrete steps were taken to improve student services at the extended education campuses (Ev. 19).

Evaluation

Shasta College meets this standard. Shasta College provides appropriate, comprehensive, and reliable services to students to assure equitable access for all students, regardless of service location or delivery method. The College regularly reviews services to ensure equitable access, and the Student Services Division regularly reviews services, identifies problem areas, and implements improvements. Recent process improvements included the implementation of an online new student orientation, online academic and progress probation workshops, an automated transcript ordering service, and automated financial aid processing. Equitable access to all services is provided to students regardless of location.

Evidence

II.C.3-01. Web Page for Shasta College Student Services Programs
II.C.3-02. Main Campus Map
II.C.3-03. Web Page for Shasta College Campus Safety

II.C.3-04. Final Exam Jam Night Flyer
II.C.3-05. Math Camp Flyer Summer 2017
II.C.3-06. Student Success Center Brochure
II.C.3-07. Web Pages for Extended Education Campuses
II.C.3-08. Web Page for Extended Education Tutoring
II.C.3-09. CCCApply Online Application
II.C.3-10. Free Application for Federal Student Aid (FAFSA) Online Application
II.C.3-11. AcademicWorks Scholarship Portal
II.C.3-12. Web Page for New Student Online Orientation
II.C.3-13. Online Academic and Progress Probation Workshop
II.C.3-14. Credentials, Inc./Transcripts Plus Online Transcript Orders
II.C.3-15. Online Counseling/Advising
II.C.3-16. Skype University Appointment Flyer
II.C.3-17. Financial Aid Mini-Assessment Report February, 2015
II.C.3-18. Enrollment Services Coordinators Meeting March 3, 2016
II.C.3-19. Extended Education Needs Assessment Findings March 31, 2016

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

Shasta College offers athletic and co-curricular programs that align with the mission and contribute to policies and standards of integrity. Every year the Dean for Physical Education and Athletics (PEAT) completes an annual Form R-4 (Statement of Compliance of Title IX Gender Equity) and Equity in Athletics Data Analysis (EADA) reports (Ev. 1, Ev. 2). As required by the California Community College Athletic Association (CCCAA), the R-4 form shows evidence of research into the program offerings for the district. The R-4 requires CCCApply application data, California Interscholastic Federation participation survey, and Shasta College's annual radius of competition to assist in the College's assessment of program offerings. The federal EADA report identifies the sports offered, athletic participation by gender, composition of coaches, and the cost of athletics. In addition, these programs participate in the Annual Area Planning and budget process through the PEAT Division. Instructional programs also complete a regularly scheduled Program Review.

Shasta College offers the following intercollegiate athletic programs: Men's Baseball; Men's/Women's Cross Country; Women's Softball; Men's Wrestling; Men's and Women's Basketball; Men's and Women's Swimming and Diving; Men's Football; Men's and Women's Soccer; Men's and Women's Tennis; Men's and Women's Track and Field; and Women's Volleyball.

These programs are housed within the Physical Education and Athletics division and managed by the Dean to ensure that each is consistent with the mission of the College. Each athletic program is offered as a for-credit course which has been reviewed and approved by the campus Curriculum Committee, the Board of Trustees, and the California Community Colleges Chancellor's Office. All athletic programs follow CCCAA policies and procedures, the Shasta College Board of Trustees Board Policy and Administrative Procedure 5700 – Intercollegiate Athletics, the State Education Code, and federal Title IX requirements (Ev. 3).

The Office of Student Life offers a host of other co-curricular programs and activities to support the growth of students. By providing engagement opportunities through Student Senate, clubs, events, study abroad, and exchange programs the Student Life office

promotes the ideal of human potential as it relates to intellectual, aesthetic, cultural and personal development. These co-curricular opportunities promote and encourage collective responsibility through shared decision-making, leadership, concern for others, responsible citizenship, social and communication skills, and peer networking.

Many of these opportunities and skills are developed as a result of being in clubs and organizations. As of the end of the spring 2017 semester there were 42 active student initiated clubs/organizations, 187 club officers and approximately 450-500 students involved overall. Clubs reflect both personal interests such as Black Student Union, Begin Again Club, Gay Straight Alliance, InterVarsity Christian Fellowship; others are directly associated with programs of study and academic achievement such as the Art Club, Phi Theta Kappa, Science Club, and Welding Club.

Student Senate, as the student governing body, develops leadership skills through common commitment, a sense of purpose, setting and achieving obtainable goals and objectives, and respecting and honoring the expertise and varying perspectives of all members and advisors. As part of the participatory planning and participatory governance process, decisions of the Student Senate must be representative of students' concerns and interests. In addition, representatives serve on many official district participatory and ad-hoc committees.

The Student Senate also approves the formation of all student clubs to ensure that they provide students with opportunities for personal growth, intellectual development, ethical accountability (including financial) and individual and civic responsibility.

Events, projects, and participation from Student Life areas that support the development of personal and civic responsibility as well as cultural and social development include SSCCC (Student Senate for California Community Colleges) General Assembly, Stormy Sebring Student Senate Garden, Staff and Faculty Appreciation Awards, four annual blood drives, Dental Hygiene free teeth cleaning, Giving Tree, 8th Grade Career Days, Preview Day, 9/11 Tribute, monthly Student Socials, formation of the Global Education Center, participation in Relay for Life, volunteering at the Watershed Festival and Cesar Chavez Day of Service, Denim Day and Take Back the Night participation, Country Christmas Faire and tree sales. Furthermore, the Rotaract Club and the Beta Mu Mu chapter of the national Phi Theta Kappa honors society supports personal development and civic responsibility. There are currently 505 members and 1,101 alumni with 141 new members joining during the 2016-2017 academic year.

Shasta College also offers a variety of co-curricular programs which support the institution's mission. Examples include the Art Gallery, drama productions, dance festivals, and a range of concerts and opera workshops. The programs are the product of student and community interest and support. In many cases performances are a part of the credit instruction program and are thereby supervised by program faculty and administration.

The Shasta College Art Gallery exhibit space has become one of the Art Department's most vibrant showcases. Offering six exhibitions annually, the gallery features artwork by nationally and internationally renowned artists, as well as the annual faculty and student shows (Ev. 4).

The Theatre Arts Department features two main stage productions each academic year and a vigorous Summer Theatre Festival of popular musicals and comedies. A Dance Festival featuring repertory by Shasta College students and the Redding dance community is offered each spring (Ev. 5).

Concerts are offered throughout the year, including the Jazz Big Band Concert, the Shasta

College Symphonic Band Concert, the Student Jazz Concert, the Shasta Symphony Orchestra Concert, and the Shasta College Pre-Symphony Concert. Choral and Vocal activities include the Chamber and Concert Choirs and the Shasta College Chorale Concerts. The College also offers a Vocal Institute and an Opera Workshop (Ev. 6).

Evaluation

Shasta College meets this Standard. Athletic and co-curricular programs align with the mission of the College and contribute to policies and standards of integrity. These programs provide cultural, educational, and social experiences for both students and community members.

Athletic programs are evaluated annually. Through the PEAT Division, these programs participate in the Annual Area Planning and budget process. Instructional programs also complete a regularly scheduled Program Review. The Annual Area Plan, housed in TracDat, outlines general program strengths, weaknesses, and areas for improvement. Co-curricular programs in the performing arts are also linked to the Annual Area Plan review process.

The College maintains oversight of athletic and co-curricular programs through Integrated Planning, budgeting, and curriculum approval processes. Athletic finances are separately scrutinized through the annual Equity in Athletics Data Analysis (EADA) report. Revenues from athletic and co-curricular ticket sales are deposited into the General Fund to offset program costs. These programs are the product of community interest and support.

Evidence

II.C.4-01. Form R-4 Statement of Compliance of Title IX Gender Equity
II.C.4-02. Equity in Athletics Data Analysis (EADA) Report.
II.C.4-03. BP-AP 5700 Intercollegiate Athletics
II.C.4-04. Art Gallery
II.C.4-05. Community – Fine and Performing Arts
II.C.4-06. Shasta College Music

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

Shasta College provides counseling services to support student development and success. The College currently employs seventeen full-time counselors and twelve part-time counselors. Counselors serve in the following areas: General Counseling, Athletic Counseling, Transfer, Outreach and Recruitment, First-Year Experience, Career, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education (CARE), CalWORKs, Distance Education and Articulation, Disabled Students Programs and Services, Puente Program, TRiO programs, and Shasta College Inspiring and Fostering Independence (SCI*FI) Foster Youth program. Programs are described on the program website. In addition, counselors support students in various Career and Technical Education (CTE) programs, the Associate Completion in the Evenings (ACE) program, and the Bachelor's Through Online and Local Degrees (BOLD) program (Ev. 1). As reported on the Student Success Scorecard, the student to counselor ratio is 796) to 1 (Ev. 2). This ratio does not reflect the additional fulltime and part-time counselors hired as a result of the

increase in Student Success and Support Program funding.

Consistent with the requirements of the Student Success and Support Program (SSSP), the College offers a comprehensive new student orientation (Ev. 3). Non-exempt, first-time students are required to attend either an in-person group orientation or complete an online orientation prior to registration. A counselor facilitates all in-person group orientations, which cover the same information as the online orientation and takes approximately one hour to complete (Ev. 4). Approximately 1,700 students received orientation services during the 2015-2016 academic year. (Ev. 5)

Beginning in 2014, all students had access to an updated online orientation. Since its inception, the vast majority of students have preferred this delivery method. The online orientation takes between one hour and one and a half hours to complete. During the online orientation, students complete modules and respond to pre- and post-test questions to assess their understanding. A study conducted by College's Office of Research and Institutional Effectiveness assessed the impact of the online orientation. The study concluded that the online orientation had a positive effect and that there was a significant improvement between pre- and post-test success. The online orientation is accessible for students using assistive technology. All non-exempt students are required to complete this orientation in order to maintain priority enrollment status. The orientation is updated each semester.

A recent review of the effectiveness of the online orientation by the Counseling Department revealed that 89.1% of students completed the orientation, as evidenced by completing all four online assessments. The online orientation was effective in that the average score increased from 13.9 for the pre-test to 22.6 for the post-test (26 items each). Student survey responses regarding the helpfulness of each section ranged from 78% to 93% (See II.C.2-17).

A review of practices in 2014-2015 revealed a need to provide in-person orientations at regional high schools. Currently, high school outreach team conducts in-person, on-site, new student group orientations. Counselors in EOPS, DSPS and Athletics also provide program specific orientations.

Students may make an appointment to meet with a counselor either online or in person. Counselors are available for both "express" appointments and extended thirty minute or one hour appointments on the main campus, the Health Sciences Downtown Center, or the Tehama Campus. Students at the extended education sites, as well as online students from outside the area, may access services through SARS e-Advising. Students will log into the e-advising portal and a counselor will provide academic, career, and personal counseling referral services via phone and/or email. Telephone counseling is available for those students who request it by scheduling an appointment through the Intermountain Campus (Ev. 6). Between July 1, 2015 and June 30, 2016, general counselors provided 7,102 scheduled appointments, 9,423 "express" appointments, and 3,480 education plans. This does not include the students served through various categorical support programs (Ev. 7, Ev. 8).

To better facilitate educational planning for students, Shasta College purchased Ellucian/Colleague student education planning software. Pilot implementation began Spring 2015 in Student Development courses and expanded in Fall 2015 for student athletes. Assessment of this pilot program revealed that Ellucian/Colleaue was not an adequate solution for this need. The College has since purchased Hobsons Starfish automated student planning software to implement for student educational planning.

In Spring 2015 Shasta College began sending counselors to high schools within its service area to meet with students and assist them in completing a multiple measures assessment and creating a preliminary education plan. Other students who are new to the College are directed to schedule an appointment with a counselor upon completion of their orientation to obtain a preliminary education plan. The preliminary education plan identifies courses that the student should take during their first – and sometimes second – semester at the College.

In addition to orientation and counseling sessions, counselors and other faculty provide a variety of activities to orient students to Shasta College programs and services and ensure that students understand program and transfer requirements. Examples include Student Success Workshops, online and in-person Steps to Success Probation Workshops, Student Development Courses, Transfer Success Courses, and transfer and career workshops. In addition, specialized counseling and workshops are available for students in EOPS, CARE, DSPS, CalWORKs, Veterans Services, Puente, Athletics, and through the various TRiO programs. In 2015-2016, the Transfer Center served 858 students in-office and took 118 students on Transfer Center field trips. Career Services are supported by a fulltime Employment Development Services Technician and a part-time counselor.

Shasta College offers an extensive faculty preparation program. All counselors are faculty members who meet minimum qualifications for their discipline. Each new full-time and part-time counselor receives a comprehensive orientation/training program (Ev. 9, Ev. 10). Current counselors are also encouraged to participate to refresh their content knowledge. Counselors routinely attend CSU and UC annual conferences, as well as program-specific conferences and workshops. The Counseling Department meets twice each month. The agenda provides updates on initiatives as well as training opportunities (Ev. 11, Ev. 12).

Additional examples of counselor training and collaboration include the 3CSN/Habits of Mind Leadership Community of Practice training, sponsored by the Office of Access and Equity, and the Trauma Informed Care Training (Ev. 13, Ev. 14, Ev. 15). In addition, the College hosts an annual High School Counselors' event. This event provides information that helps high school counselors and staff advise their students about the steps to enrollment and program offerings at Shasta College (Ev. 16).

Shasta College has actively pursued embedded counseling in various academic programs such as Athletics, Career and Technical Education, Early Childhood Education, and Health Sciences. Discipline-specific faculty and counselors collaborate to provide program pathways which best meet student needs. Counselors regularly meet with instructional division faculty to provide information about transfer pathways and graduation requirements and to build a connection between instructional programs and counselors.

All counselors are placed on an evaluation cycle and routinely evaluated. According to the bargaining agreement, each evaluation will contain a peer and/or administrator review and will include Student Opinion of Counseling (STOCs) surveys. The summary evaluation and the STOCs surveys explicitly include how the counselor enhances student development and success (Ev. 17, Ev. 18).

The College regularly evaluates counseling services and how they enhance student development and success. Counselors routinely review Service Area Outcome (SAO) and Student Services Learning Outcome (SSLO) data to assess how well students understand academic requirements, how well students are able to clarify career and/or educational goals, and overall satisfaction with counseling services. Survey results in Fall 2015 indicate a

high level of satisfaction with counseling services. 86% of the respondents reported they were "very satisfied" and 14% indicated they were "somewhat satisfied." Additionally, 94% of students surveyed reported that they had an improved level of understanding of academic requirements after their counseling session and 92% reported agreement that they were able to identify action they can take to clarify their career and/or educational goals after meeting with a counselor (Ev. 19). The counseling department regularly reviews student feedback on the online orientation process to assess the need for modification or improvement.

In addition to survey data, the Enrollment Services Coordinators Committee routinely meets to discuss how counseling services meet the needs of all students regardless of location or method of educational delivery. The Student Success Committee reviewed the current Early Alert process concluding that the current system provided too little data and an inadequate feedback loop. After reviewing a number of products, the Committee recommended the adoption of Hobsons Starfish Early Alert software (Ev. 20, Ev. 21). Pilot implementation is scheduled for Fall 2017 with a broader implementation scheduled for Spring 2018. This product promises to provide real-time notifications and a more robust feedback loop to assist all students regardless of location or method of delivery. This process allows the College to more effectively monitor student progress and provide more timely feedback and support.

Evaluation

Shasta College meets this Standard. As described above, the College provides an extensive counseling program to support student development and success. The College expends significant time and money to train full and part-time counseling faculty. Online and in-person orientations support counselor efforts to provide students with various opportunities to ensure that they understand the requirements related to their programs of study and that they receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The College routinely evaluates counseling and orientation services and modifies them as necessary to ensure that all students receive timely and accurate information regardless of location or method of instructional delivery.

Evidence

II.C.5-01. Meet Your Counselors
II.C.5-02. Shasta College Student Success Scorecard – 2017
II.C.5-03. New Student Online Orientation
II.C.5-04. New Student In-Person Orientation Appointment
II.C.5-05. CCCCO Matriculation Services Summary Report 2015-2016 Orientation
II.C.5-06. Counseling Department
II.C.5-07. SARS Appointment Attendance Summary Report July 1, 2015-June 30, 2016
II.C.5-08. SARS Reason Code Summary Report – July 1, 2015-June 30, 2016
II.C.5-09. New Counselor Training Schedule Fall 2015
II.C.5-10. New Counselor Training Schedule January 2015
II.C.5-11. Counseling Department Meeting Agenda August 24, 2016
II.C.5-12. Counseling Department Meeting Agenda September 14, 2016
II.C.5-13. Counseling Department Meeting Agenda October 12, 2016
II.C.5-14. 3CSN-Habits of Mind for Student Success Training flyer
II.C.5-15. CCC Student Mental Health Program/Trauma Informed Campus Training
II.C.5-16. High School Counselor Day Flyer
II.C.5-17. Student Opinion of Counseling (STOCs) Survey

II.C.5-18. Counselor Evaluation Cycle
II.C.5-19. Counseling Department Tracdat 4-Column Report
II.C.5-20. Student Success Committee Minutes, March 24, 2016
II.C.5-21. Student Success Committee Minutes, September 22, 2016

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

The mission of Shasta College is to provide

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

Consistent with this mission of "open access" to "a diverse student population," Shasta College has an open enrollment policy, Board Policy and Administrative Procedure 5052 – Open Enrollment, which is published in the College's Schedule of Classes (Ev. 1, Ev. 2, Ev. 3). This policy guarantees that all courses, course sections, and classes of the District shall be open for enrollment to any person who has been admitted to the College. Enrollment is subject to a priority system established in AP 5055-Enrollment Priorities (Ev. 4). Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in a statute or regulation.

No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in AP 5055 and District programs that have restricted enrollment. Students are not required to participate in pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in AP 5055 and District programs that have restricted enrollment as per BP/AP 5005 – Admission Requirements – Special Programs (Ev. 5, Ev. 6).

Anyone 18 years of age or older or anyone under 18 who has graduated from high school or passed the GED or California High School Proficiency Exam and is a resident of the District may be admitted to Shasta College classes (Ev. 7). If an applicant is 18 or older and not currently enrolled in a high school, no special admittance is required. The process for concurrently enrolled students is outlined in AP 5011 – Admissions and Concurrent Enrollment of High School and Other Young Students (Ev. 8).

As outlined in the Schedule of Classes, the College has adopted the following five steps to successfully enroll as a new student. The five steps are: 1) apply for admission to the College; 2) complete an assessment; 3) send official transcripts of high school and previous College work to the Admissions and Records Office; 4) complete an orientation; and 5) develop an education plan. These steps are consistent with Student Success and Support Program requirements. Students who complete these

steps are considered "matriculated" and will receive priority registration (Ev. 9).

Admissions criteria for international students are available online (Ev. 10). Criteria for special part-time enrollment students is available online, in the College Catalog, and in the Schedule of Classes (Ev. 11). The website and the College Catalog outline admissions criteria for programs which require special preparation such as Fire Technology, Health Sciences, and the baccalaureate degree in Health Information Management (Ev. 12, Ev. 13, Ev. 14).

The 2014-2017 Enrollment Management Plan and the Student Equity Plan provide explicit examples of efforts to streamline the enrollment process and promote diversity. In particular, the Enrollment Management Plan sought to, among other things, 1) identify the current matriculation process and re-evaluate the sequence; 2) consider the development of complimentary online orientations, in-person orientations, "just in time" orientations, and/or specialized orientations for students and faculty; 3) develop opportunities to prepare for assessment testing; 4) implement a pilot English and Math Success Academy; 5) implement a pilot acceleration framework; and 6) host a Preview Day for high school students (Ev. 15). Since the approval of the Enrollment Management Plan, the College has implemented an online new student orientation. In addition, counselors now go to regional high schools to complete transcript-based assessment and provide students with preliminary education plans on site. This plan provides a recommended program of study which can be customized by the counselor to meet individual student needs. This process simplifies course selection and eases the transition from high school to College.

In support of streamlined pathways toward goal attainment, second semester high school seniors become members of the First Year Experience cohort. Students in FYE are assigned to a specific counselor who will serve as a point of contact, help track student progress, and complete a comprehensive education plan. This plan provides each student with a coherent, structured pathway to certification, degree completion, and/or transfer. Counselors routinely contact students within their cohort to provide information and invitations to a range of activities throughout the semester. Of particular note is the FYE Summer Luau – an FYE orientation program that introduces students to College programs and services (Ev. 16, Ev. 17).

To further support goal attainment, the College began offering a summer preparatory program called "Math Camp" in August 2015 (Ev. 18). In addition, the math faculty piloted "Math My Way," a module-based math program with intensive support that allows students to work at their own pace. Students can complete up to two semesters of coursework in one semester. Math faculty also piloted "Path to Stats," which addresses the curriculum alignment issue with the basic skills math sequence. Previously, students would have to take up to four semesters of pre-algebra to prepare for a statistics class. Now they can take one pre-statistics class (Math 114) that prepares them for the transfer level statistics course (Math 14). This course follows the model of the California Acceleration Project and is designed for non-STEM majors. A number of English faculty are working on a comparable English pathway acceleration. Faculty have also introduced Supplemental Instruction in targeted gateway courses. The College hosted a California Acceleration Project event which included faculty from schools throughout the North State and sent three administrators and three faculty administrators to the National Acceleration in Developmental Education conference.

In an effort to promote a diverse student population, to inform students about the steps to enrollment, and to feature academic pathways, the College introduced the first annual Preview Day in October, 2014 (Ev. 19). The College also implemented a new online application,

OpenCCCApply. This process improved student access and the enrollment process.

The College recently spearheaded the start-up of a regional collective impact collaborative called North State Together. Funded by the McConnell Foundation (a local family foundation that serves northern California), College staff are providing technical support designed to strengthen regional relationships, support a diverse, college-going culture in the North State, and promote access to postsecondary education and career opportunities in Shasta, Siskiyou, Tehama, Trinity, and Modoc Counties (Ev. 20).

Shasta College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The College Catalog is updated annually and provides information for students interested in degrees, certificates, or transfer. During the 2015-2016 academic year, a committee was formed to review the organizational structure of the College Catalog. The changes recommended by the committee were included in the 2016-2017 Shasta College Catalog. This process is an example of the institution's commitment to providing a document that clearly defines available pathways (Ev. 21).

After application, all students are advised to meet with a counselor in order to create an education plan. Students are notified that failure to obtain an education plan by the end of their third semester will result in a loss of priority registration. Each semester, the College sends a notification to students who have over 15 units and/or have completed their third semester without an education plan to encourage them to make an appointment with a counselor (Ev. 22).

According to DataMart, counselors had 11,319 contacts with students who received education plans or counseling services during Fall 2015 and Spring 2016 (Ev. 23). General and categorical program-specific counselors use a variety of tools including the College Catalog, planning guides, course schedules, and various online resources to assist students with setting educational goals, identifying a program of study, and obtaining a clear path to completion and/or transfer.

Counselors use worksheets, including the General Education, IGETC, and CSU degree planners, to help inform each student's education plan (Ev. 24). Evaluators in Admissions and Records and counselors use Degree Audit to assist in the evaluation of a student's program of study. Many academic departments have posted "suggested sequences of classes" for degree or certificate programs (Ev. 25, Ev. 26). Additional information is available on Shasta College program websites. Various programs, particularly Career and Technical Education programs, provide brochures which outline program features and general requirements. These are available in the Division and Counseling offices and on the website.

The Transfer Center website features a list of Associate Degree for Transfer (ADT) programs. Students are advised to connect with the "Degree with a Guarantee" website to streamline transfer to the California State University system (Ev. 27).

In 2016, Shasta College launched three significant programs: the baccalaureate degree in Health Information Management, the Associate Completion in the Evenings (ACE) program, and the Bachelor's through Online and Local Degrees (BOLD) program. The enrollment pathways and core course sequences are presented on each program's website (Ev. 28) and in the College Catalog.

The ACE program is designed for students who are working full-time, want to attend College full-time, and are ready to take College-level coursework by the time the program begins. The program features accelerated classes offered in two formats: hybrid (in-person on Tuesday/Thursday evenings plus online instruction) and purely online. This structure

allows a student to complete a degree in as little as 19-24 months (depending on the credits they have already earned). The program description and the class schedule for the entire program are also available online (Ev. 29).

The BOLD program pairs Shasta College Associate degrees with specific online or local in-person Bachelor degree completion programs offered through public or private universities to create streamlined, efficient, and affordable pathways to help students meet their educational goals. Specific majors and four-year institutions have been identified for accessibility and quality. Institutions were selected based on a number of criteria including multiple entry points during the year, relatively economical cost, proximity, length of time to degree, and regional accreditation. Additional student cohort support, tutoring and library services and case management are available to students through a series of Student Development courses that students can enroll in at Shasta College while pursuing their BA/BS degrees elsewhere. Pathway information is also available online (Ev. 30).

Evaluation

Shasta College meets this Standard. Shasta College has adopted and adheres to admission policies consistent with its mission and articulated Board Policies and Administrative Procedures. The College routinely reviews its mission statement, board policies, and administrative procedures. Through this process, the College ensures that policies support its mission.

The "Steps to Success" matriculation process can be found in the Schedule of Classes, in the College Catalog, and on the College website. The College routinely monitors and evaluates the admissions process as evidenced by the 2014-2017 Enrollment Management Plan and the recently approved 2017-2018 plan. Further, the Student Equity Committee and the Student Success Committee routinely monitor and assess processes to ensure student diversity, access, and success.

A variety of online resources and model programs demonstrate that the College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The District adopted the Hobsons Starfish automated student education planning product. Once fully implemented, this software will more clearly identify academic pathways and enable counselors and students to develop education plans more efficiently. This software will also inform the scheduling of future course offerings.

Evidence

II.C.6-01. Board Policy 5052 – Open Enrollment
II.C.6-02. Administrative Procedure 5052 – Open Enrollment
II.C.6-03. Fall 2017 Schedule of Classes, Page 4
II.C.6-04. Administrative Procedure 5055 – Enrollment Priorities
II.C.6-05. Board Policy 5005 – Admission Requirements/Special Programs
II.C.6-06. Administrative Procedure 5005 – Admission Requirements/Special Programs
II.C.6-07. Administrative Procedure 5010 – Admissions
II.C.6-08. Administrative Procedure 5011 – Admissions and Concurrent Enrollment of High School and Other Young Students
II.C.6-09. Fall 2017 Schedule of Classes, Page 3
II.C.6-10. International Students
II.C.6-11. Shasta College Catalog, Page 10
II.C.6-12. Fire Technology Program
II.C.6-13. Health Sciences Division
II.C.6-14. Health Information Management Program
II.C.6-15. Enrollment Management Plan (2014-2017)
II.C.6-16. First Year Experience Summer

Luau Flyer, August 3, 2016
II.C.6-17. First Year Experience Summer Luau Agenda and Program Handbook
II.C.6-18. Math Camp Flyer Summer 2017
II.C.6-19. Preview Day 2016 Flyer
II.C.6-20. Regional Collaborative Concept PowerPoint
II.C.6-21. Counseling Department Revision Recommendations 2016 Catalog
II.C.6-22. Comprehensive Education Plan Email October 11, 2016
II.C.6-23. Datamart Matriculation Services Summary Report Fall 2015-Spring 2016
II.C.6-24. Shasta College Degree Planners
II.C.6-25. Sample Program Sequence of Classes Agriculture Business
II.C.6-26. Sample Welding Technology Sequence of Classes
II.C.6-27. Transfer Center
II.C.6-28. Health Information Management Program
II.C.6-29. Associate Completion in the Evenings (ACE) Program
II.C.6-30. Bachelor's through Online and Local Degrees (BOLD) Program

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

Board Policy and Administrative Procedure 5005 provide the Superintendent/President with the authority to establish procedures that provide for special admission requirements for the following special programs: Associate Degree Nursing, Licensed Vocational Nursing, Nurse Aide/Home health Aide, Dental Hygiene, Early Childhood Education, and Equipment Operations and Maintenance (Ev. 1). Admission eligibility requirements and/or criteria, including testing requirements outlined in BP/AP 3551 – Student Drug and Alcohol Testing and Criminal Background Checks, are available on the program websites (Ev. 2). This testing is governed by federal codes and state regulations. Admission to the Health Information Management (HIM) baccalaureate degree is consistent with the College policies and procedures that specify the qualifications necessary for admission to programs. Admissions policies and pathways to completion are clear and published in the College Catalog and on the website. The HIM program adheres to the admissions criteria that are available to the public in print and electronically (Ev. 3).

Other than the limitations identified above, the College does not use assessment tests to determine admission, which is consistent with the mission and policy to be an "open access" institution. All new students are directed to complete an assessment for English, mathematics, and English as a Second Language (if applicable) as part of their steps to enrollment. Students are notified that completing an assessment, orientation, and an education plan are necessary to maintain priority enrollment (Ev. 4). Students are notified that state regulations regarding enrollment in online classes may limit the availability of those classes to students residing outside California. A current list is maintained on the College website (Ev. 5).

All new students are required to complete an assessment in math and English. Shasta College has locally developed cut scores for the Accuplacer Arithmetic, Accuplacer Elementary Algebra, and Accuplacer College Level Math assessments. The College uses developer's guidelines for the CASAS ESL assessment. Historically, students completed the ACT Compass Reading and ACT Compass Writing assessments for placement into English courses. With the sunset of Compass, all new students are placed into English courses based on the Multiple Measures Assessment Project (MMAP) decision rules. The College will

implement the CCCAssess Common Assessment when it becomes available. Each of the instruments identified above are approved by the Chancellor's Office (Ev. 6, Ev. 7, Ev. 8, Ev. 9).

Math assessment may be satisfied by completing the computer-based Accuplacer test or, under certain conditions, through a mathematics self-placement. If a student satisfactorily completed high school math at a level of Algebra II (second year algebra) or higher with a grade of "B" or higher, then the student is advised that s/he may qualify for a transfer-level math course. Students who satisfactorily completed a course at another community college in intermediate algebra within the last two years are placed in the next level of mathematics at Shasta College. Students who have not otherwise satisfied course prerequisites may complete the Accuplacer assessment to be placed into a transfer-level math course.

Students who have not satisfactorily completed the above math sequence will follow a self-assessment protocol to determine placement into a non-transferable math course. This process includes a time inventory and a self-assessment of success in previous math courses. Students who have not recently completed two years of algebra are advised to enroll in a non-transferable course (Ev. 10). The College piloted a multiple measures assessment project in Fall 2015. The College completed a validation study of the multiple measures process in Spring 2017 (Ev. 11).

As part of the pilot, College counselors developed preliminary education plans for students at their high school location. During appointments with second semester seniors, counselors used multiple measures criteria to place students into math and English courses (Ev. 6). This protocol, which is based on the Multiple Measures Assessment Project framework, was reviewed and approved by the Academic Senate. Students dissatisfied with placement decisions may complete a traditional assessment test.

Assessment tests are offered at the Redding main campus Assessment Center, as well as at the Tehama, Trinity, and Intermountain extended education campuses. Assessment tests are also offered on high school campuses to seniors upon invitation from the high school. Students are asked to schedule appointments online for assessments on the main campus. A limited number of drop-in appointments are also available.

The College routinely conducts validation, consequential validity, and disproportionate impact studies of placement tests in accord with the Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (Ev. 12).

During Spring 2014, the Office of Research and Institutional Effectiveness provided a consequential validity study to assess the satisfaction of student placement into English and math courses. The study concluded that 92-94% of students were satisfied with their placement into math or English courses, regardless of placement method or course. Faculty perceptions agree that 87% of students are placed correctly in math and English. The paired data show high congruence between student and faculty perceptions, except in ENGL-270 with a small number of students (n= 36). This data supported all three placement methods including counselor use of multiple measures, student self-placement in math, and the placement tests in English and math (Ev. 13).

During Fall 2013, the Office of Research and Institutional Effectiveness completed a study entitled "Renewal of Accuplacer Placement Tests for Mathematics." The study conducted content validity, consequential validity, internal reliability, test bias, disproportionate impact, and cut score analyses. Based on this study, the cut scores for Math 240 were adjusted and

multiple measures decision rules were reviewed (Ev. 14).

This study also revalidated the cut scores for English course placement. This study demonstrated that the assessment process, and implicitly the underlying cut-scores, yield appropriate course placement for the vast majority of students taking English courses at Shasta College. Overall, 91% of students and 88% of instructors report that the student has been placed into the appropriate level of English course. Student and instructor reports exceeded the 75% threshold set before data collection commenced. Students and instructors agreed 81% of the time that the student was accurately placed. The data also suggested that the perception of correct course placement varied by the level of course. For those courses that are several levels below transfer, there is more variance regarding the perception of course placement. This finding is consistent with the current discussion on the challenges of placement when fine distinctions are required (Ev. 15).

Shasta College is a pilot college in the statewide Multiple Measures Assessment Project (MMAP). In Fall 2016, the Office of Research and Institutional Effectiveness released a MMAP – Shasta College Pilot Evaluation. This study evaluated high school seniors who were placed in a math or English course between March 2015 and August 2015 using decision rules determined by the statewide MMAP design team. The study provided the basis to expand the use of this method for English placement for all new students after the sunset of the Compass Assessment and the implementation of the CCCAssess Common Assessment. This study also supported efforts as a MMAP pilot College (Ev. 16) and was shared broadly to Shasta College stakeholders and with colleagues during a statewide webinar (Ev. 17).

Evaluation

Shasta College meets this Standard. The College regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Based on compelling research from the MMAP, the College implemented a pilot transcript-based assessment process in Spring 2015. This study serves as the basis for using this method to place all students into English courses after the discontinuance of the Compass Assessment. MMAP decision rules will continue to be used to place second semester high school seniors into math courses as well. Self-Placement and Accuplacer will continue to be available for all other students until the implementation of the CCCAssess Common Assessment. All of these instruments have been validated and steps are routinely taken to reduce bias.

