

Shasta-Tehama-Trinity Joint Community College District

**Mid-term Report 2021**

*Submitted by:*

Shasta-Tehama-Trinity Community College District

11555 Old Oregon Trail Redding, CA 96049

Submitted to:

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

Date Submitted:

October, 2021

Dr. Joe Wyse, Superintendent/President

Shasta-Tehama-Trinity Joint Community College District

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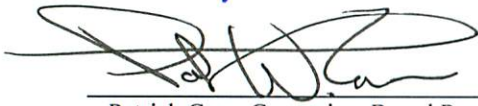
I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Joe Wyse, Superintendent/President

10/20/2021  
(date)



Patrick Carr, Governing Board President

10/20/2021  
(date)



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

(date)



[Kevin O'Rourke \(Oct 13, 2021 10:39 PDT\)](#)

Dr. Kevin O'Rourke, Assistant Superintendent/Vice President of Student Services

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Jill Ault, Assistant Superintendent/Vice President of Administrative Services

(date)



[Cathy Anderson \(Oct 14, 2021 07:33 PDT\)](#)

Cathy Anderson, Academic Senate President

(date)

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## Report Preparation

The Accreditation Liaison Officer drafted a plan in consultation with the Director of Institutional Research and the Vice President of Instruction. The plan included a proposed taskforce and a timeline that would allow opportunity for feedback and discussion among the campus community. The task force comprised a mix of faculty, administrators, and classified staff selected based on their role and knowledge of areas associated with recommendations from the site-visit team and self-identified areas of improvement. The plan was shared with the Accreditation Steering Committee for feedback and was further refined. A template was created to align with the Guide for Preparing Institutional Reports and a meeting was convened for training purposes.

Lead authors were encouraged to seek feedback during the drafting stage and reviewers were designated for each section. Once the draft was completed, Leads were asked to place the midterm report on the agenda of the following committees/councils for feedback: Accreditation Steering, SLO, Program Review, College Council, Student Services Council, Instructional Council, and Academic Senate.

### **Contributors:**

#### **Plans Arising Out of Self Evaluation**

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## **Reflections on Improving Performance**

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## **Report on Quality Focus Projects**

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## Plans Arising Out of the Self-Evaluation Process

### Improve dialogue and dissemination of information surrounding assessments (Standards I.A, II.A)

Assessment results are shared widely. For assessments of ISLOs, results have been shared and discussed at SLO Committee meetings, as well as College Council and Academic Senate. Discussion around results include the examination of disaggregated data from the self-efficacy assessment. These data were presented by student demographics such as race, gender, and credits completed. Faculty were also interested in examining results by discipline.

Aggregated course-level assessment results collected over the years through Nuventive Improve (formally TracDat) were first presented by discipline in 2020. These [data are posted online](#) to support better dissemination of information. A second report of these course-level SLO results was created, aggregated at the PSLO and ISLO levels though the outcome alignment established in Improve. These data generated discussion around data reporting and best practices to collect and report data at this level. Discussion continues around collecting program outcome data distinctly from course outcomes, and a survey at the time of degree application will be piloted in Fall 2021 to collect student-reported outcome data.

As processes for collecting SLO data have evolved, discussions among faculty on assessment standards have also occurred. Previously data were reported by course or section, and it was unclear where these two approaches were used. As the SLO Committee has moved toward intentionally collecting at the section level, faculty are able to see the value of disaggregating data by instructional method. This new method of collecting data has made it easier to report on data, and once faculty were able to view their results, meaningful discussion occurred. The data collected in Fall 2019 was presented in multiple formats and the submissions were aggregated by discipline and disaggregated by instructional and assessment method. These data were also compared to success rates to examine how they mirror this related measure.

#### **Evidence:**

- [Student Learning Outcomes Meeting Minutes 10.24.19](#)
- [Student Learning Outcomes Meeting Minutes 01.30.20](#)
- [Fall 2019 assessment results](#)
- [February 10, 2020 College Council Meeting Minutes](#)

## Improve Training Associated with Program Review and SLO reporting (Standards I.B.2, II.A.3)

### Program Review:

Training associated with Program Review has improved and continues to evolve. In Fall 2017, the Program Review Committee (PRC) developed a list of 10 points for consideration when conducting Program Review analysis which became a training handout. That information, along with training on how to access data using Tableau, and complete the Program Review template using TracDat, were used to train PRC members and faculty during Fall 2017.

Input about the TracDat template and Tableau data has led to refinements in both. For example, the template has greater focus on program benefits and successes, calls for qualitative program learning outcomes narratives, and directly aligns with the data tabs in Tableau. Overall, changes to the Program Review template and Tableau data served four improvement functions. 1) It reduced redundancies within the template 2) It created one template for degrees and certificates 3) It strengthened alignment with ACCJC standards, Institutional Assessment Plan, and Curriculum Review processes 4) It made completing the program review easier.

### SLO Reporting:

Training and training materials associated with SLO reporting have improved and additional plans for improvement are in place. As a first step toward improving SLO processes, the institution identified a need for a comprehensive assessment plan for the College, an overview of institutional processes and cycles for learning outcomes assessment that addresses both faculty and student service area outcomes (Quality Focus Area One, Shasta College Self-Evaluation 2017). In Spring 2018, members of the Institutional Assessment Task Force, created by College Council, finished drafting the first version of the Institutional Assessment Plan. The Institutional Assessment Plan received its first reading at Academic Senate on October 22, 2018, and its second reading on November 26, 2018. It was approved by College Council on December 14, 2018. The purpose of the Institutional Assessment Plan is to explain the philosophy and guiding principles that steer learning outcomes assessment at Shasta College; document the assessment practices for Shasta College; define roles, responsibilities and timelines for outcomes and assessment activities; and provide a structure and reference for campus-wide outcomes and assessment efforts. The Institutional Assessment Plan was distributed to faculty by email and is permanently available on the [Learning Outcomes Resource Center](#), the SC website that provides information on learning outcomes work at the College.

