



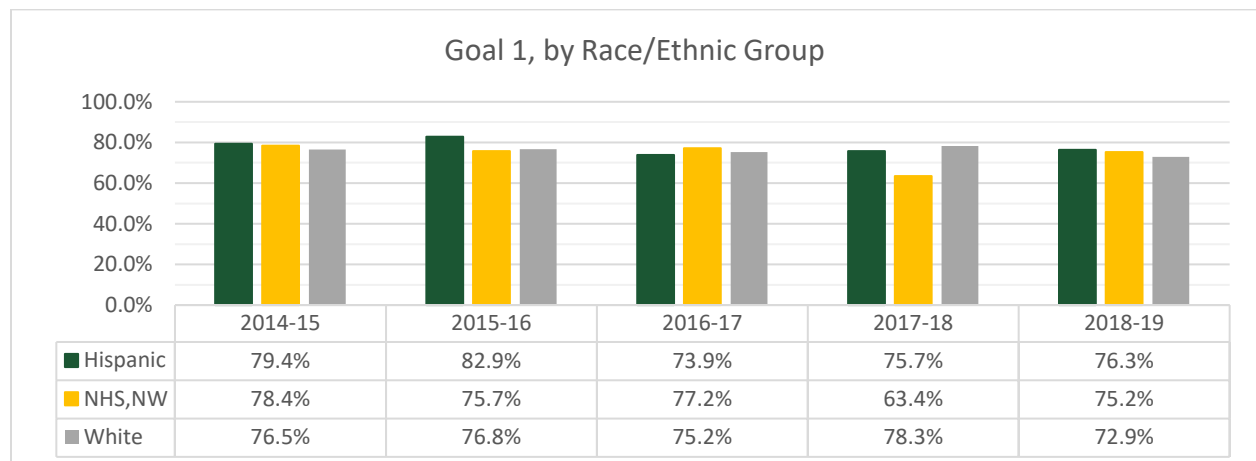
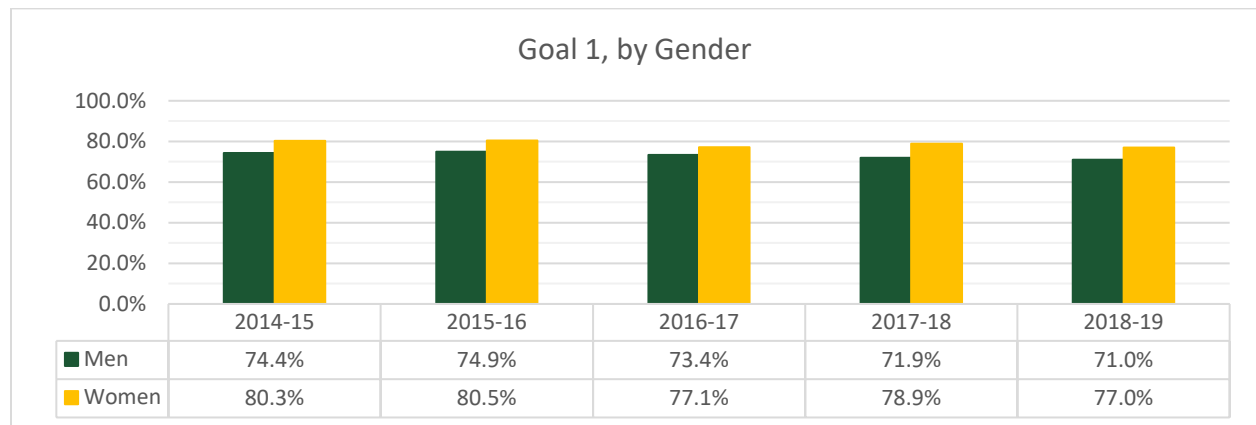
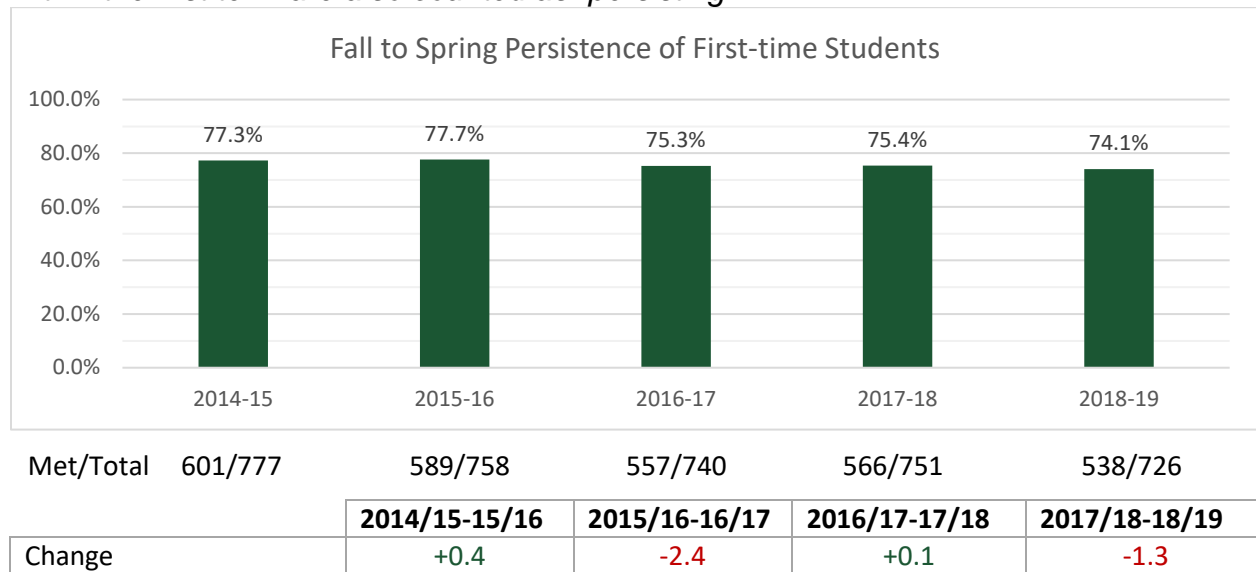
2018-2021 Strategic Plan

