



## **2018-2021 Strategic Plan**

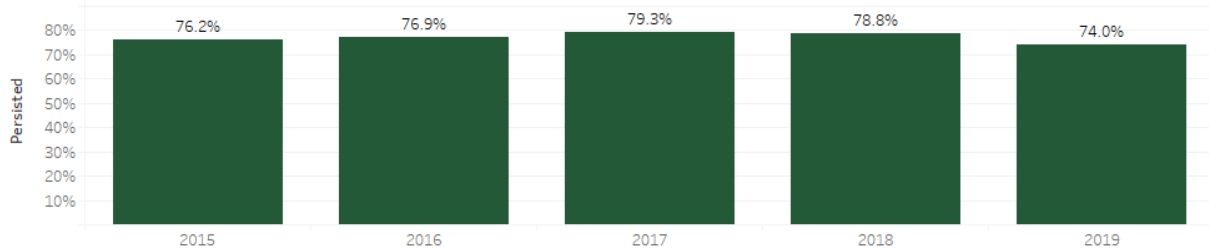
### **2020 Annual Progress Report**

This document contains a narrative summary of the progress made in 2019-20 on each activity outlined in the Strategic Plan. The Measurable Outcome Goals presented are revisions from the original Strategic Plan. They have been modified to align the Chancellor's Office Student Success Metrics and for clarity. The reporting year of 2017-18 will be used as the benchmark year for measuring success at the completion of the plan. The growth goals indicated are expected to be seen in 2021.

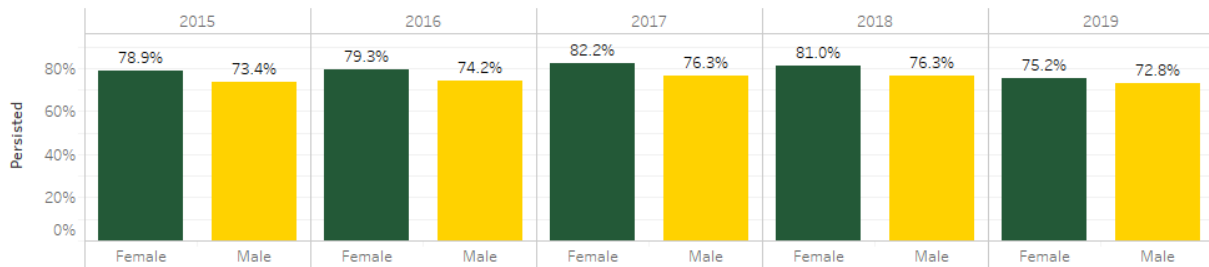
## Goal 1: First Fall-to-Spring Persistence Rate

Increase by two percent the number of fall first-time (full- and part-time) students returning the following spring semester. Those who complete a certificate or degree within the first term are also counted as “persisting.”

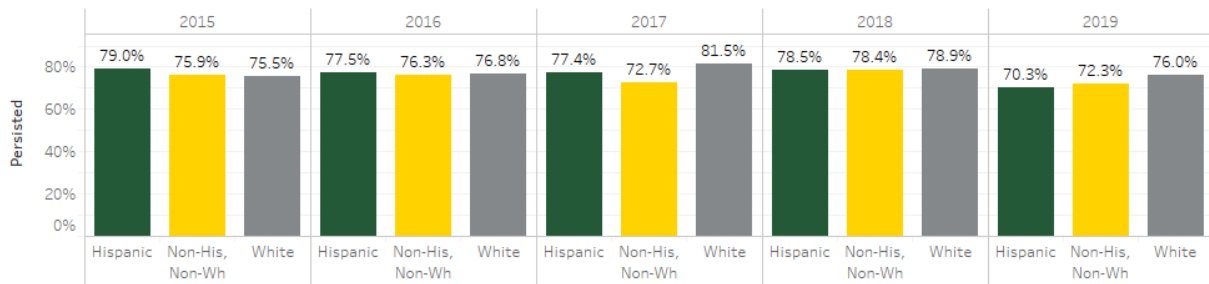
Fall to Spring Persistence Rates of First-time Students



Fall to Spring Persistence Rates of First-time Students, by Gender



Fall to Spring Persistence Rates of First-time Students, by Ethnic Group



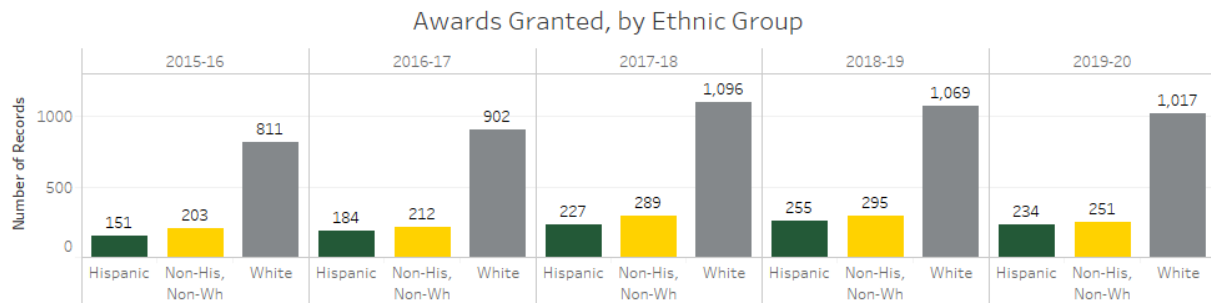
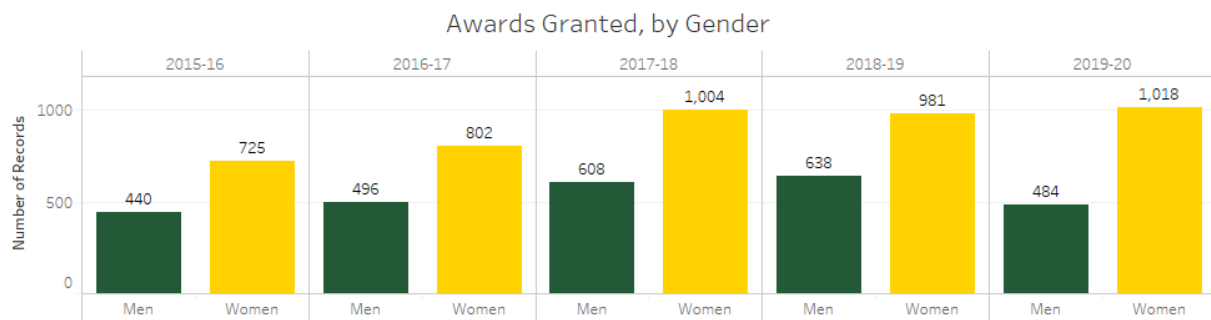
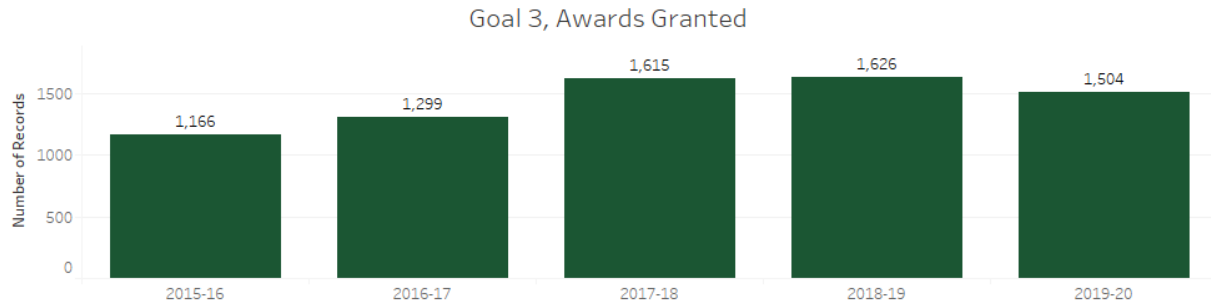
## Goal 2: Three-Year Completion Rate

Increase by two percent the number of fall first-time, full-time students earning a certificate, diploma, or are transfer-prepared within three years. "Transfer-prepared" is defined as a student who has successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  and/or transferred to a four-year institution. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned in the first-term who attempted any math or English course in the first three years.