Evidence

II.C.7-01. BP/AP 5005 – Admissions Requirements/Special Programs
II.C.7-02. BP/AP 3551 - Student Drug and Alcohol Testing and Criminal Background Checks
II.C.7-03. Health Information Management Program
II.C.7-04. New Student Welcome Email
II.C.7-05. State Authorizations Online Registration
II.C.7-06. Transcript Evaluation Pilot 2015 Decision Tree
II.C.7-07. Multiple Measures Assessment Project Decision Tree Updated May 18, 2016
II.C.7-08. California Community Colleges Approved Assessment Instruments Fall 2016
II.C.7-09. Chancellor's Office Memo Update of Assessments October 4, 2016
II.C.7-10. Math Self-Placement
II.C.7-11. Multiple Measures Study- Spring 2017
II.C.7-12. Standards, Policies and Procedures

for the Evaluation of Assessment Instruments Used in the California Community Colleges

II.C.7-13. Consequential Validity Study Satisfaction with Placement in English and Math Spring 2014

II.C.7-14. Shasta College Renewal of Accuplacer Placement Tests for Mathematics September 2013

II.C.7-15. Revalidation of the Cut-Scores for English Course Placement

II.C.7-16. Multiple Measures Assessment Project (MMAP): Shasta College Pilot Evaluation Key Findings October 2016

II.C.7-17. CCCCO Compass Users Webinar Agenda November 3, 2016

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The Admissions and Records Department maintains student records. Consistent with BP/AP 3310 – Records Retention and Destruction and Title 5 regulations, Shasta College reviews and classifies documents as Class 1 – Permanent, Class 2 – Optional, or Class 3 – Disposable. Class 3 – Disposable records are maintained for the period required by applicable law or regulation, but in any event are retained for at least three years after the year in which they were originally created (Ev. 1). All permanent records (Class 1) are maintained in either hard copy or electronic image, or are stored on the student information system database. Hard copied original student records are maintained in a secured walk-in vault in the Admissions and Records Department office. Access to hard copy records in the vault is restricted to authorized personnel. Access to permanent electronic images or permanent student information on the student information system is also restricted to authorized personnel and is password protected. Personnel seeking access to student information are presented with a FERPA advisory that must be acknowledged before proceeding (Ev. 2).

In Spring 2016, the College purchased Docuware, a document imaging/workflow processing solution to store secure records. Additionally, the College purchased two high speed scanners to scan transcripts. College staff have worked continually since this time to scan historic documents. The Information Technology Department routinely backs up all electronic files. The backup files are also backed up again and stored in a secure location.

Shasta College publishes and follows established policies for the release of student records. District policy is outlined in BP/AP 5040 – Student Records, Directory Information and Privacy – updated in November 2015 (Ev. 3). This policy is also published in the College Catalog in the "Student Records, Directory Information, and Privacy Rights" section and in the Schedule of Classes – "Privacy Rights of Students" (Ev. 4, Ev. 5).

Administrative Procedure 5040 outlines the conditions under which a student may access student records and the circumstances under which records may be released. This AP also defines directory information. Consistent with the Solomon Act and AP 5040, directory information is released to the federal military for the purposes of federal military recruitment upon appropriate request.

Federal Family Educational Rights and Privacy Act (FERPA) regulations and BP/AP 5040 are strictly followed. A student's consent is required for the release of records. The College conducts regular FERPA trainings to ensure proper compliance (Ev. 6).

Evaluation

Shasta College meets this Standard. The College maintains student records permanently, securely, and confidentially. Electronic student files are backed up regularly. Shasta College follows established and published procedures for the release of student records. The College conducts regular training to ensure that staff are knowledgeable and compliant with the release of student records.

Evidence

II.C.8-01. BP 3310 – Records Retention and Destruction
II.C.8-02. Ellucian/Colleague FERPA Acknowledgement Statement
II.C.8-03. BP/AP 5040 – Student Records, Directory Information and Privacy
II.C.8-04. 2016 College Catalog- Student Records, Directory Information and Privacy Rights
II.C.8-05. Fall 2017 Schedule of Classes – Privacy Rights of Students
II.C.8-06. FERPA Compliance Training April 20, 2016

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Standard III.A.: Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Description

Shasta College believes that the best way to serve students is to employ the most qualified administrators, faculty, and staff. Criteria, qualifications, and procedures for selecting personal are clear, public and in alignment with the needs of the student population. Job announcements for administrators, faculty and staff include the education and experience, knowledge and ability required to perform the duties, functions and responsibilities of the position, as well as the required application materials required to be considered a candidate for the position (Ev. 1, Ev. 2, Ev. 3, Ev. 4). The District posts job openings on the College Human Resources webpage, and advertises these open positions in numerous print and online publications, including the California Community College Registry, Monster.com, Higher Ed Jobs, Chronicle of Higher Education, local newspapers, and other publications and websites that reach diverse populations and are related to the particular subject matter. The hiring committee chair is consulted on each recruitment to provide ideas on specialized publications. Each year, the District sends a team to the CCC Registry job fairs in Los Angeles and San Francisco. This provides an excellent opportunity to promote Shasta College to a diverse pool of applicants and to discuss with these potential applicants both administrative and faculty positions in further detail.

Through its board policies and administrative procedures, the District has written hiring procedures for administrators, faculty, and staff (Ev. 5, Ev. 6). Human Resources provides training to the screening and selection committee members so that these policies and procedures are followed throughout the entirety of the hiring process as well as explaining the importance of confidentiality and equal employment opportunity. Each committee member receives general training during the first committee meeting (Ev. 7), and the Equal Employment Opportunity (EEO) representative, chosen from an active list of EEO representatives, has received additional training specific to equal employment opportunity (Ev. 8, Ev. 9). Policies and procedures are also established for the recruiting and hiring of part-time faculty (Ev. 6, Ev. 10). Part-time faculty openings are posted on the Human Resources website and applications and required materials are accepted for part-time faculty on an on-going basis per discipline based on division needs (Ev. 11).

Position descriptions for administrators and staff accurately reflect position duties, responsibilities, and for administrators, leadership and authority (Ev. 12, Ev. 13).

Position descriptions are regularly reviewed and often revised in order to ensure that they are directly related to the College mission and the goals of the institution, and that they continue to meet student needs. The most current position descriptions are published on the Human Resources website.

There is one position description for full-time academic faculty positions which is included in the job announcement (Ev. 1). However, the job announcement may vary slightly based on discipline. This ensures room for enhancements based on the specific faculty service area. In addition, the Faculty Handbook outlines instructional guidelines, and the Faculty Collective Bargaining Agreement further outlines responsibilities and expectations of both full- and part-time faculty (Ev. 14, Ev. 15). The position description for part-time faculty is found on the Shasta College Human Resources website (Ev. 16).

Evaluation

Shasta College meets this standard. Administrators, faculty and staff are hired based on their education, training, and experience. All criteria for the selection of personnel is clearly articulated and designed to help ensure personnel are hired to meet the needs of students. Job descriptions are periodically reviewed and revised to ensure they continue to meet program needs and institutional goals. The College makes an effort to advertise positions broadly to draw qualified and diverse candidate pools. All hiring committees receive training on fair hiring practices and institutional procedures before they meet to review and discuss candidate pools.

Evidence

III.A.1-01. Faculty Job Announcement
III.A.1-02. Educational Administrator Job Announcement
III.A.1-03. Classified Administrator Job Announcement
III.A.1-04. Classified Staff Job Announcement
III.A.1-05. BP/AP 7125 - Administrative Hiring Procedures
III.A.1-06. Hiring Procedures (Guide to Employee Selection)
III.A.1-07. Shasta College Selection Committee PowerPoint Training
III.A.1-08. Active List of EEO Representatives – As of August 5, 2016
III.A.1-09. Equal Employment Opportunity PowerPoint Training
III.A.1-10. AP 7208 - Hiring Procedures for Adjunct Faculty
III.A.1-11. Part-time Faculty Job Announcement
III.A.1-12. Classified Administrator Job Description
III.A.1-13. Classified Staff Job Description
III.A.1-14. Faculty Handbook
III.A.1-15. Collective Bargaining Agreement (Faculty)
III.A.1-16. Part-time Faculty Job Description

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER14)

Description

All Shasta College job announcements for full-time credit faculty list the minimum qualifications, required degree(s), professional experience, discipline expertise, classroom responsibilities, professional activities and other expectations (Ev. 1). Any open position on the Shasta College website lists the minimum

educational requirement (Ev. 2). Both the Office of Instruction and Human Resources Office work to review documentation and to verify that the required minimum education qualification and professional level of expertise are met for new hires. Requirements for an open faculty position include curriculum vitae, resume, and cover letter. The inclusion of these documents allows for an overall assessment of the candidate's level of expertise by the selection committees as they show the applicants relevant educational and professional experiences.

The process for faculty hiring procedures is located in the "Guide to Employee Selection" handbook (Ev. 3). The job announcement is created by using the standard Full-time Instructor Job Description (Ev. 4). Each job description contains a detailed account of the minimum requirements. Job descriptions also include information about expected non-instructional responsibilities such as curriculum review and office hours. This information is provided to the hiring committee and reviewed during the training process for each committee.

Hiring committees assess the applicant by requiring candidates for full-time teaching positions to provide a teaching demonstration (Ev. 5). In addition, applicants answer a variety of interview questions about their background as well as about discipline-specific content and pedagogy (Ev. 6).

In conjunction with Title 5 of the California Code of Regulations and California Education Code, any applicant is required to demonstrate a high-level of understanding of diversity in regards to academic, socioeconomic, cultural, disability and racial/ethnic backgrounds of community college students (Ev. 7, Ev. 8). The selection committees assess whether each applicant's response correlates with the District's effort in hiring and retaining faculty and staff who are sensitive to and knowledgeable of the needs of the District's continually changing student body (Ev. 9).

Many full-time faculty exceed the minimum educational requirement for their teaching positions. Twenty-nine faculty obtained a Ph.D. either prior to or during their employment at Shasta College (Ev. 10). If faculty want to continue their education or expand their knowledge of a particular area, they may do so through step advancement, sabbaticals and professional development (Ev. 11, Ev. 12).

Evaluation

Shasta College meets this standard. The District has appropriate policies, procedures, and practices in place to ensure faculty are appropriately qualified to teach in their respective disciplines. The process includes a review of official transcripts, interviews, teaching demonstrations, reference checks, minimum qualifications, and experience related to the subject area.

Evidence

III.A.2-01. Faculty Job Announcement
III.A.2-02. Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.2-03. Hiring Procedures (Guide to Employee Selection)
III.A.2-04. Full-time Instructor Job Description
III.A.2-05. Teaching Demonstration (Faculty)
III.A.2-06. Interview Questions (Faculty)
III.A.2-07. Title 5, California Code of Regulations Section 53022
III.A.2-08. Education Code Section 87360
III.A.2-09. Committee Member Screening Form (Faculty)
III.A.2-10. List of Faculty and Degrees
III.A.2-11. Class and Step Advancement (Excerpt from Collective Bargaining Agreement – Faculty)
III.A.2-12. Sabbaticals (Excerpt from Collective Bargaining Agreement – Faculty)

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

Job announcements (position descriptions) for administrators include the education and experience, as well as the knowledge and abilities required to perform the duties, functions and responsibilities of the positon (Ev. 1). In addition, designation for educational administrators is consistent with the regulations set by the state. The Shasta College Board of Trustees also reviews the selection and appointment of administrative personnel to ensure that the District hires the best qualified administrators available for each open position (Ev. 2).

Other employees responsible for educational programs include classified staff. These positions also have job announcements (position descriptions) that not only specify basic functions, responsibilities, knowledge, and ability, but the minimum education and experience required – often with a preference for experience and education that is beyond minimum qualifications (Ev. 3).

Screening and selection committee members are provided the training and tools necessary to assess and select candidates for interview as well as move forward finalists who will perform the duties required to sustain institutional effectiveness and academic quality. Committee members attend two committee meetings: one for training, discussion of selection criteria, and the requirements of position, and one for the selection of interview candidates. Only those candidates who meet the minimum requirements and qualifications of the position are moved forward for first-level interviews. After the interview process, only those candidates that have been rated as most qualified are considered for hire and moved forward for second-level interviews. In addition, reference checks are conducted for each finalist as an additional assessment of the candidate, ensuring that the District hires the best qualified administrator or classified staff available for each open position(Ev. 4, Ev. 5, Ev. 6). Professional development opportunities such as continued education and training are available to both administrators and classified staff as means to encourage innovation and further excellence in the position (Ev. 7).

Evaluation

Shasta College meets this Standard. The District has hiring practices in place to ensure all employees responsible for educational programs and services possess qualifications necessary to effectively support the mission of the College. Qualifications are specified in each position description and hiring committees use specific criterion in the selection of administrators and classified staff. Professional Development is available to encourage employees to continue to grow and excel in their position.

Evidence

III.A.3-01. Educational Administrator Job Announcement
III.A.3-02. BP 7125 - Selection and Appointment of Administrative Personnel
III.A.3-03. Classified Staff Job Description
III.A.3-04. Committee Member Screening Forms (Educational Administrators, Classified Administrators, Classified Staff)
III.A.3-05. Interview Questions (Educational Administrators, Classified Administrators, Classified Staff)
III.A.3-06. Reference Check Form
III.A.3-07. Professional Development – Application for Funding

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Both the Office of Human Resources and the Office of Instruction work collaboratively in regards to verifying transcripts to certify that applicants meet the minimum educational requirements stated in the job announcements (Ev. 1, Ev. 2, Ev. 3, Ev. 4). Shasta College only accepts degrees from accredited institutions. The Office of Human Resources staff checks the institutions' accreditation online through the Department of Education website. Each applicant upon hire must produce official transcripts from all institutions attended to verify credential or credit information listed on application materials.

If an applicant has earned a degree from institutions(s) outside of the United States, they are responsible for providing official evaluations of their foreign degrees at the time of application. On the Shasta College Human Resources website, under "Faculty Openings" is a list of approved foreign transcript evaluation agencies (Ev. 5). The Community Education Program Guidelines and Contract Education Program Guidelines outline the process for verifying minimum qualifications for community education and contract education instructors (Ev. 6, Ev. 7).

Evaluation

Shasta College meets this standard. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Procedures for verifying qualifications are noted in section III.A.2 for faculty. The processes for administrators are similar, while classified staff do not all have specific degree requirements. Qualifications for classified staff are reviewed through the hiring process. This evaluation includes work history, interview, and reference checks and may also include a skills test. The College relies on professional transcript evaluation agencies where analysis of transcripts from foreign institutions is needed.

Evidence

III.A.4-01. Faculty Job Announcement
III.A.4-02. Educational Administrator Job Announcement
III.A.4-03. Classified Administrator Job Announcement
III.A.4-04. Classified Staff Job Announcement
III.A.4-05. Foreign Transcript Evaluation
III.A.4-06. Community Education Program Guidelines
III.A.4-07. Contract Education Program Guidelines

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

The District has established written criteria for evaluating all personnel systematically and in stated intervals. The evaluation process varies by employee group – administrators, faculty, and staff – according to either the Collective Bargaining Agreements or Board Policies and Administrative Procedures, but all seek to assess effectiveness of personnel and encourage

improvement. Although the process may vary by employee group, every employee is on an evaluation cycle. The Human Resources Office tracks evaluations for all administrators and staff while the Office of Instruction tracks evaluations for faculty (Ev. 1, Ev. 2, Ev. 3). Completed evaluations are placed in the employee's personnel file, and should any action be taken following an evaluation, it is handled in a manner that is formal, timely and documented.

The evaluation process for probationary and tenured faculty is specified in Article 5 of the Faculty Collective Bargaining Agreement (Ev. 4). Full-time instructional faculty are evaluated on the following: *Worksite Job Performance – Preparation, Worksite Job Performance – Presentation, Student Opinion of Teaching, Demonstrated Respect for Students' Rights and Needs, Staff and College Relationships, Procedural Responsibilities, and Professional Responsibilities*. Full-time non-instructional faculty are evaluated on *Worksite Job Performance – Preparation, Worksite Job Performance – Communication, Student Opinion, Demonstrated Respect for Students' Rights and Needs, Staff and College Relationships, Procedural Responsibilities,* and *Professional Responsibilities*. Evaluation timelines vary according to probationary or tenured status but both occur on a uniform basis. In the event there are areas for improvement, these are documented, along with timelines for improvement. Prior to March 15 of each year, the Institutional Tenure Review Committee makes a written recommendation concerning each probationary unit member to the Superintendent/President.

The evaluation process for part-time faculty is also specified in Article 5 of the Faculty Collective Bargaining Agreement (Ev. 5). Part-time faculty are evaluated on the following: *Worksite Job Performance, Demonstrated Respect for Student's Rights and Needs,* and *Student Evaluations.*

Non-credit community education and contract education instructors are evaluated via a participant feedback form that is given to the participants upon the completion of the class (Ev. 6).

The evaluation process for regular and probationary classified staff is outlined in Article 5 of the Classified Employees' Contract (Ev. 7). Classified staff are evaluated on the following: *job knowledge, quality of work, job effort, initiative, judgment, cooperation, attendance* and *safety*. This evaluation process also includes a plan for employee development and advancement (Ev. 8). Performance factors receiving less than a satisfactory rating shall include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made and a follow-up evaluation shall be conducted within ninety (90) days. Probationary classified staff are evaluated twice during their first probationary year and classified staff who have gained permanency with the District are evaluated every two years. Human Resources notifies administrators when classified staff under their supervision are due for evaluation.

The evaluation process for administrators is outlined in the Performance Appraisal Procedures for Management Employees (Ev. 9, Ev. 10). This process applies to all educational and classified administrators, with the exception of the Superintendent/President. Administrators are evaluated on the following: *planning, organizing work, decision making, building trust, delegating responsibility, communication, customer focus, supervisor, accomplishments, job knowledge, problem solving/judgement, cooperation, personal skills, qualities/initiative, creativity* and *innovation/adaptability to change*, which includes assessment of learning outcomes if the administrator is an educational administrator, and *leadership and managerial qualities*. The process includes goal setting and

recommendations for improvement, if applicable.

Administrators are evaluated each year for the first two years and then at least every two years thereafter. Any actions taken following evaluations are formal, timely, and documented. The Performance Appraisal Procedures for Management Employees (Ev. 9, Ev. 10) is used by the Board of Trustees to evaluate the Superintendent/President. The evaluation of the Superintendent/President occurs on an annual basis (Ev. 11).

Online training on performance management is available anytime through Keenan and Associates' Safe Colleges to guide administrators through the evaluation process and workshops on performance management are regularly offered to assist with employee evaluation (Ev. 12, Ev. 13).

Evaluation

Shasta College meets this standard. The institution has policies in place for evaluation for all employees and defines intervals for evaluation. All evaluation processes include clear criteria by which to measure performance. The purpose of the evaluation for all personnel is to provide a systematic, objective, and constructive method of evaluating and informing the employee of the effectiveness of the employee's performance and contribution to the overall purpose and mission of Shasta College. The evaluation is designed to achieve a mutual understanding between the supervisor and the employee regarding levels of past performance, identification of strengths and weaknesses, means for improving performance, and expectations of future performance.

Evidence

III.A.5-01. Administrator Evaluation Notice and Tracking
III.A.5-02. Classified Staff Evaluation Notice and Tracking
III.A.5-03. Faculty Evaluation Notice and Tracking
III.A.5-04. Full-time Faculty Evaluation Process (Collective Bargaining Agreement)
III.A.5-05. Part-time Faculty Evaluation Process (Collective Bargaining Agreement)
III.A.5-06. Community Education Participant Survey
III.A.5-07. Classified Staff Evaluation Process (Collective Bargaining Agreement)
III.A.5-08. Classified Evaluation Form
III.A.5-09. Performance Appraisal Procedures for Management Employees
III.A.5-10. Administrator Performance Appraisal – Self Evaluation, Subordinate Peer Evaluation, Overall Evaluation
III.A.5-11. BP/AP 2435 - Evaluation of Superintendent/ President
III.A.5-12. Performance Management Training Invitation
III.A.5-13. Performance Management PowerPoint Training

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of assessment of learning outcomes to improve teaching and learning.

Description

The Faculty Summary Evaluation Report includes participation in the assessment of Student Learning Outcomes as one component of professional duties (Ev. 1). Faculty use TracDat to report their SLO assessment results, providing both their analysis of results (Ev. 2) and application of results (Ev. 3). This process ensures that faculty consistently reflect on student success and modify course methods and

materials as necessary. The Learning Outcomes Handbook, the Learning Outcomes Resource Center, and the online TracDat Resource Center all assist personnel directly responsible for reporting learning outcomes in the creation, review, and revision of outcomes, as well as their assessment and analysis (Ev. 4). This includes faculty, library, and student services personnel.

The SLO Coordinator and SLO Committee provide training opportunities for learning outcome development and assessment (Ev. 5). The 2-year learning outcome cycle – the first year emphasizing assessment and the second emphasizing reflection and implementation of change – provides substantial time for both departmental and campus-wide discussion of learning outcomes and related improvements in course design and teaching methodologies. To accommodate faculty schedules and encourage part-time faculty involvement, the College is experimenting with online discussion forums to further support dialogue surrounding outcomes. Associated sections of the Faculty Summary Evaluation Report (Ev. 1) support these campus processes and faculty are compensated through the College Flex program for their work on outcomes assessment.

The Administrator Performance Appraisal has a component that asks the evaluator to "consider how they use the results of assessment of learning outcomes to improve teaching and learning in the areas supervised" (Ev. 6). This is meant to support continual improvement of student learning.

Evaluation

Shasta College meets this standard. Both faculty and educational administrators have evaluation components that consider assessment of student learning.

Evidence

III.A.6-01. Faculty Summary Evaluation Report
III.A.6-02. TracDat Guide—Analysis of Assessment Results—p. 44
III.A.6-03. TracDat Guide—Application of Assessment Results—p. 46
III.A.6-04. Learning Outcomes Handbook
III.A.6-05. Learning Outcomes Workshop Announcement—Jackie Stewart—FY.16
III.A.6-06. Administrator Performance Appraisal

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Description

Through its hiring practices, the District strives to employ the best-qualified certificated personnel available to meet the specifications for each open position as well as maintain a sufficient number of qualified faculty. Shasta College has routinely met its Full-Time Faculty Obligation Number (FON). The District has met its FON through the number of full-time faculty and in recent years has significantly exceeded the obligation (Ev. 1, Ev. 2). The College has also added one full-time faculty member to support the HIM baccalaureate with a second full-time faculty member hired to begin in Fall 2017.

The District hires qualified part-time faculty to ensure quality of instruction at all Shasta College campuses and satellite locations. Hiring procedures for part-time faculty are included in the Board of Trustees' administrative procedures (Ev. 3). The percentage of courses taught by full-time faculty held steady at around 57% for Fall 2013, 2014 and 2015. In Fall 2016, the Full-time Equivalent Faculty (FTEF)

percentage attributable to full-time faculty increased to 58.83% (Ev. 1).

At least once a year, typically by October 15, each dean on the Faculty Hiring Priorities Committee will present to the Faculty Hiring Priorities Committee their written recommendations for new or replacement probationary full-time faculty positions for the following year. Each recommendation is accompanied by justifications based upon Program Review, Annual Area Plans, discussions with the appropriate area coordinator and discipline faculty, statistical data, and a review by the division faculty (Ev. 4). The Faculty Hiring Priorities Committee ranks requests and sends the results to College Council. College Council ensures that the process was followed correctly and then sends the list to the Superintendent/President for review.

Shasta College is committed to a strong cadre of full time faculty. Since 2015, Shasta College has hired 47 new faculty. 31 of these were to replace current faculty due to retirements and/or resignations, but 16 are new full-time faculty positions.

Evaluation

Shasta College meets this standard. The institution maintains a sufficient number of qualified faculty to ensure the College is meeting the Mission. Shasta College's Student Success Scorecard data suggests that faculty are supporting quality educational programs and services to achieve the institutional mission.

Even though the College is meeting the Standard, some specialty faculty areas, such as nursing, are difficult to fill. The District continues to seek new ways to broaden and diversify faculty application pools. These include, recruiting in specialty journals, publications and websites, participation in statewide recruitment fairs, faculty recruitment from the private sector, i.e. hospitals for nursing faculty.

Evidence

III.A.7-01. Full-Time Faculty Obligation (FON) Compliance History 2009-2016
III.A.7-02. Full-Time Faculty Obligation (FON) 2016 Report
III.A.7-03. AP 7208 – Hiring Procedures for Adjunct Faculty
III.A.7-04. AP 7210 – Faculty Hiring Priorities Procedure for Full-time Tenure Track Positions

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Description

Shasta College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of part-time faculty. Part-time faculty are encouraged to attend the Part-Time Faculty Orientation held prior to the start of every semester (Ev. 1) as referenced on page 9 of the Faculty Handbook (Ev. 2). Part-time faculty attending this 2-hour orientation learn about key personnel and online resources, and they get a sense of what to expect over the course of a semester. First-time attendees receive two hours of pay. After that, they may receive two hours of pay for attending every two years. Full-time faculty are also encouraged to attend for Flex credit. Two deans typically present the orientation, but other key staff and administrators sometimes attend as well. The orientation is delivered via ITV so that faculty at the outreach areas can attend.

The Faculty Handbook (Ev. 3) provides information about College policies on work and instruction for all faculty, including part-time instructors. This handbook is updated online as needed, and a formal update appears every two years.

Deans, division staff, department coordinators, and full-time faculty mentors provide additional orientation resources for part-time faculty. Many deans and coordinators provide one-on-one orientations with new part-time faculty, including walk arounds of the facilities and introductions to their new colleagues. Full-time faculty may receive up to 10 hours of Flex credit for serving as mentors to new part-time faculty (Ev. 4). A Part-Time Faculty Mentor Checklist is provided to help guide the full-time faculty mentors (Ev. 5). Human Resources maintains a part-time faculty listserv which offers a means to effectively communicate institutional information to all part-time faculty members and for part-time faculty to communicate with each other (Ev. 6).

In addition to orientation policies and practices, Shasta College offers many professional development opportunities for part-time faculty. The Professional Learning Institute, available to both full and part-time faculty members, provides a discussion-driven forum for best practices two hours each month during each semester (Ev. 7). Part-time faculty receive Flex credit for division meetings and SLO work, and there are many professional development opportunities open to them, most of which offer the opportunity to engage with their full-time colleagues (Ev. 8, Ev. 9). Many participatory committees on campus also encourage or even require part-time faculty involvement. For example, the SLO Committee requires that one of their at-large committee members be part-time faculty (Ev. 10). To encourage this participation by part-time faculty, representation on many committees are compensated through stipends, as outlined in section 7.3 of the faculty contract (Ev. 11).

Part-time faculty at Shasta College also receive consistent evaluation and oversight. The part-time evaluation process is covered in the faculty contract, Article 5.10. Evaluation occurs in the first semester and once every 6 semesters (Ev. 12, Ev. 13). Full-time faculty are provided observation guidelines by the Office of Instruction in order to successfully observe part-time colleagues' classes, assuring consistency (Ev. 14).

Part-time faculty members' contributions to the institution as valued educators are also acknowledged by being granted interview rights as per section 5.10.1.4 of the Faculty Collective Bargaining Agreement: "*Part-time instructional unit members who have an average evaluation score of 3.25 or higher on their last Part-Time Evaluation Summary Report will automatically be granted a first-round interview for an available full-time position in their discipline if they provide a timely and complete application. The score referenced above is calculated based on the Part-Time Evaluation Summary Report, where 'Exceeds' equals 4 points, 'Meets' equals 3, etc.*" (Ev. 15).

Evaluation

Shasta College meets this standard. The College has employment policies and practices which provide for part-time faculty members' orientation, oversight, evaluation, and professional development. Part-time faculty have access to consistent orientation opportunities and materials; communication with the dean, department coordinator, full-time faculty mentors, and with other part-time faculty members via the part-time faculty listserv; centralized resources on the Shasta College website; and clear policies regarding oversight, evaluation and interview rights as described in the Faculty Handbook and Faculty Collective Bargaining Agreement.

Evidence

III.A.8-01. Part-time Faculty Orientation

Invitation and Schedule
III.A.8-02. Faculty Handbook – Part-time Faculty Orientation
III.A.8-03. Shasta College Faculty Handbook
III.A.8-04. Flex Credit for Mentoring of Part-time Faculty
III.A.8-05. Part-time Faculty Mentor Checklist
III.A.8-06. Part-time Faculty Listserv
III.A.8-07. Professional Learning Institute Correspondence and Documents
III.A.8-08. Faculty Excellence Handbook
III.A.8-09. Faculty Excellence Committee Menu
III.A.8-10. Student Learning Outcomes Committee Bylaws
III.A.8-11. Faculty Stipends
III.A.8-12. Part-time Faculty Evaluation Process (Collective Bargaining Agreement)
III.A.8-13. Part-time Faculty Evaluation Form
III.A.8-14. Faculty Observation Guidelines
III.A.8-15. Part-time Faculty Interview Rights (Collective Bargaining Agreement)

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Description

The District currently employs approximately 200 classified staff, and new employees are regularly being hired to support the operations of the institution (Ev. 1). Since 2010, the College has filled 292 classified staff positions including those vacancies created by internal promotions (Ev. 2). Not only are the classified staff hired meeting the minimum qualifications of the position, but many far exceed the education and experience requirements. Each position description contains the minimum qualifications for the position. Hiring committees are trained in fair and equitable hiring practices to support the selection of qualified candidates.

Requests for new employees are integrated into the campus planning process as described in the Integrated Planning Manual. Each administrative area ranks new employee requests and submits those as part of the planning process (Ev. 3).

Occasionally, positions remain unfilled for extended periods due to insufficient applicant pools. The College is working on programs to increase the number and diversity of applicants through the Faculty and Staff Diversity Committee.

Evaluation

Shasta College meets this standard. The number of College staff is sufficient to ensure the District's Mission and Objectives are being met. Processes and practices are designed to ensure qualified personnel are hired.

Evidence

III.A.9-01. Classified Staff Roster – As of June 2016
III.A.9-02. Shasta College Hired/Promoted 2010-2016
III.A.9-03. Integrated Planning Manual – Annual Area Plan Hiring Priorities

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Description

As described in Standards III.A.3 and III.A.5, the District hires and continues to employ only

those administrators with appropriate preparation and experience to support the institution's mission and purpose. This is ensured by following thorough hiring and evaluation practices.

Over the past few years, the College has received a significant number of federal, state and private foundation grants and is participating in many statewide and regional projects. These projects have required hiring new administrators, staff, and faculty with limited impact to the general fund (Ev. 1). To better support changing needs and operations, the College reorganized some areas in January 2017 (Ev. 2).

Administrator position descriptions are discussed and revised as part of the process for hiring new administrators. The new positions descriptions are reviewed and approved by the Board of Trustees to ensure relevance to the mission of the College (Ev. 3). This process helps the District ensure it hires a sufficient number of qualified administrators. The College's website and the recently revised Participatory Governance Manual contains the most recent organizational charts which document the number of administrators employed by the District and their functions (Ev. 4).

Evaluation

Shasta College meets this standard. The College has policies and practices in place to ensure administrators have appropriate qualifications to support the mission of the District. Position descriptions are revised as needed to ensure positions remain relevant to supporting student success.

Evidence

III.A.10-01. SC Administrators – General vs Categorically Funded
III.A.10-02. Board Agenda (12/14/16) – Administrative Restructuring
III.A.10-03. Submission to Board of Trustees of Revised Administrator Position Description
III.A.10-04. Participatory Governance Manual 2017 Ed – Org Charts

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Description

The Human Resources Office is home to many written personnel policies and procedures that guide the consistent application of legal issues pertaining to the operation of Shasta College. These include Board Policies and Administrative Procedures, Collective Bargaining Agreements, and informal process documents that outline Human Resources policies and procedures at Shasta College.

The College has recently updated Board Policies and Administrative Procedures for personnel issues that have been legally mandated, advised, or recommended by the Community College League of California. They are updated by the Human Resources staff, move through the participatory governance process, and are presented to the Board of Trustees for approval as outlined in BP/AP 2410 (Ev. 1). All BPs and APs are on an ongoing and regular review cycle as described in section I.C.5 and IV.A.2 of the self-evaluation.

Some personnel policies and practices are also housed within the Collective Bargaining Agreements (Ev. 2, Ev. 3). They are used in the Human Resources Office and by administrators when looking to apply a practice where the process has been agreed to by the District and the appropriate Union.

There are several informal process documents that clearly state the process to be followed for

personnel activity. Some examples are: Guide to Employee Selection, (Ev. 4), Equal Employment Opportunity Plan, (Ev. 5), Guide to Title IX, (Ev. 6), and the Personnel Requisition Form for Hiring New Employees, (Ev. 7). Each of these documents were written in alignment with the specific California regulation, Collective Bargaining Agreement, or Board Policy.

During the individual employee orientation with new hires, the Human Resources staff reviews applicable policies and directs the new employee where to find the policies in the future (Ev. 8). The policies, procedures and agreements are located on the Human Resources website. The Human Resources staff is trained regularly to utilize the appropriate policy document when answering questions and to show the person where they can find that policy in the future. Management trainings on processes, procedures, and how to handle emerging personnel issues in a consistent manner are conducted as needed during regularly scheduled meetings (Ev. 9). All personnel documents are located on the Human Resources website and are printed in hard copies to hand out for trainings and for people who do not have access to the internet. For those employees that participate in the hiring process by serving as a search committee member and/or equal employment opportunity representative, training is provided to ensure the process if fair, equitable, and confidential (Ev. 10, Ev. 11).

Evaluation

Shasta College meets this standard. The institution has published personnel policies and procedures that govern hiring and evaluation practices. These policies and procedures are on a regular evaluation cycle. The District provides training at hiring committees, EEO trainings, management meetings, and other venues as needed to ensure that policies and procedures are fairly and equitably applied across the District.

Evidence

III.A.11-01. BP/AP 2410 – Board Policies and Administrative Procedures
III.A.11-02. Collective Bargaining Agreement (Faculty)
III.A.11-03. Collective Bargaining Agreement (Classified)
III.A.11-04. Hiring Procedures (Guide to Employee Selection)
III.A.11-05. Shasta College Equal Employment Opportunity Plan
III.A.11-06. Shasta College: A Guide to Title IX
III.A.11-07. Personnel Requisition Form
III.A.11-08. New Employee Checklist
III.A.11-09. Management Trainings
III.A.11-10. Shasta College Selection Committee PowerPoint Training
III.A.11-11. Equal Employment Opportunity PowerPoint Training

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

On June 14, 2016, the Board of Trustees reviewed, approved and adopted the updated Equal Employment Opportunity (EEO) Plan for the Faculty, Staff, and Administration (Ev. 1). The EEO Plan was developed by the Faculty and Staff Diversity Committee and is aligned with BP/AP 3420 – Equal Employment Opportunity (Ev. 2). This committee was set up to review the changes required by Title 5 and the California Chancellor's Office. The committee was formed to be an advisory committee that disseminates information to the

members of their constituency groups and to bring back ideas from their members about diversity and equal employment opportunity. The committee serves to advise on plan implementation, training, and supporting the College's effort to maintain a diverse workforce. The data in the EEO Plan describes the broad demographic makeup of College employees and confirms that College demographics generally map to community demographics (Ev. 3). Further analysis of the applicant pools and hires is helping the Faculty and Staff Diversity Committee implement the EEO plan and develop strategies to create diverse hiring pools and supportive hiring practices (Ev. 4).