2019 Annual Progress Report

This document contains a narrative summary of the progress made in 2018-19 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

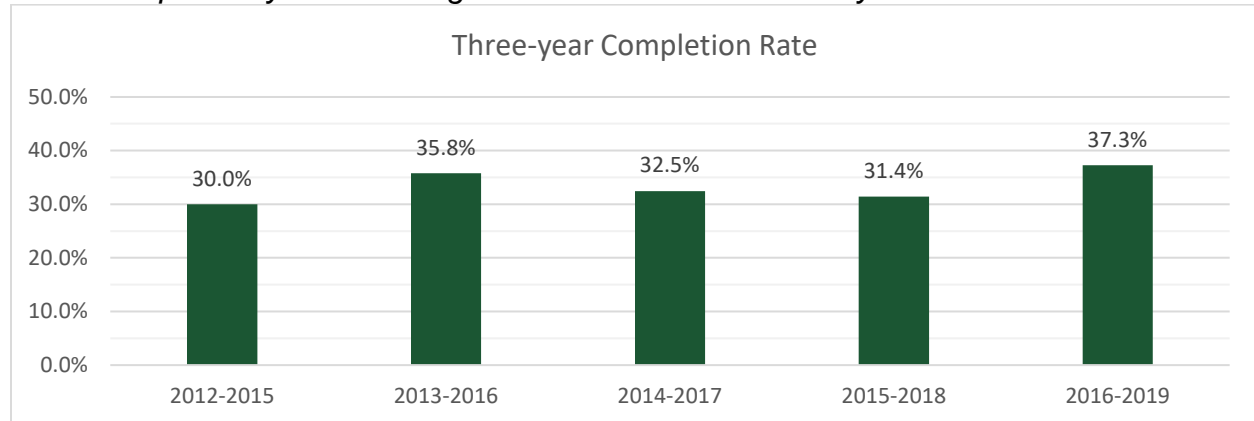
Increase by two percent the number of fall first-time (full- and part-time) students returning the following spring semester. Those who complete a certificate or degree within the first term are also counted as “persisting.”



*NHS, NW: Non-Hispanic, Non-white

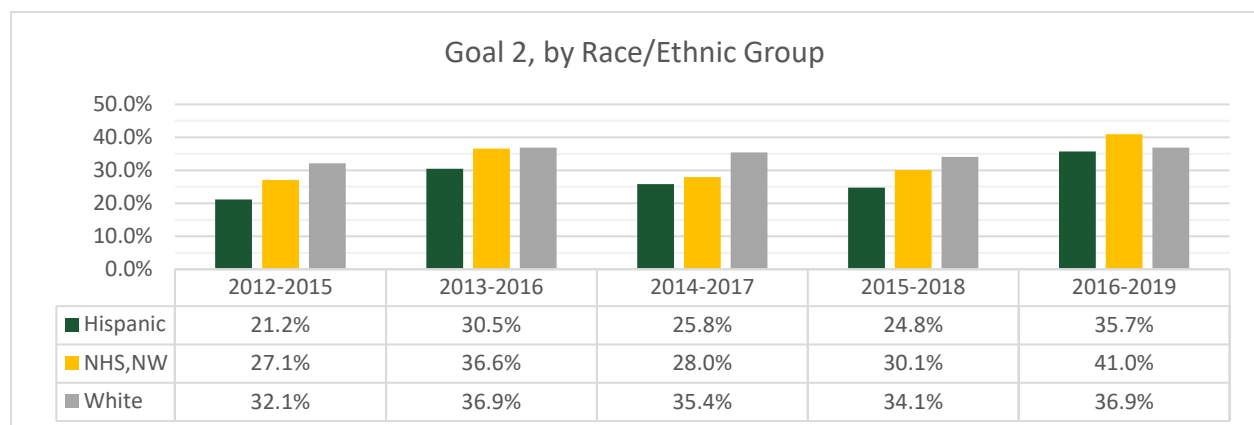
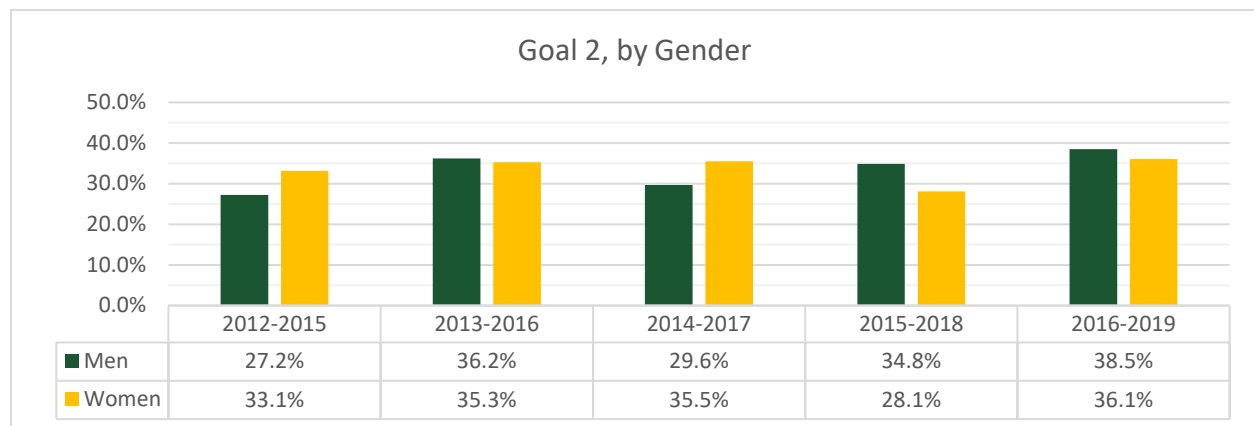
Goal 2: Three-Year Completion Rate

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 ≥ 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.