The Learning Outcomes Resource Center, a centralized hub for SC learning outcomes information created in Spring 2017, ensures that faculty have easy access to basic explanations of learning outcomes (SLO, PLO, and ISLO) and their purpose at Shasta College, training resources to help with revision and updating of SLOs, and links to the SLO Committee and Institutional Assessment Plan.

In addition to creating the Institutional Assessment Plan and the Learning Outcomes Resource Center, the College has improved our SLO submission form and associated training materials.

Upon surveying faculty and holding an information-gathering session, the SLO Committee found our current assessment management system (AMS) to be a significant source of frustration and confusion for faculty and a barrier to improving use of the assessment data across divisions. In response, the SLO Committee began researching other AMS options. Meanwhile, to address faculty's concerns about ease of SLO assessment submission, the SLO Coordinators migrated SLO assessment to Microsoft Forms, beginning with an SLO reflection form in Spring 2018 and an SLO assessment submission form in Fall 2019. Data Days (see below) and training materials (both text and video) were distributed to faculty by email and housed on the Learning Outcomes Resource Center. Faculty reception of the new SLO form and assessment results submission process has proved overwhelmingly positive.

Since Spring 2017, the SLO Coordinators and SLO Committee members have offered multiple Data Days, open workshops at the end of the semester to assist faculty in submitting their course-level SLO assessments and reflections and to answer any questions they have about the purpose or steps of the process. In addition, the SLO Coordinators present at least once each semester at academic division meetings, providing training and timelines for that semester's learning outcomes assessment expectations as well as information on assessment-related professional development opportunities offered by the SLO Coordinators and Committee.

**Evidence:**

- [Program Review Template](#)
- [Program Review Training Documentation, 2018](#)
- [Sample Program Review Training Announcement](#)
- [Program Review Training – 10 Things to Consider](#)
- [PRC Meeting Minutes Nov 2019](#)
- [SLO Assessment Reporting Form](#)
- [Model SLO Reflection Form](#)
- [Sample SLO Communications](#)
- [Data Days Workshop \(flyer/email\)](#)
- [Institutional Assessment Plan](#)

### [Assess Revised Program Review process \(Standards 1.B.5, II.A.3\)](#)

In 2015/16 the Program Review process underwent purposeful changes to improve the cyclical review, adding a formalized oversight component. Program Review reports are submitted every two years and evaluated by the Program Review Committee (PRC) every four years. This quality-improvement step has been effective in several areas. As an example, communication between the PRC, program faculty, counselors, and others has led to program improvements. Evaluation of assessment alignment has proven valuable in finding and addressing gaps in outcomes mapping processes.



As communication around the PRC processes has increased, new opportunities for improvements have emerged. Beginning in Fall 2017, the PRC adopted a set of criteria for conducting evaluations consistently across all programs. These criteria include retention benchmarks and Institution-set Standards for student success. Other improvements arose out of Program Review training and faculty input. Challenges inputting into Nuventive for final submission led to creating a Word template for drafting the report that serves as a model for thorough analysis of programs. An opportunity to include program successes and benefits to the community was added along with a request for program learning outcome narratives. Other improvements include a Research-created dataset for Program Review that aligns directly with the Word template and training videos used to help program faculty in using the data in analysis of their programs.

Another improvement was addressed in part by changing the due dates for both Program Review and Annual Area Plans from December to March 15. This timing change provides closer alignment with initiative prioritizations, funding source identification, and improves the planning cycle. With great intentionality, the PRC is working to reduce faculty workload but maintain quality outcomes with the Program Review process. Researching other institutions, conducting presentations to various stakeholders to gather input, and working with the Research, Leading from the Middle, and Guided Pathways teams, furthers efforts for ongoing improvements to Program Review.

**Evidence:**

- See evidence files in previous section related to Program Review

[Support faculty in data analysis associated with SLO and Program Review \(Standards I.B.6, II.A.3\)](#)

In 2020, faculty were able to view their assessment results in a new format. Trends in results were available, as well as disaggregation of data by section characteristics. The dataset for Program Review is continually seeing improvements from year to year. In 2019, the addition of student counts by declared programs was added. This was the start of a focus on program data over course data. In 2020, first-time students were also incorporated into the declared programs data, further emphasizing the program completion concept. Disaggregated data were also added to reduce the need to filter, and disproportionate impact calculations were presented by gender and ethnicity for success and retention rates. In 2021, additional datasets of persistence will be included, and student major will be available as a filter on course data. This will allow faculty to see how many majors are in the core program courses and look at success rates of their students in other courses to identify any bottlenecks. While the ease of use of these data is central to the dataset, in 2020-21 instructional videos were also developed to walk faculty through the navigation of the tool and guide them through interpretation of the data set.

In addition to the dataset, in 2019, prompts and examples to accompany the Program Review template were provided. Faculty found this helpful to provide meaningful responses in their

Program Review. It also assisted them in how to frame results of program assessment. The director of institutional research also sits on the SLO committee and serves as a co-coordinator to assist in the planning, collection, and reporting of SLOs. As a result, the data available on assessment results continues to improve.

**Evidence:**

- [How to use PR data video](#)
- [Updated info in PR template](#)

**Enhance dialogue surrounding outcomes and achievement (Standards I.A.2, I.B.1, II.A.3)**

Shasta College is adopting the data cycle of inquiry and planning as outlined in the book *Creating a Data-Informed Culture in Community Colleges* by Phillips and Horowitz. This best practice begins with asking questions and closes with the implementation of plans developed as a result of the data analyzed. This focus on discussion engages the audience with the data, shifting data from an information piece to an actionable item. Using this model, data are presented to College Council, the Board of Trustees, and other key committees with the opportunity to dialog and ask questions.