### Goal 3: Undergraduate Credentials Awarded

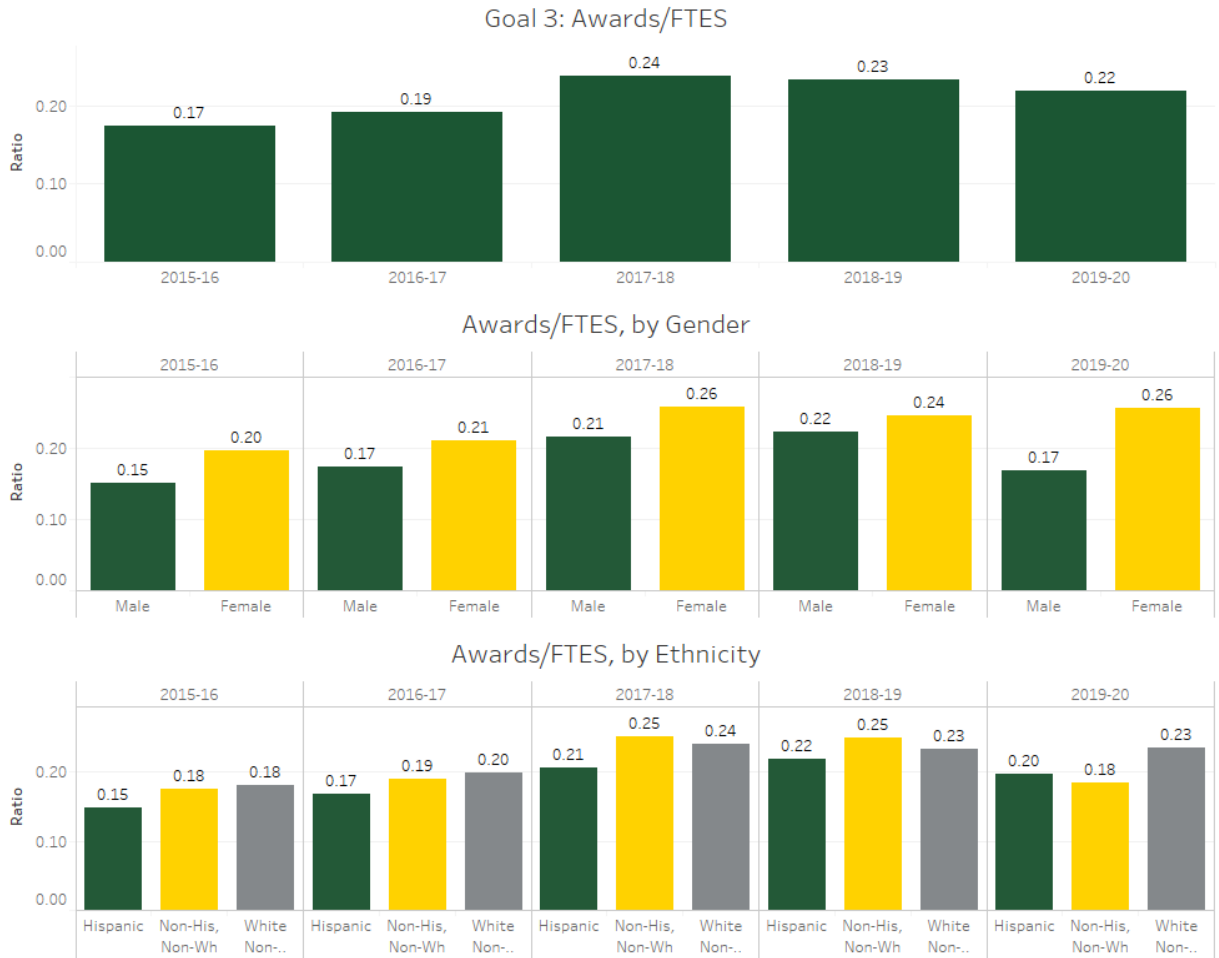
Increase by three percent the number of undergraduate certificates of eighteen units or more, associate's degrees and bachelor's degrees awarded.



Award data as of 09/22/2020

### Goal 3: Undergraduate Credentials Awarded Per FTE

Increase by three percent the number of undergraduate certificates of eighteen units or more, associate's degrees and bachelor's degrees awarded per 100 FTE.

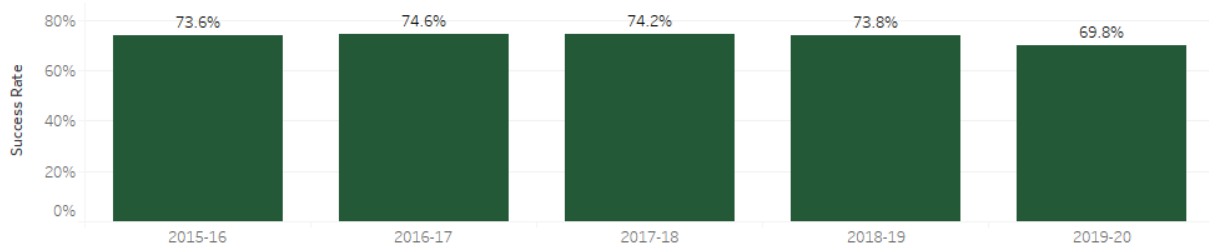


Award data as of 09/22/2020

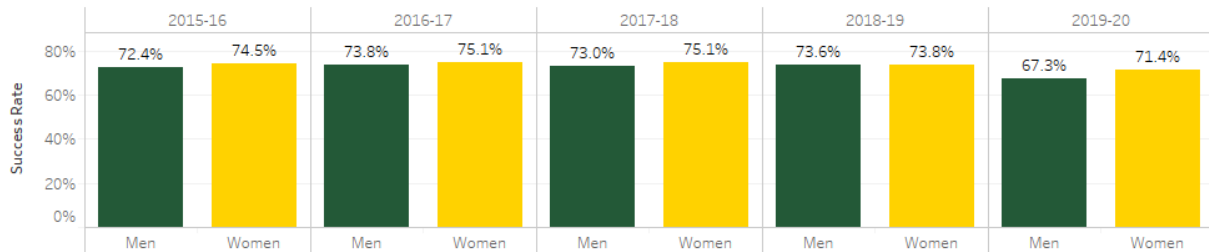
### Goal 4: Course Success

Increase by one percent the percent of students who complete credit enrollments with a grade of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated annually across the fall and spring semesters.