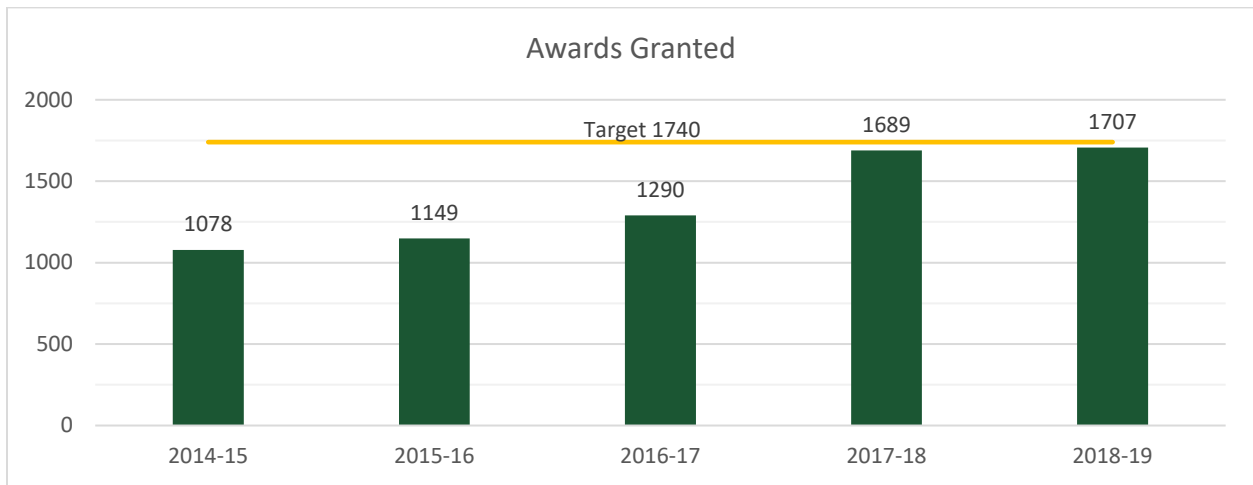
Met/Total	196/653	244/682	175/539	168/535	151/405
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	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019
Change	+5.8	-3.3	-1.1	+5.9

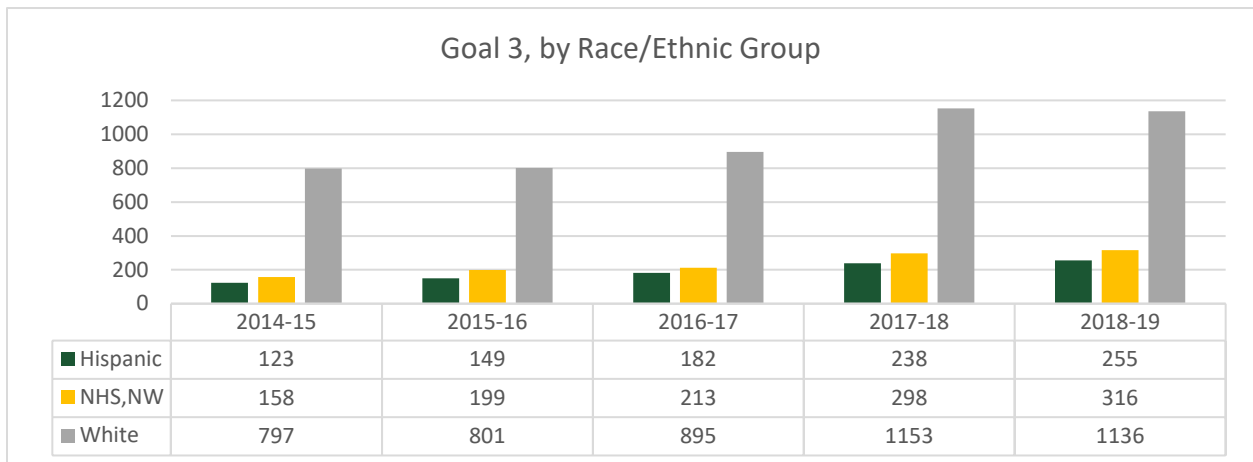
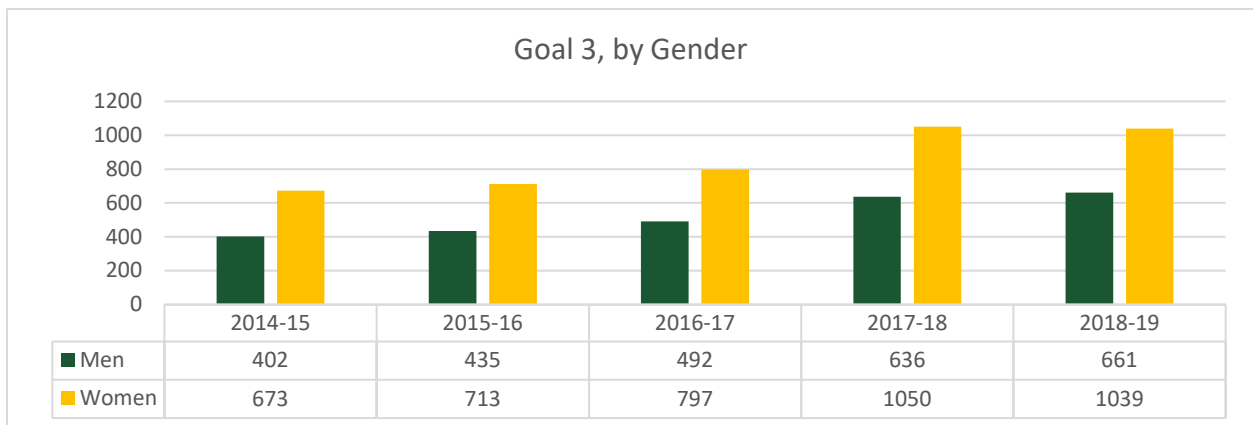