This inquiry cycle is also being adopted by the data coaching project. The initiative will train faculty and staff in how to examine data. The first cohort of coaches will be part of the Program Review Committee (PRC) and able to assist in thoughtful analysis around program data up for review. The updated academic Program Review template from 2019 assists faculty in how to have dialogue around outcomes and achievement through prompts and examples. Student Services has also adopted a program evaluation template that formally examines student services outcomes and student achievement for those participating in each program. The coaching program will go beyond written guidance by providing interactive activities and coaches to serve as resources.

Dialogue around student outcomes and achievement is taking place around the Strategic Plan metrics. The 2018-2021 Strategic Plan includes a set of metrics that loosely align with the California Community College's Chancellor's Office Student Success Metrics (SSM). These overarching indicators of success are calculated and presented annually to College Council for discussion. Another recent example are the research reports, shared with the Board of Trustees, surrounding student success metrics and equity outcomes. These reports served to both update the Board and as a source of rich conversations about improving student outcomes.

Student Services is another area where these data are discussed through program evaluation. Metrics associated with program evaluations include transfer level math and English throughput, as well as persistence, completion, and survey data. These data are combined in a report to present a comprehensive picture of the program's success and identify areas for improvement. In 2018, a survey was administered to students that covered all the services offered, but as a result of its length, the drop off rate (those who began and did not complete the survey) was high.

Some services showed small participation that was not reflective of actual student use. The Community College Survey of Student Engagement was administered in 2019, but findings were minimally actionable. As an alternative, the Student Satisfaction Inventory will be given in Fall 2021, replacing both student surveys. (The corresponding survey for faculty and staff will also be given, replacing the climate survey.) This survey asks about importance and satisfaction on several services and standard reports will include strategic areas of strength and improvement. The data can also be compared to faculty and staff results to study if perceptions around students' values and satisfaction align with those of employees.

**Evidence:**

- [Strategic Plan Update Example](#)
- [Sample BOT Agenda Item for Equity Report](#)
- [BOT Report Equity](#)
- [BOT Report Equity in CTE Outcomes](#)
- [BOT Report Equity in Special Program](#)
- [Student Services Program Evaluation Example](#)

[Redesign College website \(Standard I.C.1\)](#)

In July 2020, Shasta College launched its [website redesign](#). The project resulted in clearly articulated pathways for students and improved communication to the community. While the College has met these outcomes, there is still ongoing activity for continuous improvement.

The College sought to clarify pathways by meeting students where they are on their educational journey. On the homepage, there are three call to action buttons: Register Now, Explore Programs, and Apply to Graduate. This illustrates the progression from prospective student to current/active student and soon-to-be graduate. Below this section is "Find Your Path." It is here that students are presented with resources depending on where they are in their educational pursuits and their desired goals. While these pathways guide students from applicant to alumni or lifelong learner, there are also other pathways designed to help students choose a degree/certificate.

The "Meta Majors" (Explore by Interest) section of the website was developed to show the different opportunities available. This presentation of program study areas allows students to explore by their personal interest. Once they have decided on an interest area, the groupings of potential programs lead students toward a compatible degree or certificate. The College is also currently working on a program mapper that will enhance and evolve this into a more interactive website feature.

Communication to the community was also improved by highlighting our News and Events section on the homepage and in our main menu navigation. In these sections, you can sort News or Events by categories. The President's Updates have also been added to our News section.

These messages are campus updates to our faculty and staff but are also shared with the community on the website.

### SLO Revision Feedback from SLO Committee (Standard II.A.)

The form to revise or add an SLO was adopted by the SLO Committee in Spring 2017, distributed to faculty by email and housed permanently on the Learning Outcomes Resource Center. This form creates a feedback process in which the SLO Coordinators and Committee review the proposed revisions or additions, returning any commentary. This is a review, not an approval process; approval of the SLOs rests solely with area faculty. This form also guides faculty through the process of updating their SLOs on the course outline of record.

#### Evidence

- [Feedback & process form](#)

### Regular Analysis of Time to Completion (Standard II.A.6)

Time to completion data was examined as part of Guided Pathways in Spring 2019; this calculation presented the number of years a student takes to complete their certificate or degree. These data were examined by award type and program. It was found that in 2015-16 to 2017-18, students took an average of 3.7 years to complete their associate degree. In 2018-19, this figure decreased to 3.3 years. Students who declare an associate degree for transfer (AA-T/AS-T) complete in less time: 3 years in 2018-19 (vs 3.4 for AA/AS). When examining time to certificate completion, the number of units required for the certificate directly correlated to the length of time a student was enrolled in the program. These data are presented in the following table.

Most Shasta College students (approximately two-thirds) are enrolled part-time. Additionally, standard practice is to measure completion at 150% of the time necessary to complete an award when enrolled full-time, which is three years for a two-year degree. With these two considerations, it appears that students are completing in the time expected and there is no indication based on these data that scheduling issues are delaying graduation.

	2014-15	2015-16	2016-17	2018-19
<b>Associate Degree</b>	<b>3.6</b>	<b>3.6</b>	<b>3.8</b>	<b>3.3</b>
AA	3.5	3.4	3.5	2.8
AS	4	4	4.7	3.9
AA-T	2.3	3	3.3	3
AS-T	2.6	3.2	2.3	3.0

<b>Certificate</b>	<b>2.2</b>	<b>2.9</b>	<b>2.0</b>	<b>1.8</b>
<18 units	1.8	1.5	2.1	1.3
18 to < 30 units	1.2	2.2	1.7	1.9
30 to < 60 units	2.6	3.4	2.1	2.0

Additionally, these data revealed that some students do not notify the College that they have changed their degree plan until their application for graduation. This finding, along with the examination of declared programs built for Program Review, initiated action that led to students' ability to declare and/or confirm a program each semester. This new process will improve data collection and integrity and was implemented for fall 2021. Having accurate data on students' program of study will provide accurate disaggregated data to properly inform decision making.