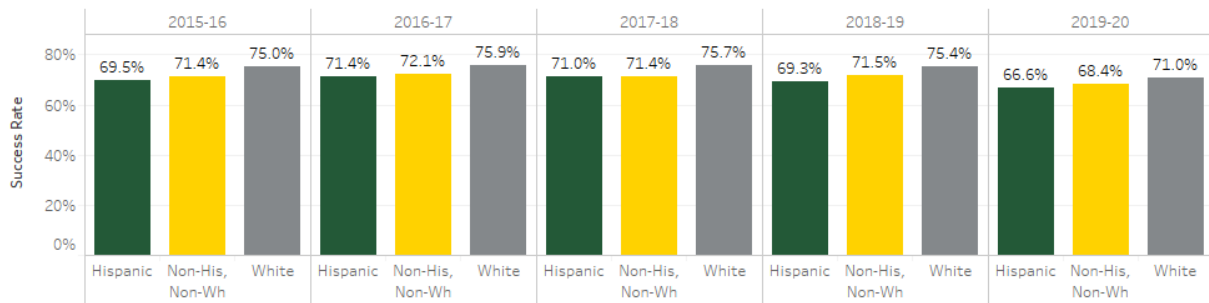
Success Rates



Success Rates, by Gender

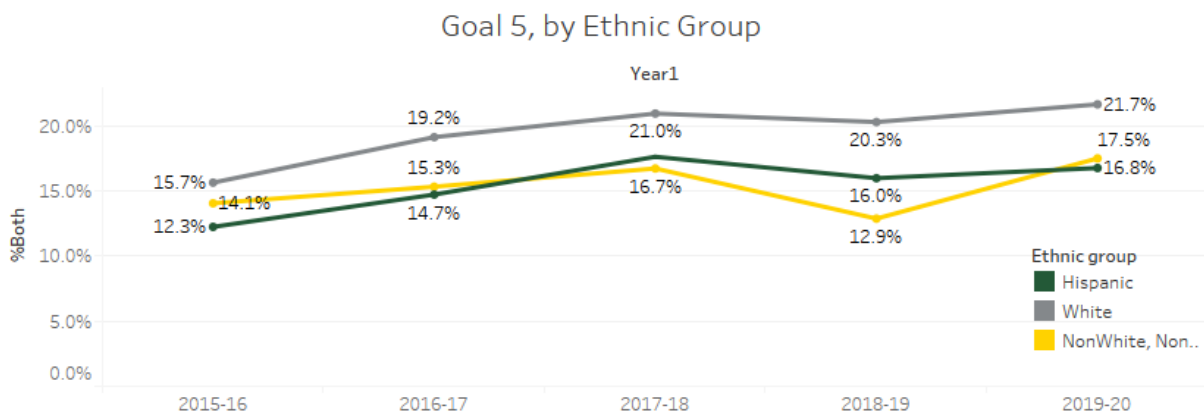
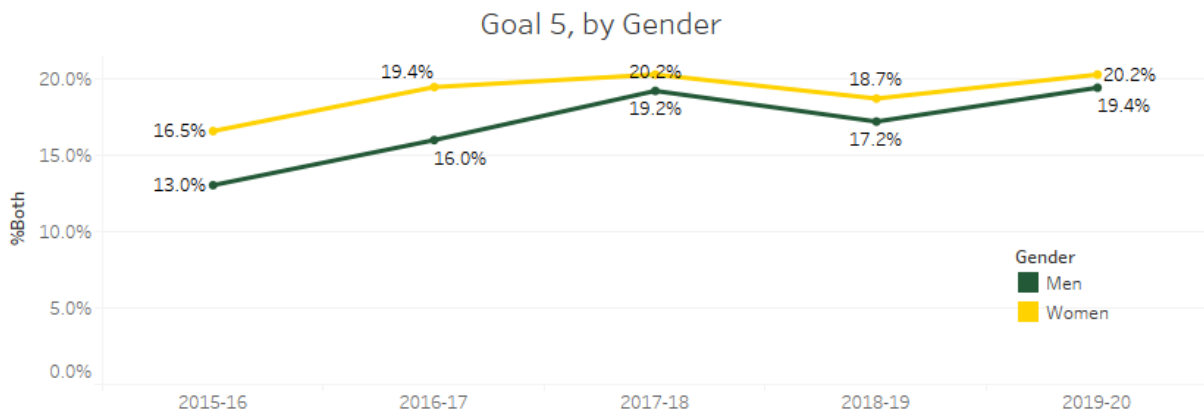
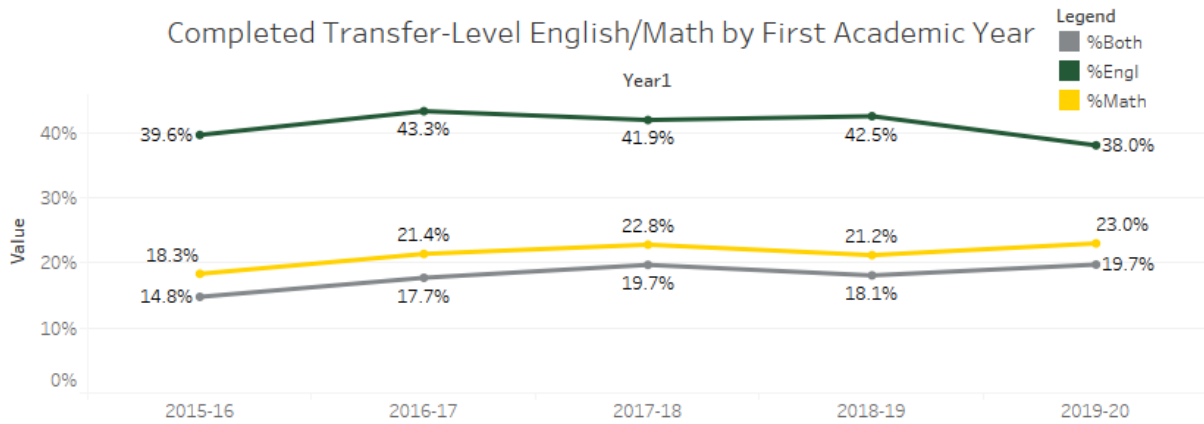


Success Rates, by Ethnic Group



### Goal 5: Improved through-put

Progressively increase the percentage of first-time students who successfully complete a transfer-level English and mathematics course within the first academic year enrolled.



## **Institutional Goal 1**

**Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.**

### **Institutional Objective 1.1**

Increase the number of students who complete degree applicable courses, including English and math, by the end of their first year of enrollment at Shasta College.

#### **Activities:**

A. Expand and implement best practices such as multiple measures, accelerated course options, co-requisite models, embedded tutoring, library instruction, and English and math success academies to ensure that more students enroll in degree applicable courses as they enter Shasta College.

#### **Progress Update:**

Math and English departments adopted the Chancellor's Office default placement guidelines and the placement rules recommended by the Multiple Measures Assessment Project. Evidence suggests new placement practices are having an impact on the number of students entering and completing transfer level math and English. Evidence also suggests that supplementary instructing is having a positive impact in math with mixed results in other subject areas. This was particularly significant in the spring of 2020, with those attending an SI session in math achieving success rates more than 20% above their peers.

The percent of first-year students taking transfer-level English by their first year increased by 13.6% in the last year, increasing the first-year English completion rate by nearly 5%. The percentage of first-year students attempting transfer math by their first increased 9% and those completing transfer math by their first year increased by nearly 4% in the last year.

B. Investigate, implement, and expand innovative best practices in instruction.

#### **Progress Update:**

The College trained three faculty in the Instructional Skills Workshop methodology and provided facilitator training. The intent is to offer the Instructional Skills Workshop to small groups of faculty to support development of best practices in instruction each year. The pandemic put this program on hold. During the 2019/20 Academic year, 19 faculty completed a year-long course designed and facilitated by the Association of College and University Educators (ACUE). Feedback on the course indicated quality content and the College is putting another cohort of faculty through the program. The course has inspired participants to adopt new practices and faculty are sharing teaching practices.



- C. Use disaggregated data to evaluate effectiveness of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools, with a targeted focus on equity populations.

Progress Update:

In 2019-20, enrollment data in transfer-level math and English courses were examined for the entire population, as well as disaggregating first-year students. It was found that of those who enrolled in these subjects, a larger percentage were taking transfer-level courses. At this time, data on student placement is only able to be determined by enrollment patterns. Overall, the percentage of black/African American students taking transfer math and English (combined) increased by 24% in the last five years and their success rate has remained stable, indicating that they were previously under placed and/or that the supports were successful. First-year students in this demographic completed transfer math at an average rate of 6% across the previous three years, but in 2019-20, 20% successfully completed transfer math by their first year. For English, the percent successfully completing a transfer level course by their first year more than doubled over the previous years, reaching 24% in 2019-20 (2015-16 to 2018-19 averaged 10.7%).