Goal 3: Undergraduate Credentials Awarded

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



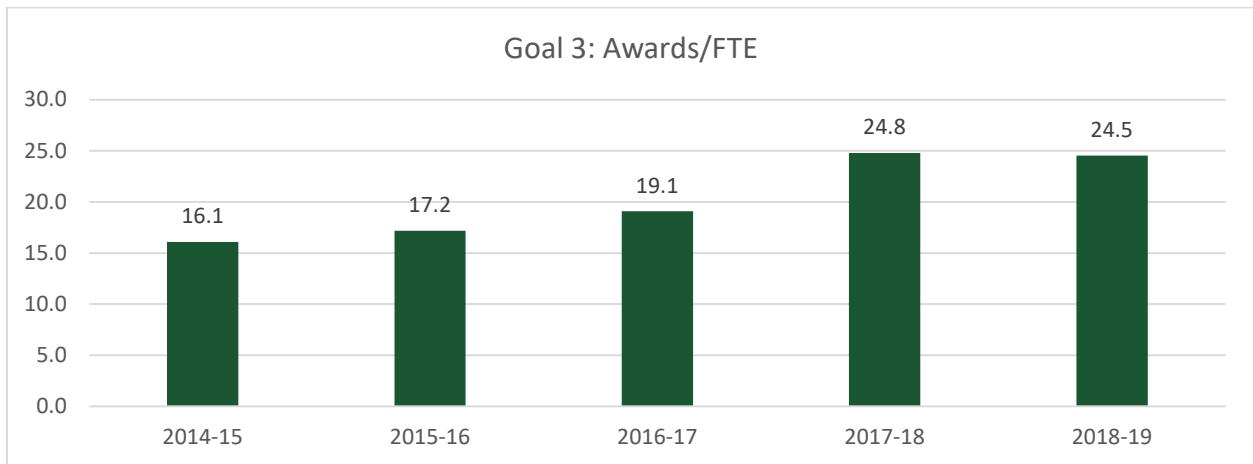
	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	+71	+141	+399	+18



Data as of 11/7/2019

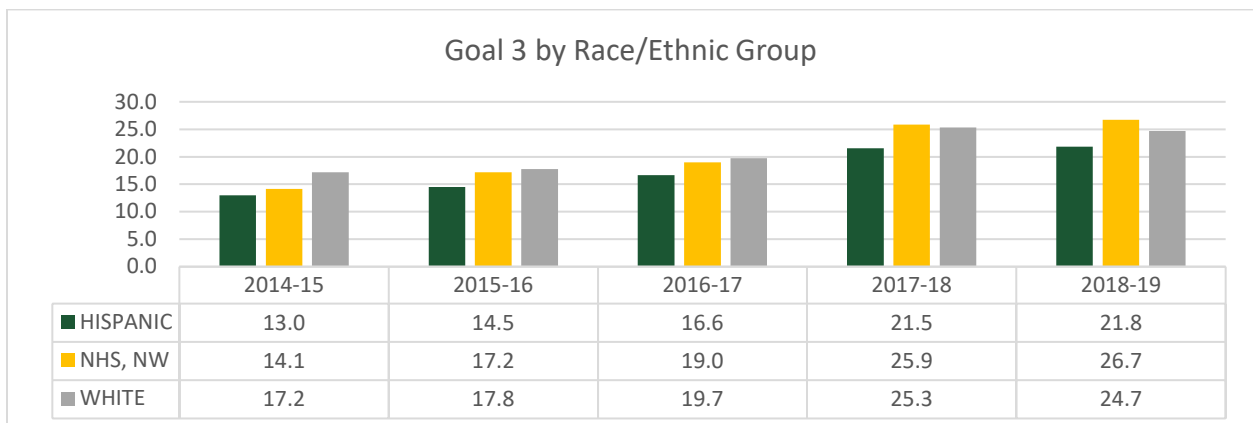
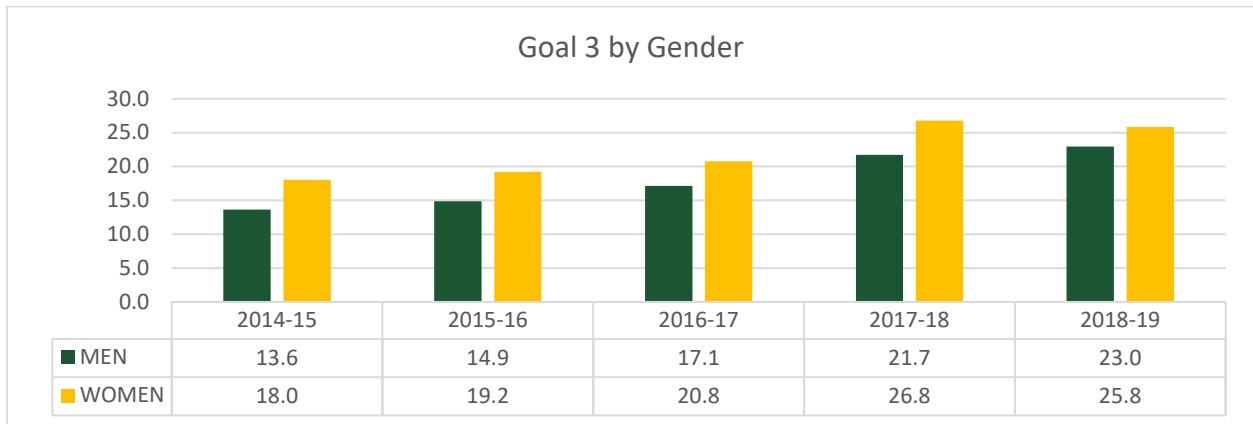
Goal 3: Undergraduate Credentials Awarded Per FTE

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.