While not time-to-completion, a related data point, units accumulated at award, was added to the Program Review dataset in 2019. Graduation and transfer rates of first-time first-year students are also calculated annually. Graduation rates are measured at 3-years and transfer rates at 4-years. These figures will be added to the dataset in future years.

#### [Review PLOs for all College programs to ensure they map to ISLOs \(Standard II.A.11\)](#)

The Institutional Assessment Plan provides the conceptual framework for how specific outcome alignment helps shape the mapping process.

“The connection between each level is explicit. That is, course-level outcomes inform program-level outcomes, which subsequently inform institutional-level outcomes. Assessment information feeds up from each level to the next. Reporting at the course level provides feedback to the program and reporting at the program level provides feedback to the institution. Faculty should design course-level assessments with the end goal in mind, considering how their course-level SLOs contribute to the desired learning outcomes for the student at the course, program (if applicable), and institutional level; thus, backward design principles guide the creation and assessment of course-level SLOs.”

Mapping is one criterion identified by the PRC for use with evaluations of programs by the Program Review Committee (PRC). Reflected in the formal evaluation comments from the PRC to program faculty is acknowledgement of their mapping progress. Mapping within the Nuventive Improve platform is consistent for each program and simple to use. Nearly all PLOs are mapped to ISLOs.

#### **Evidence:**

- [Status of Mapping across all programs](#)

## Review and Evaluate Online Tutoring support services (NetTutor, Student Lingo, Tutor Lingo) (Standard II.B.4)

We noticed use of vendor-provided services, such as NetTutor, Student Lingo, and Tutor Lingo, were low even though we have consistent correlational evidence that tutoring makes a significant impact on student success. Regarding NetTutor, use has remained at roughly the same rate over the past several years, with only a slight increase of 3% during the current crisis. We have noticed many repeat users which serves as one indicator of satisfaction. As NetTutor is a statewide service, we expected a formal evaluation at that level which did not materialize and have requested such. We will explore other assessment options in the future.

Student Lingo provides on demand asynchronous workshops to support skill development. Each workshop closes with an assessment and all evidence suggests students are finding them valuable. As an example, 96% of students give the workshop and overall rating of good, very good, or excellent. Tutor Lingo videos are utilized by our Extended Education sites to provide tutor training courses. Since Extended Education sites provide tutoring at multiple remote locations, we have found that Canvas plus regular Zoom meetings work best to deliver training and support to tutors.

As a result of the COVID-19 pandemic, the College was able to scale peer online tutoring services that were in a pilot phase at Extended Education sites. As a result of tutoring services being offered entirely online, we anticipate being able to provide these online services in perpetuity as training and software capabilities are now in place.

Overall, we have seen significant growth in student use of online learning support services since our last evaluation cycle despite enrollments decreasing due to the pandemic. We expect this trend to continue even as we return to face-to-face operations. Even though the Research Office has demonstrated the impact of tutoring services on student success, there are continued opportunities for improvements surrounding online tutor training techniques, scheduling, software improvements, and evaluation of services.

### **Evidence:**

- [Student Lingo Survey Evaluations](#)

## Further develop TracDat to track expenditures and outcomes arising from the initiatives funded through the Annual Area Plan (Standard III.D.2)

In order to address this challenge, we added a unique ID for each resource request. The unique ID will allow better expenditure tracking and ensure that planning for various programs and funding sources are coordinated. Additional changes are planned for tracking and reporting as we

begin our next Strategic Planning cycle. As an example, we ask College personnel to link initiatives to the Strategic Plan, which is valuable in terms of ranking and approving initiatives. However, our system as it was configured does not allow us to run reports based on Strategic Plan goals and objectives. We intend to make those changes for our next Strategic Planning Cycle beginning in 2021/22 academic year.

**Evidence:**

- [Unique Identifier for funding requests](#)

[Develop a plan to fully fund OPEB obligations \(Standard III.D.12\)](#)

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. The combination of deposits into the OPEB Trust and investment earnings have accumulated a balance of \$24 million at 6/30/2021. This represents over 60% of Total OPEB Liability. With this level of funding in the Trust, current estimates through informal modeling suggest that simply relying on conservative investment earnings into the future should suffice to meet this liability without additional large, extra deposits into the trust (see minutes from the December 4, 2020 Retirement Board meeting).

Moreover, in August 2021, the District Board of Trustees approved a resolution authorizing participation in PARS-CCLS Pension Rate Stabilization Program. This District is projecting a deposit will be made to this trust of \$5 million on one-time unrestricted funds at the close of the 2020/21 fiscal year.

**Evidence:**

- [Retirement Board Meeting 12/4/20](#)
- [Board of Trustees Meeting 8/11/21](#)

[Review Initiative Process Timeline \(Standard IV.A.4\)](#)

College Council reviewed the initiative process and has made two updates since this growth area was identified. In both cases, the amount of time to complete Area Plans and request associated initiatives was extended. The most notable change in the timeline moved the Area Planning and Program Review due dates from fall to spring since this better coincides with our budgeting cycles.

**Evidence:**

- [College Council Minutes August 2020](#)
- [College Council Minutes October 2020](#)



#### Monitor Accreditation Standards and quality improvement processes through the participatory governance and committee structure (Standard IV.B.4)

The College began the Accreditation Planning effort during the Spring 2021 term. The goal of this effort was to familiarize some of the key campus councils and committees with the accreditation standards associated with their specific areas. To support this effort, some areas were asked to use the *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*, and the Review Criteria in the Guide to conduct an informal self-assessment. Based on the self-assessment they were asked to identify growth areas and make associated improvements. We anticipate expanding these efforts to more campus groups in the future.