- D. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional individualized diagnostics.

Progress Update:

As previously noted, the District has adopted the default placement guidelines recommended by the Chancellor's Office and is not requiring students to use any placement tools. Students without an extensive high school record, international students, some returning students, and others who are uncertain as to their program of study may obtain a guided self-placement experience through the Testing Center or by making an appointment with a counselor. ALEKS software provides individualized diagnostics to support student placement decisions in math. Counselors continue to share "Materials for Self-Placement in English Courses", a document developed by the English Department for students who are considering various English course options. The Academic Senate is dedicating the Fall 2020 semester to the production of AP 4235: Credit for Prior Learning. The procedure outlines the various methods by which a student may demonstrate that they have attained a proficient level of knowledge, skill and information to warrant appropriate course credit and placement.

### **Institutional Objective 1.2**

In accordance with the California Community College Chancellor's Office (CCCCO) Vision for Success Goals, increase the rate at which students complete certificates,

credentials, associate degrees, and transfer goals each academic year through the implementation of Guided Pathways.

**Activities:**

- A. Implement and expand best practices such as alternative course scheduling, cohort support, case management, Meta-Majors, Guided Pathways, and supplemental instruction (including tutoring) to increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals.

Progress Update:

The College's ACE program uses both a cohort model and alternative scheduling. Success rates are high for these courses and Instructional Deans significantly increased the number of eight-week courses during the 19/20 academic year. Regarding Guided Pathways, the College identified faculty and administrators to serve as leaders in the development of new systems designed to support completion. Both 19/20 Flex days were focused on guided pathways implementation. The faculty began program mapping and drafted meta majors. It is anticipated that the local Guided Pathways system will increase the number of students who complete and reduce the amount of time it takes to earn certificates and degrees. Regarding support, there is some evidence the supplemental instructions is having an impact on math completion.

- B. Reduce time to completion and/or number of units accumulated in degree attainment through case management, automated education plans, accelerated course patterns, early alert warning systems such as Shasta Summit (Starfish), and clear academic program maps.

Progress Update:

General counselors have been previously assigned to each academic division to support instructional colleagues with program mapping and to support student cohorts through a case management model. This structure will be modified to support Guided Pathways meta majors. The automated student planning tool continues to be available to all students through a soft launch. The transition to online counseling services delayed the full implementation of the student planning tool to Spring 2021.

Draft academic program maps are integrated into the student planning tool. Due to significant price increases, the District chose not to renew the contract with Hobsons / Starfish early alert software. Our early alert warning system continues to be supported through our Ellucian / Colleague student information system. Increasingly general counselors use this information to identify and direct students to appropriate support services.

- C. Implement and evaluate the Integrated Plan (which aligns goals from SSSP, Equity, and the Basic Skills Initiative) and report results to College Council on an annual basis.

Progress Update:

An assessment of the 2017–2019 Integrated Plan was presented to College Council on April 30, 2019. The Student Equity and Achievement Program (SEAP) has taken the place of the Integrated Plan. The final Integrated Plan report was submitted to the Chancellor’s Office in September 2019.

- D. Redesign web interface and online accessible tools to support student matriculation, and awareness of degrees, certificates, and meta majors.

Progress Update:

The new College website was launched in July 2020. Many enhancements were made to support better/easier access for students. Drafts of the program pages are on the website, and IT continues to work with the Guided Pathways team on enhancements. Significant progress was made on the online degree planning tool

- E. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, “degree reclamation”<sup>1</sup> and “opt-out”<sup>2</sup> degree conferral.

Progress Update:

The College began work on this activity by participating in the Degrees When Due project. The project has two aims. The first is identifying completers (and near completers) who have not applied for a degree. The second aim is to identify students who have stopped out after transfer and transfer units back to Shasta College with the goal of awarding associate degrees. The first phase of the project identified hundreds of completers or near completers over the course of the past five years. A temporary staff member was hired to re-engage with this population to award degrees and certificates and provide options for completing missing courses. In addition, the College is investigating a process for automatically identifying students who have earned awards but not applied for them. IT is validating the automated degree audit tool and the Student Services Team will engage in reimagining workflows associated with degree and certificate conferral. It is anticipated that the new processes and workflows will be in place by Summer 2021 to support an opt out degree/certificate conferral process.

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<sup>1</sup> Degree reclamation refers to efforts to retroactively confer degrees and certificates that were earned by students but not received.

<sup>2</sup> Opt-out degree conferral makes the awarding of degrees/certificates automatic unless the student declines.

- F. Promote annual Innovation Mini-Grants to enhance campus-wide creativity, interaction, and innovation.

Progress Update:

The College has continued to support innovation efforts through this program and funded \$79,243 this year in new projects to support innovative technology in the classroom and tutoring centers, a customer service academy, and international recruitment.

- G. Engage in discussions between staff, faculty, counselors, administrators, and students to develop and sustain the Guided Pathways framework and enable continuous improvement.

Progress Update:

The College has engaged in several associated activities. Training and conversation occurred during both Flex days of the 19/20 academic year. A year-long professional development plan was recommended to faculty to support continued engagement and collaboration on Guided Pathways and progress was made with the degree planning tool. The College has started discussion about institutionalizing Guided Pathways framework into the campus participatory committee structure.

### Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2<sup>3</sup>, increase the number of students who transfer and/or are transfer prepared annually.

#### **Activities:**

- A. Increase the number of students who annually attain Associate Degrees for Transfer (ADTs), including students from disproportionately impacted groups.

#### Progress Update:

The College has seen steady growth in the number of ADTs awarded with a total of 235 awarded in the 2017-18 Academic year. The College is engaged in a variety of efforts to increase degree attainment including: Guided Pathways reform, reimagining Early Alert, Degree Planning tools for students, placement reform, and the development and continued support of a variety of high-touch academic support services.

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
AA-T	76	101	148	138	124
AS-T	61	81	112	134	122
<b>Total</b>	<b>137</b>	<b>182</b>	<b>260</b>	<b>272</b>	<b>246</b>

- B. Enhance integration of the Transfer Center with pathway programs including Accelerated College Education (ACE), Bachelor's through Online Degrees (BOLD), TRiO, dual and concurrent enrollment, and all University Partnerships.

#### Progress Update:

While not co-located, there is a strong connection between the Transfer Center and other college pathway programs including ACE, BOLD, TRIO, dual and concurrent enrollment and University Partnerships. The Transfer Center continues to host advisory committee meetings once each semester to provide partners with updates as well as a forum to share best practices. The Transfer Center has activated a Canvas page and includes partners in regular updates. The Transfer Center Coordinator is a regular presenter at various high school counselor trainings to ensure that dual and concurrent students have access to current transfer information. The ACE and BOLD programs continue to grow and the TRIO programs continue to meet annual benchmarks.

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<sup>3</sup> Vision for Success Goal 2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2022.

- C. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment.

Progress Update:

Through BOLD, Shasta College has established formal partnerships, including transfer evaluation/articulation agreements, with Western Governors University and Columbia College (private, non-profit universities). Columbia College has based its transfer evaluation for their Business and Psychology bachelor's degrees on the ACE ADT pathways. Western Governors University has evaluated and agreed to accept Shasta College's ADT, University Studies, and "non-transfer" associate degrees toward their bachelor's degree completion programs. These new partnerships, in addition to strengthening existing partnerships with other BOLD university partners, increases the number of clear, affordable pathways from Shasta College to bachelor's degree completion for local students who cannot move out of the area.

Concurrent and dual enrollment course maps will be created to ensure all high school students are provided with clear pathways toward degrees and certificates in order to reduce time to career and close the equity gap for traditionally underrepresented groups. Maps will allow students to take advantage of college level coursework and units while attending high school. Courses will be sequenced, lead to a certificate or degree, and seamlessly connect students to Guided Pathways at Shasta College.