Awards/ FTE	1078/ 6704.8	1149/ 6687.4	1290/ 6754.3	1689/ 6809.6	1707/ 6957.4
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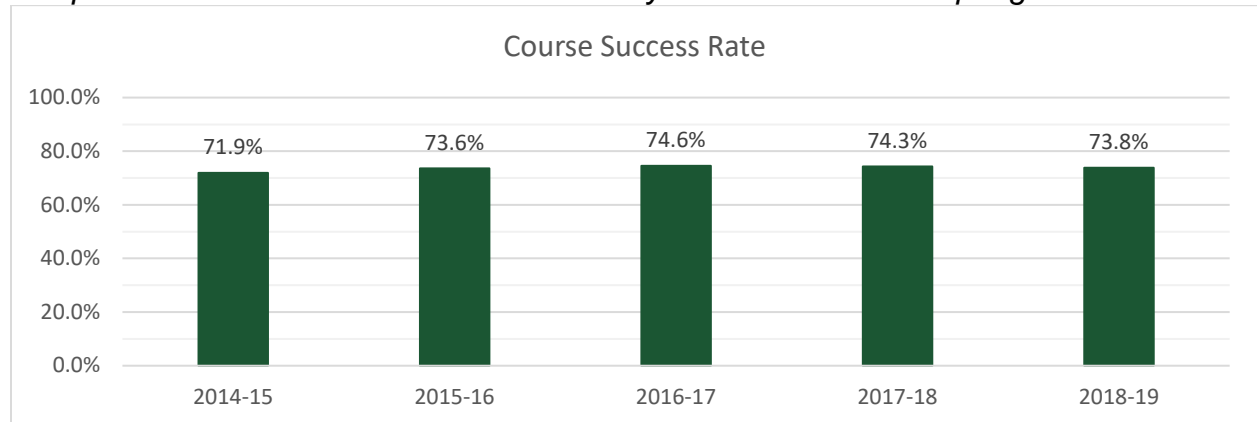
	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	+1.1	+1.9	+5.7	-0.3



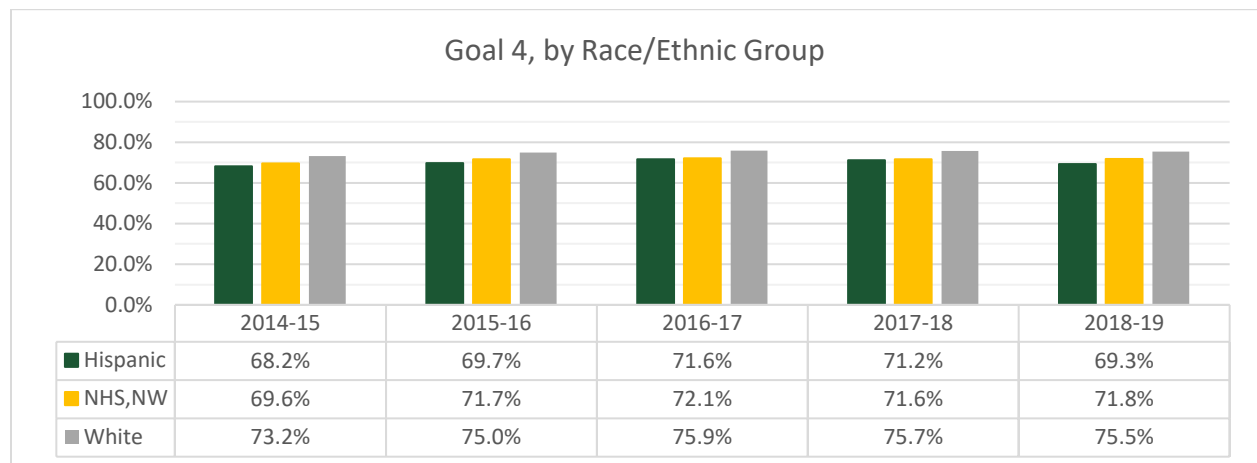
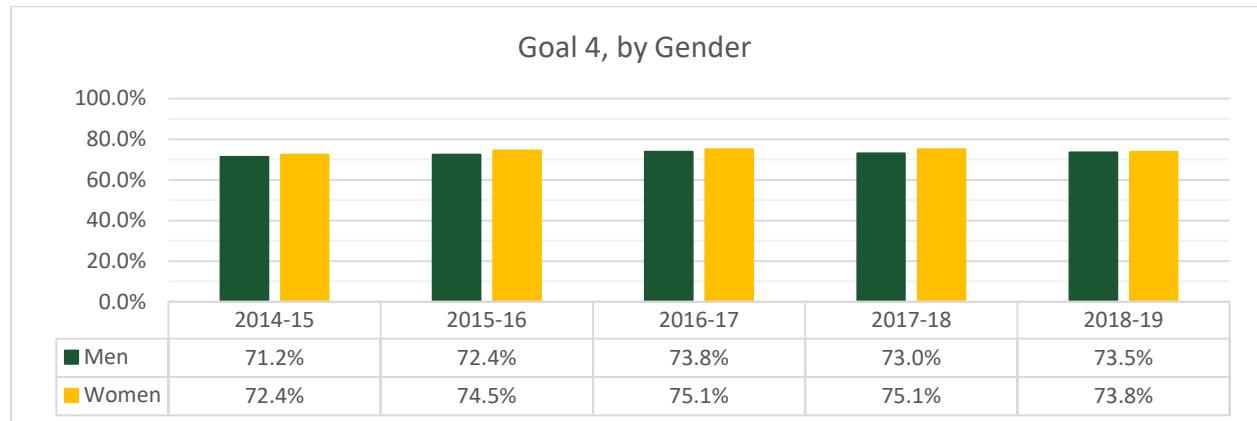
Degree data as of 11/7/2019. FTES from Datamart

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.