#### Evidence:

- [Meeting Presentation on Standards Review](#)

#### Improve Board of Trustees professional development (Standards IV.C.9, IV.C.10)

The District has established a New Trustee Orientation Program which has been completed by the three newest members of the Board of Trustees. This program entails several workshops with the Superintendent/President, Cabinet Members, and senior Board members, and covers a wide range of topics, including Board Policies, Administrative Procedures, roles and responsibilities, planning and resource allocation, budgeting and College finances, participatory governance, community college framework, and Strategic Planning and partnerships. In addition to the meeting presentation and handouts, the new Trustee is also provided Shasta College's planning documents and other relevant information and articles. The New Trustee Orientation provides each new Trustee a solid foundation of information about the California Community College environment and regulations and the operations of Shasta College.

All Trustees are encouraged to continue their professional development. Locally, professional development includes educational reports on a wide range of pertinent issues presented at Board meetings. In addition, the Trustees are encouraged to participate in the Community College League of California (CCLC) professional development activities offered throughout the year.

In 2020, the Chancellor's Office launched a year-long fellowship for CEOs and select Trustees. The Fellowship program was co-developed by the Aspen Institute and focuses on helping participants develop a better collective understanding of students' experiences and the institutional barriers to success. The District's CEO and two Trustees were selected to participate in this Fellowship and attended two full-day conferences and seven half-day regional meetings that enabled deep dives into topics such as Diversity, Equity and Inclusion, Using Data, Guided Pathways, Developmental Education Reform, Hiring and Evaluating College Leaders, and Collaborative Governance.



The Trustee Fellowship provided an opportunity for the Trustees and the CEO to:

- Develop a better collective understanding about students' experiences, the institutional barriers that challenge their success, and potential solutions.
- Learn and ideate together, and thereby enhance collaboration about important topics that require policy leadership in order to improve student success.
- Strategically inquire in a place more removed from day-to-day pressures than typical board meetings.
- Understand the range of system-wide reforms and student success initiatives they can leverage to lead their districts in impacting local and Vision for Success goals.

Following the work done through the Trustee Fellowship, there have been three Special Meetings held to review and discuss equity reports developed by the Shasta College Office of Institutional Research (the Research Office).

Special Meetings – Equity Research Focused	
Date of Meeting ( <i>Links to BoardDocs</i> )	Report Title
<a href="#">September 9, 2020</a>	Local Student Success and Equity Goals
<a href="#">November 10, 2020</a>	Equity Data & Employment in Career Technical Education (CTE) Programs
<a href="#">February 10, 2021</a>	Equity outcomes in programs meant to support specific populations

The above represents some of the most salient examples of Board member professional development. From the initial New Trustee Orientation program to special reports to the Board, to participating in CCLC professional development activities such as conferences and webinars, to the Chancellor's Office Trustee Fellowship, the Board of Trustees actively engages in growth opportunities aimed at supporting the District.

**Evidence:**

- [New Trustee Orientation Outline](#)
- [List of Educational Reports to Board of Trustees](#)
- [Trustee Webinar Series](#)

## Institutional Reporting on Quality Improvements

### Recommendation: Resource Alignment and Hiring

*In order to increase effectiveness, the team recommends that the College strengthen the connections and alignment of resource requests by formally connecting the area/program planning process with the full-time faculty hiring process. (I.A.3, I.B.9)*

Although faculty and staff were always encouraged to express needs for personnel in planning and one of the key hiring criteria in the screening rubric has a strong connection to institutional planning, the College took steps to make that a more explicit part of the planning process. First, the College updated the faculty hiring request form to encourage faculty to think about personnel needs as they complete Program Reviews and Area Plans. Second, the College changed the wording to one of the questions for Annual Area Planning. It now specifically prompts faculty and staff to mention personnel needs in the yearly update. Additional training materials were developed to support the effort to strengthen the connection between planning and hiring.

#### **Evidence:**

- [Hiring Priority Screening Rubric](#)
- [Update to Faculty Hiring Request Form](#)
- [Update to Annual Area Planning Template](#)
- [Annual Area Plan Training Materials](#)

### Recommendation: Committee Evaluation

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

Historically, governance evaluation was part of the semiannual climate survey. During a discussion of the most recent climate survey results, it was determined that the survey was not producing actionable information leading to student-centered improvement. The District opted to search for an “off-the-shelf” survey with external validation. Implementation was delayed for a year due to the pandemic. The selected survey is student-centered and will include some governance themes but does not allow for a deep look at campus committees. Therefore, College Council established a committee evaluation form with strong links to the Educational Master Plan, the Student Success Funding Formula, and the Guided Pathways initiative. In an effort to support the aspirational nature of the committee evaluation form, the College is reviewing committee structure and function broadly during the next Strategic Planning cycle to ensure that work outside the classroom in committees supports student outcomes effectively. Even though

the newly implemented survey suggests a high level of satisfaction with current structures, the College will continue to explore growth opportunities in this area.

Evidence

- [Committee Evaluation Results](#)
- [Strategic Plan Draft \(see Strategy 4.1.1\)](#)

#### Recommendation: Metrics and Mission

*In order to increase institutional effectiveness, the team recommends the College develop a formal process documenting the data metrics used to assess the accomplishment of its mission. (I.B.5)*

The College assesses the mission as part of the formalized process documented in the Integrated Planning Manual. The College continually seeks to improve outcomes and is in the process of implementing several associated changes. Most importantly, the College is in the process of revising the Program Review process with the goal of making it more meaningful for faculty and creating actionable steps for program improvement. One of the key components of this process is an annual exit survey of all graduates that assess both institutional and programmatic outcomes. This effort is meant to standardize and regularize the collection of assessment data related to the mission broadly but also for individual programs. (See section above Plans Arising from Self-Evaluation for more information on Program Review).

Another recent improvement is the addition of key indicators and goals in the Strategic Plan and the yearly progress update. The Strategic Plan is the College's short-term plan designed to meet the goals identified in the Educational Master Plan (goals that ultimately derive for the Mission of the College). These key indicators align with nationally recognized success metrics such as completing transfer math and English during the first year and are used in the yearly planning cycle as the College evaluates progress on the Strategic Plan goals. Our upcoming Strategic Planning cycle will continue to have deep connections to performance indicators and serve as an important measure of work toward accomplishing the mission.