The College hired an Associate Dean of Access and Equity in May 2015 whose charge, among other things, is *"working with the entire college community in heightening an increased awareness and appreciation of cultural, social, and ethnical differences"* (Ev. 5).

The College provides training annually for Equal Employment Opportunity representatives. The College has an EEO representative serve on each interview committee. The EEO representatives are trained to support committees in maintaining a fair and equitable interview process and candidate selection (Ev. 6). Only trained EEO representatives and trained committee members can serve on hiring committees. Committees are trained prior to applicant screening for every newly formed hiring committee.

The Board of Trustees adopted a formal Title IX Guide (Ev. 7). This guide provides guidance to students, faculty and staff on what steps to take if there is a complaint of sexual harassment, sexual discrimination, or assault which hinders a student's ability to succeed in their educational endeavors, or an employee's ability to perform their job duties. This guide is aligned with BP/AP 3410 – Nondiscrimination (Ev. 8), BP/AP 3430 – Prohibition of Unlawful Discrimination or Harassment (Ev. 9), and BP/AP 3540 – Sexual and Other Assaults on Campus (Ev. 10). In addition, a Director of Student Life and Title IX Investigator was hired in February 2016 to "*Collaborate with [the] Title IX Coordinator to heighten an increased awareness and appreciation of Title IX and equity processes and procedures*" (Ev. 11). The Title IX website is meant to help students find processes, supportive resources, and immediate help. The goal of this work is to ensure a diverse and safe learning and working environment for all employees.

Evaluation

Shasta College meets this standard. The College has a robust training program for hiring committees and EEO representatives. The Equal Employment Opportunity plan supports the College's efforts to attract a diverse workforce. Analysis of the diversity applicant and hiring outcomes indicate that College personnel demographics are generally consistent with local community demographics. The College has other programs and practices in place to help ensure the College maintains a safe learning and working environment.

Evidence

III.A.12-01. Shasta College Equal Employment Opportunity Plan
III.A.12-02. BP/AP 3420 – Equal Employment Opportunity
III.A.12-03. EEO Plan – Current Workforce Analysis
III.A.12-04. Employment Diversity Analysis
III.A.12-05. Associate Dean of Access and Equity – Position Description
III.A.12-06. Equal Employment Opportunity PowerPoint Training
III.A.12-07. Shasta College – A Guide to Title IX
III.A.12-08. BP/AP 3410 – Nondiscrimination
III.A.12-09. BP/AP 3430 – Prohibition of Unlawful Discrimination or

Harassment
III.A.12-10. BP/AP 3540 – Sexual and Other Assaults on Campus
III.A.12-11. Director of Student Life and Title IX Investigator – Position Description

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Description

The College has a written code of ethics for all employee groups. The Code of Ethics for Administrators is located in AP 3050 – Institutional Code of Ethics and is based on the Association of California Community College Administrators ACCCA, Statement of Ethics (Ev. 1). The faculty Code of Ethics is located in BP/AP 7215 – Code of Ethics – Faculty (Ev. 2) that refers the reader to the code of ethics of the American Association of University Professors, (AAUP). The Classified Code of Ethics is located in BP 7231 – Code of Ethics – Classified Employees (Ev. 3). BP 7365 – Discipline and Dismissal – Classified Employees cites discourteous treatment to the public, students or other employees by classified employees while on duty as a cause for discipline (Ev. 4).

If the code of ethics is breached by a faculty, classified or administration member, the supervising administrator, in conjunction with the appropriate Assistant Superintendent/Vice President and Associate Vice President of Human Resources will investigate the complaint, and if the facts substantiate the claim then they will consider a recommendation to the Superintendent/President on how to address the breach properly given its severity.

Evaluation

Shasta College meets this standard. Ethics policies are codified in board policies and consequences are documented in evaluation and/or dismissal polices.

Evidence

III.A.13-01. AP 3050 – Institutional Code of Ethics
III.A.13-02. BP/AP 7215 – Code of Ethics – Faculty
III.A.13-03. BP 7231 – Code of Ethics – Classified Employees
III.A.13-04. BP 7365 – Discipline and Dismissal – Classified Employees

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

Shasta College offers appropriate opportunities for professional development (PD) for all College employees. Its PD Program is implemented by the Professional Development Committee (PDC) to promote an inclusive learning culture that supports the College's strategic goal of providing all college employees –faculty, classified staff, confidential staff and administrators—with ongoing opportunities to develop and expand the skills and practices that influence student learning and support student success. As outlined in the College's Participatory Governance Manual (PGM), the committee is comprised of three administrators, one faculty representative who is also a member of the Faculty Excellence Committee (FEC), and three classified/confidential employees (Ev. 1). In addition to providing ongoing professional development opportunities for all

college staff, the PDC approves all funding requests (Ev. 2). Annually, the PDC surveys administrators, confidential and classified staff regarding their professional development needs and obtains evaluation feedback of the overall professional development program (Ev. 3). In addition, individually-funded PD activities require an evaluation form be submitted at the activity's conclusion to assess effectiveness and relevancy (Ev. 4).

The FEC is a standing subcommittee of the Academic Senate that works in collaboration with the PDC through the faculty representative liaison who is a member of both committees. The mission of the FEC is to promote, improve, and sustain the professional growth of faculty for the benefit of students and in order to assist the College in meeting its strategic goals (Ev. 5). The role of the FEC is to establish policies and procedures for faculty professional development, conduct needs assessments, establish a schedule of professional development activities, and conduct program evaluations. The FEC also communicates opportunities to the faculty and solicits their input for program improvement (Ev. 6).

Shasta College's academic calendar includes 11 Flex days, of which two require mandatory attendance for faculty to meet together for joint training and collaboration (Ev. 7). Flex Day agendas are set by the FEC with approval from the Assistant Superintendent/Vice President of Instruction, and are focused on identified areas of interest among the faculty (Ev. 8). The FEC also prepares a menu of pre-approved faculty professional development activities which is approved by the Academic Senate and the Assistant Superintendent/Vice President of Instruction, and is posted on the Shasta College website (Ev. 9). The faculty member can choose activities from the pre-approved menu or can propose a project of their own design provided it is approved in advance by the Division Dean (Ev. 10).

Each year, the College provides additional opportunities for faculty by initiating a sabbatical leave application process to support projects that require extended time for professional development (Ev. 11). Sabbatical leaves, not to exceed one (1) year, are for the purpose of advanced research, allowing time for travel related to academic endeavors, or other acceptable plans submitted by the faculty member and designated for the benefit of the College and its students.

An annual budget for PD activities allows faculty and staff the opportunity to pursue individualized PD activities. In addition to workshop and training opportunities on campus, these funds allow employees to travel to off-site workshops and conferences or take courses for skills development to obtain certifications applicable to their jobs (Ev. 12). A significant portion of funding is allocated each year for faculty stipends which support training in the College's learning management system software. Stipends are also provided for presenting at or attending teaching improvement workshops (Ev. 13).

Through the College's Integrated Planning process, Annual Area Plan initiatives requesting additional funds for group trainings on campus have been approved for the last three years (Ev. 14). Professional Development Group Funding has been used to bring speakers to campus, to purchase webinars on broad topics that impact multiple campus departments, to develop a lending library of video trainings and texts, and to support the College's mandatory Flex Days as well as Classified employee training days (Ev. 15). Professional Development Group Funding was also used to provide materials for the 2016-2017 Administrative Academy conducted by the Superintendent/President. The Academy is designed to provide new Shasta College administrators with personal leadership development and comprehensive knowledge of the college system (Ev. 16). In Fall 2016, Student Equity funds expanded Professional Development opportunities by supporting

individual or group activities related to the College's goal of increased student equity for its underrepresented populations (Ev. 17).

The Office of Human Resources coordinates a variety of training opportunities for faculty and staff, examples of which include Performance Management training for administrators and Title IX and Mandated Reporter training (Ev. 18). In addition, the College's insurance administrator, Keenan and Associates, offers online training through a program called Safe Colleges, which includes six mandated trainings that each newly hired employee must take, as well as two mandated annual trainings for administrators. In total, there are more than 90 online training opportunities available through Keenan and Associates (Ev. 19). Also available online is information about best community college practices, training videos, and other resources through the California Community Colleges Professional Learning Network to which all Shasta College employees have access.

To streamline and enhance the College's Professional Development efforts, an Annual Area Plan initiative was approved allowing for the purchase of My Learning Plan (MLP), a Professional Development software program that will provide Flex tracking, an automated interactive Professional Development calendar, program and activity evaluation surveys, and accurate reporting to ensure the Professional Development activities being offered are aligned to College goals (Ev. 20). The roll-out of MLP is scheduled for Fall 2017 with extensive training planned throughout the academic year. Assessment of the software and its impact on campus satisfaction and effectiveness will start in Summer 2018.

In order to provide professional development opportunities focused on new innovations, the Superintendent/President allocated over $29,000 for 12 staff members (administrators and faculty) to attend the 2017 Innovations Conference presented by the League for Innovation in the Community College (Ev. 21). This financial commitment demonstrates Shasta College's culture of professional and institutional improvement. It encourages staff to seek out opportunities to learn cutting-edge practices that can be brought to the College for the betterment of its students.

Evaluation

Shasta College meets this standard. The Professional Development Committee, Faculty Excellence Committee, and other groups on campus work to support the professional growth and development of all College employees. The College's significant participation in the Flex program provides the time needed for faculty to focus on improved teaching methods. Periodic surveys by the PDC and FEC allow the College to gather relevant feedback to identify areas of need and evaluate PD offerings. A culture of innovation supported by the top administrators at Shasta College creates an environment in which professional growth is encouraged and embraced.

Evidence

III.A.14-01. Participatory Governance Manual – PD Committee
III.A.14-02. PD Funding Approval Overview
III.A.14-03. Administrator and Classified Staff Surveys
III.A.14-04. Professional Development Attendance-Evaluation Form
III.A.14-05. Faculty Excellence Committee Bylaws
III.A.14-06. Faculty Surveys
III.A.14-07. All District Calendar 2016-2017
III.A.14-08. Flex Day Flyers
III.A.14-09. Pre-Approved Flex Activities
III.A.14-10. PD Program Plan
III.A.14-11. Faculty Contract – Sabbaticals
III.A.14-12. PD Individual Funding Requests
III.A.14-13. Faculty Stipends
III.A.14-14. Approved Area Plan Initiatives Lists

III.A.14-15. PD Group Funding Activities
III.A.14-16. Administrative Leadership Academy Overview
III.A.14-17. Email – Equity PD Funding
III.A.14-18. Human Resources Trainings
III.A.14-19. Keenan and Associates Training Opportunities
III.A.14-20. MyLearningPlan Features
III.A.14-21. Innovations Conference Participants

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

Shasta College personnel records are maintained, secure, and kept confidential. All personnel files follow the mandates outlined in California Education Code and California Labor Code. Only individuals authorized by College policies and procedures, or as named in Collective Bargaining Agreements, have access to personnel records (Ev. 1, Ev. 2). AP 7145 – Personnel Files establishes procedures for accessing personnel files in accordance with applicable labor law (Ev. 3). Personnel files are housed in locked cabinets in the Office of Human Resources, and may be accessed only by HR staff. The Office of Human Resources is locked to the public and non-HR staff. Entry into the office is only allowed by an HR staff member.

Evaluation

Shasta College meets this standard. The institution maintains a secure location for personnel records and ensures they are kept confidential. Employees are able to access their personnel records in accordance with applicable laws and regulations.

Evidence

III.A.15-01. Article 5.1 and 5.2 of the Collective Bargaining Agreement (Classified)
III.A.15-02. Article 5.12 of the Collective Bargaining Agreement (Faculty)
III.A.15-03. AP 7145 – Personnel Files

Standard III.B.: Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

The District Safety and Wellness Committee meets monthly to ensure that all facilities, grounds, and equipment are in safe and working order. The committee focuses on several safety functions including reviewing employee safety suggestions and making recommendations (Ev. 1, Ev. 2). A representative from Keenan and Associates also attends each of these meetings to provide up-to-date training on safety in the workplace. The Human Resources Department disseminates an Injury and Illness Prevention flyer to educate employees on injury and prevention on campus (Ev. 3). As part of this program, employees may submit a safety report that allows for a description of an unsafe condition or practice. Employees may also request facilities repairs that require immediate attention through an electronic work order system. Emergency maintenance/safety requests for support are typically handled through the telephone. Keenan and Associates provides an annual safety inspection, primarily looking for safety associated with accident prevention. (Ev. 4, Ev. 5) The District performs monthly safety checks on key facilities (Ev. 6).

Shasta College recently completed lighting upgrades for exterior lighting at the Redding Main Campus. “Safe walks” (escorting students

and staff to their cars and/or destinations) are provided by the Campus Safety Department at the Main Campus, Tehama Campus, and the Downtown Redding Campus. Emergency phones are located in all major buildings of these three (3) campuses. Over the past two years, the District has allocated resources to ensure all classrooms have push button or thumb turn locking capability to allow classroom doors to be locked from the inside in the event of an armed intruder situation. Additionally, Campus Safety provides emergency alerts through the RAVE Emergency Alerts System. The Emergency Action Guide is posted in every classroom and office area on a stationary clipboard mounted to a wall (Ev. 7). Campus Safety does a threat assessment on an annual basis recommending structural or landscape changes (Ev. 8). The District also contracts with Redding Police Department to provide additional patrol and support around the main campus. (Ev. 9, Ev. 10). In response to the 2016 Climate Survey question about campus safety, 88% of respondents indicated their workplace is safe (Ev. 11).

District facilities are developed with guidance from the Division of State Architect (DSA). DSA evaluates plans for new buildings and updated facilities to ensure safety and accessibility to courses, programs, and learning support services. For upcoming infrastructure improvements, DSA reports will be supplemented with a local Shasta College study that allows students and staff to express opinions towards issues of accessibility and safety. The recently passed general obligation bond will provide funding for facilities both new and remodeled, which will further improve the health and safety of the campus.

Evaluation

Shasta College meets this standard. The District provides regular assessment of facilities and equipment. Faculty and staff can report unsafe conditions to the District Safety and Wellness Committee or request a repair through the electronic work order system. Students report concerns to staff. All areas have staff trained in how to file work orders. Facilities are checked regularly for safety and accessibility issues, and the campus community can request physical resources through the Annual Area Planning process. Recently, the District completed lighting upgrades for exterior lighting that not only resulted in energy savings, but improved visibility at night.

Evidence

III.B.1-01. District Safety & Wellness Committee Webpage
III.B.1-02. Safety Committee Minutes - 10/21/16
III.B.1-03. Injury and Illness Prevention Flyer - September 2016
III.B.1-04. SWACC Inspection Report 12/16/14
III.B.1-05. SWACC Audit Report 12/01/15
III.B.1-06. Monthly Building Inspection - 200 Library June 2016; 1600 Bld. May 2016
III.B.1-07. Emergency Evacuation Procedures
III.B.1-08. Campus Safety Threat Assessment (sample)
III.B.1-09. Board Agenda - RPD MOU Pages-06/23/14
III.B.1-10. Board Agenda - RPD MOU Renewal- 06/12/13
III.B.1-11. 2016 Faculty and Staff Climate Survey

III.B.2. The institution plans, acquires or builds, maintains and upgrades, or replaces its physical resources, including facilities, equipment, land, and other assets in a manner that assures effective utilization and the continuing quality necessary to support the programs and services and to achieve the District mission.

Description

The Shasta-Tehama-Trinity Joint Community College District completed an initial analysis of its facilities and incorporated this analysis into the District's Facilities Master Plan (FMP). The analysis demonstrated the need to seek additional funds to upgrade facilities through a general obligation bond. In November 2016, the District successfully passed a $139 million bond (Measure H). The District has been collecting information from campus constituents on how to best serve their needs for facility upgrades. This has occurred in the form of campus forums held during Spring 2016, as well as through the District's Integrated Planning process (Ev. 1). The Integrated Planning process, as outlined in III.B.4, allows Shasta College departments and divisions to submit initiatives (through the Area Planning process) that support programs that tie into the District mission and connect with Student Learning Outcomes (Ev. 2). These initiatives range in type, but include equipment and facility needs (Ev. 3). The final prioritization of the initiatives occurs at College Council prior to being submitted to the President/Superintendent for final approval. The Council ranks the initiatives using a rubric that also ties in to institutional goals and objectives, as well as Student Learning Outcomes (Ev. 4). The District mission guides all institutional goals.

The District also has a Facilities Planning Committee which has broad representation, including representatives from faculty, staff, and administration. This committee reviews facility projects and makes recommendations on planning (Ev. 5). The District updates its 5 Year Capital Outlay Plan (Ev. 6), and 5 Year Scheduled Maintenance Plan (Ev. 7) each year.

Shasta College has an electronic work order system that allows employees to submit immediate facility repair needs.

Evaluation

Shasta College meets this standard. The District ensures that the needs of programs and services are considered when planning its buildings. The District has received feedback for the development of capital improvement both through its Program Review process and Annual Area Planning process. Additionally, feedback for facility development was sought by outreach efforts in the form of campus forums. An example of a project that incorporated area planning was a remodel that was approved through the Annual Area Planning process. This resulted in the creation of a new digital arts lab that supports program needs. The project was completed during the summer of 2016. The College will continue to upgrade facilities with recently approved Measure H bond funding.

Evidence

III.B.2-01. Open Forum Facility Meetings Notes (BAITS)
III.B.2-02. Integrated Planning Manual 2014
III.B.2-03. 2015-2016 Annual Area Plan Initiatives Data
III.B.2-04. IPM Resource Allocation Rubric
III.B.2-05. Facilities Planning Comm. Mtg. Notes 12/14/16
III.B.2-06. 5-Year Capital Outlay Plan (2016-2017)
III.B.2-07. 5-Year Scheduled Maintenance Plan (2017-2018)

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Description

The Shasta-Tehama-Trinity Joint Community College District regularly assesses its facilities and equipment. Facility and equipment requests

are obtained annually through the Integrated Planning process as outlined in III.B.4 ensuring that physical resources are assessed and are effectively supporting programs. Some of these initiatives are approved as part of the Annual Area Planning process others are used to inform long term planning. The 2014-2030 Facilities Master Plan (FMP) incorporates a compilation of data which includes facility condition, efficiency, FTES generation and adequacy. This data is being used to help the prioritization of projects that are being incorporated into an update on the Facilities Master Plan (Ev. 1). The updated plan will inform bond projects and improve facilities and equipment over the next twelve years.

Annually, the District completes a Five-Year Capital Outlay Plan and a Five-Year Scheduled Maintenance Plan (Ev. 2, Ev. 3). These plans incorporate appropriate planning and space utilization data.

The Foundation for California Community Colleges, on behalf of the Chancellor's Office, provides a team to periodically conduct a facilities assessment at all California Community Colleges (Ev. 4). The analysis ensures that the condition of facilities and facility usage are current and ensures the data is up to date in Fusion (the state's facilities reporting system). The Fusion system provides data for each building including replacement and total repair cost estimates. This informs local planning in the development of the Five-year Capital Outlay and Scheduled Maintenance Plans. It also provides the state with valuable information to support funding for capital projects. The space utilization data in Fusion incorporates Weekly Student Contact Hours (WSCH) projections that are used to project future space needs. These projections include class type (such as lecture or lab) and/or office needs based on a standard formula. Additionally, recommendations and requests for facilities improvement are provided through the Annual Area Planning process.

The District was approved to offer a baccalaureate degree in Health Information Management (HIM). The delivery of this program is completely online. Given the District has a robust online program, with significant resources already in place, there was no need to add additional major facilities to support this new program. This includes the support of two full-time Online Learning Instructional Service Technicians. Initial classes in the HIM program were offered starting Fall 2016. This program can request resources through the Annual Area Planning process.

Evaluation

Shasta College meets this standard. The College regularly assesses its facilities, and completed its Facilities Master Plan 2014-2030 which was a major assessment of all campus facilities. This identified the need to inject funds into facilities upgrades through a general obligation bond, and helped support the passage of a $139 million bond measure. The College is finalizing an update of the Facilities Master Plan that will inform bond projects and improve facilities and equipment over the next twelve years.

Evidence

III.B.3-01.	Facilities Master Plan (2014-2030)
III.B.3-02.	5-Year Capital Outlay Plan (2016-2017)
III.B.3-03.	5-Year Scheduled Maintenance Plan (2017-2018)
III.B.3-04.	Facilities Assessment Report

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The District's Facilities Master Plan (FMP) was completed in 2014 (Ev. 1). This plan is an analysis of the District's overall facility

conditions. It also included input from the instructional divisions on facility adequacy, including evaluation of access, safety, security, environment, room surfaces and non-technical equipment. During the Spring 2016 semester, various open forums were held across campus to solicit input from campus constituents to outline their needs. Data from the FMP and information collected in forums, meetings and Annual Area Plans helped inform the development of a capital plan for the District's successful $139 million bond measure. In Spring 2017, the District began an update of the FMP that will be used to guide major capital projects over the next 12 years. Incorporated in the FMP update will be an evaluation of the total cost of ownership of anticipated new and remodeled buildings. The Facilities Planning Committee and Administrative Services Council provided the guidelines and principles for the planning update.

The Integrated Planning process allows departments across the District, through Program Review and Annual Area Planning, to put forth initiatives for funding institutional improvements (Ev. 2). These initiatives include equipment and capital needs. The initiatives are initially prioritized at Instructional Council, Student Services Council and Administrative Services Council. The prioritized initiatives from the three (3) councils are then forwarded to College Council. College Council uses a rubric that determines whether initiatives tie into an Institutional Goal (Ev. 3), Strategic Plan Objective (Ev. 4), or are identified as a need based on the measurement of a Student Learning Outcome (Ev. 5). After College Council ranks the initiatives, they are forwarded to the Superintendent/President for final approval (Ev. 6). All areas of the campus can submit initiatives through this process. The equipment and capital needs for Distance Education are also addressed through this process.

The Technology Department maintains replacement cycles for computer equipment resources throughout the District, and projects future costs. These plans account for current technology and are updated annually as new technology is approved through the Annual Area Planning process (Ev. 7).

Evaluation

Shasta College meets this standard. The College has been in the process of updating the Facilities Master Plan. The Annual Area Planning process ties back to Institutional Goals and has been used to inform the development of the Facilities Master Plan update. Additionally, the update to the Facilities Master Plan will incorporate total costs of ownership in the development of new and remodeled buildings.

Evidence

III.B.4-01.	Facilities Master Plan (2014-2030)
III.B.4-02.	Integrated Planning Manual – Area Plan Process Timeline
III.B.4-03.	Education Master Plan. Ch.3. Institutional Goals
III.B.4-04.	Strategic Plan.2015-2018
III.B.4-05.	IPM Resource Allocation Rubric
III.B.4-06.	College Council Minutes - Initiatives 10/04/16
III.B.4-07.	Computers - Classroom 2015-2016 Life Cycle Example

Standard III.C.: Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Description

The Information Technology (IT) Department provides systematic planning and deployment of technology and addresses technology needs as they arise to ensure system-wide technology support. To ensure that the department identifies needs and makes appropriate decisions about use and distribution of technology, it is represented on the Administrative Services Council, the Technology Planning Committee, the Perkins Committee (Career Technical Education funding), the Faculty Instructional Technology Committee (FIT, an informal advisory committee), the Facilities Planning Committee, and regularly attends the Student Services Committee meetings, as well as providing feedback and being apprised of issues through ad hoc attendance at other meetings (e.g., College Council and Instructional Council).

The Technology Planning Committee (TPC), a participatory committee, develops the Technology Master Plan (TMP), in support of the District's Educational Master Plan. The TPC is comprised of representatives from all areas of the District: IT, Instruction, Student Services, Faculty, Administrative Services, and Classified Staff (Ev. 1). Wide representation in the TPC ensures the department is addressing needs across campus and making appropriate decisions about technology deployment, The Technology Master Plan (Ev. 2) is based on four guiding principles:

1. All goals and activities contained in the TMP were developed to directly support the educational goals of Shasta College, as articulated in the Strategic Plan, Educational Master Plan, and Facilities Master Plan.
2. The TMP is one of the District's key strategic plans and plays a critical role in the success of the Strategic Plan, Educational Master Plan, Facilities Master Plan, and ultimately the Shasta College Mission.
3. As the detailed design and planning phases are implemented through the TMP, the Shasta College IT department will identify technology issues and initiatives to be incorporated into relevant plans.
4. The TMP will guide resource allocation to balance multiple demands and limited resources. The priorities emphasized in the TMP were identified by a selection process involving appropriate campus committees and decision-makers.

Goals and activities are developed by the TPC and are reviewed and updated annually based on institutional need and changes in the technology landscape.

By having representation in key committees and leading the TPC, the department is able to assess needs, participate in decision-making processes, receive feedback, and assess effectiveness of hardware and services campus-wide.

Outcomes of the planning process have resulted in the following accomplishments in recent years:

- Acquisition of Docuware software for institutional document management
- Utilization of TracDat software for planning processes
- Acquisition of Tableau software for statistical analysis
- Migration to the Canvas learning management system

After being prioritized through the initiative process, IT implemented these products in collaboration with other departments on campus. For example, the IT Department worked extensively with the Student Services Committee (including Enrollment Services and Financial Aid) to select the document imaging product and pilot the process (Ev. 3, Ev. 4).

In September 2016, the IT Department migrated the Enterprise Application Software environment from an HP/UNIX system to a Windows/SQL-based hardware/software system. Included in this was a StorTrust remote replication and disaster recovery service (Ev. 5). This new service provides cloud backup and

restores capabilities for all systems identified as being mission critical should there be a major disaster. This system allows for operations spin-up of services in remote locations within a reasonable timeframe with minimal data loss and minimal impact on services.

The IT Department set up and currently maintains more than 900 computers for student use; these are installed in wired classrooms and labs as well as several mobile (laptop) labs. On an annual basis, the instructional divisions provide feedback via a Classroom Software Request form. Contained on this form are a description of devices installed in the classroom, their next anticipated hardware refresh, and software installed, including the standard applications and specialty software (Ev. 6).

Communication tools for faculty and staff to provide input on technology issues/requests include the SysAid Help Desk, the annual Classroom Software Request forms, committee interaction, and periodic surveys. The District's biennial Climate Survey provides campus-wide feedback. The survey includes specific questions related to faculty and staff's satisfaction with technology resources (Ev. 7). In the 2014 Climate Survey, 55% of faculty expressed dissatisfaction with "systematic maintenance, upgrade, and replacement" of technology resources. In an effort to improve service outcomes, the College implemented an electronic ticketing Help Desk system so that concerns could be more efficiently tracked and resolved. Reports show that the IT department is addressing open tickets at an average close rate of 94% per time period. Reports also show that the new Help Desk system is being better utilized by faculty and staff with an increased usage from Fall 2015 to Fall 2016 (Ev. 8, Ev. 9).

The College also made an effort to get additional faculty feedback regarding technology by establishing an informal committee, the Faculty Instructional Technology Committee (FIT). This group informally surveyed faculty in an effort to better understand needs. The FIT Committee then worked with Instructional Council to submit initiatives to enhance technology through the Annual Area Planning process. The 2016 Climate Survey showed 70.6% satisfaction on a similar question about technology satisfaction, indicating that efforts to improve technology services for faculty are having a positive impact (Ev. 10). The 2017-2022 Technology Plan includes activities that the District believes will further improve services to the campus community (Ev. 2).

The Campus Computing Survey provides insight on changing issues in technology and helps the IT department benchmark against like Colleges throughout the state. (Ev. 11).

The IT department provides technology services to the District's other four locations—the Health Sciences campus in downtown Redding, the Intermountain campus in Burney, the Tehama campus in Red Bluff, and the Trinity campus in Weaverville. An Information Technology Support Specialist assigned for each site maintains the equipment, which includes faculty/staff office equipment, smart classroom and lab equipment and video conferencing equipment. Video conferencing equipment acquisition and maintenance is centrally located in the IT department, with decisions on acquisition and replacement collaboratively made with the Dean of the Extended Education Division (Ev. 12, Ev. 3). In addition, Shasta College provides video conferencing equipment for Dual Enrollment use, with courses originating in a college classroom with receiving schools at two Redding-area high schools (Ev. 13).

After a statewide RFP process, and further analysis and testing, the Distance Education Committee recommended adopting Canvas as the campus-wide online education LMS. The Distance Education Committee provides feedback on all Distance Education related technology, including support for the College's new baccalaureate degree in Health Information

Management.

Evaluation

The College meets this standard by providing appropriate and adequate technologies to support the academic, administrative and student service needs throughout the District. This includes support for the new baccalaureate degree in Health Information Management. There is a continuous analysis of existing technologies and research of advancements in technology by IT staff, in conjunction with input from committees and individual District members. The College has an integrated annual planning process for faculty and staff to identify equipment and technology needs, and has funded and implemented requests through that process. In addition, the IT Department plans for the acquisition, maintenance and upgrades to the technology infrastructure to meet the College's needs. Through the implementation of activities in the Technology Master Plan, the IT Department will continue to address challenges and improve services for the campus community.

Evidence

III.C.1-01. Technology Planning Committee Bylaws
III.C.1-02. Technology Master Plan
III.C.1-03. AAP 2013-2014 Campus Initiatives for 2014-2015 Council Rankings
III.C.1-04. 2016-2017 Annual Area Plan Initiatives List
III.C.1-05. SC Board Agenda 03/09/16 Item-ERP System
III.C.1-06. 2217 Lab Config Request – Fall 2016
III.C.1-07. Faculty Survey Summary Results – Fall 2014
III.C.1-08. HelpDesk Opened-Closed Records Fall 2015
III.C.1-09. HelpDesk Opened-Closed Records Fall 2016
III.C.1-10. 2016 Campus Climate Survey
III.C.1-11. Campus Computing-2016
III.C.1-12. 2013-2014 Annual Area Plan Initiatives List
III.C.1-13. Enrollment Management Plan 2014-2017

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Description

Replacement or "refresh" cycles were developed to cover technology devices with the intent to reduce interruptions to classroom lectures, students and staff. The refresh cycles help to develop multi-year allocation lists that aid with District planning for both immediate and future budget obligations (Ev. 1). These lists are a reliable resource for decision-making for both assessing the types and quantity of technology resources and assessing the total cost of ownership. Replacement cycles were developed locally and based on the length of the warranty, local knowledge of reliability, and the availability of funding in a particular year to cover the cost. The refresh process is not rigid as it adapts in order to align with program and service needs as they change and software advancements that may render hardware obsolete.

Ensuring that equipment selection is aligned with campus needs and priorities is achieved through input from the Technology Planning Committee (TPC), the Faculty Instructional Technology group (FIT), and information technology requests made through the Annual Area Planning (AAP) initiative process.

The Area Planning process involves the evaluation of strengths and weakness of each area and the analysis of Student Learning Outcomes, Program Reviews, and service area

outcomes. This information is scored through the Resource Allocation Rubric which serves as the tool for campus constituency groups to rank all campus initiatives (Ev. 2). This information is factored into the ranking of College-wide initiatives. Significant new technology projects are derived from this ranking and prioritization process. Other significant projects arise out of the need to replace, modernize, and gain efficiencies.

IT leadership serves as committee members or frequent guests for campus planning groups, providing timely feedback during broader discussions of program and service improvements. A close connection to campus governing and decision-making processes, along with periodic surveys, help the College ensure technology needs are met (Ev. 3)

Shasta College began using the Canvas learning management system in Fall 2015. All faculty and students have a Canvas account, and access to Canvas training. Use of Canvas is being encouraged for all courses on campus to improve access to learning materials and resources. Training is available to all students and faculty through a series of scheduled workshops and online resources. These are found on the Shasta College Online website. There are two full-time staff members in the Educational Technology Department assisting students and faculty with Canvas.

To further support Distance Education and Extended Education sites, Shasta College develops initiatives in conjunction with the Extended Education division to upgrade the aging video conferencing (ITV) network (Ev. 4). The District continues to evaluate technologies and associated services to best meet the needs of students at Extended Education sites. Partial funding was provided in two cycles (2013-2014 and 2016-2017) to upgrade four of these lecture resources to help support the current use of ITV while the future of video conferencing is evaluated.

Shasta College surveys online students every two years to ensure students have a positive online learning experience. Survey responses and course success and retention rates indicate the College is doing well. The Fall 2014 survey indicated that 52.8% of students surveyed experienced technical problems with the previous LMS, Moodle. The number of help tickets confirmed survey responses (Ev. 5). The Educational Technology Department increased training efforts, redesigned the website and worked with the vendor tier one technical support to improve outcomes. Although, there is some evidence that these efforts made a difference, the College adopted the Canvas learning management system as a replacement for Moodle. Canvas is more user-friendly and offers high-quality technical support. Only 26.8% of students in the most recent survey indicated a need to contact technical support (Ev. 6).

Evaluation

Shasta College meets this standard. To achieve success, Shasta College IT and the Technology Planning Committee (TPC) developed or supported the development of AAP initiatives to improve the technology resources used in District classrooms and offices at all campus locations. Additional funding was also approved in the 2013-2014 year to support the replacement cycle. This funding was approved as ongoing for technology refresh.

Shasta College IT continues to work with the TPC, FIT, and other District constituents to keep technology equipment types and capabilities aligned with program needs and plans. IT will continue to monitor and communicate annual refresh funding allocation, participate with planning committees, and support initiatives that are developed through the AAP initiative process.

Evidence

III.C.2-01. Computers - Classroom 2015-

2016 Life Cycle Example
III.C.2-02. IPM Resource Allocation Rubric
III.C.2-03. Faculty Survey Summary Results - Fall 2014
III.C.2-04. AAP 2013-2014 Campus Initiatives for 2014-2015 Council Ranking
III.C.2-05. Student Survey on Online Experiences Summary Results Fall 2014
III.C.2-06. Student Survey on Online Experiences Summary Results Fall 2016

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Description

Shasta College uses a variety of software packages and workflows to ensure technology resources are maintained appropriately. Microsoft's System Center Configuration Manager (SCCM) is used for deploying and managing the Windows environment. SCCM allows IT to do in-place system upgrades and manage consistent application experiences. Through a single infrastructure and administrative console, IT can manage PCs, servers, mobile devices, endpoint protection, and virtual machines. SCCM also includes System Center Endpoint Protection, protecting user information and helping IT better manage risk by deploying software updates and antimalware definitions to PCs.