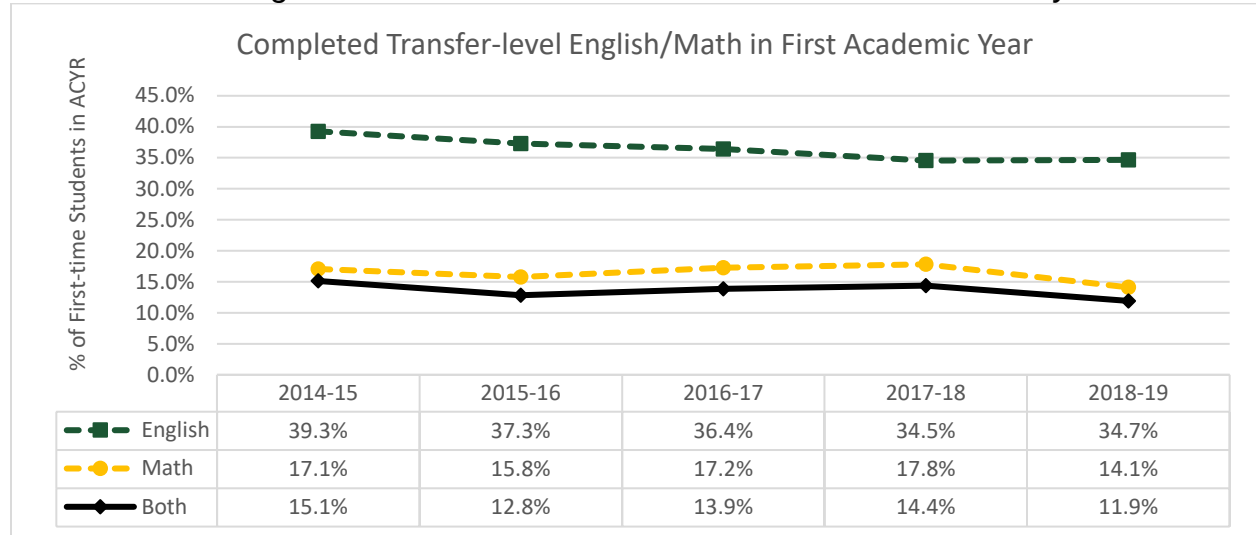


	2014-15	2015-16	2016-17	2017-18	2018-19
Success/	35,795/	37,218/	39,056/	38,405/	38,379/
Total	49,784	50,561	52,363	51,722	52,013
Change		+1.7	+1.0	-0.3	-0.5



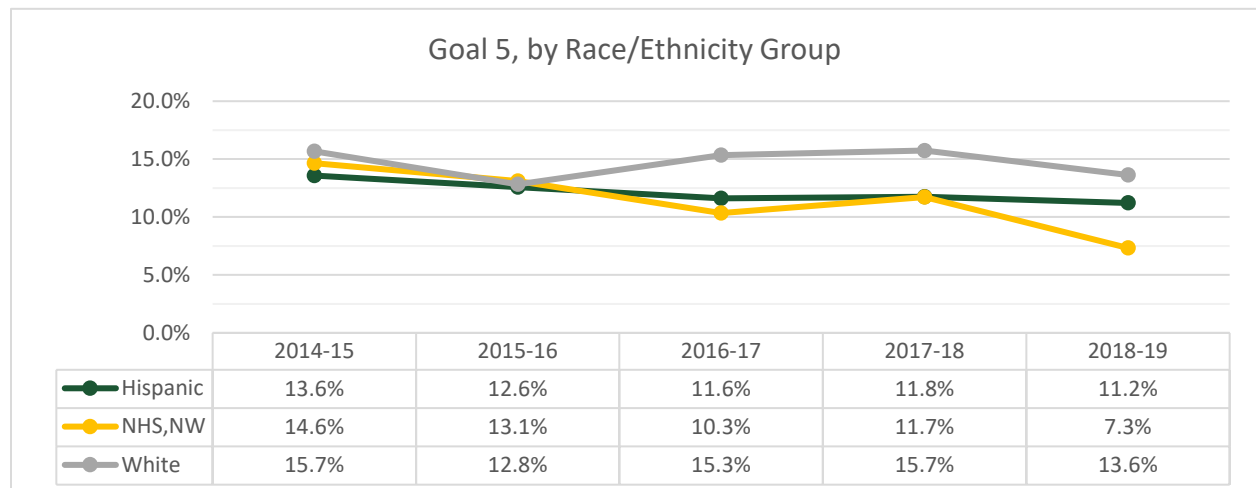
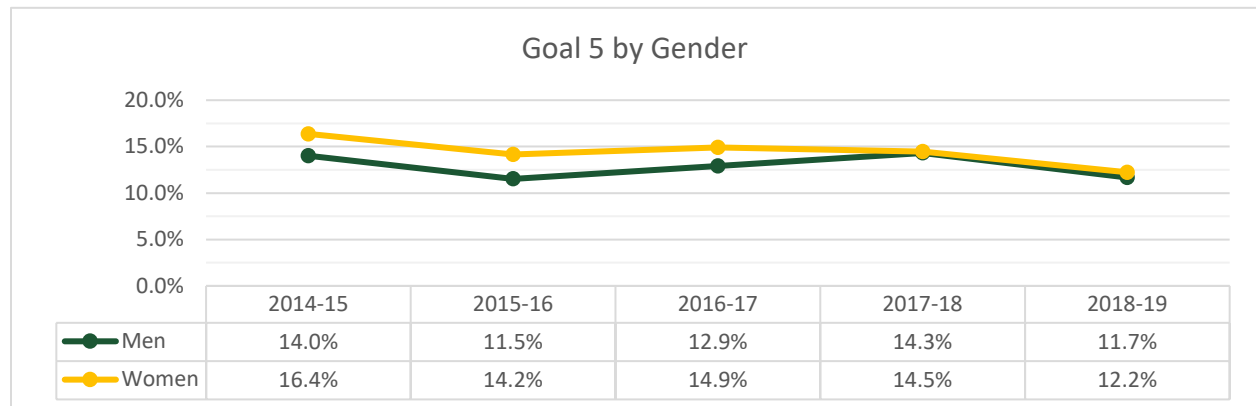
Goal 5: Improved through-put

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



Both/Total 141/932 118/820 131/945 146/1016 120/1007

	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	Decrease	Increase	Increase	Decrease



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. Both Math and English departments have developed co-requisite courses to support students in transfer-level classes. It is anticipated that this will increase the likelihood of successful completion of transfer-level English and math courses in the first year of a student's enrollment at the College. Two other high-touch programs, Supplemental Instruction and Embedded Tutoring, are growing in popularity among faculty. The College continues to offer math academy (Math Camp) in August. The Research Department is planning to complete an assessment of co-requisite courses and wrap-around support to determine which services are having the greatest impact in summer 2020 (after Math 14S has been offered for two semesters).