Evidence:

- [Strategic Plan Update](#)
- [Planning Cycle](#)

## Recommendation: Refinement of Course Assessment

*In order to improve the quality, effectiveness, and consistency of student learning outcomes development and assessment, the team recommends that the College review and refine course assessment processes. (I.B.2)*

In order to review and refine course assessment processes, the SLO Coordinator and Committee first gathered feedback on processes from faculty members through an SLO open forum (Nov 16<sup>th</sup>, 2017) and faculty SLO survey. These measures helped the College identify common concerns for faculty members, including a need to clarify the end goals of learning outcomes assessment, widespread frustration with the difficulty of submitting results in the assessment management system, and deriving usable data from its reports. In addition to taking measures to refine course assessment processes outlined below, the SLO Coordinators and Committee identified the Assessment Management System (AMS) as a significant barrier to meaningful assessment and put substantial effort between 2018-20 into researching alternatives and pursuing implementation of a new AMS. After much research conducted by members of an ad hoc committee, the SLO Committee identified a front-runner and held information/orientation sessions on the alternate AMS to gain faculty feedback (largely positive). The initiative supporting the replacement AMS was endorsed and highly ranked by the Shasta College's Instructional Council, but the process was tabled in Spring 2020 due to statewide initiatives that could impact vendor selection. The SLO Coordinator and Committee are now working with IR to find the most effective ways to disseminate aggregated and disaggregated assessment data to programs and departments using available, in-house means. As noted elsewhere in this report, SLO reporting is now conducted via a survey and faculty value this improvement.

In tandem with the search for a new AMS, the institution identified a need for a comprehensive assessment plan for the College, an overview of institutional processes and cycles for learning outcomes assessment that addresses both faculty and student service area outcomes (Quality Focus Area One, Shasta College Self-Evaluation 2017). In Spring 2018, members of the Institutional Assessment Task Force created by College Council finished drafting the first version of the Institutional Assessment Plan. The Institutional Assessment Plan was approved by Academic Senate in November 2018 and by College Council in December 2018. The purpose of the Institutional Assessment Plan is to explain the philosophy and guiding principles that steer learning outcomes assessment at Shasta College; document the assessment practices for Shasta College; define roles, responsibilities, and timelines for outcomes and assessment activities; and provide a structure and reference for campus-wide outcomes and assessment efforts. The Institutional Assessment Plan was distributed to faculty by email and is permanently available on the Learning Outcomes Resource Center.

The Learning Outcomes Resource Center, a centralized hub for Shasta College learning outcomes information created in Spring 2017, ensures that faculty have easy access to explanations of learning outcomes (SLO, PLO, and ISLO) and their purpose at Shasta College. It also provides training resources to help with revision and updating of SLOs. In addition to creating the Institutional Assessment Plan and the Learning Outcomes Resource Center, the

College has improved our SLO submission form and associated training materials. To address faculty's concerns about ease of SLO assessment submission, the SLO Coordinators migrated SLO assessment to Microsoft Forms, beginning with an SLO reflection form in Spring 2018 and an SLO assessment submission form in Fall 2019. The new Microsoft Forms for learning outcomes assessment and reflection have encouraged collaborative reflection among faculty for course-level and program-level decision-making and have proven easier for faculty to complete and submit.

Training materials (both text and video) for the new forms were distributed to faculty by email and are housed on the Learning Outcomes Resource Center. SLO Coordinators and Committee members held Data Days at the end of each semester where faculty could come to ask questions about the process or receive help submitting their assessment results. Faculty reception of the new SLO form and assessment results submission process has proved overwhelmingly positive.

The core objective of learning outcomes assessment is enhanced teaching and learning; in order to meet the goal of improving "the quality, effectiveness, and consistency of student learning outcomes and assessment," the SLO Coordinators and Committee have prioritized shifting the culture surrounding SLO assessment from compliance to teaching, learning, and pedagogical inquiry. The SLO Coordinators and SLO Committee have offered extended professional development opportunities of 3-6 hours on the Monday of Thanksgiving week for the past three years (2018-20). The themes for each of these days were as follows:

November 2018: Tips, Tricks and Tools of Assessment

November 2019: The Power of Assignment Design (Transparency and Alignment)

November 2020: Assignment Rubrics and Student Panel on Online Assessment

In addition to these dedicated assessment days each November, the SLO Coordinators and Committee have offered professional development opportunities during each semester, with topics including Equity and Assessment, Authentic Online Assessment, Transparency and Alignment of Assignments with Learning Outcomes, Rubric Design, and Using Canvas Outcomes Features.

### **Evidence:**

- [Institutional Assessment Plan](#)
- New forms for [reflection](#) and [assessment](#)
- [Sample SLO communications](#)
- SLO Open Forum ([Nov 16th, 2017](#)) and [Faculty Survey \(Survey results\)](#)
- [LORC Resources for Best Practices in Designing SLO's](#)
- [LORC Resource for Updating SLO's](#) and [LORC Resource Methods of Assessment](#)
- [Learning Outcomes Resource Center](#) (2/16/2017 email to faculty re: LORC)
- Thanksgiving Week Monday Outcomes Workshops [2018](#), [2019](#), and [2020](#).

## Recommendation: Increase bandwidth to off-campus sites

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

The network connectivity to the main campus is provided by CENIC (the Corporation for Education Network Initiatives in California). CENIC designs, implements, and operates the California Research and Education Network (CalREN), which is a high-bandwidth, high-capacity, multi-tiered Internet network serving California educational institutions. Until 2019, the Shasta College Institutional Technology Department provided both oversight of and budget for network connectivity to all Extended Education sites. The circuits to the Intermountain (Burney) and Trinity (Weaverville) Campuses were connected through Frontier Communications. However, in a joint effort of CENIC and the District, significant improvements were made. The District funded some of the infrastructure upgrades, while CENIC took over funding the costs of connectivity from the main data center to the remote sites as well as increasing the bandwidth. The comparison below illustrates the scale of the broadband upgrades.