Shasta College uses the industry standard N+1 backup model for creating a reliable and redundant system that ensures system availability in the event of component failure. The College uses EMC NetWorker formerly Legato NetWorker for Unified backup and recovery. This system is replicated offsite at a secure location. A snapshot used for file retrieval, if needed, is done every twelve hours, while a file system backup is done nightly (Ev. 1).

Shasta College recently implemented cloud backup and disaster recovery services that allow for critical systems to be restored and accessed from remote locations in the event of a catastrophic loss of main systems. Currently the District's Student Information System (SIS) and its dependencies are the only systems utilizing this service. Plans are underway to expand the use of this service for all Shasta College mission critical systems.

The SysAid Help Desk is a comprehensive technology support management solution. This system helps the College IT Department manage service requests efficiently and ensure the needs of the students are being met.

Evaluation

The College meets this standard. Shasta College uses the IT management tools to support updates and maintenance of systems. The N+1 redundancy model ensure system availability in the event of a technology component failure. The College has a robust help ticket management solution to ensure support services are deployed efficiently.

Evidence

III.C.3-01. Data Security Backup Process

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Description

Shasta College provides professional, technical development training to staff and administrators through the efforts of the Professional Development Committee (PDC). The PDC's

responsibilities include annually surveying faculty and staff regarding professional development needs as well as the effectiveness of the training that is provided Professional Development Survey (Ev. 1).

IT staff provide training as needed for MyShasta and Colleague SIS, SharePoint, SARSGRID/ALRT/TRAK systems. Additional departmentally-focused technical training activities of individual systems use occur throughout the year by knowledgeable staff within each area.

Technology training opportunities for students are numerous and include credit-based courses for student development and computer literacy (STU 1 and CIS 1) and those that support software training for specific educational programs (AutoCad, GIS, Word 2016, etc.). Students also receive technology support from instructional paraprofessionals in student learning centers, Online Learning Technicians, Library Information Technicians, and Librarians.

The Office of Educational Technology provides training opportunities to faculty teaching Distance Education and traditional courses. Trainings include four week online courses, face-to-face workshops, webinars, and short video clips posted to the faculty support page of SC Online. For faculty teaching online, a four week pedagogy training must be completed. Since 2014, more than 60 faculty have completed this course. Face-to-face workshops occur at the beginning of every semester (Ev. 2). These workshops guide faculty through new features in Canvas, developing effective communication strategies, supporting academic integrity, and other topics to support student success. One-on-one appointments, telephone and email support are also available throughout the semester.

Student training for the Canvas CMS is provided via the online Canvas Student Orientation. As of February 2017, 900 students have successfully completed the orientation. The orientation module is updated regularly by the Office of Educational Technology with current information and resources relevant to support online student success (Ev. 3). Students are also provided links to resources within the Canvas CMS as well as on the SC Online webpage to help assure online readiness and student success.

In 2016, the California Community Colleges Chancellor's Office contracted with Lynda.com to provide access to technology training through the Professional Learning Network. This service provides a wide variety of training opportunities.

The campus' shift to a 17-week semester schedule in the 2014-2015 academic year created more opportunity for faculty to get together in one-on-one and larger group sessions in order to share ideas and learn new skills. Formal Flex Day sessions offer valuable opportunities for faculty to participate in a variety of topics, many of which attempt to improve technology skills (Ev. 4). In the most recent climate survey 86.6% of employees rate technology training as effective (Ev. 5).

Evaluation

Shasta College meets this standard. Technology training on business and operational computer applications is provided in small departmental groups. The Shasta College 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. Assessment occurs primarily through the Climate Survey and the Professional Development survey.

Evidence

III.C.4-01. PD Needs Survey Results - Spring 2015
III.C.4-02. Canvas Camp Flyers

III.C.4-03. Canvas Simplified Flyers
III.C.4-04. Flex Day Flyers S2011-F2016
III.C.4-05. Campus Climate Survey - 2016

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Description

Shasta College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology within the District. The guiding policy that is used for students, faculty and staff is located in the Computer Use Policy, BP/AP 3720 (Ev. 1). These documents are referenced whenever necessary and required to be reviewed and signed by all new employees of the District.

Other policies and procedures in effect include the following:

- BP/AP 5800 - Prevention of Identity Theft in Student Financial Transactions (Ev. 2)
- BP/AP 5040 - Student Records, Directory Information, and Privacy (Ev. 3)
- AP 6365 - Accessibility of Information Technology (Ev. 4)
- BP/AP 5540 - Web-Based Protocols and Conduct (Ev. 5)
- AP 3750 - Use of Copyrighted Material (Ev. 6)
- BP/AP 3310 - Records Retention and Destruction (Ev. 7)
- BP/AP 3300 - Public Records (Ev. 8)

Evaluation

Shasta College meets this standard. The policies and procedures at Shasta College correlate with the Community College League of California's (CCLC's) guidelines. These policies and procedures, in addition to safeguards for access control, data handling, passwords and other security procedures, are part of Shasta College's continued commitment to protecting students, faculty, and staff from computer security threats. Shasta College also adheres to State and Federal statutes and initiatives such as Health Insurance Portability and Accountability (HIPAA), Family Educational Rights and Privacy Act (FERPA), Payment Card Industry (PCI), Sarbanes-Oxley Act (SOX), and Recording Industry Association of America (RIAA).

Policies and procedures are regularly reviewed for accuracy and relevancy and are updated as needed. Policies and procedures are reviewed and approved through the participatory governance process and Board of Trustees.

Evidence

III.C.5-01. BP/AP 3720 - Computer Use
III.C.5-02. BP/AP 5800 - Prevention of Identity Theft in Student Financial Transactions
III.C.5-03. BP/AP 5040 - Student Records, Directory Information, and Privacy
III.C.5-04. AP 6365 - Accessibility of Information Technology
III.C.5-05. BP/AP 5540 - Web-Based Protocols and Conduct
III.C.5-06. AP 3750 - Use of Copyrighted Material
III.C.5-07. BP/AP 3310 - Records Retention and Destruction
III.C.5-08. BP/AP 3300 - Public Records

Standard III.D.: Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability (ER 18).

Description

The Shasta-Tehama-Trinity Joint Community College District is committed to maintaining fiscal stability and to providing financial support to sustain and improve student learning programs and improve institutional effectiveness.

The Board of Trustees is committed to maintaining the fiscal health of the District. The Board is informed and receives monthly reports outlining budgeted expenditures to actual spending (Ev. 1), monthly income and expenditures on a cash basis (Ev. 2), as well as quarterly financial reports (Ev. 3). The Board outlines its fiscal management requirements in BP 6300 Fiscal Management (Ev. 4). This board policy requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the Board and employees.

The District's 2015-2018 Strategic Plan incorporates Institutional Objective 4.3 to "Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes" (Ev. 5).

The District links resources to budget allocations through the Annual Area Planning process ensuring resource allocation priorities are set for funding institutional improvements. Initiatives requiring funding that are developed through the planning process are initially prioritized at Administrative Services Council, Instructional Council, and Student Services Council. The prioritized initiatives from the three (3) councils are then moved on to College Council where they are merged and ranked. The initiatives are ranked by College Council using a rubric that incorporates multiple components including whether they tie to an Institutional Goal (Ev. 6) or Strategic Objective (Ev. 7) or are identified as a need based on measurement of a Student Learning Outcome (Ev. 8, Ev. 9). After College Council ranks the initiatives they are then forwarded the Superintendent/President to be approved for funding. As part of this process the Superintendent/President collaborates with the Budget Committee on the availability of funds for new initiatives (Ev. 10, Ev. 11).

The District's Budget Committee is active in ensuring fiscal stability. The committee reviews, updates and publishes multi-year projections. These projections are updated a minimum of two times per year and are provided as a resource for informed budget planning (Ev. 12). Additionally, during the 2015-2016 year, the Budget Committee developed a Fiscal Health Risk Analysis guideline which was finalized in 2016-2017 and will now be used on an annual basis (Ev. 13). This document is used to ensure there is regular discussion and review of key elements that may impact the fiscal stability of the District. The Budget Committee also reviews and creates policies regarding financial matters. As an example, the Committee reviewed AP 6305 ("Reserves") at three meetings before making recommended changes (Ev. 14). The Budget Committee is using recommendations outlined in the Government Finance Officers Associations (GFOA) Best Practices in Community College Budgeting as an informational guide in helping to develop policy (Ev. 15).

The floor of 6,963 FTES occurred in 2014-2015 (Ev. 16). The District has focused its efforts on retention, success, targeted marketing, and the addition of new opportunities for students, which has helped ensure more stability in funding through increased FTES. Some key additions that have helped with new enrollments are the addition of more dual enrollment opportunities with area high schools, a new pilot baccalaureate degree program in Health Information Management, Gateway to College Program, and the addition of the Associate Completion in the Evenings (ACE) program.

During the economic decline, rather than reacting, the District ensured financial solvency

by maintaining an adequate fund balance, safeguarding the ability to plan for economic challenges such as declining enrollment. The District's ending fund balance in 2015-2016 was $10.4 million or 23.6%. This has been consistent with District trends during the last six (6) years (Ev. 17). $1.9 million dollars of one-time funds were also used to continue staying ahead of the amortization schedule for deposits into the District's retiree health benefits trust supporting Institutional Objective 4.3 A in the Strategic Plan (Ev. 5).

The District chose Health Information Management when selecting a pilot baccalaureate degree program. The primary delivery method for the program is through online classes. This ensures that the District already has the training and physical resource capability to deliver courses as the District has a robust online course delivery system. Additionally, this ensures the opportunity to serve regional students and supplement FTES through enrollments from other areas of the state.

In 2013-2014, through the Area Planning Initiative process, an initiative was approved to hire a Director of Grant Development and start a Grants Office. Currently, the Grants Office has the support of a Director, a full-time Special Projects and Grants Fiscal Analyst, and a half-time Administrative Secretary. This addition has been extremely successful in providing other financial opportunities to support educational improvement and opportunities for innovation on campus. Over the last two years the District has received over $22 million in grants and awards. In 2014-2015, the District received a $5 million dollar Innovation Award. A second award of $2 million dollars was received in 2016-2017. These funds are anticipated to provide funding for local Innovation initiatives for the next 7-8 years.

Evaluation

Shasta College meets this standard. The primary funding for programs resides in the unrestricted general fund, which is generated by apportionment based on the number of full-time equivalent students (FTES). The District has reversed an enrollment decline that started in 2010-2011 and bottomed out in 2015-2016 with the District in stability. The enrollment trends from Fall 2015 to Fall 2016 show that for 2016-2017 the District will restore above the 7,200 level toward its current enrollment cap of 7,273 FTES, which was established in 2012-2013. The College continues to enhance programs to reach students and this appears to have had a positive impact on FTES and fiscal stability.

Evidence

III.D.1-01. Budget to Actuals BOT Meeting 10/12/16
III.D.1-02. Income & Expenditures-Cash Basis BOT Meeting 10/12/16
III.D.1-03. Quarterly Financial Report BOT Meeting 11/09/16
III.D.1-04. BP 6300 Fiscal Management 03/11/15
III.D.1-05. Strategic Plan 2015-2018 Institutional Objective 4.3
III.D.1-06. Education Master Plan Ch.3 Institutional Goals
III.D.1-07. Strategic Plan 2015-2018
III.D.1-08. IPM Resource Allocation Rubric
III.D.1-09. College Council Minutes Initiatives 10/04/16
III.D.1-10. Budget Committee Minutes Pres Initiatives 05/06/15
III.D.1-11. IPM Process and Timeline – Annual Action Plan
III.D.1-12. 5-Yr Budget Projections 03/02/16
III.D.1-13. Fiscal Health Risk Analysis 09/15/16
III.D.1-14. Budget Committee Minutes Regarding AP 6305
III.D.1-15. Budget Committee Minutes GFOA 05/18/16

III.D.1-16. Enrollment Summary Final Budget 2016-2017
III.D.1-17. Ending Fund Balance COLA Final Budget 2016-2017

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Description

The District's Integrated Planning process as outlined in the Integrated Planning Manual (IPM) ties its mission and goals to the annual fiscal planning process (Ev. 1). The District links resources to new budget allocations through the Annual Area Planning process, ensuring resource allocation priorities are set for funding institutional improvements. Initiatives requiring new funding are developed at the area and program level. Area planning information is entered into TracDat which guides the planner to link requests to appropriate Institutional Objectives and Activities from the Strategic Plan (Ev. 2, Ev. 3). The Institutional Objectives are developed to support the Institutional Goals in the Educational Master Plan (EMP), which is guided by the District's Mission Statement. The Mission Statement is updated every three (3) years (Ev. 4).

After area plan initiatives are completed they are then prioritized at Administrative Services Council, Instructional Council, and Student Services Council. Once the initiatives are ranked they move on to College Council where the initiatives from all three councils are merged and ranked. The initiatives put forward for funding are ranked using a rubric that incorporates multiple components, including whether they tie to an Institutional Goal (Ev. 5), Strategic Objective (Ev. 3), or are identified as a need based on measurement of a Student Learning Outcome (Ev. 6). After College Council ranks the initiatives they are then forwarded to the Superintendent/President for approval for funding. As part of this process the Superintendent/President collaborates with the Budget Committee on the availability of funds for new initiatives (Ev. 7, Ev. 8). When the Superintendent/President approves funding for an initiative, potential funding sources are identified (Ev. 9). The final approved initiative list is shared with College Council and then e-mailed to the campus community (Ev. 10). Additionally, this document is posted on the Planning Documents webpage.

The Board is informed on Integrated Planning, and establishes goals for the Superintendent/President and themselves that support the budget and planning processes (Ev. 11). More time is spent on in-depth training and information related to budget and Integrated Planning during Board retreats (Ev. 12, Ev. 13, Ev. 14, Ev. 15). The District has maintained appropriate unrestricted general fund reserves to support emergencies. The District's ending fund balances for 2013-2014, 2014-2015 and 2015-2016 have been 25.6 %, 20.3%, 23.6%, respectively (Ev. 16). This has ensured the District can plan appropriately, and that there has been no need to borrow using Tax Revenue Anticipation Notes (TRANs). Should there be cash flow issues, the Budget Committee has developed a priority list for addressing short-term cash flow needs (Ev. 17).

The District maintains sufficient insurance to cover its needs and protect its financial resources. The District is a member of the Statewide Association of Community Colleges (SWACC) which covers its insurance needs for property and liability. The District has coverage up to $250 million for property and $50 million for liability (Ev. 18). Additionally, the District is a member of Northern California Community

College Self-Insurance Authority (NCCCSIA) for worker's compensation insurance.

Evaluation

Shasta College meets this standard. It has an Integrated Planning process that ties the mission and goals to financial planning. The institution has maintained an appropriate unrestricted fund balance during years of declining enrollment that has ensured there was no need to borrow funds to solve short term cash flow issues. An area of improvement identified was the need to more systematically show that past fiscal expenditures do support institutional plans. In order to improve in this area, the District implemented a new version of TracDat. This new version more readily ties Institutional Objectives and Strategic Plan Activities as they relate to funded area plan initiatives, thereby allowing for better evaluation.

Evidence

III.D.2-01. Integrated Planning Manual 2017 Edition
III.D.2-02. Strategic Plan 2015-2018
III.D.2-03. TracDat Map Institutional Goals and Objectives
III.D.2-04. IPM 2017 Edition – Mission Statement
III.D.2-05. Education Master Plan Ch.3 Institutional Goals
III.D.2-06. College Council Minutes Prioritized Initiatives 02/16/16
III.D.2-07. Budget Committee Minutes 05/06/15
III.D.2-08. IPM Process and Timeline – Annual Action Plan
III.D.2-09. 2016-2017 Annual Area Plan Initiatives List
III.D.2-10. 2016 Initiative Report Email
III.D.2-11. 2016-2017 Board Goals and Priorities
III.D.2-12. BOT Retreat Minutes 06/29/13
III.D.2-13. BOT Retreat Minutes 07/26/14
III.D.2-14. BOT Retreat Minutes 08/22/15
III.D.2-15. BOT Retreat Minutes 08/20/16
III.D.2-16. Ending Fund Balance Final Budget 2016-2017
III.D.2-17. Short Term Cash Flow Plan 2016
III.D.2-18. SWACC Property & Liability Declarations 2016-2017

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The annual budget calendar is developed by the Comptroller in collaboration with the Assistant Superintendent/Vice President of Administrative Services and is presented to the Board of Trustees (Ev. 1). The calendar is disseminated to administrators responsible for developing budgets. Administrators review historical program expenditures and enter budget requests for the next fiscal year, providing justification. These budgets are then reviewed by the appropriate area Assistant Superintendent/Vice President for approval. As part of the planning process, in the development stages, the Tentative Budget is reviewed by the Budget Committee a minimum of three times (Ev. 2, Ev. 3, Ev. 4). Any new faculty positions approved through the Faculty Hiring Priorities Procedure (Ev. 5) will be incorporated into the budget. After the Budget Committee's third review, they make a recommendation to forward the Tentative Budget to College Council for their review in May (Ev. 6). The Budget Committee and College Council have broad constituency representation, ensuring input from all constituent groups on campus. BP/AP 6200 ("Budget Preparation") show established processes for linking planning and budgeting with input from participatory committees (Ev. 7, Ev. 8). The Tentative

Budget is presented to the Board for approval at their June meeting (Ev. 9). Running simultaneous to this process, the Annual Area Plan initiatives are ranked through the Integrated Planning process outlined in the Integrated Planning Manual (IPM). This allows faculty and staff at the program level the opportunity to request new funding to support their programs. Prior to approving and funding any new initiatives the Superintendent/President collaborates with the Budget Committee to identify available funding (Ev. 10). After the Superintendent/President gives his approval, all funding for the following year's initiatives is incorporated into the Final Budget. The Final Budget is reviewed by both the Budget Committee and College Council prior to submission to the Board of Trustees for approval in September.

Evaluation

Shasta College meets this standard. The budget process as outlined in Board Policy and the Integrated Planning process provides constituent groups active participation in the budget planning process. Processes and guidelines for budget planning and development are communicated to various participatory groups and all constituencies have an opportunity to participate in the development of the College budget and in planning for resource allocations.

Evidence

III.D.3-01. Budget Development Calendar BOT 02/17/16
III.D.3-02. Budget Committee Minutes 1st Review 2016-2017 Tentative Budget.04/06/16
III.D.3-03. Budget Committee Minutes 2nd Review 2016-2017 Tentative Budget 04/20/16
III.D.3-04. Budget Committee Minutes 3rd Review 2016-2017 Tentative Budget 05/04/16
III.D.3-05. AP 7210 – Faculty Hiring Priorities 06/11/14
III.D.3-06. College Council Minutes Tentative Budget – 05/17/16
III.D.3-07. BP 6200 – Budget Preparation
III.D.3-08. AP 6200 – Budget Preparation
III.D.3-09. 2016-2017 Tentative Budget BOT - 06/14/16
III.D.3-10. Budget Committee Minutes President Initiative Discussion 05/04/16

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

The budget development process begins early in the year after the Governor's initial budget proposal in January and ties into the overall Integrated Planning process as described in Standard III.D.3.

The Assistant Superintendent/Vice President of Administrative Services, in collaboration with the Budget Committee, develops multi-year projections which help to define realistic expectations of future unrestricted general fund income and expenditures (Ev. 1). These projections incorporate anticipated changes in STRS and PERS obligations, retiree health benefits, and other operational increases. They are updated regularly to reflect changing enrollment projections and budget news that comes from the state and local levels (Ev. 2, Ev. 3, Ev. 4). The Budget Committee regularly discusses budget changes coming from the state level that impact the District locally (Ev. 5, Ev. 6). The Budget Committee reviews the Tentative Budget three times before recommending it to College Council. Members of the Budget Committee represent a cross-section of participatory groups campus-wide: faculty, staff, students, and administrators.

As part of the Integrated Planning process the District prioritizes funds for new initiatives using a rubric that incorporates several elements, including institutional goals and Student Learning Outcomes (Ev. 7).

The District receives additional funds to support its mission and programs through both categorical and grant funds. The College's Grant Development Office has been active in seeking and obtaining grants that support the College mission (Ev. 8). When constituents are working with the Grant Development Office they complete and submit an initial assessment form that includes questions to assess if the grant will support the College mission or institutional goals. (Ev. 9, Ev. 10).

The District assessed its facilities in Phase I of the Facilities Master Plan (Ev. 11) and developed a Capital Outlay Plan (Ev. 12) to determine the cost of needed upgrades to the facilities. This data demonstrated the need to place a General Obligation Bond on the ballot to provide funds for upgrades. The District is finalizing an update to the Facilities Master Plan outlining planning objectives, anticipated costs, and major projects during Spring 2017.

Evaluation

Shasta College meets this standard. The budget development process ties into the mission and goals through its Annual Area Planning process. Realistic budget projections are developed in collaboration with the Budget Committee. The College's budget is developed using a fiscally conservative approach for projecting expected income and expenditures and typically ends with less expended than budgeted unless a decision is made to transfer one-time dollars against a long-term obligation such as putting extra money into the retiree health care trust.

Evidence

III.D.4-01. 5-Yr Budget Projection 03/02/16
III.D.4-02. Budget Committee Minutes 09/16/15
III.D.4-03. Budget Committee Minutes 02/03/16
III.D.4-04. Budget Committee Minutes 03/02/16
III.D.4-05. Budget Committee Minutes 05/18/16
III.D.4-06. Budget Committee Minutes 02/03/16
III.D.4-07. IPM Resource Allocation Rubric
III.D.4-08. Grants Spreadsheet 2014-2016
III.D.4-09. Grants Project Assessment Form
III.D.4-10. Grant Flow Chart
III.D.4-11. Facilities Master Plan 2014-2030
III.D.4-12. 5-Yr Capital Outlay Plan 2016-2017

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Description

As outlined in Standard III.D.4., the District has a robust budget process that involves review of the tentative budget three times by the Budget Committee and one time by College Council. Additionally, both groups review and discuss the final budget one time before it goes to the Board of Trustees (Ev. 1, Ev. 2, Ev. 3, Ev. 4, Ev. 5, Ev. 6). This ensures that a campus-wide dialogue occurs, supporting credibility with constituent groups. Additionally, as outlined in Standard III.D.2., funds are allocated through the Annual Area Planning process that supports institutional goals.

Quarterly financial statements are provided to the Board of Trustees as well as monthly reports on budget to actual expenditures (Ev. 7, Ev. 8).

These reports reflect the current level of expenditures as a percent of total amounts budgeted, ensuring the District and Board have a means of confirming if expenditures are tracking as budgeted.

The Business Office ensures the District accounting practices meet the requirements of the Budget and Accounting Manual published by the State Chancellor's Office (Ev. 9). The Business Office maintains a current Business Office Procedure Manual for District employees to follow (Ev. 10).

Audit findings show that financial management of the District is very good. The District consistently has no findings in the audit report in relation to Financial Statements (Ev. 11, Ev. 12, Ev. 13, Ev. 14). Any significant deficiency or reportable condition that occurs in the areas of state and federal awards is communicated to the appropriate Assistant Superintendent/Vice President and to the Superintendent/President. A plan is developed and incorporated into the response which is included in the audit report. This audit report is publicly posted and brought to the Board of Trustees for acceptance. Members of the Board of Trustees are part of the audit subcommittee. They have the opportunity to talk to the auditors prior to the audit. This is an opportunity to both educate them on the process and allows them to meet with the auditor in preparation for the audit. During this meeting the representatives from both District Administration and the Board of Trustees are provided an opportunity to request additional review of any areas they may be concerned about.

The Fiscal Health Indicators checklist was finalized by the Budget Committee and trialed during Spring 2017. The intent is to use it annually as means of reviewing the fiscal health of the District (Ev. 15).

Evaluation

Shasta College meets this standard. The Budget Committee finalized a Fiscal Health Indicators checklist and trialed it during Spring 2017. This analysis reviews many areas but includes confirmation that audit findings are resolved.

Evidence

III.D.5-01. Budget Committee Minutes 04/06/16
III.D.5-02. Budget Committee Minutes 04/20/16
III.D.5-03. Budget Committee Minutes 05/04/16
III.D.5-04. Budget Committee Minutes 08/17/16
III.D.5-05. College Council Minutes 05/17/16
III.D.5-06. College Council Minutes 09/06/16
III.D.5-07. Budget to Actuals BOT Minutes 11/09/16
III.D.5-08. Quarterly Financial Report BOT Minutes 11/09/16
III.D.5-09. AP 6310 – Accounting
III.D.5-10. Business Office Procedure Manual
III.D.5-11. Final Audit 2012-2013
III.D.5-12. Final Audit 2013-2014
III.D.5-13. Final Audit 2014-2015
III.D.5-14. Final Audit 2015-2016
III.D.5-15. Fiscal Health Risk Analysis 09/15/16

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Description

Initial department budgets are developed by department managers and division deans. In developing budgets, the managers and deans generate reports in the budget module of Colleague that show trends in expenditures for previous years. Using this information and

anticipated needs for their departments, the managers enter their initial budget requests with supporting justifications. These budgets are then reviewed by the appropriate Assistant Superintendent/Vice President for first level approval. The Assistant Superintendent/Vice President of Administrative Services and the Comptroller make initial revenue projections based on State budget news, enrollment projections, and revenue from other sources. The budget process includes three (3) reviews of the Tentative Budget drafts by the Budget Committee, which is comprised of the Assistant Superintendent/Vice President of Administrative Services, the Comptroller, three classified staff members, three faculty members, and one student representative (Ev. 1, Ev. 2, Ev. 3). College Council reviews the Tentative Budget draft one time prior to being forwarded to the Board (Ev. 4). Additionally, the Budget Committee reviews the Final Budget one time before it is forwarded to College Council and the Board (Ev. 5, Ev. 6). When new Area Plan initiatives funding is approved by the Superintendent/President, it is also incorporated (Ev. 7, Ev. 8).

The Board of Trustees engages an outside auditor to perform annual audits of the District. To ensure appropriate response and accountability, the audits are presented to the Audit Subcommittee, which is comprised of three members of the Board of Trustees, the Superintendent/President, and the Assistant Superintendent/Vice President of Administrative Services. The Final Audit Report is presented to and accepted by the Board of Trustees (Ev. 9, Ev. 10).

Evaluation

Shasta College meets this standard. The Budget Committee has representatives appointed by all participatory groups on campus. The Budget Committee reviews and discusses budget assumptions regularly during the budget development process, helping to build understanding and credibility with constituents. Annual Area Plan initiatives incorporated into the budget are ranked using a rubric that includes College Goals and Student Learning Outcomes as described in Standard III.D.2. In review of the Final Audit Report, the financial statements are consistently reported as unmodified (Ev. 11, Ev. 12, Ev. 13, Ev. 14). The allocation of financial resources are used to support student learning programs and services. A variety of sources are used to fund initiatives ranked through the Area Planning process. For instance, State Instructional Equipment funds are used to fund approved instructional equipment initiatives that are not funded by an alternate source. Additionally, CTE program instructional equipment needs, on the initiative list, are often funded by Perkins funds.

Evidence

III.D.6-01. Budget Committee Minutes 1st Review Tentative Budget 04/06/16
III.D.6-02. Budget Committee Minutes 2nd Review Tentative Budget 04/20/16
III.D.6-03. Budget Committee Minutes 3rd Review Tentative Budget 05/04/16
III.D.6-04. College Council Minutes Tentative Budget 05/17/16
III.D.6-05. Budget Committee Minutes Final Budget 08/17/16
III.D.6-06. Budget Committee Minutes Final Budget 09/07/16
III.D.6-07. BP 6200 – Budget Preparation
III.D.6-08. AP 6200 – Budget Preparation
III.D.6-09. Final Audit BOT Minutes 12/09/15
III.D.6-10. Audit Sub-Committee Minutes 12/07/15
III.D.6-11. Final Audit 2012-2013
III.D.6-12. Final Audit 2013-2014
III.D.6-13. Final Audit 2014-2015
III.D.6-14. Final Audit 2015-2016

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

An annual audit by an independent Certified Public Accountancy (CPA) firm is completed as required by BP/AP 6400 – Financial Audits (Ev. 1, Ev. 2). These annual audits include review of all funds. The Audit Sub-committee meets with the auditor to review the audit and management letter prior to presentation to the Board of Trustees (Ev. 3, Ev. 4). The audit is a public document and is posted for public review on the Shasta College Website.

Evaluation

Shasta College meets this standard. There have been compliance findings in past audits. With one exception each has been addressed and resolved in a timely manner and prior to the next audit. The only carryover comment was in the 2012-2013 year and related to only holding one CARE advisory committee meeting, when two are required (Ev. 5). There have been no material findings (Ev. 6, Ev. 7, Ev. 8, Ev. 9, Ev. 10, Ev. 11).

Budget to Actual Reports are presented to the Board of Trustees each month. This information is also used as part of the budget development process. Estimated Actuals are part of the budget development process and used for year-end planning, fund balance analysis, and availability of funds for Other Post Employment Benefit (OPEB) transfer or other one-time funding opportunities (Ev. 12).

Evidence

III.D.7-01. BP 6400 – Financial Audits 10/14/15
III.D.7-02. AP 6400 – Financial Audits 10/14/15
III.D.7-03. Audit Sub-Committee Minutes 12/07/15
III.D.7-04. Final Audit BOT Minutes 12/09/15
III.D.7-05. Final Audit 2012-2013 Pg.78 CARE
III.D.7-06. Final Audit 2010-2011
III.D.7-07. Final Audit 2011-2012
III.D.7-08. Final Audit 2012-2013
III.D.7-09. Final Audit 2013-2014
III.D.7-10. Final Audit 2014-2015
III.D.7-11. Final Audit 2015-2016
III.D.7-12. Budget to Actuals 09/30/16

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Description

The District's financial and internal control systems are assessed and evaluated annually by an independent Certified Public Accountancy (CPA) firm. In addition, the District evaluates its internal controls on an ongoing basis. All funds of the District are audited each year by an independent CPA firm. The auditors express an opinion on the financial statements and the internal control systems of the District each year. The District receives unqualified/unmodified audit opinions each year in relation to the financial statements, with no material findings or misstatements. Audit reports are issued for the District and the Shasta College Foundation (Ev.1, Ev. 2, Ev. 3, Ev. 4, Ev. 5, Ev. 6).

All District accounts are set up under the Budget and Accounting Manual (BAM) issued by the Chancellor's Office. Revenue and expenditures are recorded following the guidelines established in the BAM.

The District is using Ellucian's Colleague as its enterprise resource planning software. This tool has data security and auditing tools. The District has established internal controls in the form of policies and procedures that are enforced using

system controls within Colleague along with the accountability from budget managers and Assistant Superintendent/Vice Presidents (Ev. 7).

Evaluation

Shasta College meets this standard. All funds are audited annually by an independent CPA firm. The lack of findings related to the financial statements demonstrate the District's commitment to continually improving its internal controls.

Evidence

III.D.8-01. Final Audit 2010-2011
III.D.8-02. Final Audit 2011-2012
III.D.8-03. Final Audit 2012-2013
III.D.8-04. Final Audit 2013-2014
III.D.8-05. Final Audit 2014-2015
III.D.8-06. Final Audit 2015-2016
III.D.8-07. Business Office Procedure Manual

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Description

The District has maintained a healthy fund balance, in excess of 20%, and sufficient cash reserves. The District has as a high budget priority the appropriation of uncommitted general fund reserves in the final budget. The Board of Trustees recognizes the need for cash-flow management and the necessity of considering financial uncertainties in the development of the District budget (Ev. 1).

Financial conditions and State and other funding sources are regularly reviewed by the Assistant Superintendent/Vice President of Administrative Services, the Superintendent/President, Cabinet, Budget Committee, and the Board of Trustees. This allows the District to respond to unanticipated occurrences. The Budget Committee develops contingency plans for short term cash flow emergencies (Ev. 2).

In the event of an anticipated cash flow shortage, the District can participate in the Tax Revenue Anticipation Notes (TRANs) program available to local governments for support of short-term cash flow needs. The Board of Trustees has authorized the use of TRANs in the past. The District last used the TRANs program in 2010-2011.

The District and the Board of Trustees have established appropriate risk management policies. The District is covered by a comprehensive insurance plan that includes property and liability coverage through the Statewide Association of Community Colleges Joint Powers Authority (SWACC). The District is a member of the Shasta Trinity Schools Insurance Group (STSIG), a local JPA that provides health benefits coverage consisting of medical, dental, and vision insurance. The District is a member of the Northern California Community Colleges Self-Insurance Authority (NCCSIA) for workers' compensation coverage (Ev. 3).

Evaluation

Shasta College meets this standard. During and since the downturn, the College has maintained strong reserves. Recently, the Administrative Procedure (AP 6305) concerning reserves was modified through a process led by Budget Committee to have an additional 5% reserve above the minimum 5% Board-established reserve for emergency purposes (Ev. 4). This strengthens the College's ability to be prepared to implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence

III.D.9-01. AP 6311 – Cash Management 08/18/10
III.D.9-02. Budget Committee Minutes 03/16/16
III.D.9-03. SWACC Property & Liability 2016-2017
III.D.9-04 AP 6305 – Reserves

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

The District continually assesses internal controls and makes improvements as needed to ensure sound financial management. Annual financial audits along with actual financial performance reports are used to evaluate the effective use of financial resources. BP 6300 ("Fiscal Management") requires that adequate internal controls exist (Ev. 1).

The District's Title IV programs are audited each year for financial and regulatory compliance. Each year the District has received unqualified/unmodified audit opinions from the external auditors.

Shasta College has a Director of Financial Aid and Veterans Services who oversees all financial aid processes to ensure that the institution is complying with all federal and state regulations when it comes to administering financial aid. The Director of Financial Aid submits numerous reports to the Chancellor's Office and to the Department of Education for all grants, loans, and internal scholarships that the College awards and releases to students. Monthly Financial Aid meetings are held to ensure that all staff are current on federal and state regulation changes. The District's Superintendent/President also receives notifications if there are any issues with the Department of Education. The District's Financial Aid Program has not been required to be reviewed by the U.S. Department of Education or U.S. Department of Veterans because of ongoing full compliance.

The District has an investment committee that meets quarterly with Stifel Nicolaus & Company to review investments (Ev. 2).

The Audit Subcommittee meets annually with independent auditors, and is presented the audit. Management reviews the audit for findings or compliance issues and makes corrective action if necessary. Budget to Actual Financial Reports are presented to the Board of Trustees each month (Ev. 3).