- 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. During the 2019/20 Academic year, the College is also offering a year-long online course through ACUE called Effective Teaching Practices to 20 faculty. The course is meant to improve engagement and persistence and promote deeper learning.

- 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:

The Research Department will complete an assessment during the upcoming year that allows disaggregation of outcomes of students receiving the above-mentioned services.

- 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:

The District adopted the placement guidelines recommended by the Chancellor's Office and is not requiring students to use any placement tools. Students who are seeking guidance for self-placement for math may use ALEKS software to support their placement decision. The English Department produced "Materials for Self-Placement in English Courses" - a document that Counselors can share with students who are considering various English course options. In addition, Student Services is working with IT to implement the Multiple Measures Placement Service through CCCApply which will facilitate the collection of transcript data from High Schools to support placement and completion of transfer level math and English during the first year.

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 will explore the possibility of offering an entire GE pathway beginning Fall 2020. Regarding Guided Pathways, the College identified faculty and administrators to serve as leaders in the development of new systems designed to support completion. The Fall 2019 Flex day was designed to support guided pathways implementation. 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. In addition, Supplemental Instruction has grown from 15 sections in Spring 2019 to 22 sections during the Fall 2019 term.

- 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 are now assigned to each academic division to support instructional colleagues with program mapping and to support student cohorts through a case management model. The College is piloting a student planning tool that is currently available to all students as a soft launch. It is anticipated that the student planning tool will be in full production for the Spring 2020 term. Draft academic program maps are integrated into the student planning tool. Regarding Early Alert, reports from faculty and students indicate that Shasta Summit is an effective communication tool for both encouraging students and recommending high-touch academic interventions. Student Services is continuing to expand the use of Shasta Summit each term.

- 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 College is in the process of redesigning the website to support the discovery of information and resources that support program completion. Design templates and website structure have been completed. The College is now in the content migration and development phase. The website will be in full production for the Spring 2020 term.

- E. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, “degree reclamation”¹ and “opt-out”² 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's 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 opt-out 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 2020 to support an opt out degree/certificate conferral process.

- 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 has funded \$73,500 in projects to support student learning in the classroom, online academic support services, new programs, 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. To support dialogue and to plan for Guided Pathways implementation, the College hosted three Guided Pathways focused workshops in which data was shared to illustrate the scope of the “completion problem” and the need for system reform and to gather ideas for changing local processes and systems. The conversation continued during the Fall 2019 Flex Day. A year-long

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

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

professional development plan was recommended to faculty to support continued engagement and collaboration on Guided Pathways.

Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2³, 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. 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:

The ACE program pathways are based on ADT degrees in Business, Psychology, Sociology, and starting in 2019-20, Communication Studies and Administration of Justice. Since ACE's inception in 2016, 75 ACE students have earned associate degrees: 40 ADT's, 14 University Studies associate degrees (our original "transfer" associate), and an additional 21 "non-transfer" associate degrees. Of the 186 currently active ACE students, 129 have indicated they are pursuing ADT degrees. The BOLD program has identified a short list of public and private, not-for-profit, regionally accredited universities where our students can complete a bachelor's degree locally or online for less than \$20,000 total tuition: CSU Chico, Humboldt State University, CSU Sacramento's College of Continuing Education, Columbia College, National University, Simpson University, Southern Oregon University, and Western Governors University.

- 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

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

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.

- 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:

Upon further examination and after a lengthy discussion in the Dual Enrollment Advisory Committee on April 23, 2019, the decision was made to apply the majority of the standards required by the National Alliance of Concurrent Enrollment Partnerships for Accreditation to Shasta College's Dual Enrollment program; however, we will not seek specialized accreditation at this time. One of the reasons cited for not pursuing accreditation is the cost and burden that would be placed on Shasta College faculty to implement a Faculty Liaison program as required in Standard F3.

The Shasta College Dual Enrollment program is working with one school district to explore and implement a College and Career Access Pathway (CCAP) Agreement. The 2019/2020 school year will be spent establishing the guidelines the High School will have to follow in order to sign an agreement with the hope of implementing it for the 2020/2021 school year. Red Bluff High School is able to make the classroom population changes needed to be compliant with CCAP requirements and is willing to help collect demographic information to ensure Shasta College is able to report accurate information to the Chancellor's office annually. Once Red Bluff High School has completed one school year cycle with an agreement in place, we will offer to work with other school districts to implement the same agreement.

Dual Enrollment's recent placement under the new Pathways and Learning Support Division was strategic as it positions the program to be a part of Guided Pathways development.

- 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. A campus visit from the Legislative Analyst Office (LAO) is scheduled on October 28, 2019. Key staff and faculty will talk about why the Health Information Management (HIM) program was developed, the structure of the

program, the skills and competencies the program teaches at the upper division level, cost of the program, and job placement of program graduates. In addition, a HIM employer, HIM program graduate, and current HIM student will meet with the legislative analyst to share their experiences and the impact that the baccalaureate degree program has had on their lives. The SB 850 LAO final report evaluating the 15 pilot programs is scheduled to be published by February 1, 2020.

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. By mid-Fall 2019 there will be enhanced and increased access to WiFi resources in 80% of the main campus.

- 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 uses 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 staff are reviewing the updated LOI and will be informing Shasta College of the LOI's approval status. If the LOI is approved, Shasta College will then begin a Needs Study (to be completed by the end of July 2020). 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 2021.