- D. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways.

Progress Update:

On April 12, 2020, the Shasta College Board of Trustees approved the first College and Career Access Partnership (CCAP) Agreement with the College Connection Program. Due to the COVID-19 outbreak, the agreement could not be signed in time to be implemented in the Fall of 2020 but will tentatively be implemented for Spring 2021. The pursuit of an agreement with Red Bluff Union High School District has been tabled until such a time when the local schools are no longer functioning under the risk of COVID-19.

Currently, the program directors are developing a proposal to hire a part-time counselor and/or partner with High School counseling staff to develop pathways for CCAP and traditional dual Enrollment as well as to serve as a liaison and resource for our high school partners. This additional support will help in the development of Course Pathways for High School Students. This initiative will map out courses that align with Guided Pathways and will give any high school students, regardless of which high school they attend, a clear guide to making progress towards a degree or certificate. Some pathways will be designed to complement dual enrollment course offerings at the various

high schools while others will be designed to guide students who do not participate in dual enrolled courses at their high school or who may not attend a partner high school.

- E. Develop strong advocacy for the continuation of Bachelor's Degree programs offered through the community college system, including the Shasta College Health Information Management Bachelor's Degree.

#### Progress Update:

Shasta College participates in monthly California Community College Baccalaureate Degree Program Steering Committee conference calls and bi-annual conferences to collaborate and promote the pilot programs. Dr. Joe Wyse continues to be a key advocate for the program as does the Northern California Community of Practice. Advocacy seems to be effective, with the state wide Academic Senate now voicing support for the Bachelor's Degree programs. The SB 850 LAO final report evaluating the 15 pilot programs was published in January 2020 and was overall favorable of the progress to date. 8 out of 15 programs showed direct links to Workforce objectives and all were determined to provide benefits for students. There was no concern about academic quality among the pilot programs but there was a recommendation to increase program size and streamline application review processes. Both of these recommendations can be viewed as favorable because they indicate continued commitment to the program.

51% of students statewide indicated that they would not have pursued a bachelor's degree if it wasn't offered at their community college (Lao Report, January 2020). This is a powerful statistic for our region, where BA offerings are not as accessible as in areas with a CSU in their backyard.

The HIM program went through a rigorous self-assessment and site visit process resulting in program accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) on May 22, 2019. CAHIIM accreditation enhances public recognition for program quality, affirms academic credibility for students, establishes eligibility for professional certifications, and assures employers that graduates have expected knowledge and skills.

HIM program administration and faculty continue to promote and advocate the program through articles and advertising in professional journals, press releases, program information sessions, HIM advisory committee meetings, career fairs, HIM events and conventions, and the California Health Information Association Academics Committee.

## **Institutional Goal 2**

**Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.**

### **Institutional Objective 2.1**

Improve access to instruction through a variety of innovative practices.

**Activities:**

- A. Implement technology improvements that support instruction such as increased course offerings, further utilization of Canvas, and the provision of a comprehensive WiFi network throughout the District.

Progress Update:

Use of Canvas remains strong among faculty and students and continues to grow each term. The District completed a comprehensive WiFi assessment in 17/18 and is implementing WiFi upgrades to coincide with Bond projects. Information Technology is currently working with a contractor to install cabling and WiFi Access Points in several buildings throughout the main campus as well as installing outdoor Access Points.

Due to COVID-19 impact, work in IT was shifted in the Spring of 2020 to support distance learning, teaching and support services. The WiFi access points will be fully installed across all campuses by Summer 2021. In August 2020 IT and Physical Plant installed parking lot WiFi access points in the north lot. The south lot and Tehama parking lot will have parking lot WiFi access points installed by October 2020.

IT upgraded a wide variety of other technology services including enhanced access to VPN and Colleague and the implementation of electronic form workflows.

- B. Work within California Community College Chancellor's Office (CCCCO) guidelines to apply for and receive Center Status for the Tehama Campus.

Progress Update:

The College completed an updated Letter of Intent (LOI) as per counsel from the Chancellor's Office. The updated Letter of Intent used the foundational work done in 2011 and 2012 which included a formal Preliminary Notice, community letters of support, etc. The updated LOI was approved by the Shasta College Board of Trustees in July, 2019. The LOI was submitted to and received by the Chancellor's Office in late July, 2019. The Chancellor's Office approved the updated LOI in the Fall of 2019. Shasta College began the required Needs Study with a submittal deadline of July 31, 2020. The COVID-19 pandemic created significant disruption and the Needs Study deadline was extended by the Chancellor's Office until July 31, 2021. If the Needs Study is found to be substantial by the Chancellor's Office, all materials will be submitted to the Board of Governors in early 2022 for review and possible approval.

- C. Develop extended education sites as learning hubs with computer access, connectivity, library resources and services, and learning supports to ensure equal access to online learning opportunities.



#### Progress Update:

The College has increased bandwidth at all Extended Education Sites. This allows the College to deliver additional online services and for students to use Extended Education sites to complete online classes. It also allows rural students to utilize the site's internet for those who cannot get fast internet at home. In addition, the College has created a laptop lending program at Tehama, Trinity, and Intermountain campuses to support student computer use, allowing access to Canvas and online courses for students who may not have access to computers when not on campus. The College began piloting an Extended Education Paraprofessional in Intermountain with the goals of creating an additional Learning Center located in Intermountain when the COVID-19 pandemic occurred. The Paraprofessional has joined other staff in providing virtual tutoring and learning support services in addition to matriculation and online support.

- D. Through participation in the California Community Colleges Technology Center's Library Services Platform project and other innovations, implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.

#### Progress Update:

The College went live with the new Library system in January 2020. The new system is a significant upgrade in terms of modernization and usability. The library team continues to work at improving the student experience with the new system.

- E. Expand and evaluate evidence-based practices such as online tutoring and/or synchronous learning supports for basic skills and general education.

#### Progress Update:

In 2019-2020, the Tutoring and Learning Center on the Redding campus planned to pilot online tutoring services. In the Fall of 2019, the writing center began utilizing SARS Anywhere with Zoom capabilities to track student engagements and tutoring attendance. Further, a majority of Embedded Tutors and Supplemental Instruction (SI) leaders were added to course Canvas shells in order to have access to students in an asynchronous environment. Due to events surrounding COVID-19 in Spring 2020, the Tutoring and Learning Center transitioned services abruptly to an entirely online format based on the piloted tutoring model above. In Fall 2020, the Tutoring and Learning Center has adopted additional methods to streamline online tutoring and synchronous learning supports. Currently, all Embedded Tutors and Supplemental Instruction leaders are contributors in their specific course Canvas shells and SI leaders are holding synchronous group sessions through SARS Anywhere/Zoom to deliver lesson plans developed. In addition, tutoring in Basic Skills is offered in the same SARS Anywhere/Zoom format where students can make appointments from the website through eSARS. In September 2020 SARS Anywhere developed a new drop-in tutoring software update which will be tested and implemented as soon as Fall 2020.

- F. Offer full degree and certificate sequences in online format with corresponding student support services as needed.

Progress Update:

In an effort to reach a greater number of students with online opportunities, the College applied for and received an Improving Online Pathways grant from the Chancellor's Office during the 2019-2020 academic year. These funds are being used to support the development of bottleneck online courses such as oral communication, science labs and core courses for specific degrees. Developing these courses will allow the College to offer up to seventeen new-to-online classes, effecting all ADT pathways with the oral communications and science labs courses. There are now twenty-one degree and certificate pathways.

- G. Expand Accelerated College Education (ACE) degree offerings and add additional ACE cohorts during structured day programs, online (synchronous and asynchronous) and at extended education sites.