### Prior to CENIC Conversion (June 2019):

Main Campus: 1 1G and 1 45M circuit

Tehama: 1 20M circuit

Intermountain: 1 5M circuit

Trinity: 2 1.5M circuits

HSUP: 1 1G circuit

*\*For comparison 1G(gigabit)= 1024M(megabit)*

### Post Conversion to CENIC (July 2019):

Main Campus: 2- 10G circuits

Tehama: 2- 1G circuits

Intermountain: 2- 1G circuits

Trinity: 2- 1G circuits

HSUP: 2- 1G circuits

The additional bandwidth has allowed students to utilize each site for online courses. It has also allowed Shasta College to increase student services and learning center student support services such as online tutoring and student success workshops.

### Evidence

- [Measure H Newsletter Spring 2018](#)
- [Technology Meeting Minutes 03.14.19](#)

## Reflection on Improving Institutional Performance

### Student Learning Outcomes

Shasta College has taken many steps to ensure efficacy in assessment processes over the past four years. First, the College produced an Institutional Assessment Plan that expands upon our previous Learning Outcomes Handbook to fully explain the philosophy and guiding principles that steer learning outcomes assessment at Shasta College; document the assessment practices for Shasta College; define roles, responsibilities and timelines for outcomes and assessment activities; and provide a structure and reference for campus-wide outcomes and assessment efforts. The Institutional Assessment Plan is a living document that will require periodic review and revision. The 2018 version of the assessment plan includes a list of suggested changes to support its implementation. Some of the changes such as increased staffing in the Research Office have been implemented and have improved assessment processes. To ensure that assessment efforts are reviewed on a yearly basis, a yearly report by the SLO Coordinators, with input from SLO Committee and Student Services, is presented to the Academic Senate and College Council, highlighting the year's assessment activities, outcomes work done by the coordinators and committee over the year, and any special faculty assessment projects. Updated learning outcomes assessment and reflection forms in Microsoft forms have made SLO assessment submission easier for faculty and more convenient for the Research Office to work with the data. Consistent assessment-related professional development opportunities each semester continue to strengthen faculty's knowledge that assessment work is foundational to improvements in teaching and learning. Reflection semesters (most recently Spring 2019) offer faculty the opportunity to meet and discuss assessment results in terms of core courses and programs, as well as to record their reflections and plan for improvement.

Tabling the search for a new AMS in Spring 2020 led to an exploration of in-house approaches to assessment management, and the SLO Coordinators and Committee are currently researching the use of Canvas mastery outcomes for learning outcomes work at all levels while maintaining the use of the Microsoft assessment forms implemented in 2019. Additionally, recognizing that the Learning Outcomes Resource Center is relatively static and cannot meet all faculty training needs in assessment, the SLO Coordinators and Committee are creating a Canvas Assessment course shell to provide new faculty orientation, training for all faculty, a repository for all our course-level SLOs and our PLOs by division, an updated list of assessment-related PD opportunities each semester, and links to our assessment forms and processes (with associated explanation). The Canvas Assessment course will open to faculty at the end of fall 2021.

Work with PLOs and ISLOs continues to evolve. The process for assessment and reflection at these learning outcome levels is outlined in the Institutional Assessment Plan. However, these processes will need to be reviewed and revised, as portions of the plan were contingent on access to a different assessment management system.



ISLOs have been measured through a variety of means (student self-reporting, data from existing sources like worksite learning, assessments built in-house). Going forward, the College is evaluating best options to assess ISLOs on a consistent and sustainable basis and is in the process of implementing an exit survey for all graduates.

**Evidence:**

- [Institutional Assessment Plan](#)
- Yearly learning outcomes reports [2018-19](#), [2019-20](#)
- [PLO mini-grant info](#)
- Email with information for faculty re: submission of SLO assessments ([2017](#), [2018](#), [2019](#))
- New MS forms for [reflection](#) and [assessment](#)
- [Reflection Year 2018-2019 \(note to faculty\)](#)
- [Degree Application Outcome Exit Survey](#)

**Institution-set Standards**

In the most recent report on the institutional-set standards, Spring 2021, Shasta College met the institutional-set standards for all measures. The College revisited the institution-set standards in Spring 2021 to set more reasonable standards based on consistent data definitions aligned across the state. There were two changes made to standards: the floor for certificates was adjusted upward for the current and future year and both floor and aspirational standards for transfers were adjusted for current and prior years. The data from the Chancellor's Office Student Success Metrics (SSM) were previously being used to report transfers. However, due to delays in the updating of the SSM website (and inability to replicate the metrics), data were aggregated and reported from the Datamart, UC and CSU websites. These figures produced a smaller count of transfers. For the first time since its establishment, the bachelor's degree completion standard was met. This is a fairly new program and limited in scope; 8 awards were granted in 2019-20. In addition to meeting the floor standards, Shasta College also exceeded its aspirational goals for both certificates and degrees awarded. The College has many initiatives that are designed to improve these student completion rates:

- The Guided Pathways project works to ensure that students are taking the proper courses for their educational goals to streamline their educational journey.
- Changes in placement into transfer-level math and English, in relation to AB 075, have allowed more first-time students to meet requirements in their first year.
- The Degrees When Due project awarded nearly 300 student awards to students who had stopped-out from 2015 to 2019 and who completed a degree but had not applied to graduate. As a result of this work, process improvements have been made to identify these potential completers ongoing. Those who apply for graduation but do not meet the requirements for the degree they applied for are evaluated against other degrees and stop-outs are identified and audited annually.