- 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. A recent retirement in Intermountain is allowing the College to pilot an Extended Education Paraprofessional in Intermountain. The Paraprofessional will be able to provide tutoring and learning support services in addition to matriculation and ITV 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 began implementation work for a new Library Services Platform in Fall 2018 and is scheduled to go live with the new system for the Spring 2020 term.

- 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 2018-2019, the Tehama campus Tutoring and Learning Center piloted online tutoring, and has been able to share what is and is not working well. During 2019-2020, the Main

campus Tutoring and Learning Center will also pilot online tutoring. The anticipation is that the College can provide learning assistance to a broader population of students.

- 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 Online Pathways grant from the Chancellor's Office during the 2018/19 academic year. These funds are being used to support the development of bottleneck online courses such as communication, science labs and core courses for specific degrees. Developing online courses in these areas will allow the College to offer thirteen online degree and certificate pathways beginning Fall 2020.

- 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 five complete ADT pathways (Administration of Justice, Business, Communication Studies, Psychology, and Sociology). All of these pathways can be modified using existing compressed ACE classes to complete a local associate degree instead of the ADT, as adult students sometimes need to modify their academic goals quickly to address employment or personal needs). The ADT Business is fully online, and the remaining ADT degrees are a combination of online and evening hybrid classes on Tuesday/Thursday evenings. The Administration of Justice pathway is offered through ITV at our extended education sites. ACE also offers a daytime pathway for two local Business associate degrees (Management and Marketing/Finance). The classes are a mix of online and Tuesday/Thursday 9 – 11 am hybrid classes. The morning times were chosen so that students can utilize state-supported preschool programs that run 8:30 – 11:30 am in our local area. ACE also offers a fully online Web Design certificate using compressed classes.

- 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 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.

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 Student Success Center offers direct student support – particularly with the steps to enrollment and registration processes. The Tehama Campus remains the original model for “One Stop” student services.

The College is piloting a student planning tool that is currently available to all students as a soft launch. It is anticipated that the student planning tool will be in full production for the Spring 2020 term. Draft academic program maps are integrated into the student planning tool. A counselor group is piloting SARS Zoom – a tool that provides video conferencing for students to complete a counseling appointment regardless of physical location. The mobile app provides users with access to the most requested information and resources across the campus. This semester will bring a new interface and a new way for students to interact with staff.

- 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.

- 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.

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 both K-12 partners and Business and industry. Our Career Pathways Trust grant of \$5 million dollars related to creating pathways with our K-12 partners in two sectors, Health and Advanced Manufacturing. We 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 3-day summits dedicated to high school counselors. During the summit 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. The latest infusion of Strong Workforce dollars by our State, administered through our Chancellor's office, allows to meet the demand of the California economy and labor market for skilled workers. The other primary goal of these dollars was to lift low-wage workers into living-wage jobs. Shasta College achieves these goals by monitoring our student success in CTE programs, improving career pathways by increasing dual enrollment, focusing on data-driven outcomes and coordinating our funding regionally.

- 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 programs were added in 2018-19 - Hospitality Management (AS-T), Computer Science (AS-T), Business – Marketing and Finance (AS), Business Retail Management (Cert.), and Medical Scribe Specialist (Cert.). 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.

- 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; another four students enrolled in universities with the assistance of the staff and counselor from the BOLD office, but chose not to utilize the support classes. The program then was retooled a bit and relaunched in Spring 2019 with five new students, one of whom has already graduated with her bachelor's degree. For Fall 2019, there are seven active students in the BOLD support classes (STU 40 and 41).

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.

- 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:

Shasta College sent a team of staff, faculty, and administrators to the College Promise workshop at Rocklin College in May 2019 to identify best practices and assess our current Promise program through an equity lens. In 2019-20, Shasta College started offering a second year tuition-free promise to those who qualified for the first year tuition-free in 2018-19. Promotional materials will be provided to high school partners in informational packets.

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 and Workforce Development, the College is engaged in a variety of efforts to expand opportunities for students. These efforts include Student Success

workshops for supporting employment searches, collaboration with Reach Higher Shasta on the Career Connections project, and the development of an online job board for Shasta College students. Efforts continue to promote Shasta College employment support with students and local businesses.

- 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:

New World of Work currently has 72 partner colleges in the CA Community College System as well as two external partners in Oregon and New York. Official Partners become members of the Community of Practice which includes access to all data collection tools and the digital badging platform. Many partners are using varying models to integrate soft skills into their work-based learning platforms. These models include 0.5-3 unit soft-skills courses which are aligned with certificate programs and others are adding components to the curriculum of existing work-based learning courses. The program will continue to add partners through their Post-Secondary and K-14 Pathways training models with the goal of reaching all 115 CA Community Colleges and high school partners. The online lessons will be available Fall 2019 and align with the post-secondary curriculum. The high school curriculum will also be released Fall 2019.

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 for full disclosure. The reports mentioned are presented at regular monthly meetings which are open to the general public.

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 1.5 years, over \$1 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.

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.

- 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 2019 academic year changes were made to the Program Review process so that programs are more consistently and explicitly reporting on outcomes and assess core program courses against established Institution-set Standards.

- 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.

- 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:

The District continues to look for strategies to minimize long-term obligations while maintaining reserves necessary for normal operations. During the 2018/19 year the District used unrestricted net income and fund balance to transfer \$1,750,000 to 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:

- C. During the 2018-19 fiscal year, Shasta College applied for numerous grants that were awarded during the current fiscal year. The grant amounts awarded totals \$3,812,350. Additionally, we received 17 non-competitive categorical restricted allocations. Total amount of competitive grant and categorical funding budgeted in 2018-19 was approximately \$14,611,000. The Shasta College Foundation's

income for 2018-19 was \$352,735. All of the above funds were used to support student educational goals.

- D. 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. Our new Strategic Plan, beginning in 2020, will include capital campaign efforts.