Progress Update:

The ACE program now offers six complete ADT pathways (Administration of Justice, Business, Communication Studies, Early Childhood Education, Psychology, and Sociology). Students can fully complete one of these six main pathways using ACE courses or they have the option of participating in ACE to complete their CSU GE requirements. Currently the Business ADT is the only degree offered 100% online with efforts being made to transition Psychology and Sociology fully online as well. All other pathways are completed using a combination of online and hybrid classes offered on Tuesday and Thursday evenings. The Administration of Justice degree has been offered using ITV instruction in the past making it possible for students near extended campuses to attend but with COVID-19, all Administration of Justice courses have all been converted to online learning. It is uncertain at this time whether this will continue in the future. The daytime AS Business pathway was set up to follow a Tuesday-Thursday schedule with classes taking place between 9am-11am. All of the classes for the Daytime pathway are now available 100% online.

[There are discussions about adding the HIT degree and Human Services Certificate to ACE program in the 2020/2021 academic year.](#)

- H. Promote and track participation in internal and external professional development opportunities to capitalize on, and expand, the expertise of faculty and staff; specifically, in relation to Guided Pathways.

Progress Update:

The College engaged in a wide variety of professional development related to Guided Pathways. Both 19/20 mandatory Flex Days were dedicated to Guided Pathways and several other workshops were given. The College was selected to take part in a cohort which is implementing Cornerstone, a professional development tracking system offered

through the Vision Resource Center. It is anticipated that this will allow faculty and staff the opportunity to track their own professional development, while also providing external professional development opportunities through the Vision Resource Center. This project was placed on hold during the 19/20 academic year.

## **Institutional Objective 2.2**

Improve access to student services through a variety of innovative practices.

### **Activities:**

- A. Expand access to student support services through the development of a “One Stop” Center on the main campus, expanded support services in our extended education centers, and through additional online student support and communication options, including an updated mobile app service and automated education plans.

#### **Progress Update:**

Admissions and Records and Financial Aid offices have been combined on the main campus to create a “One Stop” Center. Front-line staff have been trained in both areas to respond to student questions. The pandemic has resulted in a further consolidation of support services as front-line staff were combined with staff from extended education campuses to provide a virtual, district-wide “front door” response to incoming email and phone calls. Through automated forms, “Jabber” phones, laptops and the expansion of Zoom technology, all student support services are available online.

With the launch of the new, mobile-friendly website, the District is not moving forward with a mobile app. An artificial intelligence chat bot feature has been added to the campus website to answer basic questions about admissions, records, and financial aid. Students continue to access the automated student planning tool that continues to be available to all students through a soft launch. The transition to online counseling services delayed the full implementation of the student planning tool to Spring 2021.

- B. Expand access to student support services through the development of multilingual versions of current and future resources.

#### **Progress Update:**

Multilingual versions of current and future resources are increasingly available. The common CCCApply application is available in both English and Spanish as are the new student welcome letters. An upgraded new student orientation will also feature both English and Spanish versions. Various outreach materials now have English, Spanish, Chinese, and Japanese versions. Additionally, many staff in Student Services are bilingual, enabling students to communicate directly with staff in Spanish, Chinese, Punjabi, Hindi, Mien, and Thai.

- C. Create procedures for fully utilizing new and existing technology to make the most of all software products acquired by the District.

Progress Update:

The College recently implemented Office365 for all students, faculty and staff. This suite of Microsoft tools has increased collaboration among the community and is easily integrated into other tools such as Canvas for use in teaching curriculum. The College has also made a significant effort to implement Single Sign On (SSO) and ensure that all new software that requires authentication is SSO compatible. By doing this, the student experience is enhanced and the ease of transitioning from one software to another is improved without the need for multiple logins.

The IT department is currently working to fully implement MyPath and Colleague Self Service by Spring 2021 which will also streamline and enhance the student and faculty experience in application, registration, and grading.

The College recently was granted an IEPI grant to assist with an assessment and solution for our Human Resource and Business Office processes within Colleague. Consulting work will begin Fall of 2020 to reprogram all of Human Resources and Payroll's functions in Colleague. The College plans to implement a biennial assessment for Departments that utilize and rely on Colleague.

### **Institutional Goal 3**

**Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses, and organizations.**

#### **Institutional Objective 3.1**

Enhance student success through the cultivation and expansion of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

#### **Activities:**

- A. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs.

Progress Update:

Our Economic & Workforce Development (EWD) division supports and manages an array of grant managers whose primary focus is to collaborate with our own Shasta College programs, K-12 partners, business and industry, and four-year institutions. The Forest Health grant supports the Heavy Equipment Operations Program as the college builds out a variety of curricular, apprenticeship, and job opportunities to help ensure well-managed Forest Health. Strong Workforce Program K-12 proposals will be funded this fall as Shasta College continues to partner in creating pathways with our K-12 partners in Health, Advanced Manufacturing, and Agriculture. EWD will assist in identifying more dual enrollment opportunities, participate in high school advisory

committees, and host K-12 students on our campus to visit our programs and talk to our students. In alignment with educating the students we also host “Counseling to Careers” summits dedicated to high school counselors. During the summits, we introduce new programs, hold student and business partner panels to discuss pathways and career opportunities. EWD also hosts two Regional Directors for Industry Engagement in Small Business/Entrepreneurship and Advanced Manufacturing. The Regional Directors (RDs) scope enhances our relationship with industry partners. It is through communication and engagement which allows our RD’s to create a bridge between our classrooms and our industry partners. EWD also host the North Far North, the Regional Director for the Center of Excellence and the Strong Workforce K12 Pathway Coordinator. The latest infusion of Strong Workforce dollars by our State, administered through our Chancellor's office, allows us to meet the demand of the California economy and labor market for skilled workers. The other primary goal of these dollars is to lift low-wage workers into living-wage jobs. Shasta College achieves these goals by serving the needs of the community, monitoring our student success in CTE programs, improving career pathways by increasing dual enrollment, focusing on data-driven outcomes, coordinating our funding regionally, and contributing to the social and economic mobility of all whom we serve.

- B. Develop and align stackable certificates with industry-recognized certification standards to increase employment options for students.

#### Progress Update:

The College continues to make curricular changes to support the changing needs of the community. The following certificates were added in 19/20 and appear in the current catalog - Life Success, Web Master, Sustainable Landscape, Heavy Equipment Logging Operations and Maintenance, and Smog Inspection and Repair Technician. The College continues to explore degree pathway options as part of Guided Pathway efforts.

- C. Increase participation in collaborative efforts to improve college attainment rates as measured by an increase in local high school graduates’ college going rates and Shasta College’s transfer rates to four-year institutions, and a decrease in remediation rates.

#### Progress Update:

The Assistant Superintendent/VP of Student Services serves as the Executive Director of North State Together, a regional collaborative with the aim of improving college attainment rates. Through this effort, the college is actively involved in Reach Higher Shasta and Expect More Tehama which are connected to the North State Together collaborative which also seeks to improve college attainment rates. The college actively coordinates with the Shasta County Office of Education College and Career Counseling Coordinator to coordinate efforts to increase college attainment rates. The Transfer Center Plan outlines efforts to improve transfer rates to four-year institutions.

In the last year, North State Together has completed data dashboards that allow high schools to better track college going rates per county. This can be found at <http://northstatetogether.org/regional-data/>. Data indicates that college- going rates for students directly out of high school have remained steady, but persistence from year one to year two has increased.

Shasta College also continues to support the efforts of the Reach Higher Shasta Counseling Initiative, which ensures that all high school counselors are well versed in college and career advising for students. Shasta College staff consult regularly with this group on project development and outreach.

In addition to collaborative work to align content and expectations across academic segments, remediation rates have declined extensively thanks to changes to placement procedures throughout the community college system. Shasta College was an early adopter of what is now known as AB 705 which introduced multiple measures to placement procedures instead of the reliance on one placement exam. These efforts have led to a decrease of remediation rates and an increase in the percentage of students completing math and English in their first year of college.