Division deans and program directors oversee expenditures for all categorical funds, including externally funded programs and grants. Budget reports for grants and categorical programs are reviewed by the Comptroller, Grant Director, or a Special Projects and Grants Analyst before final submission.

The College's Director of Grant Development is not only tasked with writing and obtaining grants, but also assists in tracking grant requirements to help ensure the College remains in compliance with grant requirements and objectives.

The College's financial report system enables all areas of the College to review historical spending patterns and track actual expenditures within an adopted budget. This system is widely available to administrators, faculty and staff. The system allows users to view budgeted amount, year-to-date expenditures, and encumbrances. The Assistant Superintendent/Vice President of Administrative Services provides a monthly Expenditure Report to the Board of Trustees (Ev. 4). Additionally, the Assistant Superintendent/Vice President of Administrative Services monitors the revenue estimates in the adopted budget, and

recommends adjustments, as needed, based on student enrollments and changes at the state level.

The relationship of the Foundation to the College and its purpose is clearly defined in Board-approved bylaws (Ev. 5). The Foundation is composed of not less than seven voting directors with the Superintendent/President of the College serving as an ex officio non-voting member. The Foundation plans all major support projects annually (Ev. 6). The Foundation is audited annually and information is included with the College's annual audit (Ev. 7)

Evaluation

Shasta College meets this standard. Adopted budgets are evaluated and monitored to ensure effective use of financial resources. The Financial Aid Office is in good standing with the Department of Education. The independent audits, both of the College and of the Shasta College Foundation, demonstrate compliance with this standard.

Evidence

III.D.10-01. BP 6300 – Fiscal Management 03/11/15
III.D.10-02. Scholarship Fund Investment Report 09/30/16
III.D.10-03. Budget to Actuals 09/30/16
III.D.10-04. Income-Expenditures-Cash Basis Report 09/30/16
III.D.10-05. Foundation Bylaws
III.D.10-06. Foundation Annual Plans
III.D.10-07. Final Audit 2015-2016 – SC Foundation (p. 19)

III.D.11. The level of financial resources provides a reasonable expectation for both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

The District has a participatory budget development process that takes into consideration both short-term and long-term financial solvency. The District has maintained a fund balance well above the five percent mandate from the State, as noted below: (Ev. 1)

	2012/13	2013/14	2014/15	2015/16	2016/17
	Actual	Actual	Actual	Estimated Actuals	Budgeted
Total Expenditures	39,046,895	41,519,756	41,402,747	44,018,061	45,203,717
Ending Fund Balance	10,526,704	10,035,107	8,430,388	10,413,391	9,012,887
% of Reserve	26.96%	24.17%	20.36%	23.66%	19.94%
Mandated 5% Reserve	1,952,345	2,075,988	2,070,137	2,200,903	2,260,186
Revolving Cash	52,500	52,500	52,500	52,500	52,500
Undesignated Fund Balance	8,521,859	7,906,619	6,307,750	8,159,988	6,700,201

The District uses multi-year financial projections incorporated with historical performance as part of the financial planning process (Ev. 2). This information is reviewed with the Budget Committee several times each year and is a key element of the budget development process (Ev. 3).

The most significant debt obligations are related to General Obligation Bonds (GO Bonds) and Lease Revenue Bonds. The GO Bonds were approved by voters and funded through local property taxes. The Lease Revenue Bonds are funded primarily through revenue-generating activities at the District.

The GO Bonds were issued to build the Tehama Campus, Trinity Campus, and the Downtown Health Sciences campus. The Lease Revenue Bonds were issued for multiple projects, including building the Student Campus Center, HVAC upgrade, solar field, parking lots, and warehouse building. The District has refunded both GO Bonds, resulting in significant savings to tax payers. A detailed debt service schedule is included in the 2014-2015 audited financial statements in Note 6 (Ev. 4).

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 exceeding the annual required contribution to its OPEB Trust (Ev. 5, Ev. 6).

Evaluation

Shasta College meets this standard. The Budget Committee regularly reviews and updates multiyear projections that incorporate realistic financial resources. These projections anticipate increases in key items such as health and wellness benefits, OPEB, and retirement contributions. The District updates biennially its actuarial study to determine its OPEB obligation. The District is ahead of its amortized schedule and regularly exceeds its annual required contribution.

Evidence

III.D.11-01. Final Budget 2016-2017 p.4
III.D.11-02. 5-Yr Budget Projections 03/02/16
III.D.11-03. Budget Committee Minutes 03/02/16
III.D.11-04. Final Audit 2014-2015 Note.6
III.D.11-05. Actuarial Study 2015
III.D.11-06. Final Audit 2014-2015 Note.11

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared by the appropriate accounting standards.

Description

As noted in Standard III.D.11., the District uses five-year financial projections as part of the budget development process. Incorporated in the projections are anticipated increases in annual costs of employer contributions toward the Public Employees Retirement System (PERS) and the State Teachers Retirement System (STRS), as well as increases in contributions toward OPEB (Ev. 1). Additionally, contractual caps are in place in bargaining contracts for future and current health benefits, ensuring the District can more readily plan for future cost escalations in health benefits.

The District is ahead of the amortization schedule required to fully fund its OPEB obligation. Over the past several years the District has regularly exceeded its Annual Required Contribution (ARC). When surplus

and/or one-time funds have become available, the District deposited additional funds into an irrevocable trust through the Community College League's Retiree Health Benefits JPA. The most recent actuarial report, completed in October 2015, shows the District Residual Unfunded Actuarial Liability (UAAL) to be ahead by $9,004,255 as of July 1, 2015 (Ev. 2).

	2012-2013	2013-2014	2014-2015
ARC	$2,072,883	$2,072,883	$2,125,965
Contributions to ARC	$2,509,391	$3,764,496	$2,300,786

Evaluation

Shasta College meets this standard. The District has been consistent with funding in staying ahead of its OPEB funding obligation. To improve beyond the minimum required by this Standard, the District plans to develop a formal plan to fully fund the OPEB obligation. Additionally, the District will include in this plan the way in which it will address the future STRS and PERS increases to ensure long-term financial stability.

The District has a current actuarial report finalized in October 2015. The District has made a consistent effort to exceed the Annual Required contribution. This has resulted in the District staying well ahead of the amortized schedule, outlined in the actuarial report, needed to fully fund its OPEB liability.

Evidence

III.D.12-01. 5-Yr Budget Projections 03/02/16
III.D.12-02. Actuarial Study 2015

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

Currently, there are three types of locally incurred debt: General Obligation Bonds (GO Bonds), Lease Revenue Bonds (LRBs), and other financing.

The GO Bonds were approved by voters, and the debt service is managed by the District and the County Assessor's Office through the levy of local property taxes. Final maturity dates range from 2028-2034. As part of the budget development process the District allocates resources to ensure repayment of debt.

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. The amount allocated to the General Fund, approximately $895,000, represents less than 2% of total General Fund expenditures and is prioritized in the budget development process. Final maturity dates range from 2017-2031. The other financing is a 2009 Energy Upgrade Loan issued by the California Energy Commission. The funds were used to update HVAC systems and lighting in order to save on operating costs. Debt service is funded through the General

Fund and represents less than .024% of General Fund Expenditures (Ev. 1, Ev. 2).

Evaluation

Shasta College meets this standard. The District maintains a low level of debt representing approximately 2% of unrestricted general fund expenditures. Lease revenue bond payments are balanced across a variety of funds and equalized over multiple years to minimize impact on current fiscal obligations.

Evidence

III.D.13-01. Financial Audit 2014-2015 p.34
III.D.13-02. Final Budget 2016-2017

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Description

All funds of the District are recorded by the Business Office. The Business Office works with program directors to ensure that all financial resources are used with integrity, in a manner consistent with the intended purpose of the funding sources, and are in compliance with Board Policy. Federal, state, student financial aid grants, and bonds are recorded in separate funds as required by law. Additionally, budgets for grants and categorical programs are reviewed by the Grant Development Office or the Business Office.

Grants are guided through the Grant Development Office. The grant applicant completes the Preliminary Grant/Project Assessment Check form (Ev. 1). This includes confirming that the project supported by the grant is aligned with the mission of the College and one or more of the Institutional Goals in the Strategic Plan and/or Educational Master Plan (Ev. 2, Ev. 3, Ev. 4, Ev. 5). The final grant application approval is provided as an action item to the Board of Trustees. Once the grant is awarded the recipient works with the Business Office to set up budget accounts. The Director of Grant Development provides technical support as needed to assist with writing reports and reviewing monthly status and financial reports. The Director of Grant Development, Comptroller, and/or a Grants and Special Projects Analyst review budgets for quarterly and annual reports of grants and categorical programs prior to being signed by the Assistant Superintendent/Vice President of Administrative Services.

Fundraising activities are approved by the Superintendent/President's Office. The Shasta College Foundation Executive Director meets bi-weekly with the Superintendent/President to ensure that activities are in line with the District's mission and priorities. The Foundation Executive Director reports to a Board of Directors. The Foundation is audited annually by the same auditor that performs the audit for the District (Ev. 6, Ev. 7).

Debt repayment obligations are assessed as part of the annual budget development process, as outlined in Standard III.D.3.

Evaluation

Shasta College meets this standard. Debt repayment obligation is assessed annually as part of the budget development process. The Business Office provides support for Program Directors overseeing categorical and auxiliary funds ensuring appropriate monitoring of activities. The Grants Office and/or the Comptroller provide direct review of financial reports for categorical and grant programs.

Evidence

III.D.14-01. Grant Project Assessment Form
III.D.14-02. Grant Flow Chart

III.D.14-03. Grant Proposal BOT Form
III.D.14-04. BP 3280 – Grants
III.D.14-05. AP 3280 – Grants
III.D.14-06. Final Audit 2015-2016 – SC Foundation (p. 19)
III.D.14-07. SC Foundation Bylaws Approved 06/11/13

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Description

The District monitors and manages student loan default rates to ensure it meets all federal requirements with respect to financial aid. The District's Financial Aid Office administers funds from various local, state, and federal agencies. Federal regulations require that a school demonstrate its ability to effectively manage Federal Student Aid (FSA) Programs. The District maintains a highly qualified financial aid staff.

BP/AP 5130 ("Financial Aid") outline the Board's requirement to adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate Federal, State, and other applicable regulatory guidelines (Ev. 1, Ev. 2).

The District's three year cohort default rate for the last three years was: FY2011 at 18.2%, FY2012 at 19.2%, and FY2013 at 22% (current). The projected FY2014 cohort default rate is currently 24%. This is within the federal default rate guidelines. These rates are monitored to ensure compliance.

The District recently partnered with Educational Credit Management Corporation (ECMC) to provide default prevention strategies (Ev. 3). The District also developed and implemented a cohort default management plan in Spring 2016 (Ev. 4). This plan outlines efforts to promote student success and efforts to reduce student loan default rates for the William D. Ford Federal Direct Loan program. It also ensures the District meet regulatory guidelines for providing entrance and exit counseling for borrowers, reporting timely and accurate information to the U.S. Department of Education, and the sharing of academic progress information across campus.

Evaluation

Shasta College meets this standard. The College is in compliance with the federal default rate guidelines. Additionally, the College implemented a cohort default management plan in Spring 2016.

Evidence

III.D.15-01. BP 5130 – Financial Aid
III.D.15-02. AP 5130 – Financial Aid
III.D.15-03. ECMC Master Service Agreement 01/2016
III.D.15-04. CDR Management Plan Draft

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Description

The District reviews all contractual agreements for compliance with institutional policies and procedures through the Office of the Assistant Superintendent/Vice President of Administrative Services. They are reviewed for consistency with the District's mission and goals, and for liability mitigation. Contracts that cause concern from a liability or compliance perspective are forwarded to legal counsel for additional review. This ensures compliance with

California Education Code, federal code, or other state and federal regulatory agency requirements (Ev. 1, Ev. 2, Ev. 3).

BP 6100 – Delegation of Authority, Business and Fiscal Affairs requires that no contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Board of Trustees (Ev. 4).

Evaluation

Shasta College meets this standard. During the Fall 2016 semester the District developed a flow chart outlining the process for contract approval. The flow chart (Ev. 5) was developed to provide clarity and ensure appropriate review at all levels for the mission and program requirements. In addition, the Assistant Superintendent/Vice President of Administrative Services is responsible for doing the final review ensuring all legal requirements are met.

Evidence

III.D.16-01. Contracts Ratification BAI BOT 11/09/16
III.D.16-02. Contract Approval Services BAI BOT 04/13/16
III.D.16-03. Contract Approval Agreement BAI BOT 04/13/16
III.D.16-04. BP 6100 – Delegation of Authority 10/14/15
III.D.16-05. Contract Flow Chart Process

Changes and Plans Arising Out of the Self-Evaluation Related to III.D

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Further develop TracDat to track expenditures and outcomes arising from the initiatives funded through the Annual Area Plan	III.D.2	Institutional Effectiveness, Director of Information Technology, College Council	2017-2018	• Implement tracking system for closing loop on initiatives that were funded in Area Planning process; including an outcome/reflection section after completion of initiative
Develop a plan to fully fund OPEB obligations	III.D.12	Budget Committee Assistant Superintendent/Vice President of Administrative Services	2017-2018	• Further enhanced fiscal stability

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Standard IV.A.: Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

Shasta College has a framework in place for the institutional leaders to create an environment for empowerment, innovation, and institutional excellence. This is seen through the College's values as outlined in its Educational Master Plan (EMP) (Ev. 1), through the participatory governance process as outlined in its Participatory Governance Manual (PGM) (Ev. 2), and through its Integrated Planning process as described in its Integrated Planning Manual (IPM) (Ev. 3). In particular, the College's values (Ev. 1) help to guide the College in its daily decision-making to ensure an environment that fosters:

- creativity and innovation
- willingness to embrace change
- learning and intellectual curiosity
- professional growth and excellence
- collegiality/cooperation and partnerships
- participation and teamwork
- mutual respect, integrity and honesty
- commitment to a positive atmosphere
- accountability
- diversity

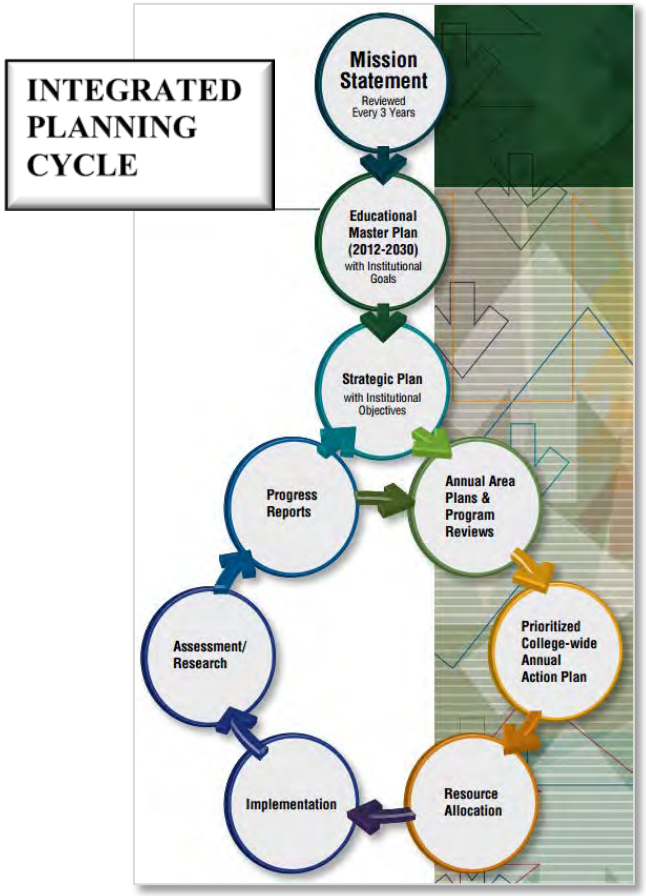
Shasta College's participatory governance approach is part of the culture and environment of the College and encourages participation of all constituent groups. Board Policy (BP) 3110 – Representative and Deliberative Groups (Ev. 4) provides for broad representation on institutional councils, committees, cabinets or commissions including community representation, where appropriate. The College's PGM outlines its governance structure and decision-making responsibilities, including the manner in which all constituent groups participate in decision-making (Ev. 2). The participatory governance process at Shasta College occurs through many constituencies including the Academic Senate; Shasta College Student Senate (SCSS); various committees, including planning and budget committees; and various councils, with the most central being College Council through which recommendations are made to the Superintendent/President and the President's Cabinet (Ev. 5). BP 2510 and Administrative Procedure (AP) 2510 – *Participation in Local Decision Making* (Ev. 6, Ev. 7) set forth the

authority and process for any member of the College community to participate in the College's decision-making processes. The College recognizes that leadership and governance occurs at many levels throughout the organization and it is the sum of all of these decisions and actions that allow the College to function and continually improve. Governance of the College is complex, with many polices, rules, regulations, agreements, and committees that are designed to facilitate decisions that support and improve institutional effectiveness. Shasta College has clearly documented policies and procedures that support the information presented in its PGM to guide decision-making and constituent group participation at all levels of the institution.

College Council, the most central of the Shasta College's councils, meets semi-monthly to discuss suggestions and input from all constituent groups to ensure wide-spread participation in the governance process and decisions regarding institution-wide improvement (Ev. 5, Ev. 8). Its membership is comprised of 9 voting members inclusive of administrators, faculty (one of which is the Academic Senate President), classified staff and one student. Non-voting members include the Superintendent/President and two administrators (Ev. 5). College Council provides each constituent group with a channel for providing input to decision-making on critical issues facing the College. BP 2510 – Participation in Local Decision Making also establishes the Mutual Agreement process between the Academic Senate and the Board of Trustees, which is used to address the eleven academic and professional matters over which the Academic Senate has authority as defined in Title 5, §53200 et seq. of the California Code of Regulations (CCR) (Ev. 6).

Students participate in the participatory governance process through SCSS, which ensures representation of students' interests within the College (Ev. 9). SCSS appoints representatives to District committees/councils, and to Academic Senate subcommittees, to ensure that student perspectives are included in decision-making (Ev. 10). The SCSS communicates to students through its officers, meetings, and campus events.

Faculty and staff are empowered to improve services and programs through Shasta College's Integrated Planning process as depicted below, and as outlined in its IPM (Ev. 3).



Shasta College's Integrated Planning process involves staff, faculty, administrators, and students in the evaluation of areas in which they are involved and allows for suggestions to improve course and program offerings. Annual Area Plans and Program Reviews provide the means for these constituency groups to bring forward Initiatives to improve College effectiveness (Ev. 11). The process and timeline

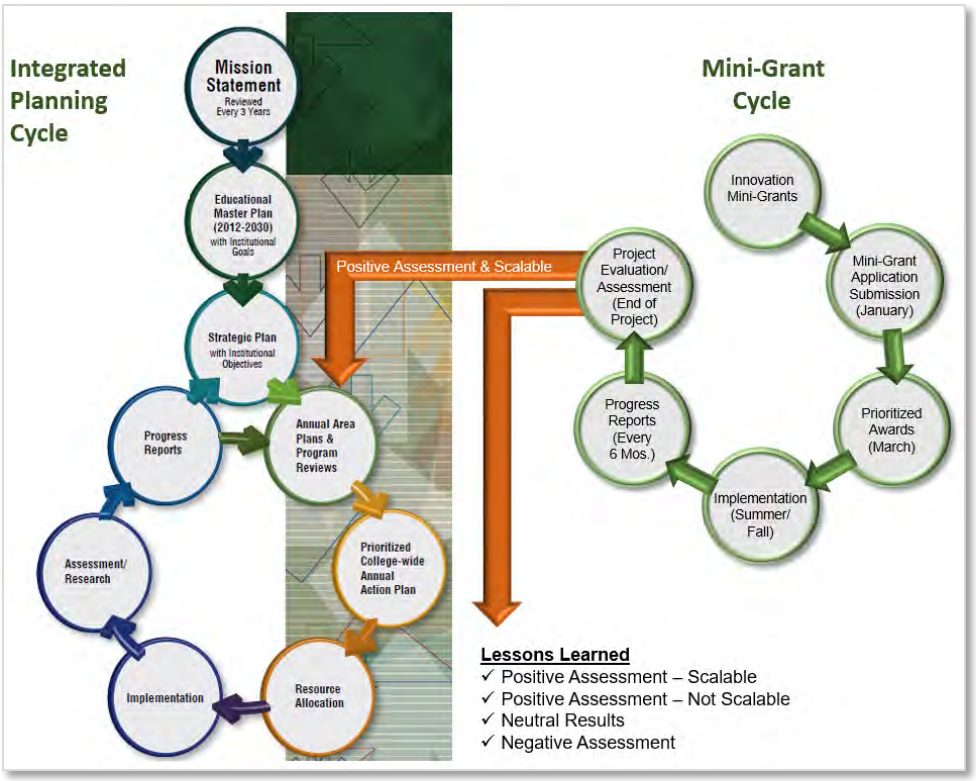
for each step in the cycle are outlined in the IPM, with the Planning Calendar, Program Review Schedule, and Disciplines and Services that Prepare Annual Area Plans specified in the Appendix (Ev. 12). A Resource Allocation Rubric, used to assess Annual Area Plan initiatives requesting College resources, is also included (Ev. 13). In addition to cyclical Program Review, faculty and staff in Career Technical Education (CTE) programs meet regularly with program advisory committees (Ev. 14) to ensure that all program offerings are appropriately aligned with current industry standards and needs.

Shasta College encourages its constituent groups to collaborate in decision-making roles and processes and has involved these groups in developing all institutional plans, including its 2015-2018 Strategic Plan (Ev. 15) and its 2012-2030 EMP (Ev. 16). These broad institutional plans guide the Board of Trustees, the College's administration, faculty and staff, and all programs and services as they take action to achieve the plans.

Shasta College's Vision statement sets forth the viewpoint of College leadership regarding the need for innovation to drive student learning and growth (Ev. 1). As part of its drive toward innovation, Shasta College participated in the State of California's 2015 and 2017 Innovation in Higher Education competitions through which it was awarded $5,000,000 and $2,000,000, respectively, for its innovation efforts (Ev. 17, Ev. 18). The spending plans outlined for the Innovation Awards (Ev. 19, Ev. 20) demonstrate the commitment of College leadership to not only continue, but expand, Shasta College's innovation efforts.

An integral part of the plan for continuous innovation from the award dollars is the Innovation Mini-Grant process for which $100,000 per year has been earmarked to provide a test environment for new, innovative ideas tied to improved Student Learning Outcomes and faster time to degree completion (Ev. 21). All administrators, faculty and staff are encouraged to submit project applications that are aligned with the criteria outlined in the mini-grants document and on the mini-grants web page (Ev. 22).

In order to tie together the mini-grant project outcomes with the College's Integrated Planning process, a mini-grant cycle was created as depicted below:



This ancillary cycle delineates the path of the mini-grant projects through evaluation and assessment. A positive assessment through the mini-grant process provides substantive support for allocating College resources toward those ideas that may have institution-wide or policy implications. Since these projects have been tested and include an assessment component, they may be good candidates for ongoing funding, through Annual Area Plan initiatives. The transition of a mini-grant project to an Area Plan Initiative allows College administrators, faculty, and staff to directly impact institutional effectiveness through a College-wide participative process that ensures effective planning, collaboration, and implementation.

Evaluation

Shasta College meets this Standard. The College is committed to participatory governance, open communication, and a collaborative college environment that encourages all employees and students to take an active role in improving College programs and services. Shasta College's PGM describes the inclusive practices by which the College operates to involve all campus constituent groups in collaborative decision making. Its policies and procedures, specifically BP 3110 – Representative and Deliberative Groups and BP/AP 2510 – Participation in Local Decision Making, provide clear authority and structure for these systematic, participative processes. The College's Integrated Planning cycle, as described in its IPM, assures effective planning and implementation of ideas and improvements brought forth by administrators, faculty, staff, and students that may affect College policy or the institution as a whole. Finally, the decision by the College's leadership to commit Innovation Award funds in support of mini-grant projects demonstrates the understanding that innovative ideas need a forum in which to be tested and flourish. With the mini-grant process open to all constituency groups, the College encourages creativity and innovative thinking integral to future

institutional effectiveness for the betterment of its students.

Evidence List

IV.A.1-01. Shasta College Vision and Values
IV.A.1-02. Participatory Governance Manual 2017 Edition
IV.A.1-03. Integrated Planning Manual 2017 Edition
IV.A.1-04. BP 3110 – Representative and Deliberative Groups
IV.A.1-05. PGM College Council Page
IV.A.1-06. BP 2510 – Participation in Local Decision Making
IV.A.1-07. AP 2510 – Participation in Local Decision Making
IV.A.1-08. College Council Web Page
IV.A.1-09. Student Senate Web Page
IV.A.1-10. Student Senate Bylaws
IV.A.1-11. IPM Annual Area Plans and Program Reviews Pages
IV.A.1-12. IPM Appendices 1-3
IV.A.1-13. IPM Resource Allocation Rubric
IV.A.1-14. CTE Advisory Councils
IV.A.1-15. 2015-2018 Strategic Plan
IV.A.1-16. Educational Master Plan
IV.A.1-17. State of California Innovation Award Meeting Minutes
IV.A.1-18. State of CA Innovation Award Web Page 2017
IV.A.1-19. Innovation Award Spending Plan 2015
IV.A.1-20. Innovation Award Spending Plan 2017
IV.A.1-21. 2017 Innovation Mini-Grant Application and Scoring Rubric
IV.A.1-22. Innovation Mini-Grants Web Page

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees.

Description

The Board Policy that grants the Shasta College Superintendent/President authority to establish commissions, councils and committees to carry out decision-making purposes is BP 3110 – Representative and Deliberative Groups. A further directive requiring broad representation from campus constituent groups (Ev. 1), BP/AP 2510 – Participation in Local Decision Making, establishes the authorities and responsibilities of the Board of Trustees, the Superintendent/President, administrators, faculty, staff and students in decision-making and governance (Ev. 2, Ev. 3). The PGM uses these policies and procedures as the basis upon which the discussion of participatory governance practices of the College rely (Ev. 4). This manual documents common types of decisions made at the College, and the guidelines involved in those decisions (Ev. 5). It outlines the committee structure for the institution, including delineation of membership, roles, reporting requirements, and responsibilities between various committee types. The PGM also contains a cross-reference for the College's participatory planning documents to the committee or council responsible for the document (Ev. 6). In addition to the PGM, information about the College's participatory governance committees can be found on its website under the heading Participatory Committees (Ev. 7). This web page provides links to information about each committee, including membership, bylaws, agendas and minutes.

Included in the PGM is the legal basis for student, faculty, and staff participation in

College decision-making as specified in Title 5. This legal basis is also present BP 2510 – Participation in Local Decision Making, and provides for student input on policies and procedures that have or will have a "significant effect on students" (Ev. 2). Those areas include:

1. Grading policies.
2. Codes of student conduct.
3. Academic disciplinary policies.
4. Curriculum development.
5. Courses or programs which should be initiated or discontinued.
6. Processes for institutional planning and budget development.
7. Standards and policies regarding student preparation and success.
8. Student services planning and development.
9. Student fees within the authority of the District to adopt.
10. Any other District policy, procedure, or related matter that the Governing Board determines will have a significant effect on students.

College-wide participation in the creation and revision of policies and procedures, including student participation, is shown on the Board Policies/Administrative Procedures Flow Chart, and Flow Chart with Descriptions, which can be found on the College's website (Ev. 8). This participation is supported by BP 2410 – Board Policies and Administrative Procedures which outlines the expectation regarding collaborative processes during the adoption of new BP/APs, or the revision of existing BP/APs (Ev. 9). AP 2410 – Board Policies and Administrative Procedures presents the process for BP/AP adoption or revision with particular emphasis on College Council, Academic Senate, and Student Senate consultation processes (Ev. 10).

Evaluation

Shasta College meets this Standard. BP 3110 – Representative and Deliberative Groups and BP/AP 2510 – Participation in Local Decision Making provide the College with clear standards for constituent group participation in decision-making. The PGM describes the participatory governance practices of the College, and comprehensively outlines its committees, councils and other representative groups. BP/AP 2410 – Board Policies and Administrative Procedures outlines the collaborative nature of BP/AP adoptions or revisions, and its consultation processes. These documents in combination ensure all campus groups have an opportunity to participate in the decision-making process, bring issues and ideas forward, and work cooperatively on policies and procedures for the College.

Evidence List

IV.A.2-01.	BP 3110 – Representative and Deliberative Groups
IV.A.2-02.	BP 2510 – Participation in Local Decision Making
IV.A.2-03.	AP 2510 – Participation in Local Decision Making
IV.A.2-04.	Participatory Governance Manual 2017 Edition
IV.A.2-05.	PGM Overview of Decisions at the College
IV.A.2-06.	PGM Planning Documents List
IV.A.2-07.	Participatory Committees Web Page
IV.A.2-08.	BP-AP Flow Charts
IV.A.2-09.	BP 2410 – Board Policies and Administrative Procedures
IV.A.2-10.	AP 2410 – Board Policies and Administrative Procedures

IV.A.3. Administrators and faculty, through policy and procedures, 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.

Description

At Shasta College, administrator and faculty roles and authorities in policy development, planning and budget development are ensured through multiple mechanisms. For faculty, BP 2510 – Participation in Local Decision Making (Ev. 1) and the Academic Senate Constitution (Ev. 2) specify the ten areas where the Board of Trustees must either rely primarily on the advice of, or come to mutual agreement with, the Academic Senate, which serves as the sole representative for faculty on academic and professional matters. These areas are commonly referred to as "10+1" (Ev. 3). Two of the items in the 10+1 areas are:

3. District and College governance structures, as related to faculty roles.
7. Processes for institutional planning and budget development.

Through this mechanism, faculty have direct and substantive roles in the development of policies in these areas, which work is largely carried out through various Academic Senate committees. The Academic Senate as a whole reviews and votes on any policies involving items listed as Mutual Agreement items in BP 2510 – Participation in Local Decision Making.

The Academic Senate Bylaws outline its authority in appointing faculty to the College and district-wide committees in which it participates (Ev. 4). Faculty, through the Academic Senate, also exercise a substantial voice in the development and approval of institutional policies and procedures as shown on the Board Policies/Administrative Procedures Flow Chart, and Flow Chart with Descriptions, which can be found on the College's website (Ev. 5). Policies approved by the Academic Senate are presented to College Council as information items (Ev 6). College Council has representatives from all college constituencies, including administrators, classified staff and students; therefore, all groups have the opportunity to comment or give input before a policy recommendation is forwarded to the Board of Trustees for consideration and final adoption.

Administrators' roles and authority in policy development are exercised through similar mechanisms. The Shasta College Academic Senate has created standing and ad-hoc subcommittees to assist in its participatory governance mandate (Ev. 7). Each of the subcommittees has administrative (non-voting) and faculty co-chairs. For example, the Assistant Superintendent/Vice President of Instruction serves as the Co-Chair for the Curriculum Committee (Ev. 8). The administrative co-chairs serve as liaisons to Instructional Council. The current standing, affiliate, and joint subcommittees are:

- Curriculum Committee
- Faculty Excellence Committee
- General Education Committee
- Scholastic Standards Committee
- Student Learning Outcomes Committee
- Textbook Committee
- Distance Education Committee
- Student Success Committee

In June 2013, Shasta College finalized its PGM which clearly describes the planning process and defines the roles of each of the constituencies in the process. This manual was updated in Spring 2017 (Ev. 9). As mentioned in the PGM, College Council is the main participatory planning and participatory governance committee (Ev. 10), but there are numerous other participatory planning and participatory governance committees. For example:

- Budget Committee
- Enrollment Management Committee
- Facilities Planning Committee
- Professional Development Committee
- Technology Planning Committee

A full list with links to the College's participatory committees can be found on the

Participatory Committees web page (Ev. 11). Each of these committees has bylaws that specify membership and operational guidelines, and are structured so that every constituent group has representation and a voice in the decision-making structure. Faculty representatives to the committees are appointed by the Academic Senate (Ev. 4); student representatives to the committees are appointed by the Student Senate per its bylaws (Ev. 12); classified representatives to the committees are appointed by the Classified Schools Employee Association (CSEA); and administrative representatives to the committees are appointed by the appropriate institutional administrator. These representatives are charged with communicating information back to their respective colleagues as well as carrying suggestions and ideas forward to the committees on which they serve.

Evaluation

Shasta College meets this Standard. The participatory governance and participatory processes at Shasta College are vigorous and viable. As outlined in the PGM, the College's participatory committees are inclusive of all constituent groups. The PGM, which relies on Title 5 and board policies for its legal basis, guides the College's participatory processes to achieve full inclusion in District-wide decision making.

Evidence

IV.A.3-01. BP 2510 – Participation in Local Decision Making
IV.A.3-02. Academic Senate Constitution
IV.A.3-03. BP 2510 Academic Senate Matters
IV.A.3-04. Academic Senate Bylaws
IV.A.3-05. BP/AP Flow Charts
IV.A.3-06. Academic Senate Minutes (12/12/2016) and College Council Agenda (03/07/2017)
IV.A.3-07. Academic Senate Committees
IV.A.3-08. Curriculum Committee Membership
IV.A.3-09. Participatory Governance Manual 2017 Edition
IV.A.3-10. PGM College Council Page
IV.A.3-11. Participatory Committees Web Page
IV.A.3-12. Student Senate Bylaws

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

Shasta College relies on faculty, the Academic Senate, and academic administrators for recommendations about curriculum and student learning programs and services. There are also many campus committees that deal directly with student learning programs and services. The Academic Senate facilitates the development of curriculum, degree and certificate requirements, educational programs, processes for Program Review, and Student Learning Outcomes (SLOs). Several subcommittees of the Academic Senate directly oversee these duties, including the Curriculum Committee, the General Education (GE) Committee, the SLO Committee, the Scholastic Standards Committee, the Distance Education Committee and the Student Success Committee. These responsibilities are outlined in the Academic Senate Bylaws (Ev. 1). Membership of each committee includes academic administrators and faculty, who work together in all of these venues to make recommendations about sustaining and improving the quality of student learning programs and services. This is the case for the baccalaureate degree as well. The full-time faculty member leads curriculum planning with the support of the Director of Health Information Management.