Shasta College is more intentional in identifying and using data on student educational goals. This will help to identify students who are interested in transferring and ensure they are connected with the transfer center. The Guided Pathways and access changes around transfer English and math should also improve transfer rates. Additionally, the associate degree for transfer programs provides a clear pathway for students. The students in these programs complete at a higher rate and shorter time than students in other programs.

The course completion rate, also known as the course success rate, did decline in 2019-20. This was due to the pandemic and the allowance for emergency withdrawals. Students receiving these grades are being counted by Shasta College as enrollments for internal assessment. When looking only at fall success rates, values are steady. A transition to mostly online courses occurred during spring 2020 and continued into the next academic year. Tutoring, which has the strongest correlation to success, was made available online at scale. Other support services expanded their offerings for online students as well (counseling, library, and educational technology.)

To aid with employability outcomes, Shasta College will open a re-imagined Career Center in the 21/22 academic year and continue to build relationships with local industries to align student and community needs. These programs and initiatives include:

- Cal Fire: Forest Health/Heavy Equipment Logging Operations/ Apprenticeships
- Strong Workforce Program: Multiple Career Education initiatives, including worksite learning and job placement.
- Perkins: Designated funds are supporting multiple initiatives.
- California Adult Education Process (CAEP): Adult Education success initiatives in support of regional K-12 adult learners.
- Center of Excellence, Regional Host: Data-driven resources for program development and needs assessment.
- CCCAOE Regional Directors (2): Regional Host for Small Business and Advanced Manufacturing.

The results of the institutional-set standards are shared and discussed with the College Council and posted online. College Council is also responsible for making any adjustments to the floor standard and aspirational goals. In 2020, adjustments were made for Health licensure pass rates; it was raised from 70% to 80%. Adjustments were made to certificates and transfers as noted above. New goals were established for the employment rates. The standards are also used in the Program Review dataset. Each success rate by course is compared to the standard and color gradation is used to indicate if the rate is above or below the institutional set standard. This allows the faculty to compare and comment on their program and courses in the Program Review.

**Evidence:**

- [ACCJC Annual Report](#)

# Report on the outcomes of the Quality Focus Projects

## Institutional Outcomes Assessment Plan

The College developed an institutional assessment plan and made progress on all of the projected outcomes of the plan. The plan clearly articulates relationships and solidified practices and processes across the institution. The College has a clearer picture of course-level outcomes through improvements in data collection and can disaggregate them based on the instructional method. The new data collection process also provided the opportunity to make reporting easier for faculty which was also one of the projected outcomes of the assessment plan (as noted elsewhere in this report).

The College took several steps towards making a deeper connection between course, program and institutional learning outcomes. Some of these approaches were discussed above:

- 1) Implementing a self-assessment for program and institutional learning outcomes. This data will be integrated into the Program Review process.
- 2) Revision of Program Review datasets to make them more program-focused (rather than course-focused).
- 3) Asking faculty to link assessments in the learning management to course, program, and institutional learning outcomes.

There were numerous enhancements made to Program Review and Area Planning datasets and associated forms. These changes aimed to create meaningful information for Program Review and strengthen alignment with nationally recognized student success metrics as well as institution-set standards.

### **Evidence:**

- [Institutional Assessment Plan](#)

## Data Warehouse

Shasta College committed to enhancing culture of inquiry through accessible data and visualization tools in its 2017 self-evaluation and has made meaningful strides toward that endeavor. For the initial implementation, many of the early project activities were completed. In the summer and fall of 2017, the project plan was created, resources for consulting were identified, database servers were built, and investigation of tools and software had begun.

In early 2018 a workgroup was created to help define the scope and governance of the data warehouse. This workgroup included individuals from Research, IT, and the District's existing MIS workgroup. This group helped to identify some of the early tools that would be purchased to create and access the data warehouse. Some of the tools chosen by the College included SQL Reporting Services, Rapid Insights Veera and Tableau. The College began implementation of

these tools in mid-2018. Some success was seen with Tableau immediately with the ability to provide a dashboard for Program Reviews and Annual Area Planning. However, there were some failures as well. The Rapid Insights Veera tool proved to be not a good fit for Shasta College and was abandoned after a few months of work. This created a small setback for the College and the search for a new Export Transform Load (ETL) tool took priority again. In January of 2019 Kourier Integrator was chosen as the replacement ETL tool and implementation began immediately. To date, this has proven to be a good choice for the College.

In mid-2019 the College experienced another setback in this project with the retirement of the Project Coordinator. This caused the project to stall. Staff continued to utilize Tableau for some reporting and dashboards were created by Institutional Technology (IT) and the Research Office for various departments on campus. Then, in early 2020, new life was given to the project. The Director of IT was reassigned to another position and part of the scope of that job is the data warehouse. The District also hired two new researchers who were committed to seeing this project through. This group started meeting again and developed an initial direction for the project by determining that an intermediate Operational Data Store (ODS) was needed before the data warehouse could be developed. The first step in this plan would be to utilize Kourier Integrator to move data from the District's student information system, Colleague, to a SQL database. The Colleague table structures were analyzed, and a list of necessary tables was created as the starting place for the ODS. 202 tables were identified, and, to date, 130 tables have been created in the new ODS. These completed tables are being updated in fifteen-minute increments with any changed data. The Research Office and IT are currently using these tables for reporting and data visualization purposes. In addition to these tables, several SQL views were built to help facilitate the use of these data. Several Tableau dashboards were also built using these data. Two examples are the [Weekly Enrollment Report](#) and the [Daily Enrollment Management Report](#). Both are used by Deans and Administration and allow for the interactive filtering of data to fit their needs.

In sum, we experienced significant gains in the beginning by developing the capacity to use modern visualization tools. Use of these tools is ubiquitous across campus, both for planning and operations. With recent progress on data infrastructure, we will rework the project plan to update timelines and needs, evaluate common data warehouse practices, and expand the use of these data and build more dashboards for use by the District staff.

## Fiscal Reporting

[ACCJC Annual Fiscal Report](#)