The new CCCCO Student Success metrics will allow us to better track students that have indicated transfer as a goal, and monitor “transfer behavior” such as math and English in year 1 and increased course loads, to ensure that we continue to make progress in that area.

- D. Identify additional opportunities to obtain Bachelor’s degrees via partnerships with four-year colleges/universities, including an increase in student transfer opportunities.

#### Progress Update:

In addition to offering our own bachelor’s degree in Health Information Management, Shasta College has established the Bachelor’s through Online and Local Degrees (BOLD) support program as part of our Innovation department. This program uses a sequence of four, one-unit, online Student Development classes (STU 40, 41, 44, and 45) to help students navigate through their university and career change experience. The courses focus on Getting Connected to Your University (40), Career Focus (41), Career Worksite Readiness (44), and Graduate and Professional Student Success (45). BOLD had a soft roll-out in Spring 2018 with six students enrolled in STU 40, two of whom have completed their bachelor’s degree. We continue to serve students in these courses and are also adapting them in response to student feedback. In January 2021, BOLD courses will be offered in an 8-week format, which will provide additional support for students when it is most needed and can better fit into student schedules.

Through BOLD, we have formalized relationships and transfer evaluation pathways with Columbia College (private, non-profit) and Western Governors University (private, non-profit). We have also strengthened our relationships and pathways advising with CSU Chico, CSU Sacramento’s College of Continuing Education, Humboldt State University,

Southern Oregon University, National University (private, non-profit), and Simpson University (private, non-profit). The BOLD Director and Nursing faculty have also worked closely with a number of public and private, non-profit institutions to identify and promote RN to BSN online programs.

In addition to BOLD, our on-campus Transfer Center continues to provide stellar services for students seeking to transfer from Shasta College to public and private institutions. The Transfer Center offers resources and support for students who plan to transfer to a CSU, UC, out-of-state, or private school. Resources include field trips, transfer fairs, application support and connections to partnering institutions. The Transfer Center also offers services virtually to ensure that students have the support they need to access educational goals.

- E. Promote the Shasta College Promise Program and open access resources to minimize issues of affordability as a barrier to accessing postsecondary education.

#### Progress Update:

We continue to be active members in the College Promise Community, with direct ties to state and federal Promise efforts. College staff have been working with Martha Kanter, former Undersecretary for US Department of Education and the president of the Campaign for College Opportunity, to look at effective Promise Programs for rural students and the additional considerations for students that may not have face to face options within their local community. College staff have worked with WestEd and other statewide entities to present about best practices for College Promise programs, including how to tie that work to dual enrollment and Guided Pathway efforts. In 2019, Shasta College developed a toolkit highlighting College Promise programs in far northern California, and continues to update that as programs grow and develop.

The recently released Equity Report examined financial aid data between 2015-2019. Process improvements for onboarding new students as well as significant promotional efforts by our high school partners contributed to an increase in the number of students completing a FAFSA over the last two years. The Shasta College Promise Program also witnessed a corresponding increase. First-time students completing a FAFSA increased from 78% in 2017 to 91% in 2019. Nearly all, 97% of incoming students who complete a FAFSA were awarded some form of financial aid. Regardless of FAFSA completion, 90% of first-year and 50% of non-first-year students received aid in fall 2019. Low -income students are identified as those who are eligible for the California College Promise Grant (previous BOG) or the federal PELL grant and make up approximately half, 51%, of the student population. Of those who completed a FAFSA, 88% were eligible for one of these grants and nearly all (over 99%) accepted this aid.

To reduce the barrier associated with textbook and materials fees, all students continue to be able to search for courses that utilize digital or print materials that are free of charge.



### **Institutional Objective 3.2**

Increase collaboration with businesses and agencies to expand student work-based and experiential-based learning (such as, internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, service learning, and global education).

#### **Activities:**

- A. Develop an online resource which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.

#### Progress Update:

The College created an online website that lists a wide variety of employment opportunities. Updates to the database are shared through social media with some frequency. See additional details and related efforts below in 3.2B.

- B. Expand curricular and co-curricular opportunities through involvement in civic and community engagement opportunities (including internships and service learning opportunities).

#### Progress Update:

Through Economic & Workforce Development, the College continues to engage in a variety of efforts to expand opportunities for students and for the community at-large. As of FY 20-21, these efforts now include development and implementation of a new, integrated career services platform that provides students, faculty, administration, and alumni with work-site learning, e-portfolios, and employment tracking tools which can be integrated with Student Learning Outcomes and Vision for Success outcomes metrics. The platform is also Canvas compatible, making it readily accessible to students and faculty. The Business Training Center continues to expand programs and services to regional employers and job seekers and has been provided access to additional resources this year as federal, state and local government respond to the pandemic and the need for economic recovery.

Additionally, during the summer of 2019, 22 students participated in the Global Expedition Program to Fiji. Students enrolled in three Shasta College science-based courses, and at the end of the summer participated in a short-term faculty-led study abroad program to Fiji. While in Fiji, students applied the skills and knowledge from their classes while working alongside scientists employed by Operation Wallacea, an international conservation organization. Students assisted in data collection, species observation, carbon sequestration measurements, biodiversity monitoring, etc. This program has grown since its inception in 2016 with a different international location every summer, and a majority of students also receive scholarship funding from either the Shasta College Foundation or the McConnell Foundation for this program. Post-expedition surveys

indicate high levels of satisfaction, practical knowledge applied, and relevance to their chosen career fields.

- C. Implement and scale the *New World of Work* Program to ensure that students have the 21st Century Employability Skills necessary to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials in accordance with program goals.

Progress Update:

Given great success and broad-based adoption by over half of the community colleges in the state, New World of Work operations has transitioned to the Foundation for CA Community Colleges. Local goals will continue to focus on strengthening the inclusion of NWO Skills in student e-portfolios and adding partners through our K-14 Pathways training models with the goal of integrating systems with four of Shasta College's high school partners in AY 20-21. Digital badging and micro-credentialing with specific skills identification continue to be goals of the new integrated career services platform.

#### **Institutional Goal 4**

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

##### **Institutional Objective 4.1**

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

##### **Activities:**

- A. Continuously update and assess all necessary plans that support institutional effectiveness, such as the Technology Plan, the Participatory Governance Manual, the Shasta College Equal Employment Opportunity Plan, and the Facilities Master Plan.

Progress Update:

In the 2019 academic year, the College updated the Strategic Plan. New to the Strategic plan was the establishment of progress indicators or benchmarks by which the College can measure progress on the goals articulated in the plan. The College also updated the Equal Opportunity Employment plan during the 2019 academic year.

- B. Investigate and improve participation of all individuals and groups in the Shasta College planning process.

Progress Update:

The College is engaged in a variety of efforts to support participation in the planning process. First, the College started a new employee orientation in an effort to support a positive campus climate where employees know their participation is valued. As another example, the Program Review Committee is exploring ways of making the Program Review process more meaningful in an effort to encourage deeper and more authentic participation. The College will continue to explore other methods of supporting this activity.

- C. Conduct all Bond activities with highest focus on transparency, accountability, and inclusivity.

Progress Update:

Transparency of Bond activities is evidenced by monthly reports to the Board of Trustees that include a comprehensive financial overview of project budgets and expenditures, a written projects update providing a detailed status of current projects, and a PowerPoint presentation serving as visual support of the foregoing. In addition to typical transactions, the financial overview also provides an itemization of construction contract change orders by dollar amount and percentage of original contract amount. The aforementioned reports are presented at regular monthly board meetings which are open to the general public. Each board agenda item requesting approval or ratification of a project change order also includes a comprehensive list of the change orders to date for the project, as well as the percentage change based upon original contract amount for full disclosure.