Pursuant to BP 2510 – Participation in Local Decision Making (Ev. 2) which outlines the role of the Academic Senate, the Board has also adopted BP 4020 - Program and Curriculum Development (Ev. 3). This policy states,

> *The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. Relying primarily upon the advice of the Academic Senate, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.*
>
> *Furthermore, these procedures shall include*
>
> - *Appropriate involvement of the faculty and Academic Senate in all processes;*
> - *Regular review and justification of programs and course descriptions;*
> - *Opportunities for training for persons involved in aspects of curriculum development; and*
> - *Consideration of job market and other related information for vocational and occupational programs.*

Faculty and academic administrators have distinct, but complementary, roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined in the Curriculum Handbook (Ev. 4) and the following BPs and APs:

- BP/AP 4020: Program and Curriculum Development (Ev. 5)
- BP 4025: Philosophy and Criteria for AS Degree and General Education (Ev. 6)
- BP/AP 4040: Library Services (Ev. 7)
- BP 4050: Articulation (Ev. 8)
- BP 4100: Graduation Requirements for Degrees and Certificates (Ev. 9)
- AP 4105: Distance Education (Ev. 10)
- BP 4220: Standards of Scholarship (Ev. 11)
- BP 4260: Prerequisites and Corequisites – Establishment and Review (Ev. 12)

The Curriculum Committee of the Academic Senate is the primary body responsible for the implementation of these policies and for managing the curriculum development and review process. The roles, responsibilities and membership of this committee are described in the Curriculum Handbook (Ev. 13). All decisions of the Curriculum Committee are regularly presented to the Academic Senate who brings forward recommendations to the Board of Trustees for approval (Ev 14). The College reviews its policies and procedures on a regular basis as described in Standards 1.C.5. and IV.C.7. of this self-evaluation.

As discussed in the IPM, all areas of the campus complete Annual Area Plans each year (Ev. 15) which include the following:

- Analysis of data on performance indicators related to student success as a basis for identifying area strengths and needed improvements;
- Results of the assessment of one to three course-level Student Learning Outcomes or service area outcomes;
- Descriptions of how the assessment results will be used to improve student learning or student support services;
- Specific Initiatives that the area will undertake to contribute to the achievement of Institutional Goals and/or Objectives;
- Requests for funding needed to implement the Initiatives; and
- Requests for additional staff positions (beyond current budgeted staffing levels).

Program Reviews, which are part of the Annual Area Plans for instructional programs, are completed every other year (Ev. 16), and include the following:

- List of the Program Learning Outcomes;
- Assessment results related to student achievement of the Program Learning Outcomes;
- Changes that are planned to increase/support student achievement of the Program Learning Outcomes;
- Resources that are needed to support students in meeting Program Learning Outcomes; and
- Report on Initiatives previously undertaken to increase/support student achievement of the Program Learning Outcomes.

The Program Review process includes both an annual review for all areas of the District as well as a two-year cycle for instructional programs. The process has undergone continuous improvement over the past five years to include review of General Studies and University Studies degrees and to allow for broader review by college constituencies through the Program Review Committee's recommendations to College Council (Ev. 17, Ev. 18).

Career technical education programs complete an additional section to document labor market needs for the career technical education program and rates of students' successful completion of degrees and/or certificates (Ev. 19).

Faculty in the academic disciplines and administrators, faculty, and classified staff in non-instructional areas generate the Annual Area Plans and Program Reviews. Through this process, faculty and academic administrators have a formalized means of bringing forth recommendations regarding curriculum matters and student learning programs and services (Ev. 20).

Evaluation

Shasta College meets this Standard. Board policies and administrative procedures relevant to curriculum matters and student learning programs and services are readily available and provide the guidelines for development and assessment. The Program Review process continues to become more robust and refined. The review timelines, and the list of areas/programs to be reviewed, are clearly outlined in the IPM. Most important, the Program Review process now provides a transparent link between department-level planning and resource allocations. While the resource allocation process as outlined in the College's Integrated Planning process has been in place since 2012-2013, a review of the initiative process timeline in relation to increased time for planning, data analysis, and reflection in the Area Plan process represents a future growth opportunity.

Evidence

IV.A.4-01. Academic Senate Bylaws
IV.A.4-02. BP 2510 – Participation in Local Decision Making
IV.A.4-03. BP 4020 – Program and Curriculum Development
IV.A.4-04. Curriculum Committee Handbook
IV.A.4-05. BP/AP 4020 – Program and Curriculum Development
IV.A.4-06. BP 4025 – Philosophy and Criteria for Associate Degree and General Education
IV.A.4-07. BP/AP 4040 – Library Services
IV.A.4-08. BP 4050 – Articulation
IV.A.4-09. BP 4100 – Graduation Requirements for Degrees and Certificates
IV.A.4-10. AP 4105 – Distance Education
IV.A.4-11. BP 4220 – Standards of Scholarship
IV.A.4-12. BP 4260 – Prerequisites and Corequisites – Establishment and Review of Prerequisites and Corequisites
IV.A.4-13. Curriculum Committee Responsibilities and Membership
IV.A.4-14. Academic Senate and Curriculum Committee Recommendations to the Board of Trustees
IV.A.4-15. IPM Annual Area Plans Pages

IV.A.4-16. IPM Program Reviews Pages
IV.A.4-17. Evolution of Program Review at Shasta College
IV.A.4-18. College Council Minutes (05/02/2017)
IV.A.4-19. TracDat CTE Labor Market Needs Section
IV.A.4-20. TracDat Area Plan Examples

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

To ensure that all relevant perspectives and input are garnered for broad institutional governance at Shasta College, faculty and staff can engage in decision-making processes at multiple levels, from department-level to College-wide. The individuals or committee making the decision are expected to make decisions in an open, participatory way, conferring with those affected by the decisions as appropriate, and in accordance with the level and type of operational decision. As evidenced in the College's PGM (Ev. 1), it has established structures and processes which require that administrators, faculty, staff and students work together on participatory planning and participatory governance committees. This facilitates the discussion of ideas and establishes the processes for effective communication among the College's constituencies. BP 2510 – Participation in Local Decision Making (Ev. 2) and the College's PGM specify timelines for decision-making to ensure that all constituent groups affected by a decision are provided sufficient time and notice for input before decisions are made, except in emergency situations.

The PGM is based upon BP 2510 – Participation in Local Decision Making. It provides clear structures and means for the effective participation of all constituent groups through the participatory governance process. Decision-making processes at the College rely on leadership in making decisions and responsibility for carrying out all of the day-to-day operational matters in departments or divisions. It recognizes that administrators possess specialized expertise, including familiarity with the laws governing their respective functions, long-term knowledge about past practice and issues, and education and training in their areas and in management principles. Many committee appointments are based upon the expertise of the individual and the need of the committee, which helps to align roles with decision-making responsibilities (Ev. 3).

As discussed in the PGM, collective bargaining agreements are negotiated on a strict schedule with designated employees representing either the District or the respective negotiating union. This type of participatory negotiation must function separately from other participatory governance activities due to its basis in collective bargaining laws (Ev. 4).

The timeline for review and approval of institutional plans can vary depending on the type of planning. The process and timeline for Strategic Plan development, Annual Area Plans and Program Reviews, and for review of the College's Mission Statement and EMP are provided in the College's IPM (Ev. 5). The annual budget development process and required approval are specified in BP/AP 6200 – Budget Preparation (Ev. 6). Other College plans, such as the Enrollment Management Plan, are developed with broad participation by all constituent groups. This is evidenced by the April 8, 2014 and April 29, 2014 College Council meeting minutes (Ev. 7).

BP/AP 2410 – Policy and Administrative Procedures specify the timeline for action on

institutional policy decisions, including the timeframes for gathering feedback from all constituent groups (Ev. 8). Curriculum revisions are reviewed and acted on monthly by the Curriculum Committee (Ev. 9) and presented to the Board of Trustees when items require board approval (Ev. 10).

Beyond the board and institutional governance formalized in the College's board policies, administrative procedures, IPM and PGM, the Board of Trustees provides for a regularly agendized opportunity through which these constituencies can report and provide their particular perspectives:

- Academic Senate
- Faculty Association
- Classified Employees' Association
- Student Senate
- Superintendent/President
- Individual Board members (Ev. 11)

Evaluation

Shasta College meets this Standard. The participatory governance and Integrated Planning processes at the College are outlined in the PGM and IPM, and are supported by District policies and procedures. Decision making processes are clearly outlined, with committee decisions and committee member responsibilities commensurate with the individual expertise and responsibilities of those involved. The inclusion of faculty, staff and students in decision-making processes allows for multiple perspectives to be considered. The planning processes outlined in the IPM, regular review of Board policies and administrative procedures, monthly curriculum meetings, and the decision-making processes outlined in the PGM demonstrate timely action on essential matters of the College.

Evidence

IV.A.5-01. Participatory Governance Manual 2017 Edition
IV.A.5-02. BP 2510 – Participation in Local Decision Making
IV.A.5-03. PGM Administrative Appointments to Committees
IV.A.5-04. PGM Negotiated Agreements
IV.A.5-05. Integrated Planning Manual 2017 Edition
IV.A.5-06. BP/AP 6200 – Budget Preparation
IV.A.5-07. College Council Minutes (04/08/2014 and 04/29/2014)
IV.A.5-08. BP/AP 2410 – Board Policies and Administrative Procedures
IV.A.5-09. Curriculum Committee Meeting Minutes (12/05/2016 and 11/07/2016)
IV.A.5-10. Board Agenda Item 9.8 (01/18/2017)
IV.A.5-11. Board Agenda Reports (02/15/2017)

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Shasta College documents and communicates decision making policies to ensure broad participation in the governance process. BP 2510 – Participation in Local Decision Making (Ev. 1) and the College's PGM (Ev. 2) outline the various decision-making processes and also provide guidance regarding the type and scope of councils and committees, and their assigned areas of responsibility. The IPM describes how decisions regarding resource allocations are made as part of the College's Integrated Planning process (Ev. 3). Decisions made in councils and committees, and through regular governance and decision-making processes, are communicated to the campus community through minutes, agendas, and supporting documents. These items are published on each council's or committee's web page which can be accessed through the main Participatory Committees web page (Ev. 4). For example, the

College Council web page includes links to agendas, minutes, and resource materials (Ev. 5). In accordance with College Council bylaws, Item 2B. College Council Working Principles (Ev. 6), the council is charged with the following:

> *B. Promote participation by all members of the campus community. Specifically:*
>
> *1) Provide everyone in the campus community with an avenue for both getting information and giving input regarding college issues and expenditures.*
>
> *2) Inform the campus community about the processes and current recommendations so that everyone can understand reasons behind funding allocations and other decisions.*
>
> *3) Provide an open forum for maximizing dialog and input from the campus community about critical issues.*

Decisions made in College Council, and the College's other councils and committees, are communicated through members of the councils and committees representing the College's constituent groups, through the minutes and other documentation available on the College's website, and for College Council, Budget Committee, and Facilities Committee, through standing reports at each Management Team meeting (Ev. 7). College Council, like most other committee meetings, are open to the College community. Deans also reserve spots on division meeting agendas for the various committee representatives to give reports on committee activities and actions and occasionally invite other administrators, such as the Dean of Enrollment Services, to attend or present at meetings (Ev. 8).

BP 2220 – Committees of the Board (Ev. 9) establishes the Governing Board's standing committees and sub committees, and provides a description of ad hoc and special committees. BP 2220 states:

> *Board committees that are composed solely of less than a quorum of members of the Board and do not have authority that may lawfully be exercised by the Board itself, are not required to comply with the California Public Meetings Act, or with these policies regarding open meetings.*

Shasta College has made it a practice to treat Board meetings not subject to the California Public Meetings Act as open meetings by adhering to standard notice protocols in publishing the agenda, through providing the meeting minutes as an information item at a subsequent regular Board meeting, and through open meeting attendance for the public. For example, the agenda for the Ad Hoc Committee on the Regular Review of Board Policy Meeting held on January 18, 2017 was published with the regular Board meeting agenda of that same date (Ev. 10). The February 15, 2017 Board agenda includes the minutes from the January 18, 2017 Ad Hoc Committee meeting as an information item (Ev. 11). By adhering to this practice, the College has provided a means for its employees and the general public to have access to decision-making discussions and outcomes even when not specifically required by law, resulting in more transparent governance of the College.

Decisions made through administrative processes that are not under open meeting laws, such as discussions and decisions at the Instructional or Student Services Councils and decisions made by the President's Cabinet, are communicated to the campus through a variety of means. For example, the Division Deans who comprise the membership of Instructional Council communicate discussions and decisions from that meeting directly to faculty and staff in their divisions through emails and presentations at regular division meetings (Ev. 8).

Superintendent/President Dr. Wyse communicates with the campus community regularly in person and via email. Each semester, he delivers a state of the College address to all of the employees at Flex Day; topics covered typically include enrollment, accreditation issues, and the budget (Ev. 12). He also sends out regular emails about important events or developments that affect college constituencies. These updates can be viewed through the President's Corner web page (Ev. 13). An example of important information relayed through this forum is the July 11, 2016 communication which discusses the rationale for the decision to place Shasta College's general obligation bond, Measure H, on the general election ballot (Ev. 14).

Evaluation

Shasta College meets this Standard. The College's processes for decision making are clearly outlined in the IPM and in the PGM. BP 2510 - Participation in Local Decision Making provides the legal basis upon which these documents are based. Communication regarding the College's decisions are well-documented through the various council and committee agendas and minutes, with these documents easily accessible through the College's website. Finally, multiple methods and modes of communication are used to inform the campus community of District-wide decisions, including web pages, emails from the Superintendent/President and other campus staff, and public announcements at Governing Board meetings.

Evidence

IV.A.6-01. BP 2510 – Participation in Local Decision Making
IV.A.6-02. Participatory Governance Manual 2017 Edition
IV.A.6-03. IPM Resource Allocation
IV.A.6-04. Participatory Committees Web Page
IV.A.6-05. College Council Web Page
IV.A.6-06. College Council Bylaws
IV.A.6-07. Management Team Meeting Agenda (12/15/2016)
IV.A.6-08. SLAM Division Meeting Agenda (02/10/2017)
IV.A.6-09. BP 2220 – Committees of the Board
IV.A.6-10. Ad Hoc Committee on the Regular Review of Board Policy Agenda (01/18/2017)
IV.A.6-11. Ad Hoc Committee on the Regular Review of Board Policy Meeting Minutes (01/18/2017)
IV.A.6-12. 2016 Fall State of the College Presentation
IV.A.6-13. President's Updates Web Pages
IV.A.6-14. President's Update (07/11/2016)

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The role of leadership and the decision-making structures at Shasta College are evaluated in a variety of ways. The Board of Trustees has the main leadership role at the College, and is evaluated annually according to BP/AP 2745 – Board Self-Evaluation (Ev. 1) which states "*The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning*." In addition to the self-evaluation, the Board annually reviews its goals to ensure they are aligned with the Superintendent/President's goals, as well as institutional goals, to ensure effective governance of the College. The Board holds an annual planning retreat during the summer at which the self-evaluation results are presented and discussed (Ev. 2). Minutes of the Board's

Retreat, inclusive of the results of the self-evaluation, are presented for approval at the next regular meeting of the Board (Ev. 3). The self-evaluation results are also presented as a separate Board agenda item (Ev. 4). The Board's Goals and Priorities refined at the Retreat are presented as a board agenda item also at its next regular meeting (Ev. 5). Presentation of these documents in a regular Board meeting agenda allows the College to communicate the Board's self-assessment and leadership goals for the coming year to campus constituencies and the general public. In tandem with the Governing Board is the Superintendent/President's leadership role. In addition to an annual evaluation process as outlined in BP/AP 2435 – Evaluation of Superintendent/President (Ev. 6), the Superintendent/President provides an evaluation of his goals from the prior year, and provides goals for the coming year that are in alignment with the Board's goals (Ev. 7). Through this joint collaboration, the Board and the Superintendent/President can ensure that the leadership and direction of the College is aligned between the top leadership roles, and is regularly evaluated to achieve effective governance.

Shasta College's IPM describes the institution's Integrated Planning cycle, which is:

> *…a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, goals and objectives, program review, resource allocation, plan implementation, and re-assessment (Ev. 8).*

The Integrated Planning cycle represents the College's planning processes on an institutional level. Since the first printing of the IPM in October 2012, it has been updated twice based upon input from the campus community (Ev. 9). In September 2013 and 2014, supplements to the original document were published, with the final 2014 Edition inclusive of the supplemental material (Ev. 10). This edition of the IPM was distributed to all permanent full-time and part-time employees of the College. In Spring 2017, the IPM was once again updated after review by College Council (Ev. 11), and was made available to all campus constituents and the general public via the Shasta College website on June 20, 2017 (Ev. 12).

Shasta College's processes for non-institution wide decision-making are best described in the PGM which outlines the College's governance structure and decision-making responsibilities; provides a description of the councils and committees inclusive of their planning document assignments; and discusses the manner in which all constituent groups participate in decision-making (Ev. 13). The PGM, finalized in 2013, was recently updated in Spring 2017 with broad input from campus constituencies (Ev. 14). The updated PGM was made available to all campus constituents and to the general public via the Shasta College website on June 15, 2017 (Ev. 15).

The BP/APs providing legal mandates and discussing the College's governance and decision-making processes undergo regular review by college constituents and the Board of Trustees. Shown below are the BP/APs relevant to the College's governance and decision-making, along with the date of the last revision:

BP/AP 2410 – Board Policies and Administrative Procedures	04/19/2017
BP 2430 – Delegation of Authority to Superintendent/President	10/14/2015
BP/AP 2435 – Evaluation of the Superintendent/ President	04/15/2015
BP/AP 2510 – Participation in Local Decision Making	04/15/2015 / 02/15/2017
BP/AP 2745 – Board Self-Evaluation	06/12/2013 / 04/15/2015
BP 3100 – Organizational	06/11/2014

Structure	
BP 3110 – Representative and Deliberative Groups	02/27/2008

Board policies and administrative procedures are easily accessed on the College's website (Board Policies and Administrative Proc). The regular review of policies and procedures is conducted by the Board's Ad Hoc Committee on the Regular Review of Board Policy (Ev. 16). The College relies on the Community College League of California's (League) Policy and Procedures service to notify the College of required legal updates and revisions (Ev. 17). The policies and procedures review process formerly relied upon either an update from the League, or was the result of a revision desired by the College. AP 2410 – Board Policies and Administrative Procedures was updated on April 29, 2017 to establish a formalized, regular review cycle (Ev. 18). This provides for a standard cycle of evaluation of the College's policies and procedures to ensure relevancy and effectiveness.

Evaluation

Shasta College meets this Standard. The two top leadership roles—the Board of Trustees and the Superintendent/President—are evaluated annually, and goals are aligned for effective governance. The College's governance and decision-making processes are clearly outlined in the IPM and the PGM. These documents are regularly reviewed, with copies available through the College's website as well as having printed copies distributed to the campus community. Board policies and administrative procedures relevant to the College's governance and participatory processes were formerly reviewed on an ad hoc basis, but have now been included in the formalized review cycle as outlined in AP 2410 – Policy and Administrative Procedures.

Evidence

IV.A.7-01. BP/AP 2745 – Board Self-Evaluation
IV.A.7-02. Board Retreat Agenda
IV.A.7-03. Board Retreat Minutes Approved 09/14/2016
IV.A.7-04. Board Self-Evaluation Results
IV.A.7-05. Board Goals and Priorities
IV.A.7-06. BP/AP 2435 – Evaluation of Superintendent/President
IV.A.7-07. Board Goals Packet 2016-2017
IV.A.7-08. Integrated Planning Manual 2017 Edition
IV.A.7-09. College Council Meeting Minutes (12/17/2013)
IV.A.7-10. IPM 2014 Edition
IV.A.7-11. IPM – College Council Minutes (05/16/2017)
IV.A.7-12. IPM – Planning Documents Web Page
IV.A.7-13. Participatory Governance Manual 2017 Edition
IV.A.7-14. PGM - College Council Minutes (05/16/2017)
IV.A.7-15. PGM – Planning Documents Web Page
IV.A.7-16. Ad Hoc Committee on the Regular Review of Board Policy Agenda (01/18/2017)
IV.A.7-17. CCLC Policies and Procedures Service Email
IV.A.7-18. AP 2410 – Board Policies and Administrative Procedures

Changes and Plans Arising Out of the Self-Evaluation Related to IV.A

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Review Initiative Process Timeline	IV.A.4	College Council	2017-2018	• Increase time for planning, data analysis, and reflection in the Area Plan process

Standard IV.B.: Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

Shasta College's Superintendent/President has primary responsibility for quality of the institution as evidenced by the Superintendent/President job description (Ev. 1) and BP 2430 – Delegation of Authority to Superintendent/President (Ev. 2), which states:

> *The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, "Subject to confirmation by the Board."*

Furthermore, BP 2430 – Delegation of Authority to the Superintendent/President mandates that:

> *"…in situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board*."

The Superintendent/President has multiple mechanisms for demonstrated leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Primary among these mechanisms are the monthly Governing Board meetings. Other venues include weekly President's Cabinet meetings, monthly Administrative Council meetings, annual Administrative Council retreats and Board retreats. Particular efforts include, but are not limited to:

- Spearheading the development of the College's Integrated Planning process as outlined in its Integrated Planning Manual (Ev. 3);
- Facilitating the creation of the College's Educational Master Plan (Ev. 4);
- Making final annual resource allocation decisions in alignment with the College's Integrated Planning process to ensure their most effective use (Ev. 5);
- Participation in semi-monthly College Council meetings (Ev. 6);
- Initiating administrative restructuring changes by adding a Dean of Institutional Effectiveness so as to ensure the quality of Shasta College as an educational institution (Ev. 7).

The Superintendent/President has provided effective leadership in the selection and development of personnel as evidenced by his participation in the final interviews for all faculty and administrators as outlined in the College's Guide to Employee Selection, Appendices A and D (Ev. 8) and AP 7125 – Selection and Appointment of Administrative Personnel (Ev. 9). In addition to effective hiring of personnel, the Superintendent/President has approved, through Annual Area Plan initiatives, funding for the last three years to support professional development focused on bringing outside employee training to the Shasta College campus (Ev. 10). He is also spearheading the College's 2016-2017 Administrative Academy as its main presenter (Ev. 11). This academy provides an opportunity for the Superintendent/President to develop new administrative personnel through ten 2.5-hour

sessions discussing personal leadership development; Shasta College mission, values, planning and culture; College operations; and the future of the institution.

Evaluation

Shasta College meets this standard. The Superintendent/President has evidenced his leadership abilities through his involvement in major initiatives of the College including the Educational Master Plan and the College's Integrated Planning process through which he has continuous involvement. The Superintendent/President's active involvement in the hiring process for faculty and administrators, as well as his commitment to leadership development, are indicative of the methods he uses to ensure quality staffing for continued institutional effectiveness.

Evidence

IV.B.1-01. Superintendent/President Job Description
IV.B.1-02. BP 2430 – Delegation of Authority to the Superintendent/President
IV.B.1-03. Integrated Planning Process Facilitation
IV.B.1-04. Educational Master Plan Facilitation
IV.B.1-05. 2016-2017 Resource Allocations
IV.B.1-06. College Council Minutes (01/21/2017 and 02/7/2017)
IV.B.1-07. Administrative Restructuring
IV.B.1-08. Guide to Employee Selection, Appendices A and D
IV.B.1-09. AP 7125 – Selection Procedures - Administrators
IV.B.1-10. Annual Area Plan Initiatives Lists
IV.B.1-11. Administrative Leadership Academy Overview

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

As depicted in the Administrative Functions Chart, the Superintendent/President has primary responsibility for all areas of the administration. This document also illustrates the delegation of authority to appropriate administrators. BP 2430 – Delegation of Authority to Superintendent/President (Ev. 1) states, "*The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions*…" and explicitly permits delegation of "… *any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.*"

The Superintendent/President participates in interviews for faculty and administrators as outlined in the Guide to Employee Selection, Appendices A and D (Ev. 2) and AP 7125 – Selection and Appointment of Administrative Personnel (Ev. 3). In addition, he provides direct oversight and evaluation of his direct reports. The Superintendent/President, in conjunction with the Cabinet members, approves all requests for staffing and restructuring of departments to insure adequate staffing to fulfill the institution's purpose (Ev. 4). The Superintendent/President receives recommendations from College Council and other participatory planning and participatory governance committees related to programs, budgets, employee relations, and overall institutional effectiveness. The Superintendent/President takes action on critical budgeting and staffing needs such as the decision to revise the position of Dean of Foundational Skills and Institutional

Effectiveness into two separate positions—Dean of Institutional Effectiveness and Associate Dean of Student Learning—in order to increase the College's focus on research and effective practices (Ev. 5).

In 2016, Shasta College was selected by The McConnell Foundation, a local, private foundation, to lead *North State Together,* a $2.5 million dollar cradle-to-career collaborative to increase educational attainment in five northern California counties. With this honor came the need for organizational restructuring which was led by the Superintendent/President, and approved by the Board of Trustees on December 14, 2016 (Ev. 6). This action is an example of an adjustment in the administrative structure to address institutional need, capacity and effectiveness.

The 2015-2018 Strategic Plan states, "*The Management Group will meet and discuss which administrators will be responsible for implementation, tracking and reporting on the progress of each Activity and Institutional Objective*," and further clarifies when and how the reporting will take place (Ev. 7). This provides an example of responsibility and authority that is delegated to administrators to implement the activities related to their specific areas of responsibility and expertise. The College's IPM, which outlines responsibilities at the various stages of the College's Integrated Planning process (Ev. 8), and PGM, which provides information on the College's committees and councils and further lists responsibility for the various planning documents (Ev. 9), provide additional examples of effective delegation of authority by the Superintendent/President.

Evaluation

Shasta College meets this standard. The Superintendent/President oversees the administrative structure of the College and initiates appropriate action to address changing needs. Through policies and procedures, and as described in the IPM and PGM, the Superintendent/President effectively delegates authority to administrators and others commensurate with their expertise and level of responsibility.

Evidence List

IV.B.2-01. BP 2430 – Delegation of Authority to Superintendent/President
IV.B.2-02. Guide to Employee Selection, Appendices A and D
IV.B.2-03. AP 7125 – Selection Procedures - Administrators
IV.B.2-04. Personnel Requisition Form
IV.B.2-05. Board Agenda Item – Position Descriptions
IV.B.2-06. Administrative Restructuring Board Agenda Item
IV.B.2-07. 2015-2018 Strategic Plan
IV.B.2-08. Integrated Planning Manual 2017 Edition
IV.B.2-09. Participatory Governance Manual 2017 Edition

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**

- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Description

Shasta College has established policies and procedures to guide the CEO's role for consistent institutional improvement of the teaching and learning environment. BP 3250 – Institutional Planning (Ev. 1) asserts that:

> "*The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.*"

The Superintendent/President has fulfilled this policy mandate through formulation or updating of the College's long-range Educational Master Plan (Ev. 2), Facilities Master Plan (Ev. 3), Equal Employment Opportunity Plan (Ev. 4), Technology Plan (Ev. 5), Student Equity Plan (Ev. 6), and various other student services plans. Since the 2011 accreditation review, measures have been put into place to ensure the College's planning is clearly outlined and is focused on continuous improvement.

Shasta College's Integrated Planning process is presented in the IPM (Ev. 7). This document provides the guidelines to be followed through planning practices that link to one another in a cycle of assessment, goals and objectives, Program Review, resource allocation, plan implementation, and re-assessment. Annual Area Plan and Program Review charts, along with a Planning Calendar – Overview, can be found in the appendices to the IPM (Ev. 8). The charts and calendar provide an effective means of assigning responsibility to various departments and divisions, and providing the timelines for accomplishment of the outlined tasks.

The College's participatory governance process is outlined in the PGM (Ev. 9). This document describes the correct process for each type of decision, the purposes of the various committees and councils, and encourages the participation of college constituencies at the appropriate points in the decision making process. The Planning Documents chart specifies the committee or council responsible for the College's various planning documents (Ev. 10).

AP 3225 – Institutional Effectiveness states, "*The District shall develop, adopt and publicly post goals that address all of the following… (3) Student performance and outcomes.*" (Ev. 11) The College fulfills this mandate by specifying institutional goals for student performance in its 2015-2018 Strategic Plan (Ev. 12). Institutional Goal 1 reads as follows:

> *Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.*

Presented to the Board of Trustees on July, 8, 2015 (Ev. 13), the College's Strategic Plan can be found on the Planning Documents web page.

As mentioned previously, BP 3250 – Institutional Planning states that the College's planning process must be supported by institutional effectiveness research (Ev. 1). At the date of the last self-study in 2011, the College had hired a Director of Research and Planning. After the Director's departure, the decision was made to hire three research analysts who now report to the new Dean of Institutional Effectiveness (Ev. 14). Projects undertaken by the new research team include: Climate Survey, Multiple Measures for Assessment Pilot Study, Student Engagement Survey, Adult Learning Inventory, Library

Survey, Online Learning Survey, and more. All reports can be found on the Office of Research and Institutional Effectiveness web page: Office of Research and Institutional Effectiveness Survey Results

Shasta College's Integrated Planning process provides the link between educational planning, and resource planning and allocation, focused on student achievement and learning. The College's IPM (Ev. 15) outlines the Annual Area Plan and Program Review process. Annual Area Plans rely on performance indicators related to student success to identify area strengths and needed improvements; results of course-level SLOs or service area outcomes; and how those results will be used to improve student learning or student support services. From this, initiatives are formed to contribute to the achievement of Institutional Goals and/or Objectives, and College resources are requested (funding and/or additional staff) to support the initiative requests. A similar process is used for Program Reviews. Initiatives from all areas and programs are then compiled and ranked to ensure College resources are being utilized to support student achievement and learning in the most effective manner. As stated in the IPM:

> *Since Institutional Goals reflect the District's commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning*. (Ev. 16)

Appendix 3 in the College's IPM is a Planning Calendar – Overview which lists tasks to be completed by year (Ev. 8). The last column of the chart shows the Evaluation of Planning & Decision-Making Processes cycle. Since the first printing of the IPM in October 2012, it has been updated twice based upon input from the campus community. In September 2013 and 2014, supplements to the original document were published, with the final 2014 Edition inclusive of the supplemental material. In spring 2017, the IPM was once again updated after review by College Council (Ev. 17). The next review of the College's institutional planning processes is scheduled for 2018-2019.

Evaluation

Shasta College meets this standard. Through a combination of board policies and administrative procedures, and processes outlined in the College's IPM and PGM, institutional decisions involving student achievement and learning are the central focus. The evaluation of areas and programs are based on sound institutional research, and the allocation of resources to support initiatives needed for goal achievement is accomplished through a clear, participatory process. Finally, the scheduled evaluation of the College's institution-wide planning processes provides for continuous improvement of the student educational experience, thus ensuring the College is fulfilling its mission.

Evidence

IV.B.3-01. BP 3250 – Institutional Planning
IV.B.3-02. Educational Master Plan
IV.B.3-03. Facilities Master Plan
IV.B.3-04. Equal Employment Opportunity Plan
IV.B.3-05. Technology Master Plan 2017-2022
IV.B.3-06. Student Equity Plan
IV.B.3-07. Integrated Planning Manual 2017 Edition
IV.B.3-08. IPM Appendices 1-3
IV.B.3-09. Participatory Governance Manual 2017 Edition
IV.B.3-10. PGM Planning Documents List
IV.B.3-11. AP 3225 – Institutional Effectiveness
IV.B.3-12. 2015-2018 Strategic Plan - Institutional Goals
IV.B.3-13. Board Agenda Item – 2015-2018 Strategic Plan
IV.B.3-14. Board Agenda Item – Research Analysts

IV.B.3-15. IPM – Annual Area Plans and Program Reviews Process
IV.B.3-16. IPM – Resource Allocation Page
IV.B.3-17. IPM – Revision Cycles

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

The Superintendent/President has the primary leadership role for accreditation at Shasta College. BP 3200 – Accreditation states:

> *The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation*. (Ev. 1)

The Superintendent/President assigned Accreditation Liaison Officer (ALO) responsibilities to the Dean of Library Services and Educational Technology in 2016 upon the departure of the Vice President of Instruction. The Superintendent/President receives regular reports from the ALO to stay informed of Eligibility Requirements, Accreditation Standards, Commission Policies, and Shasta College's accreditation standing, including the status of the self-evaluation process (Ev. 2).

Authority for assuring Shasta College's compliance with accreditation requirements is effectively delegated within the College's administrative structure. During the self-evaluation process, administrators were assigned to serve on accreditation writing teams for Standards closely associated with their respective areas of responsibility (Ev. 3). All constituency groups were involved in the self-evaluation process.

The Superintendent/President has been an active participant in the self-evaluation process, including participating in the writing of Section IV of the self-study; facilitating an accreditation update for the Board of Trustees (Ev. 4); and presenting information to the campus community providing the status of the accreditation process (Ev. 5).

As part of the Superintendent/President's leadership in accreditation matters of the institution, he has served on four accrediting teams, serving as Team Leader on two of those visits, and has led one follow-up visit. He is a member of the Chancellor's Office Accreditation Workgroup II tasked with facilitating communication between representatives of regional accreditors and institutional members to pursue a model for regional accreditation that aligns all segments of higher education in the Western region (Ev. 6). He also attended the 2017 ACCJC Inaugural Conference in April 2017. The Superintendent/President encourages administrators and faculty to submit applications to serve on ACCJC teams in order for them to become more fully educated on accreditation standards and processes (Ev. 7). In addition, the Superintendent/President has encouraged all staff to take the Accreditation Basics online course and read the Summer/Fall ACCJC News publication (Ev. 8).

Evaluation

Shasta College meets this standard. The Superintendent/President is highly involved in accreditation at the College. He holds regular meetings with the ALO to keep abreast of accreditation matters, and encourages staff to become familiar with accreditation processes. Information sessions are held for the Board of Trustees to ensure their role and responsibilities in accreditation at the College are clearly

defined. An area of future improvement would be to ensure that compliance with accreditation standards and quality improvement processes is monitored on an ongoing basis through assigning this task to the appropriate participatory committees/councils.

Evidence

IV.B.4-01. BP 3200 – Accreditation
IV.B.4-02. College Council Minutes – Accreditation Updates
IV.B.4-03. Accreditation Team Assignments Email
IV.B.4-04. Board Meeting Minutes – Accreditation Update (02/15/2017)
IV.B.4-05. FLEX Day Accreditation Update
IV.B.4-06. Chancellor's Office Accreditation Workgroup II Roster
IV.B.4-07. Shasta College ACCJC Accreditation Team Nominations
IV.B.4-08. President's Update (01/27/2017)

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board polices and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

The Shasta College Board of Trustees appointed the current Superintendent/President to his position at a special meeting held on May 27, 2011 (Ev. 1), and approved his new contract on June 10, 2015. In accordance with Section 10 of that contract, the Superintendent/President is required to "*…render 12 months of full and regular service to the District during each annual period covered by this Agreement.*" (Ev. 2) BP 2790 – Relationship Between the Governing Board and the District Superintendent/President states:

> *In accordance with the Education Code, the Board of Trustees employs a District Superintendent/President. It delegates to him/her all administrative duties and responsibilities consistent with state statutes… Administrative responsibility includes… the effective implementation of Board Policy and informing the Board how policies are being applied; advising the Board of all pertinent actions; and recommending for Board consideration modifications or changes in policy which may seem desirable.* (Ev. 3)

This statement provides clear authority for the Superintendent/President to administer the College's board policies. BP 2010 – Board Membership requires that the Board of Trustees shall consist of seven (7) members elected by the qualified voters of the District. It further states that, "*An employee of the District may not be sworn into office as an elected or appointed member of the Governing Board unless he or she resigns as an employee.*" (Ev. 4) Further, BP 2210 – Officers directs the Governing Board to "*…elect from among its members a President of the Board, Vice President of the Board, and Clerk of the Board… The CEO shall serve as Secretary to the Board.*" (Ev. 5)

These Board policies ensure that Shasta College's chief executive officer—the Superintendent/President—cannot serve as the chair of the Governing Board. The current Superintendent/President, Dr. Joe Wyse, has been the College's CEO for the past six years; therefore, there has been no need to inform the ACCJC of a CEO change.

The Superintendent/President bears primary responsibility for implementation of statutes, regulations, and Governing Board policies as stated in BP 2430 – Delegation of Authority to Superintendent/President (Ev. 6). He directs the submission of material to the Governing Board for their information and approval through formal board meeting agendas.

Reports related to items such as Capital Outlay, Retirement Board decisions, Bargaining unit

agreements, personnel matters, contracts, and construction bids are presented to the Governing Board at their regular monthly meetings, or in special meetings for that purpose. The minutes of these meetings reflect the Superintendent/President's familiarity with the regulations governing the College and his commitment to implementing practices that are consistent with the College's mission and policies (Ev. 7). Shasta College subscribes to the Community College League of California's Policy and Procedure Service in order to receive timely updates on statute and regulation changes. Board policy and administrative procedures are updated based on notifications received, and may also be reviewed even if no changes are indicated to ensure any local practices are up-to-date and conform to the College's institutional mission. These reviews take place at the Ad Hoc Committee on the Regular Review of Board Policy meetings which then makes recommendations to the Governing Board regarding policy and procedure updates (Ev. 8). The Superintendent/President is a former member of the Community College League of California's Advisory Committee on Legislation, and attends the annual legislative conference each year.

Through BP 6100 – Delegation of Authority, Business and Fiscal Affairs, the Governing Board delegates to the Superintendent/President the authority to supervise all business and fiscal affairs of the College (Ev. 9). Further, BP 6300 – Fiscal Management states, "*The District Superintendent/President shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, section 58311*." (Ev. 10) To fulfill this mandate, the Superintendent/President oversees the finances of the College through the participatory planning and participatory governance process of College Council and the Budget Committee, and works in close cooperation with the Assistant Superintendent/Vice President of Administrative Services who is delegated the authority to carry out the specific tasks to fulfill the mandate through AP 6100 – Delegation of Authority, Business and Fiscal Affairs (Ev. 11). AP 6300 – Fiscal Management states:

> *Through collaboration of College Council, the Budget Committee, and other participatory committees, both short-term and long-term goals and objectives, and broad based input, is coordinated with District educational planning.* (Ev. 12)

Because of the diverse composition of the College Council and the Budget Committee (faculty, staff, administrators, and a student), the Superintendent/President receives input from across the College. Presentations of tentative budgets are made at the Budget Committee meetings (Ev. 13) and final budgets are presented to the Board of Trustees for adoption at its regular meetings (Ev. 14). Final adopted budgets are published on the Budget Committee web page for public access. These discussions and presentations highlight the shifting nature of budget planning prompted by a volatile state budget process and the efforts by the Superintendent/President, College Council and the Budget Committee to plan accordingly.

The Superintendent/President monitors and controls budgetary issues through regular interactions with the Superintendent/President's Cabinet, the Assistant Superintendent/Vice President of Administrative Services, the Comptroller and other staff members. Monthly budget updates are given to the Superintendent/President and Governing Board at its regular meetings through the Report of Budget to Actuals and the Report of Income and Expenditures (Ev. 15). The financial report required by AB 2910 (CCFS-311Q) is provided quarterly to the Board of Trustees at its regular meetings (Ev. 16). In addition, under the direction of the Superintendent/President, the Assistant Superintendent/Vice President of Administrative Services sends budget updates through email to all employees of the College to

relay the impact of state and Federal budget decisions on Shasta College (Ev. 17).

The College undergoes an annual independent audit with the results presented by the auditor to the Board's Audit Subcommittee (Ev. 18). The audit report contains audited financial statements—including year-end balances—as well as a description of any audit findings. The audit is presented to the entire Governing Board via an agenda item at the Board's regular meeting (Ev. 19). The overall financial status of the College, as well as a discussion of any audit findings, takes place at the regular meeting for full transparency.

Evaluation

Shasta College meets this standard. The Superintendent/President bears primary responsibility for implementation of statutes, regulations, and Governing Board policies as stated in BP 2430 – Delegation of Authority to Superintendent/President. He assures this implementation through administrative procedures and appropriate delegation of authority to the Superintendent/ President's Cabinet members. The College's institutional mission is the basis for all actions including fiduciary responsibilities involving budget and expenditures.

Evidence

IV.B.5-01. Special Closed Session Meeting Agenda and Minutes-05/27/11
IV.B.5-02. Superintendent/President Contract Approved - 06/10/15
IV.B.5-03. BP 2790 – Relationship Between the Governing Board and the Superintendent/President
IV.B.5-04. BP 2010 – Board Membership
IV.B.5-05. BP 2210 – Officers
IV.B.5-06. BP 2430 – Delegation of Authority to the Superintendent/President
IV.B.5-07. Reports to Board of Trustees
IV.B.5-08. Ad Hoc Committee on the Regular Review of Board Policy Meeting Minutes 01/18/17
IV.B.5-09. BP 6100 – Delegation of Authority, Business and Fiscal Affairs
IV.B.5-10. BP 6300 – Fiscal Management
IV.B.5-11. AP 6100 – Delegation of Authority, Business and Fiscal Affairs
IV.B.5-12. AP 6300 – Fiscal Management
IV.B.5-13. Budget Committee Meeting Minutes 04/20/16
IV.B.5-14. Board Meeting Minutes – Budget Presentation - 09/14/16
IV.B.5-15. Monthly Budget Updates
IV.B.5-16. Quarterly Financial Reports
IV.B.5-17. State Budget Update
IV.B.5-18. Audit Subcommittee Meeting Agenda- 12/12/16
IV.B.5-19. Board Agenda and Minutes-12/14/16

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Description

The Superintendent/President is the most high-profile employee of the College, and his office fulfills the responsibilities for public information dissemination. The Superintendent/President is involved in the community in a variety of ways. The Superintendent/President is a member of or involved in various community organizations, such as Redding Rotary, the Redding Elks (Lodge 1073), the Shasta County School Administrators Association, the Redding Downtown Collaborative, and Shasta County Citizens Advocating Respect, among others. For a complete list, see the Superintendent/President's resume (Ev. 1). He attends the various 'State of the City' presentations in the area each year, the Simpson College Annual Business Luncheon, and various community meetings held by local legislators.

He is often asked to speak at organizations and clubs concerning higher education in general and Shasta College in particular.

Shasta College and the Superintendent/President are often the subjects of local news reports, demonstrating both transparency and public opinion of the College. Shasta College has enjoyed an open and collaborative relationship with the community in the three main counties represented (Ev. 2).

Shasta College benefits from the expertise and collaboration with local agency, business, and career/technical leaders through various advisory committees (Ev. 3). In addition, the Superintendent/President is a Workforce Development Board Member for the Northern Rural Training and Employment Consortium (NoRTEC), a consortium of eleven Northern California counties established to address the needs of job seekers and businesses in the region.

The Shasta College Foundation is structured with an executive board of 9 members and Board of Regents divided into six regions within the District. The Regents serve as community ambassadors on behalf of the College and the Foundation. Examples of recent community impact activities from 2016 include:

- Shasta College Student Art Exhibit at "O" Street Gallery in downtown Redding
- Redding Rancheria Community Fund Grant Program Dinner Sponsor
- Cesar Chavez Day of Community Service Sponsor
- Earth Day at Shasta College
- Cinco de Mayo Celebration
- Red Bluff Toastmasters Public Speaking Event
- Ink Storm "Write as Rain" Literary Publication Community Reception
- Native American Welcome Day Community Cultural Event
- 100th Anniversary National Park Service "Symphony on the Beach" Sponsor
- Sharon Randall Speaking Engagement Co-Sponsored with The McConnell Foundation, Record Searchlight Newspaper, Shasta Regional Medical Center, and Gallino, Inc.
- Four Public Service Announcements for Mental Health
- Camp Darfur Events

In addition to the above events, the Foundation has partnered with The McConnell Foundation to bring a speaker series to the community at no cost to attendees with the goal of giving back and bettering the community. Guest speakers included:

- Juan Felipe Herrera, 21st Poet Laureate of the United States
- Janet Napolitano, 20th President of the University of California System
- Pam Houston, Professor of English at UC Davis and Director of the literary nonprofit Writing By Writers
- Nínive Calegari, Co-Founder of 826 National, an influential education phenomenon that partners with schools, families and community organizations across the country
- Rick Bass, author of "All the Land to Hold Us," as well as over 30 additional books

These events and activities have solidified Shasta College's place as a sponsor and supporter of the communities it serves.

Evaluation

Shasta College meets this standard. The Superintendent/President's extensive involvement in community groups and his participation on the boards of local organizations has solidified the College's place as a community partner. The College has developed a collaborative relationship with local news agencies, and the Superintendent/President is an ongoing guest for local radio broadcasts. These communication streams allow the College to provide comprehensive information about the institution to the communities it serves.

Evidence

IV.B.6-01. Resume – Joe Wyse
IV.B.6-02. Shasta College Media Articles
IV.B.6-03. CTE Advisory Councils List

Changes and Plans Arising Out of the Self-Evaluation Related to IV.B

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Monitor Accreditation Standards and quality improvement processes though the participatory governance and committee structure	IV.B.4	College Council Instructional Council Student Services Council Academic Senate	2017-2018	• Improve knowledge of Accreditation Standards across campus • Better documentation of compliance • Improved Institutional Effectiveness

Standard IV.C.: Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Description

Shasta College has an actively engaged Board of Trustees that has authority to assure the effective governance of Shasta College. BP 2200 – Purpose and Role of the Board delineates the purpose and role of the Board and includes items related to adopting and amending policies, being responsible for all matters concerning programs of the District, oversight of budgeting, expenditures, and proper accounting, and adoption of the District's Educational Master Plan (Ev. 1). Additional explanation of the Governing Board's authority over and responsibility for establishing policies is contained in BP 2410 – Board Policies and Administrative Procedures (Ev. 2). The Board, as a whole, constitutes the Policy Committee and adoption of new or amended polices require a 2/3's (5) majority vote of the Board. AP 2410 – Board Policies and Administrative Procedures documents the way in which consultation occurs with other representative groups in the development of policies and procedures (Ev. 3).

The mission statement, contained in BP 1200 – District Mission, is the foundation for clearly defining the commitment of the College to provide open access, equity and opportunities for student success (Ev. 4). The intent of board policies and all official District publications are directed toward the success of student outcomes. The main section of board policies that have been established to assure the academic quality, integrity and effectiveness of the student learning *programs* are contained in Chapter 4 of board policies, and can be found on the College website.

The main section of board policies that have been established to assure the academic quality, integrity and effectiveness of the student learning *services* are contained in Chapter 5 of board policies.

The main section of board policies that have been established to assure the financial stability of the institution based on standard business and accounting practices can be found in Chapter 6 of board policies. The Board receives regular reports on budget to actuals and on income and expenditures at each monthly board meeting. For example, at the January 18, 2017 board meeting these items are on pages 5-6 and 103-105, respectively (Ev. 5).

Evaluation

Shasta College meets this Standard. As demonstrated above through a review of relevant board policies and administrative procedures, the Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence

IV.C.1-01. BP 2200 - Purpose and Role of the Board
IV.C.1-02. BP 2410 - Board Policies and Administrative Procedures
IV.C.1-03. AP 2410 - Board Policies and Administrative Procedures
IV.C.1-04. BP 1200 - District Mission
IV.C.1-05. Board Agenda -01/18/17

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision all board members act in support of the decision.

Description

The Shasta College Board of Trustees exhibits strong collaboration and interaction. Once the

Board reaches a decision, all board members act in support of that decision. While dissenting votes are rare, as the Board typically comes to a unanimous vote after deliberation and discussion, they do occasionally occur. For example, at the May 11, 2016 regular meeting, there was an agenda item presented to the Board for authorization to enter into an agreement with Shasta County for a bicycle facilities project (Ev. 1). After a thorough discussion (see pages 15-16 of the meeting minutes), there was a split vote of 6-1 to approve the item. The project has moved forward, and the board member with the dissenting vote has not acted or spoken out against the decision.

The Board has adopted several policies and procedures to help ensure that it acts as a collective entity and, once reaching a decision, the Board acts in support of the decision. Specifically:

- BP 2520 – Board Member Authority states that "*A Board member has authority in District matters only when acting as a member of the Governing Board in legal session. The Board will not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Governing Board.*" (Ev. 2)
- BP 2330 – Quorum and Voting defines these processes for the Board and lists which circumstances require a unanimous vote of the Board versus the typical simple majority. It also expressly states that no action shall be taken by secret ballot. (Ev. 3)

Evaluation

Shasta College meets this Standard. The Board of Trustees acts as a collective entity and acts in support of its decisions. In the occasional split vote, there is no evidence of individual board members working against the collective will of the Board.

Evidence

IV.C.2-01. Board Meeting Minutes 05/11/16
IV.C.2-02. BP 2520 - Board Member Authority
IV.C.2-03. BP 2330 - Quorum and Voting

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Description

The Shasta College Board of Trustees follows a clearly defined policy for selecting and evaluating the Superintendent/President. BP 2431 – CEO Selection broadly defines the recruitment and selection for the CEO (Ev. 1). The current Superintendent/President was hired after a nationwide search in 2011 in which the Board followed a clear hiring process. The hiring process was handled internally through the Human Resources Office with an outside consultant assisting in several phases of the search process. The Board participated in a workshop on November 6, 2010 focused on the CEO search process (Ev. 2). The hiring process included forums open to the public for each finalist, a new part of the process that had not been done at Shasta College in the past. This provided for openness and inclusiveness for all constituent groups. Board members sat on the search committee which had representatives from all constituent groups. The entire Board reviewed the recommendations from the search committee, interviewed the finalists, and made the final selection of the CEO on May 27, 2011 (Ev. 3).

BP/AP 2435 – Evaluation of the Superintendent/President (Ev. 4) requires an annual evaluation of the Superintendent/President according to the contract with the Superintendent/President. Public notice of the evaluation of the Superintendent/President is given through closed session items placed on the board

agenda. For example, see page 4 of the August 17, 2016 board agenda (Ev. 5) and page 8 of the August 17, 2016 board meeting minutes (Ev. 6) which shows the report out of closed session that the evaluation of the CEO was completed

Evaluation

Shasta College meets this Standard. A clear hiring process was followed by the Board in the hiring of the current CEO. The Board has consistently performed an annual evaluation of the CEO.

Evidence List

IV.C.3-01. BP 2431 - CEO Selection
IV.C.3-02. Board Workshop - CEO Search, Accreditation & Student Success - 11/06/10
IV.C.3-03. Special Closed Session Meeting Minutes 05/27/11
IV.C.3-04. BP/AP 2435 - Evaluation of the Superintendent/President
IV.C.3-05. Board Agenda 08/17/16
IV.C.3-06. Board Meeting Minutes 08/17/16

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Description

The Shasta College Board of Trustees is responsible for establishing policies as an independent body and works together in its decisions with regard to the governance of the College. BP 2010 – Board Membership delineates that the Board is composed of seven representatives, each elected from an area within the District, and one student member elected by the Shasta College student body (Ev. 1). BP 2200 – Purpose and Role of the Board outlines the Board's duty to adopt and amend policy (Ev. 2). A review of the various board meeting minutes demonstrates that board members routinely make comments that exhibit their awareness and involvement in local community concerns and activities during the standing individual board member reports agenda item and during discussion of action and information items at regular meetings.

The Board of Trustees conducts an annual self-evaluation with questions addressing this Standard. The self-evaluation instrument is contained in AP 2745 – Board Self-Evaluation (Ev. 3). Results from the most recent evaluation were discussed at the September 14, 2016 regular board meeting (see page 147 and following) (Ev. 4). Question 7 of this instrument states: "*Board members shield the college from unwarranted personal, public and/or political pressures*." The Board has consistently rated themselves high on this question, with an average of 5.43 or above (on a 6.0 scale) for the past three years (Ev. 5).

Evaluation

Shasta College meets this Standard. The Board is an independent, policy-making body and acts to protect the interests of the District from undue influence. Board meeting minutes reflect the performance of their duties in compliance with established policies and procedures.

Evidence

IV.C.4-01. BP 2010 - Board Membership
IV.C.4-02. BP 2200 - Purpose and Role of the Board
IV.C.4-03. AP 2745 - Board Self-Evaluation
IV.C.4-04. Board Agenda 09/14/16
IV.C.4-05. Self-Evaluation Question 7 Results

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The

governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Description

The Governing Board of Shasta College has adopted policies consistent with the College mission to ensure that the student learning programs and services have the resources needed to support them and to ensure their quality, integrity and improvement.

The mission statement, contained in BP 1200 – District Mission, is the foundation for clearly defining the commitment of the College to provide open access, equity and opportunities for student success (Ev. 1). The intent of board policies and all official district publications are directed toward the success of student outcomes. Institutional Student Learning Outcomes are defined in BP 1300 (Ev. 2). The main section of board policies that have been established to assure the academic quality, integrity and effectiveness of the student learning *programs* are contained in Chapter 4 of board policies, and can be found on the College website. Specific examples of such policies in Chapter 4 include:

- BP 4010 - Academic Calendar (Ev. 3)
- BP 4020 - Program and Curriculum Development (Ev. 4)
- BP 4025 - Philosophy and Criteria for AS Degree and General Education (Ev. 5)
- BP 4040 - Library Services (Ev. 6)
- BP 4100 - Graduation Requirements for Degrees and Certificates (Ev. 7)
- BP 4105 - Distance Education (Ev. 8)
- BP 4220 - Standards of Scholarship (Ev. 9)
- BP 4250 - Probation, Dismissal and Readmission (Ev. 10).

BP 4105 - Distance Education requires that "*all distance education have the same quality, accountability, and focus on student outcomes as the traditional course offerings*." It also requires an annual report to the Board on distance education. The last two annual presentations can be found on page 32 of the November 9, 2015 board meeting minutes (Ev. 11) and on page 22 of the September 9, 2016 board meeting minutes (Ev. 12). It also states that the District "*will continue to strive for proficiency and continuous improvement in distance education services, resources and governance to serve the District's vast region.*" AP 4105 – Distance Education emphasizes this priority, and requires "*regular, effective, and substantive contact between the instructor and the students.*" (Ev. 13)

The main section of board policies that have been established to assure the academic quality, integrity and effectiveness of the student learning *services* are contained in Chapter 5 of board policies. Specific examples of such policies in Chapter 5 include:

- BP 5050 - Student Success and Support Program (Ev. 14)
- BP 5110 - Counseling/Advising (Ev. 15)
- BP 5130 - Financial Aid (Ev. 16)
- BP 5300 - Student Equity (Ev. 17)
- BP 5500 - Standards of Conduct (Ev. 18)
- BP 5520 - Student Discipline (Ev. 19).

The main section of established board policies that have been established to assure the financial stability of the institution based on standard business and accounting practices can be found in Chapter 6 of board policies. Specific examples of such policies in Chapter 6 include:

- BP 6200 - Budget Preparation (Ev. 20)
- BP 6250 - Budget Management (Ev. 21)
- BP/AP 6300 (through AP 6315) Fiscal Management (Ev. 22)
- BP 6320 - Investments (Ev. 23)
- BP 6400 - Audits (Ev. 24)

Formal reports, placed on the agendas of regular board meetings, routinely inform the Board of Trustees about instructional programs, and the financial condition of the College. A list of such reports over the past three years is available for

review (Ev. 25). The Board of Trustees is typically kept informed on legal matters through closed session meetings as allowed by the Brown Act. The Board receives a weekly report from the Superintendent/President on the activities of the academic divisions, student services, fiscal information, and District participatory planning and participatory committees. The Superintendent/President and Assistant Superintendent/Vice Presidents schedule board agenda items requiring formal board approval as well as topics of concern or general interest to the Board.

A review of any regular board meeting agenda will show that reports from the Faculty Association, Academic Senate, Classified Employee's Association, and Student Senate are placed on each regular agenda, along with consent agenda items related to employee hiring and assignments, field trips, and employee travel. Financial reports are also reviewed each month. For example, see page 6 of the January 18, 2017 board agenda for the regular report on budget to actuals, and pages 103-105 for the monthly agenda item for the Board to approve income and expenditures (Ev. 26). The annual audit is presented to the Board each year, with the most recent having been presented at the December 14, 2016 meeting (see pages 143 to 151) (Ev. 27). Periodic reports from the Shasta College Foundation, Ad Hoc Committees (including Board Policy), and special programs are also regularly presented. All grant applications or awards and all legal contracts are presented for board approval. Items related to confidential matters, including consultation with legal counsel, are appropriately placed on the agenda and considered in closed session.

Evaluation

Shasta College meets this Standard. The review of relevant board policies outlined above demonstrates that the Board has established policies consistent with the College mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The Board fulfills its legal obligations by regularly considering hiring recommendations and contractual obligations. Legal issues are reviewed in closed session as allowed by the Brown Act. The financial integrity of the College is maintained by the Board through reviews of a tentative budget in June, and a final budget in September. A financial audit of the College by an independent auditing firm is received and reviewed annually by the Board.

Evidence

IV.C.5-01. BP 1200 - District Mission
IV.C.5-02. BP 1300 - Institutional Student Learning Outcomes
IV.C.5-03. BP 4010 - Academic Calendar
IV.C.5-04. BP 4020 - Program and Curriculum Development
IV.C.5-05. BP 4025 - Philosophy and Criteria for AS Degree and General Education
IV.C.5-06. BP 4040 - Library Services
IV.C.5-07. BP 4100 - Graduation Requirements for Degrees and Certificates
IV.C.5-08. BP 4105 - Distance Education
IV.C.5-09. BP 4220 - Standards of Scholarship
IV.C.5-10. BP 4250 - Probation, Dismissal and Readmission
IV.C.5-11. Board Meeting Minutes 09/09/15
IV.C.5-12. Board Meeting Minutes 09/14/16
IV.C.5-13. AP 4105 - Distance Education
IV.C.5-14. BP 5050 - Student Success and Support Program
IV.C.5-15. BP 5110 - Counseling/Advising
IV.C.5-16. BP 5130 - Financial Aid
IV.C.5-17. BP 5300 - Student Equity
IV.C.5-18. BP 5500 - Standards of Conduct
IV.C.5-19. BP 5520 - Student Discipline
IV.C.5-20. BP 6200 - Budget Preparation
IV.C.5-21. BP 6250 - Budget Management
IV.C.5-22. BP/AP 6300 (through AP 6315)

Fiscal Management
IV.C.5-23. BP 6320 - Investments
IV.C.5-24. BP 6400 - Audits
IV.C.5-25. 25.2014-2017 Presentations to the Board
IV.C.5-26. Board Agenda 01/18/17
IV.C.5-27. Board Agenda 12/14/16

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

Board policies and administrative procedures are published on the College website. Chapter 2 covers policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. Specific examples of such policies in Chapter 2 include:

- BP 2000 – Organization, addresses the Board's organization (Ev. 1);
- BP 2010 – Board Membership, addresses the Board's size (Ev. 2);
- BP 2200 – Purpose and Role of the Board (Ev. 3) and BP 2520 – Board Member Authority (Ev. 4) address the purpose, authority and responsibilities of the Board; and
- BP 2210 – Officers (Ev. 5) and BP 2220 (Ev. 6) – Committees of the Board address the structure of the Board, especially the officers and committees of the Board.

Many of the Board's policies address the operating procedures, including the following:

- BP 2330 – Quorum and Voting (Ev. 7)
- BP 2340 – Agendas (Ev. 8)
- BP 2360 – Minutes (Ev. 9)
- BP 2410 – Board Policies and Administrative Procedures (Ev. 10)
- BP 2510 – Participation in Local Decision Making (Ev. 11)

These policies collectively describe quorum and voting, agenda development, meeting conduct, minutes, policy and procedure development, and participation in local decision making. Administrative procedures related to the board policies provide guidance for the implementation of the policies and are published on the same web page.

Evaluation

Shasta College meets this Standard. The Board's policies and procedures, including those related to the Board's size, duties, responsibilities, structures, and operating procedures are published and readily available to all members of the College community.

Evidence

IV.C.6-01. BP 2000 – Organization
IV.C.6-02. BP 2010 – Board Membership
IV.C.6-03. BP 2200 – Purpose and Role of the Board
IV.C.6-04. BP 2520 – Board Member Authority
IV.C.6-05. BP 2210 - Officers
IV.C.6-06. BP 2220 – Committees of the Board
IV.C.6-07. BP 2330 – Quorum and Voting
IV.C.6-08. BP 2340 – Agendas
IV.C.6-09. BP 2360 – Minutes
IV.C.6-10. BP 2410 – Board Policies and Administrative Procedures
IV.C.6-11. BP 2510 – Participation in Local Decision Making

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Description

The Board adheres to its role as defined by its policies and bylaws. All board policies are listed

on the College website. The Board delegates the process of revising its policies and procedures to the Superintendent/President as outlined in BP 2790 – Relationship Between the Governing Board and the District Superintendent/President (Ev. 1). A review of board agendas and board meeting minutes, posted on the College website since 1999 demonstrate that the Board acts consistently with its policies.

The Board's regular assessment of policies and procedures occurs through the regular board meeting agendas and through regular meetings of an Ad Hoc Committee on the Regular Review of Board Policy. Nearly every regular board meeting agenda over the past four years contains first or second readings of updated board policies being presented for approval. A review of board meetings for the academic years 2014-2015, 2015-2016, and 2016-2017 show that the ad hoc committee on Regular Review of Board Policy met as follows:

Ad Hoc Committee on the Regular Review of Board Policy Meetings		
Year	Number of Meetings	Meeting Dates
2014-2015	4	10/08/14, 11/11/14, 02/18/15, 04/15/15
2015-2016	7	07/08/15, 09/09/15, 11/18/15, 02/17/16, 03/09/16, 04/13/16, 06/14/16
2016-2017	6	11/09/16, 01/18/17, 02/15/17, 04/19/17, 05/10/17, 06/14/17

Additional evidence of the regular review of board policies can be found through the tracking mechanism used by the President's Office which shows that over the five years ending June 30, 2017, 153 policies and 157 procedures have been updated and presented to the Board for approval and/or information (Ev. 2).

The College provides for timely update and review of policies through the Superintendent/President's Office. BP/AP 2410 – Board Policies and Administrative Procedures delineate the way in which new or amended policies and procedures are adopted (Ev. 3). In particular, AP 2410 describes the participation of appropriate constituent groups in the development and review of new or revised board policies and administrative procedures. Adoption of new or revised board policies requires a two-thirds majority (i.e., five trustees) affirmative vote of the Board as stated in BP 2330 – Quorum and Voting (Ev. 4). Administrative procedures are issued as statements of the methods to be used in implementation of board policy.

To stay abreast of mandated and other suggested changes to policies and procedures, the College subscribes to the Community College League of California's (CCLC) Policy and Procedure Service (Ev. 5). This service keeps the College informed of changes needed to policies and procedures because of new (or omitted) laws, regulations, and court decisions.

Evaluation

Shasta College meets this Standard. Although the evidence presented shows a large number of policies and procedures being updated annually based on the CCLC's Policy and Procedure Service, the College recently updated BP/AP 2410 – Board Policies and Administrative Procedures to ensure that all policies and procedures are reviewed at least every four years whether or not the CCLC is recommending a change or addition. This serves to improve the established process of regular review of board policies and administrative procedures.

Evidence

IV.C.7-01. BP 2790 – Relationship Between the Governing Board and the District Superintendent/President

IV.C.7-02. BP-AP Historic Summary through 06/30/2017

IV.C.7-03. BP/AP 2410 – Board Policies and Administrative Procedures
IV.C.7-04. BP 2330 – Quorum and Voting
IV.C.7-05. CCLC Policy and Procedure Service Email

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Description

The Board regularly reviews key indicators of student learning and achievement. An important method for reviewing these indicators is through two annual presentations, one focused on the State's Student Success Scorecard data and another focused on distance education. The Board's interactions with the last three annual scorecard presentations can be found in the minutes from the January 17, 2017 regular meeting (see pages 9-11 and 48-52) (Ev. 1), the February 17, 2016 regular meeting (see pages 6-7 and 27-35) (Ev. 2), and the May 14, 2014 regular meeting (see pages 7-11 and 37-63) (Ev. 3). The Board's interactions with the last three distance education reports can be viewed in the minutes from the Board's October 8, 2014 regular meeting (see pages 10 and 15-26) (Ev. 4), the September 9, 2015 regular meeting (see pages 3-4 and 17-28) (Ev. 5), and the September 14, 2016 regular meeting (see pages 3 and 15-17) (Ev. 6).

Additional examples of the Board reviewing key indicators of student learning and achievement can be found in special presentations to the Board such as on the Degree Qualifications Profile project at its May 8, 2013 regular meeting (see pages 4 and 15-36) (Ev. 7), reviewing a community collaborative effort called Reach Higher Shasta and related educational data for the region at the August 22, 2015 board retreat (see pages 3 and 17-34) (Ev. 8), determination of the District's institutional effectiveness goals for 2016-2017 at its June 14, 2016 regular meeting (see pages 4-5) (Ev. 9), and information on dual enrollment student success at the special board meeting on August 10, 2016 (see page 2) (Ev. 10).

The Board also reviews information related to the institution's goals related to student success through its review of the various planning documents which guide the institution, such as the District's long-term Educational Master Plan and its three-year Strategic Plans. The Board adopted the long-term goals of the Educational Master Plan at its June 13, 2012 regular meeting (see page 7 of the meeting minutes) (Ev. 11) and approved the entire Educational Master Plan at its October 12, 2012 regular meeting (see pages 10-11 of the meeting minutes) (Ev. 12). The Board also regularly receives the College's three-year Strategic Plans. The 2012-2015 Strategic Plan was presented to and accepted by the Board at its September 12, 2012 regular meeting (see page 12 of the meeting minutes) (Ev. 13). The 2015-2018 Strategic plan was presented to and accepted by the Board at its July 8, 2015 regular meeting (see page 7 of the meeting minutes) (Ev. 14).

Additionally, the Board reviews various plans for specific programs which contain key indicators of student learning and achievement. Most recently, the Board reviewed and approved the College's Enrollment Management Plan, Student Equity Plan and Student Success and Support Program Plan. The Enrollment Management Plan was presented to the board at the January 21, 2015 regular meeting as a discussion item (see pages 84-97 of the board agenda (Ev. 15) and pages 9-10 of the minutes (Ev. 16) from this meeting). The Student Equity Plan was presented to the Board for approval at its December 10, 2014 regular meeting (see pages 226-264 of the board agenda (Ev. 17) and page 12 of the minutes (Ev. 18) from this meeting). The Student Success and Support Plan was presented to the Board for approval at its

regular meeting held on November 12, 2014 (see pages 135-187 of the board agenda (Ev. 19) and pages 6-7 of the minutes (Ev. 20) from this meeting).

Evaluation

Shasta College meets this Standard. As demonstrated through the evidence presented above, the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. This provides accountability and helps ensure the College continues to make progress toward improving student success.

Evidence

IV.C.8-01. Board Meeting Minutes 01/18/17
IV.C.8-02. Board Meeting Minutes 02/17/16
IV.C.8-03. Board Meeting Minutes 05/14/14
IV.C.8-04. Board Meeting Minutes 10/08/14
IV.C.8-05. Board Meeting Minutes 09/09/15
IV.C.8-06. Board Meeting Minutes 09/14/16
IV.C.8-07. Board Meeting Minutes 05/08/13
IV.C.8-08. Board Retreat Minutes 08/22/15
IV.C.8-09. Board Meeting Minutes 06/14/16
IV.C.8-10. Special Board Meeting Minutes 08/10/16
IV.C.8-11. Board Meeting Minutes 06/13/12
IV.C.8-12. Board Meeting Minutes 10/10/12
IV.C.8-13. Board Meeting Minutes 09/12/12
IV.C.8-14. Board Meeting Minutes 07/08/15
IV.C.8-15. Board Agenda 01/21/15
IV.C.8-16. Board Meeting Minutes 01/21/15
IV.C.8-17. Board Agenda 12/10/14
IV.C.8-18. Board Meeting Minutes 12/10/14
IV.C.8-19. Board Agenda 11/12/14
IV.C.8-20. Board Meeting Minutes 11/12/14

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The Governing Board participates in training and Board member development activities offered through the Community College League of California (CCLC). New Board members are strongly encouraged to attend the CCLC Trustee workshops, especially the new trustee workshop in January of each year. They are also provided the support of other Board members. Two Board Members have completed the CCLC Excellence in Trusteeship Program. The Superintendent/President spends time with new Board members to review the Board's policies and procedures, introduce staff, tour the campuses and provide general orientation and training. In these meetings, special attention is focused on the planning and resource allocation process as outlined in the Integrated Planning Manual, the Strategic Plan, and the Educational Master Plan, as well as the District mission and vision. Periodic reports are given to the Board at regular meetings to provide training and education. Examples include:

- Student Services presentation regarding North State Together at the November 9, 2016 regular meeting (Ev. 1)
- Annual Security Report presented at the October 12, 2016 regular meeting (Ev. 2)
- Special Report: All About Equity presented at the October 14, 2015 regular meeting (Ev. 3)
- Fiscal and facilities information presented at the August 22, 2015 Board Retreat (Ev. 4)
- Technology Update Report presented at the August 20, 2014 regular meeting (Ev. 5)

The College budget has a regular line item for Board development and travel. Board members regularly participate in such development and report back to the College on a regular basis. For example, see pages 18-19 of the February 17, 2016 Board Meeting minutes (Ev. 6). A list of Board member participation at statewide trainings and conferences is contained in the following table.