The Measure H Citizens' Bond Oversight Committee (CBOC) is charged with verifying that all Bond expenditures are spent on approved projects as represented to District voters in the Measure H ballot text; to inform the general public of pertinent information pertaining to the Measure H Bond; and to provide an Annual Report of CBOC activities which is presented to the District's Board of Trustees. The CBOC also reviews the annual Bond financial and performance audits prepared by an independent accounting agency. Bond project updates, both written and visual, are also provided to the CBOC at their quarterly meetings which are open to the general public.

Bond projects whose end use affects student and/or staff spaces utilize Project Committees comprised of the end users of the space. Through this method, staff and student input can be solicited to ensure the final product meets the actual needs of the end users. Inclusivity in communications regarding Bond projects is achieved in several ways. In addition to reports to the Board of Trustees and the CBOC, Bond project information is presented monthly to the Facilities Planning Committee. Ad hoc presentations by request are made to division offices, various committees, and to Student Senate.

The Bond web pages on the District’s website provide accessibility to all of the foregoing through links to: financial overviews; annual financial and performance audits; written project updates; all presentations; CBOC meeting agendas, minutes, and annual reports; project descriptions and photos; and legal documents pertaining to the Measure H Bond.

- D. Design premier spaces for students through the Bond planning process that maximize engagement and allow for enhanced learning opportunities.

Progress Update:

As outlined in the Facilities Master Plan – Amendment One, there is an increased focus on creating interior and exterior student collaboration and social spaces throughout our campuses. These gathering areas will create an environment fostering student and faculty interaction to support continued learning outside the traditional classroom. Within the classroom buildings, student spaces will have a small table and/or lounge seating with available marker boards and video screen enhancements. As evidenced by the future CIS Building floor plan, adjacent faculty offices will provide easy access for students requiring assistance and support. Bond funds will also support new or refurbished student social spaces to provide a safe, comfortable learning environment. A newly hired Master Plan landscape consultant will provide designs for reimagined outdoor gathering areas for student study and socialization.

An integral part of providing premier spaces for maximum student engagement, both inside and outside the classroom, is the upgrading of our technology capabilities, including high-speed wireless access. Over the past 2.5 years, over \$1.5 million has been spent on District-wide technology upgrades and new technology equipment intended to enhance the student learning experience. This is particularly important with the increase of student-centered technology used in the classroom to create an engaging, interactive educational environment.

- E. Create inclusive design plans through the Bond projects and ensure that all parties, including students and staff, have an opportunity to share ideas and perspectives.

Progress Update:

Bond projects affecting staff and students are designed through collaboration among the Project Committee assigned to each project, the architect, outside technical consultants, one or more Cabinet-level administrators, the Director of Physical Plant, the Bond Program Manager, and Shasta College trades staff. Project Committees include administrators, faculty and staff, and for student spaces, one or more current or former students. As the interior plans are developed, the users of the individual spaces are consulted to ensure the end product will meet user needs. Campus wide design decisions—such as the standard color palette and interior/exterior finishes—are brought to the Facilities Planning Committee, a participatory committee comprised of administrators, faculty and staff, for input and approval.

One example of inclusive planning is the Downtown Redding Office Building purchase. This building will be newly constructed, and therefore college staff who are currently intended to work in the building participated in project committee work to determine functionality of space and provide input regarding the furniture, fixtures and equipment choices as presented by the design architect. This project committee work will continue throughout the building process. A second example is the furniture procurement for the new CTE Building and Regional Public Safety Training Center Classroom Buildings. Faculty were consulted on multiple occasions in order to ensure the classroom furniture being purchased met their criteria for teaching style—such as movable furniture for small group work—as well as functionality in the computer labs, with pneumatic lifts for the computer monitors to provide maximum desktop space when the computers are not in use. Finally, the installation of Skyfold wall partitions to create convertible classrooms is another innovation achieved through collaborative discussion. This collaboration is critical to maintaining classroom environments that will satisfy current and future needs.

#### **Institutional Objective 4.2**

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

#### **Activities:**

- A. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.

Progress Update:

Program Learning Outcomes are published in the College catalog and will be featured on program pages on the new website. Results from Program Learning Outcomes assessment are published as part of the Program Review process. The SLO committee will publish the results of recently analyzed Institutional Student Learning Outcomes in the Spring 2020 term. During the 19/20 academic year a [new webpage](#) was created to highlight assessments and reports related to outcomes and student achievement.

- B. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results of selected outcomes, and assess the implemented changes.

Progress Update:

During the 19/20 academic year the Program Review Committee continued to work on analyzing and improving its processes to ensure the varied needs of stakeholders are addressed. This continuous improvement effort is focused on creating systems to more consistently and explicitly report on outcomes, evaluate core program courses against

established Institution-set Standards, offer trainings and new tools, and develop broader dialogue surrounding program improvement.

- C. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.

Progress Update:

The College began work on this project by investing in infrastructure to host and support data sharing. There was a significant setback with the retirement of the Project Director. The College has hired a consultant to continue working on critical components of establishing the data warehouse.

Progress is being made in building a real time query-able copy of the student information system's database; the tables are being built in phases. The first phase, which was composed primarily of student data is complete. The second phase which includes financial data is in process. Next steps are to create point-in-time snapshots and online-accessible dashboards. During this development process, dashboards are primarily being developed and shared via the network drive. Data used for these are updated manually as appropriate.

- D. Implement findings from the United States Department of Education's Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.

Progress Update:

The College did not participate in this grant program.

- E. Encourage Shasta College personnel to participate in professional development opportunities such as accreditation trainings and site visits to other institutions in order to continuously improve.

Progress Update:

During the 2019 academic year, at least 3 Shasta College staff participated in Accreditation site visits and the associated training.

### **Institutional Objective 4.3**

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

#### **Activities:**

- A. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (such as, OPEB contributions, STRS and PERS

employer contributions, and the projected effects of the funding changes) while maintaining sufficient reserves at a level which does not require special borrowing (such as TRANs borrowing).

Progress Update:

This District continues to look for strategies to minimize long-term obligations while maintaining reserves necessary for normal operations and projected economic downturn from 2020. During the 2019/20 year the District funded current year OPEB costs from operations in addition to accruing approximately \$650,000 for deposit to the OPEB Trust (Other Post Employee Benefits) to reduce ongoing benefit liabilities.

- B. Pursue special funding sources outside of State funding (such as competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.

Progress Update:

During the 2019-20 fiscal year, Shasta College applied for 21 grants, 20 of which were awarded during the fiscal year and three are pending, resulting in a 95% success rate. The grant amounts awarded total \$15,527,314 and include \$8.1 million for North State Together, \$3.4 million for Cal Fire California Climate Initiative Forest Health, and \$3.6 million in CARES Higher Education Emergency Relief funding. Additionally, we received 27 non-competitive categorical restricted allocations. Total amount of competitive grant and categorical funding budgeted in 2019-20 was approximately \$25,898,000. All of the above funds were used to support institutional and student educational goals.

- C. Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and increase giving to support Shasta College's goals and objectives.

Progress Update:

The Shasta College Foundation continues to engage in partnerships to support community development. The most significant collaboration being North State Together sponsored by the McConnell Foundation. Other continued collaborations include work with the Lumina Foundation, Reach Higher Shasta, SHIELD (Public Safety Consortia), Shasta Historical Society, Shasta County Office of Education and faculty to enrich our speaker series events on our campus. The Foundation, along with its Executive Board, strive in connecting with the community and encouraging members to consider our Foundation as a place of contribution in form of endowments, donations and payroll deductions. Most recently, during the COVID pandemic, our Foundation was able to secure several community grants to support our students through these difficult times. We continue to look for additional grants to support our students but also have witnessed many generous donations from our very own campus community during 2020. Our new Strategic Plan, beginning in 2020, will include capital campaign efforts.