Updated June 2017

Fiscal Year	Conference/Training Event	Trustee Attending
2016-2017	CCLC Annual Trustee Conference	Rayola Pratt
	CCLC Effective Trusteeship Workshop	Rob Lydon, Rayola Pratt
	CCLC Annual Legislative Conference	Rayola Pratt
	CCLC Student Trustee Workshop	Emily Groth
2015-2016	CCLC Effective Trusteeship Workshop	Rhonda Nehr, Rayola Pratt
	CCLC Student Trustee Workshop	Cullen Smith
2014-2015	CCLC Effective Trusteeship Workshop	Rob Lydon, Rhonda Nehr, Rayola Pratt, Robert Steinacher
	CCLC Annual Legislative Conference	Rayola Pratt
	CCLC Annual Trustee Conference	Rhonda Nehr, Rayola Pratt
	CCLC Excellence in Trusteeship Program	Rhonda Nehr, Rayola Pratt
	CCLC Student Trustee Workshop	Lindsey Matheney
2013-2014	CCLC Annual Trustee Conference	Rhonda Nehr, Robert Steinacher
	Board Workshop: Session 5 - Human Resources Board Workshop: Session 6 - Collective Bargaining	Rayola Pratt, Scott Swendiman Rhonda Nehr; Scott Swendiman
2012-2013	CCLC Annual Trustee Conference	Judi Beck
	CCLC Student Trustee Workshop	Renee Schneider
2011-2012	Board Workshop: How to Run an Effective Board Meeting	Judi Beck, Rayola Pratt
	CCLC Annual Convention	Judi Beck
	CCLC Student Trustee Workshop	Michael Pratt

The Governing Board's annual self-evaluation contains questions related to Board member development and new member orientation. The most recent self-evaluation results were presented at the September 14, 2016 board meeting and the Board rated themselves on these two items at 4.29 and 5.43, respectively, on a 6-point scale, the specifics of which can be viewed on page 156 of the agenda (Ev. 7). Some desire was expressed for more on-site Board development activities and the annual Board Retreat held in the summer of 2017 was designed to include more of this kind of Board education and development.

BP 2100 – Board Elections (Ev. 8) documents that Board members have staggered terms of office, with elections held every two years in even numbered years with "*as nearly as practical, one half of the trustees shall be elected at each trustee election*." BP/AP 2110 – Vacancies on the Board documents the manner in which Board of Trustees vacancies are filled (Ev. 9).

Evaluation

Shasta College meets this Standard. The Board fulfills its obligations on this issue by leading new members through a thorough orientation procedure, which includes informational meetings with key personnel, the CCLC orientation program, and support for attending statewide trustee meetings.

Evidence

IV.C.9-01. Board Meeting Minutes 11/09/16
IV.C.9-02. Board Meeting Minutes 10/12/16
IV.C.9-03. Board Meeting Minutes 10/14/15
IV.C.9-04. Board Retreat Minutes 08/22/15

IV.C.9-05. Board Meeting Minutes 08/20/14
IV.C.9-06. Board Meeting Minutes 02/17/16
IV.C.9-07. Board Agenda 09/14/16
IV.C.9-08. BP 2100 – Board Elections
IV.C.9-09. BP/AP 2110 – Vacancies on the Board

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Description

BP/AP 2745 – Board Self-Evaluation contains the established process and the instrument used for the Board's collective self-examination (Ev. 1). The evaluation instrument assesses the Board's effectiveness in various areas. Specifically, questions 7, 8, 10, 18, 20 and 21 relate to the Board's evaluation of its effectiveness in promoting and sustaining institutional effectiveness and the quality of programs. These questions are listed below.

- Question 7 states: *Board members shield the college from unwarranted personal, public, and/or political pressures.*
- Question 8 states: *Board members stay informed about, and publicly advocate for, college goals and programs*.
- Question 10 states: *Board members consider information about programs and services in order to assess their quality.*
- Question 18 states: *Board members are informed about, and actively participate in, accreditation activities and outcomes*.
- Question 20 states: *Board members are aware of the District's plans and participatory processes.*
- Question 21 states: *The Board strives to integrate and align its annual goals with District and State educational goals.*

The Board completes it self-evaluation annually. The results are made public through inclusion as action/discussion items at regular board meetings. Evidence of this can be found in the last three years' results which were presented at the August 20, 2014 board meeting agenda (see pages 52-63) (Ev. 2), the September 9, 2015 board meeting agenda (see pages 124-135) (Ev. 3), and the September 14, 2016 board meeting agenda (see pages 147-159) (Ev. 4). The results of the self-evaluation are used to improve Board performance primarily by means of informing the Board in its annual goal setting process. Board goals are set annually through discussions at the Board Retreat held each summer and are finalized and approved at subsequent regular board meetings. An example of how the board evaluation process leads to setting goals can be found in the Board's setting of its 2016 goals. These goals can be found in the September 14, 2016 board meeting agenda on pages 144-146 (Ev. 4). The Board's 2016 self-evaluation reveals a decline in the ratings to question number 15, which states "Board members participate in Board development activities." The self-evaluation score dropped for this question over the past three years from a 5.00 on a 6-point scale in 2014 to a 4.29 in 2016. As a result, the Board added the following goal for 2016 in section 5(f):

> Evaluate the Board's participation in professional development opportunities and work with the CEO to develop a plan for selection and calendaring of training topics and events. Complete required and other pertinent trainings, such as "Sexual Harassment Prevention" and "Ethics in Public Service" in a timely manner. (Ev. 5)

Evaluation

Shasta College meets this Standard. The Board has an established evaluation process which is followed annually with the results made public at regular board meetings. The results are used to improve institutional effectiveness and Board performance and to inform the Board's annual goal setting process.

Evidence

IV.C.10-01. BP/AP 2745 – Board Self-Evaluation
IV.C.10-02. Board Agenda 08/20/14
IV.C.10-03. Board Agenda 09/09/15
IV.C.10-04. Board Agenda 09/14/16
IV.C.10-05. Board Retreat Mins 08/20/16

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Description

The Board has a code of ethics policy which is contained in BP 2715 – Code of Ethics/Standards of Practice (Ev. 1). This policy was recently updated to clarify how the Board would deal with behavior that violates its codes. The Board has not had reason to implement this policy for at least the past 10 years. The discussion surrounding updating this policy was robust and can be viewed in the minutes of the Board's Ad Hoc Committee on the Regular Review of Board Policy meetings held on February 18, 2015 (Ev. 2), July 8, 2015 (Ev. 3), November 18, 2015 (Ev. 4), and February 17, 2016 (Ev. 5). The policy was included for action on the February 17, 2016 board agenda (Ev. 6) and the Board's approval of the updated policy can be found on page 15 of the February 17, 2016 board meeting minutes (Ev. 7).

BP 2710 – Conflict of Interest (Ev. 8) addresses conflicts of interest for Board members. It prohibits any financial interest in any contract made by the Board or in any contract they make in their capacity as Board members. It also prohibits "*any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to his or her duties as an officer of the district*." It also requires disclosure by a Board member for any remote interest in any contract considered by the Board. AP 2710 – Conflict of Interest (Ev. 9) defines and further explains incompatible activities, financial interest, employment, gifts and representation as related to BP 2710. AP 2712 – Conflict of Interest Code contains the District conflict of interest code as approved by the Fair Political Practices Commission (Ev. 10).

Evaluation

Shasta College meets this Standard. The Governing Board upholds a code of ethics and a conflict of interest policy. Board members do not have employment, family, ownership, or other personal financial interest in the District.

Evidence

IV.C.11-01. BP 2715 – Code of Ethics/Standards of Practice
IV.C.11-02. Ad Hoc Policy Committee Meeting Minutes 02/18/15
IV.C.11-03. Ad Hoc Policy Committee Meeting Minutes 07/08/15
IV.C.11-04. Ad Hoc Policy Committee Meeting Minutes 11/18/15
IV.C.11-05. Ad Hoc Policy Committee Meeting Minutes 02/17/16
IV.C.11-06. Board Agenda 02/17/16

IV.C.11-07. Board Meeting Minutes 02/17/16
IV.C.11-08. BP 2710 – Conflict of Interest
IV.C.11-09. AP 2710 – Conflict of Interest
IV.C.11-10. AP 2712 – Conflict of Interest Code

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Description

At Shasta College, the title of the CEO is the Superintendent/President. BP 2430 – Delegation of Authority to the Superintendent/President addresses the authority granted to the Superintendent/President by the Governing Board (Ev. 1). Specifically, authority to administer the policies adopted by the Board and to execute the decisions of the Board requiring administrative action is given in this policy. Additionally, subject to confirmation by the Board, the Superintendent/President has the authority for fixing job responsibilities, performing personnel actions, and authorizing employment. The Superintendent/President is also authorized to reasonably interpret board policy and may delegate powers and duties to others while remaining responsible to the Board for the execution of such delegated powers and duties. BP 2790 – Relationship between the Governing Board and the District Superintendent/President further describes this relationship (Ev. 2).

The Superintendent/President is held accountable by the Board for the operation of the District primarily through the CEO evaluation process and the annual goal setting process. BP/AP 2435 – Evaluation of the Superintendent/President contain the requirements for the CEO's annual evaluation (Ev. 3). Evidence for the completion of this annual evaluation is addressed and presented in Standard 4.C.3 of this self-evaluation report.

Evaluation

Shasta College meets this Standard. The Governing Board delegates authority to the Superintendent/President as described in BP 2430 – Delegation of Authority to the Superintendent/President while holding the Superintendent/President accountable through the annual evaluation process as outlined in BP/AP 2435 – Evaluation of the Superintendent/President.

Evidence

IV.C.12-01. BP 2430 – Delegation of Authority to the Superintendent/President
IV.C.12-02. BP 2790 – Relationship between the Governing Board and the District Superintendent/President
IV.C.12-03. BP/AP 2435 – Evaluation of the Superintendent/President

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Description

The Board received updates on and is involved in the accreditation process as required by BP 3200 – Accreditation (Ev. 1). The Board establishes policies to support the College's efforts to improve and excel. Besides BP 3200 cited above, the Board has established policies and procedures to support institutional effectiveness in BP/AP 3225 – Institutional Effectiveness (Ev. 2) and institutional planning

in BP/AP 3250 – Institutional Planning (Ev. 3). These policies and procedures specifically state that the Board will hold a planning retreat each summer and defines their role in the planning process. Further, they broadly outline the areas that the institutional effectiveness goals shall address, including accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. Numerous additional board policies identify accreditation self-study standards that are supported by the policy; for example, BP 1200 – District Mission (Ev. 4), BP 2740 – Board Education (Ev. 5), BP 2745 – Board Self-Evaluation (Ev. 6), BP 4030 – Academic Freedom (Ev. 7), BP 4105 – Distance Education (Ev. 8), and BP 5500 – Standards of Conduct (Ev. 9).

Evidence of the Board receiving updates on accreditation can be found in various board agenda meetings and minutes, and especially in the agendas and minutes from the annual planning retreats held each summer. Specifically note the minutes from the June 29, 2013 Board Retreat (Ev. 10) where the Board was informed on the Integrated Planning process and the participatory governance manual, the minutes from the July 26, 2014 Board Retreat (Ev. 11) at which the Board was updated on progress for the College's last mid-term report, the minutes from the August 22, 2015 Board Retreat (Ev. 12) at which the Board was updated on progress for accreditation of the pilot baccalaureate degree, and the minutes from the August 20, 2016 Board Retreat (Ev. 13) at which the Board was updated on progress of the current accreditation self-study process. Page 5 of the minutes from this meeting show where Board Member Rob Lydon volunteered to participate in preparing the governance aspect of the self-study report.

Additional examples of the Board being informed about accreditation include the following:

- The Vice President of Instruction's report to the Board at the April 9, 2014 board meeting (see page 6) (Ev. 14).
- The minutes from the special meeting of the Board on May 14, 2014 at which the Shasta College mission statement was discussed and reviewed following the cycle of review outlined in the Integrated Planning Manual and in compliance with accreditation standards (Ev. 15).
- The Board accepting the mid-term report to the ACCJC at its October 8, 2014 meeting (see page 50 of the agenda) (Ev. 16).
- The Instruction Office report to the Board on March 11, 2015 in which the Board is informed of the results of the specialized accreditation visit for the dental hygiene program (see pages 2-4) (Ev. 17).
- The Superintendent/President's report to the Board at its October 14, 2015 meeting (see page 4 of the meeting minutes) (Ev. 18).
- The Board accepting the special report to the ACCJC on the Health Information Management baccalaureate program at its October 12, 2016 meeting (see pages 134 and following) (Ev. 19).
- The Accreditation Update presented to the Board at its February 15, 2017 regular meeting (see pages 7-8) (Ev. 20).

The Board's self-evaluation includes questions to evaluate its roles and functions in the accreditation process as outlined in AP 2745 – Board Self-Evaluation (Ev. 21); specifically:

- Question 8: *Board members stay informed about, and publicly advocate for, college goals and programs*
- Question 9: *Board members establish and review policies consistent with the college mission statement*
- Question 10: *Board members consider information about programs and services in order to assess their quality*
- Question 18: *Board members are informed about, and actively participate in, accreditation activities and outcomes*

Evaluation

Shasta College meets this Standard. The Board of Trustees is informed and participates in the accreditation process and has numerous policies supporting the College's efforts to improve and excel. The Board is involved in institutional planning which supports institutional effectiveness as demonstrated above. The Board also evaluates its role and function in the accreditation process in its annual self-evaluation.

Evidence

IV.C.13-01. BP 3200 – Accreditation
IV.C.13-02. BP/AP 3225 – Institutional Effectiveness
IV.C.13-03. BP/AP 3250 – Institutional Planning
IV.C.13-04. BP 1200 – District Mission
IV.C.13-05. BP 2740 – Board Education
IV.C.13-06. BP 2745 – Board Self-Evaluation
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IV.C.13-17. Board Meeting Minutes 03/11/2015
IV.C.13-18. Board Meeting Minutes 10/14/2015
IV.C.13-19. Board Agenda 10/12/2016
IV.C.13-20. Board Meeting Minutes 02/15/2017
IV.C.13-21. AP 2745 – Board Self-Evaluation

Changes and Plans Arising Out of the Self-Evaluation Related to IV.C

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Improve Board of Trustees Professional Development	IV.C.9, IV.C.10	Board of Trustees Superintendent/President	2017-2018	• Improve knowledge of campus policies and procedures • Improve knowledge of regulatory framework governing community college operations

Quality Focus Area One: Institutional Outcomes Assessment Plan

Identification of the Need

This action project will refine and further develop the outcomes assessment process at Shasta College with the ultimate goal of creating a process that is more meaningful for faculty, less labor intensive than current practices, and structured so that assessments at the course level are more directly linked to program and institutional level outcomes. As the College continues to develop new programs and guided pathways, a comprehensive and fully integrated assessment plan will better inform decision-making. With high-quality data, faculty will have the information they need to improve course and program outcomes. It is projected that this project will have a significant long-term impact on both student learning and achievement since assessment will be fully integrated. Moreover, clearer process and better reporting and analysis tools will free up faculty time for improving outcomes.

Shasta College has participated in outcomes assessment for a number of years. The processes have had some successes following procedures as outlined in the Shasta College Outcomes Handbook. However, the Handbook was not a comprehensive assessment plan for the College. For course SLOs, the process meant that individual faculty reported the outcomes through a common system. This approach has led to positive results at the course level and meaningful departmental conversations. That said, when the College transitioned to TracDat in 2013, the process lost some momentum. The hope was that working within a modern assessment management system would make reporting and documentation easier. The College learned from this experience and will continue to enhance processes and evaluate how to improve the tool being used to ease reporting and documentation and if necessary, review other assessment management system to consider a change. The intent of the plan is to rejuvenate outcomes assessment at the College so that this work has a more significant impact on student achievement.

Projected Outcomes

- Develop an Institution-level outcomes assessment plan that will clearly define the interrelationships between learning outcomes, define processes, establishes systematic practices across the institution
- Improve the aggregation of course-level data
- Create a less labor intensive data reporting/collection process for faculty
- Ensure deeper connection between course, program and institutional level outcomes assessment
- Improve data-driven decisions surrounding improvements to courses and programs

Project Activities

Activity	Description	Responsible Party	Timeline
Establish an Institutional Assessment Committee	Form a representative committee to draft an institutional assessment plan (this could be an ad hoc committee or a special task force).	• College Council	Fall 2017

Develop an Institution-wide assessment plan	Develop an institutional assessment plan that connects all outcomes assessment practices and revises current procedures and processes. This will include reviewing all current learning outcomes processes as documented in the current Handbook. It may recommend restructuring the work and/or organization of committees to help realize the plan.	• Assessment Committee	Fall 2017
Begin reviewing options for a new or updated assessment reporting system	Research an SLO reporting tool that is easy to use, connects course level SLOs, Program SLOs, and Institutional SLOs and meets the needs as ultimately defined in the Institutional Assessment Plan. Evaluate how to improve currently used tool to accomplish this improvement.	• Research Committee • SLO Committee • PR Committee • IT Support • VPI	Fall 2017/Spring 2018
Determination of Improvements to current tool or Implementation of new SLO tool	Set up new SLO tool or make improvements to current tool and pilot select courses and programs to ensure appropriate linkages and reporting. Enter course and programs into new approach. Develop workflow for faculty.	• Research Committee • SLO Committee • PR Committee • IT Support • VPI	Spring 2018
Pilot new assessment management processes.	Select courses and programs begin using new assessment system. Training materials and support documents are developed.	• Research Committee • SLO Committee • PR Committee • Area Coordinators	Fall 2018
Full implementation of the new/revised assessment management system.	Begin College-wide use. To include training and support for new workflows.	• Research Committee • SLO Committee • PR Committee • Area Coordinators	Spring 2019/ongoing
Training surrounding the role of assessment in student learning	Develop a support and training program to support SLO assessment.	• Research Committee • SLO Committee • PR Committee • Area Coordinators	ongoing

Yearly Assessment Report	Establish a yearly reporting procedure that summarizes the "state" of outcomes assessment at the College.	• Assessment Committee • PR Committee • SLO Committee • College Council • VPI	Yearly – each May

It is anticipated that the proposed changes will have a significant impact on outcome assessment and instructional effectiveness. Most importantly, the College will develop processes that are clearer to faculty and staff and connect all levels of assessment. The College will have better aggregate data as they review courses and programs. This will give faculty a better picture of outcomes in courses, programs, and at the institutional level. A less labor intensive process will free up faculty time for data analysis, reflection, creating and revising assignments to meet the outcomes, and curriculum and course revision. Ultimately, this outcomes assessment plan will ensure a direct connection between assessment practices and improving student learning and achievement.

Resources

There will likely be no significant ongoing capital cost increases associated with this project. It is projected that if a new assessment management system is adopted, costs will be similar to the currently used system. However, there would likely be a period of time where there will be overlapping costs of licensing two systems at the same time. This could be in the $50,000 to $100,000 range. There will be one-time costs associated with the transition to a new assessment management system, especially related to human resource allocation. Should there be ways to improve the currently used system to meet the needs identified through this effort, then the costs would be related to prioritizing the human resources necessary to make the improvements.

Project Assessment

The work of this project is meant to be ongoing and will involve an annual assessment. The following indicators will be used to help the College assess the effectiveness of this initiative.

- Ease of entering data into the assessment management system
- Linkage of course, program, and institutional level outcomes data
- Creation of aggregate course-level outcome data
- Satisfaction and engagement with revised practices

Quality Focus Area Two: Enhancing Culture of Inquiry through Accessible Data and Visualization Tools.

Identification of Need:

Shasta College is committed to the use of data for Integrated Planning and decision making that will enhance efficiencies and student success. Although proud of our progress to date and our strong IT and Research Departments, this Focus Area outlines our commitment to enhancing research and data tools that will allow administrators, deans, faculty and staff improved access to the information they need to facilitate decision-making towards continuous growth.

In order to meet accreditation requirements (e.g. Student Learning Outcomes), compliance requirements (e.g. financial aid eligibility), reporting requirements to the State (e.g. FTE, headcount, degrees), fiscal accountability (financial transactions), and to make overall

sound business decisions, Shasta College must collect and report significant amounts of data. However, access to the data is limited due to the lack of broad-based employee access and proficiency in using the current systems. The majority of employees must request data or reports from the IR or IT offices to meet data needs. This can limit usability because of the time that it often takes to generate reports and also limits access for those that are unaware of what data are available. The complexity of the current systems limits the College's ability to support a culture of inquiry.

Shasta College would also like to improve our database integration between departments and across the organization which will limit any inefficiencies relating to data accuracy, consistency, and integrity. In addition to our student information system – Colleague; staff and faculty may keep data in separate systems (including Access and Excel spreadsheets, "homegrown" databases, and other reporting systems, such as SARS and TracDat. These person or program-specific systems are not always linked to the ERP or a comprehensive data warehouse and thus limit the Colleges' effectiveness on many levels, including issues of consistency of data across systems, limited accessibility by only one or two individuals, multiple data sets that don't always agree, and a lack of awareness by potential decision-makers regarding which data is collected and/or available.

This QFE outlines a plan to develop of an Electronic Data Warehouse (EDW) to solve the aforementioned challenges. The EDW will provide an integrated approach incorporating expanded data and reporting capacity, data element definitions, improved data access, strong visualization tools, staff training, and integration of data into administrative processes. Broadly, the desired outcome is to build a culture of inquiry, whereby faculty and administrators consistently make student-centered, data-informed decisions for continuous improvement.

Specific Outcomes:

- Increase access to data for faculty, staff and administrators. Utilize web-based tools and dashboards for data analysis and reporting.
- Provide professional development to improve data analysis and research capacity.
- Develop a Data Governance structure to identify, document, and communicate a common set of definitions to promote discussion using data.
- Implement user-friendly technologies to facilitate distributed, self-service information acquisition, processing and dissemination and notification.
- Convert and integrate disparate data sources into a comprehensive electronic data warehouse structure with automated extracts and updates as well as a comprehensive reporting environment. Identify and strategically address gaps in data collection by building cross functional teams with a commitment to data quality.
- Develop a culture of inquiry that supports data-driven decision-making in accordance with accreditation standards.
- Increase cost-efficiency through increased access to standard, well-defined, comprehensive information.
- Integrate data into administrative processes to improve faculty and management decision making to enhance institutional effectiveness.

Project Activities

Activity	Description	Responsible Party	Timeline
Create Project Plan	Prepare Project plan, milestones, timelines	Research / IT / MIS Work Group	Summer 2017
Define resources and/or consulting needs for implementation	Identify project components that could be leveraged with consulting support	IT/Research	Summer/Fall 2017
Add database server capacity	Build a database server to host the data warehouse tables	IT	Summer/Fall 2017
Design Data Warehouse Content	High level content design for institutional data. Database Diagrams.	IT / Research	Summer 2017
Determine Data Dictionary tools and format	Research and select tools to support electronic data element dictionary web publication and hyperlinking	IT / Research	Fall 2017
Form Data Governance structure	Formalize a Data Governance Work Group within the Research Committee	Research / Research Committee	Fall 2017
Establish implementation priorities	Identify and prioritize Data Warehouse information rollout	Data Governance work group, IT, Research Committee	Summer 2018
Data Element Dictionary	Begin prioritized data unit dictionary documentation	Research / Research Committee	Fall 2017
Build Tableau capacity	Purchase and build Tableau Server CORE license	IT	December 2017
Add Tableau User capacity	Purchase 8 additional Tableau Desktop licenses	IT	December 2017
Form DW Work Group	Form cross functional workgroup for process improvement	Research / IT / MIS Work Group	Spring 2018
Data Management / Process Improvement	Identify gaps in data collection, prioritize projects to address business processes	Research/DW Work Group / MIS Work Group / Research Committee	Ongoing 2017-2018 through 2019-2020
Build Database Programmer capacity	Hire (or assign) DBA/Programmer	IT/Research	Spring 2018
Design ETL Strategy	Purchase tools or write programs for auto scheduling of data refresh to the data warehouse	IT Programmer	Spring 2018
Build pilot project	Build out initial DW tables using Program Review standard data sets; testing of ETL strategy and programs	IT / Research	Summer 2018

Tableau Dashboards for Program Review	Publish certified data sources and dashboards to Tableau Server	Research / DW Programmer	Fall 2018
Training Administration, Faculty, Staff on new Tableau dashboards	Build professional development courses/capability	Research / IT	Summer 2018-ongoing
Implement ETL Strategy for Production reporting environment	Continue with prioritized list of data warehouse units	IT	2019-2020 Academic year
Continue Dashboard and Report development based prioritized implementation of DW projects	Continue with prioritized list of data warehouse units	IT / Research / DW Programmer	2019-2020 Academic year
Build Public Facing Dashboards and data tables	Establish a public facing presence for SC Institutional data	IT / Research / DW Programmer	Summer 2019-2020

Resources

Under the direction and guidance of the Shasta College IT Director and Interim Project Coordinator, planning meetings with key personnel are already underway to achieve the goals set out in the Focus Area. In addition to James and Toni, staff members who will be involved in these efforts include: IT Programmer and/or Consultant (and other IT staff as assigned by the IT Director), Admissions & Records staff; Office of Instruction staff, Student Services staff, Dean of Institutional Effectiveness, and Research Analysts.

Additional resources will be needed to complete the project including:

- Purchase of dedicated servers
  - Database server for hosting the data warehouse and other database and ETL programming resources
  - Tableau server for reporting environment
- Creation of Electronic Data Warehouse (Research/IT and/or Consultant/assigned IT Programmer)
  - Design content and dimensional model table structures
  - Implement ETL strategy to populate DW tables
  - Integrated electronic data element dictionary
  - IT Programmer Resource identified for EDW database support (ongoing institutional commitment)
- Data Dashboards-Purchase of additional Tableau server and desktop licenses (Supported by Equity Funds)
- Staff and Faculty Training (Supported by SSSP, Innovation funds)

Internal resources have been committed to get the planning process started. External funding sources are currently being sought and will be required to support the successful implementation of goals of this Focus Area.

Project Assessment

The assessment of this Focus Area will include formative and summative analysis of short term, mid-term and long term goals.

Short Term

- Comprehensive Data Dictionary outlying common definitions of all data elements
- Improved business processes for data entry and tracking procedures leading to improved data reliability
- Expanded data and reporting capacity for pilot project (Program Review data sets) and prioritized planned outcome areas

Mid Term

- Increased staff and faculty use of Tableau and data dashboards to assess Program Review, Annual Area Planning, and Student Learning Outcomes. Target: Deans and VP Offices, Student Services support offices, Research and IT staff, Central Offices (HR, Payroll, A&R, Division AAs)
- Data across segments and platforms is current, reliable, and integrated into data warehouse. Validated with MIS, use of automated audit reports and review, verified analysis of trends
- Professional development (including data mentors) in each instructional area and service department

Long Term

- Increased student retention and course success rates by using data to evaluate program outcomes and react based on standard verified metrics
- Improved institutional effectiveness through use of data for informed decision making. Based on standard system wide metrics from Student Success Scorecard and the SSSP/IEPI/BSI framework of indicators
- Develop a culture of purposeful planning involving the Research Office for data collection and outcomes assessment for all new program and student success initiatives or innovations

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION

The following improvements were identified during the Self-Evaluation process.

Change, Improvement, or Innovation	Standards	College Leads	Timeline	Anticipated Outcome
Improve dialogue and dissemination of information surrounding assessments	I.A, II.A	College Council, Academic Senate	2017-2018	• Improve understanding of Student Learning Outcomes, educational outcomes and campus planning efforts • Enhanced collaboration
Improve Training Associated with Program Review and SLO reporting	I.B.2, II.A.3	Program Review Committee/ SLO Committee/ Institutional Effectiveness	2017-2018	• Thorough and timely completion of SLO and Program Review reports. • Improved use of learning outcomes assessment across all divisions.
Assess Revised Program Review process	1.B.5, II.A.3	Program Review Committee, SLO Committee Institutional Effectiveness	2018-2019	• Ensure Program Review process is meeting the needs of stakeholders; make adjustments as necessary
Support faculty in data analysis associated with SLO and Program Review	I.B.6, II.A.3	Institutional Effectiveness	2017-2018	• Better understanding of how to use disaggregated populations data to support improved performance on learning outcomes. • Improved use of learning outcomes assessment across all divisions.
Enhance dialogue surrounding outcomes and achievement	I.A.2, I.B.1, II.A.3	College Council, Academic Senate Program Areas	2017-2018	• More thorough and thoughtful analysis of data as part of the Annual Area Planning process. • Better use of data in

				decision-making processes for all campus committees and councils.
Redesign College website	I.C.1	IT Marketing Representatives from governance councils	2017-2018	• Clearly articulate pathways for students • Improve communication to the community
SLO Revision Feedback from SLO Committee	II.A.	Curriculum Committee SLO Committee	2016-2017	• Improve dialogue surrounding the development of SLOs
Regular Analysis of Time to Completion	II.A.6	Institutional Effectiveness	2017-2018	• Better data to support scheduling and support services
Review PLOs for all College programs to ensure they map to ISLOs	II.A.11	PRC/ Program Faculty	2016-2017, ongoing	• Review, reflection on the relationship between PLOs and ISLOs. • Enhanced alignment between PLOs and ISLOs
Review and Evaluate Online Tutoring support services (NetTutor, Student Lingo, Tutor Lingo)	II.B.4	Associate Dean of Student Learning	2017-2018	• Improve academic support for students
Further develop TracDat to track expenditures and outcomes arising from the initiatives funded through the Annual Area Plan	III.D.2	Institutional Effectiveness, Director of Information Technology, College Council	2017-2018	• Implement tracking system for closing loop on initiatives that were funded in Area Planning process; including an outcome/reflection section after completion of initiative
Develop a plan to fully fund OPEB obligations	III.D.12	Budget Committee Assistant Superintendent/Vice President of Administrative Services	2017-2018	• Further enhanced fiscal stability

Review Initiative Process Timeline	IV.A.4	College Council	2017-2018	• Increase time for planning, data analysis, and reflection in the Area Plan process
Monitor Accreditation Standards and quality improvement processes though the participatory governance and committee structure	IV.B.4	College Council Instructional Council Student Services Council Academic Senate	2017-2018	• Improve knowledge of Accreditation Standards across campus • Better documentation of compliance • Improved Institutional Effectiveness
Improve Board of Trustees professional development	IV.C.9, IV.C.10	Board of Trustees President/Superintendent	2017-2018	• Improve knowledge of campus policies and procedures • Improve knowledge of regulatory framework governing community college operations.

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I.B.2-18. Community College Survey of Student Engagement – 2016
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II.C.1-11. Community College Survey of Student Engagement (CCSSE) Results, Spring 2016
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II.C.1-13. Enrollment Services Coordinators' Meeting, March 3, 2016 Agenda Item to discuss "Assessing Comparable Services Regardless of Physical Location"
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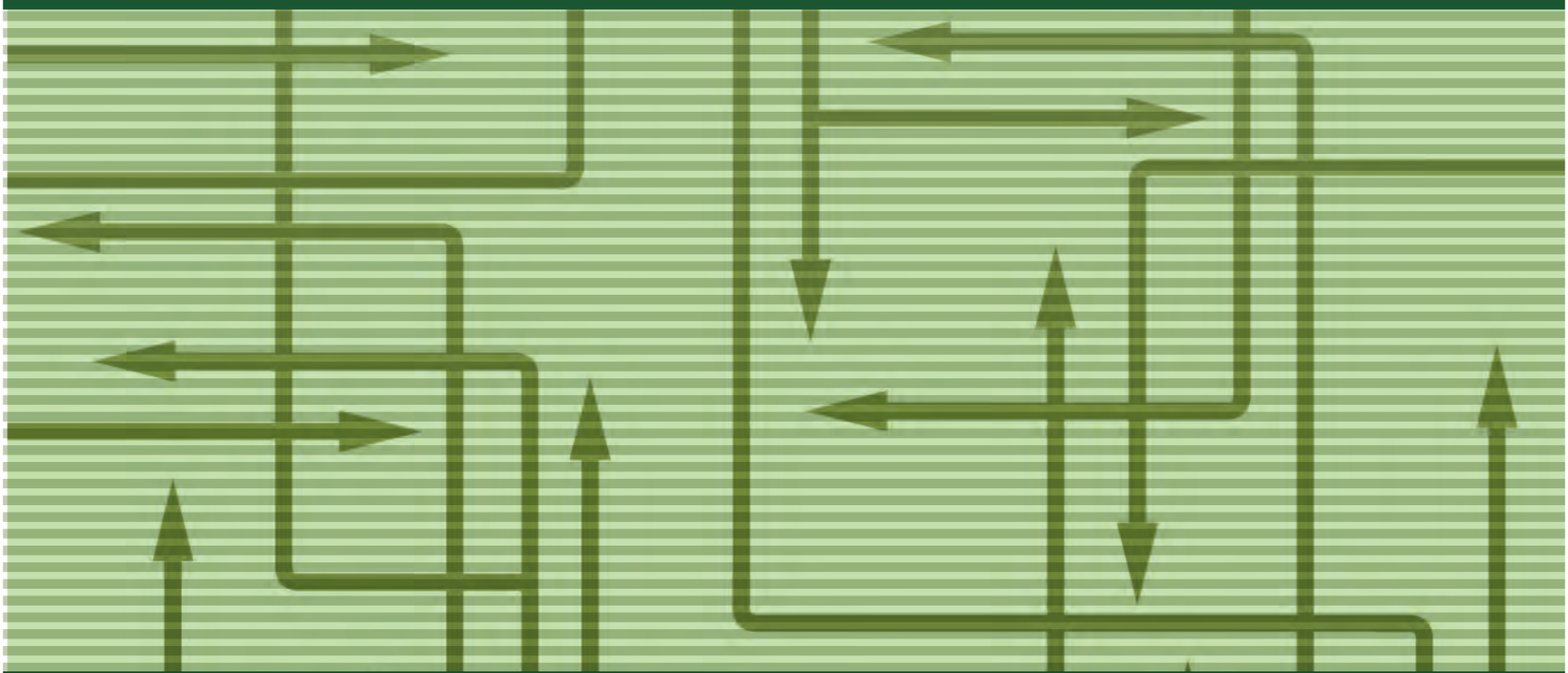

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