

Strategic Objective	Outcome	Reporting Period	Status	Updated	Results
1.1 a	Implement best practices in developmental education such as accelerated and flexible course options and English and math success academies.	2016-2017	In Progress	09/23/2017	16-17 saw increased work in this area with expanded options for acceleration, including the development of a new Math option called 102X, which combines two and one level below Math and adds a lab component. This model was modeled from Grossmont-Cuyamaca College. Representatives from that college came and trained 10 math faculty in the model and new curriculum was developed. Math faculty also met with Counselors and research staff to ensure wide understanding of the new format. Additional improvements included the expansion of SI and embedded tutoring to ensure academic success outside of the classroom. Our Multiple Measures Pilot Program also revealed great promise. Students placed through MM in English required less remediation and success rates stayed the same. Math results were not as strong as English, but we are exploring reasons for that, including that our placement procedures might not have been followed and/or reported in a consistent manner. In addition, tutoring services were expanded to our Tehama campus in 16-17 with the creation of a Tehama Learning Lab. Math Camp was also expanded and included more options for support for students throughout the district.
1.1 b	Investigate the feasibility of providing diagnostic assessments of college readiness to high school students, and, if feasible, implement a pilot program and assess results.	2016-2017	In Progress	09/23/2017	Shasta College has implemented and reviewed Multiple Measures for placement which is proving to have better results than our previously implemented assessment procedures. Consequently, we are moving away from this objective towards further implementation of transcript analysis. SSSP and Equity programming allowed for additional focus on high school students transitioning to Shasta College. Counselors were assigned regular high schools and made frequent visits. Transcript analysis for placement was expanded in the high schools. Our annual high school counselor's day included additional training on multiple measures so that students and high school counselors were aware of placement procedures. In addition, our work with Reach Higher Shasta resulted in a comprehensive training for high school counselors on college and career readiness. This was led by an outside group, Hatching Results, a nationally recognized group that trains high school counselors to better support students in the transition to postsecondary education. Additional programming to support the transition to college includes a summer bridge course, math camp and the implementation of a First Year Experience Program.

1.2 a	Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment.	2016-2017	In Progress	09/23/2017	Shasta College continues to make progress on this Objective. The First Year Experience program has progressed and the attendance at the national conference proved very helpful. Full role out is planned for 17-18. Supplemental Instruction was expanded with the addition of Equity funding and results were positive. In addition to SI, embedded tutoring was also expanded this year. This model seems even more helpful for our remedial courses and allows for a direct link back to our learning labs. Alternative course scheduling including expanded dual/concurrent enrollment, additional accelerated options and new compressed courses in the evening (ACE) continue to provide more options for our students. The assessment of our first ACE cohort indicates students in the structured, compressed sequence out performed those in traditional courses, even though the course length was shortened. This has positive implications towards our movement towards guided pathways.
1.2 b	Implement the Enrollment Management Plan and report results to College Council.	2016-2017	In Progress	09/23/2017	On May 2, 2017, College Council accepted a progress report for the 2014-2017 Enrollment Management Plan. Highlights of the plan included improved high school outreach (1.1.2, 1.1.5, 1.2.1, 1.4.6); the implementation of a Student Success Center (2.1.3) and the initiation of Hobsons / Starfish early alert and automated student education planning software (2.2.5). During the same meeting, College Council approved the 2017-2018 Enrollment Management Plan that strives to continue progress on promising initiatives. The Enrollment Management Plan is being implemented with diligence with results shared with College Council, Instructional Council and the Student Success Committee. In addition, much work was done this year on Integrated Planning which will ensure that SSSP, Equity, BSI and all other campus plans, including the Enrollment Management Plan are integrated and align with all other campus planning priorities.
1.2 c	Promote the Center for Excellence in Learning and Teaching as a hub for faculty interaction and innovation.	2016-2017	In Progress	09/26/2017	The CELT officially opened in Spring 2016 and has served as a hub for discussions surrounding student learning since that time. Countless formal and informal meetings have occurred in the space along with structured programs such as: Equity and Open Educational Resources Workshops, Active Learning Classroom Design, and Understanding by Design Discussion Group to name some examples. The Educational Technology team moved to an adjacent space to increase accessibility/visibility to faculty. The team has developed a prototype media studio and is in the planning stage for designing a media production space to include both a light board studio and a green screen studio. The plan is that this space will support and inspire further innovation.

1.2 d	Streamline and strengthen pathways to degrees and certificates and report to College Council.	2016-2017	In Progress	09/26/2017	Several departments at the college continued or began conversations about creating guided pathways to better serve students. CIS is working within its department to streamline courses and create more certificates/credentials. ECE received an Innovation Award that allowed them to create a guided pathway for entry level teachers to complete the requirements for an Associate Teacher Child Development permit in one semester. ECE partnered with the Counseling Department to embed a counselor into the ECE program so students understand the complex rules associated with licensure. The HIT and HIM programs are two more pathways to essential Health Degrees. ACE and BOLD, which will lead to additional AA and BA opportunities were also started in 16-17, and the design of each led to a 2017 Innovation Award. An additional grant received, the College Promise Grant provided additional funds to Shasta College to support streamlined Pathways, including professional development for faculty and staff and the implementation of Hobson's Starfish. Finally, a new Program Review process was fully implemented this year. Created by faculty and administration, this new process creates a framework for faculty to examine courses and programs for relevancy and productivity. All Program Reviews are sent to College Council for their feedback and review.
1.3 a	Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees through promotional efforts that include success stories of transfer students, especially those from disproportionately	2016-2017	In Progress	09/26/2017	As in years past, the number of students earning ADT's increased again in Fall 2016. The Transfer Center worked with the Marketing Department to create tools and brochures that spread the word on what is available and how to access them. Stories of transfer students are being developed. Disproportionate Impact studies have been produced looking at the demographics of students who are transferring, however, we have not looked at the amount of students from disproportionate groups that are accessing ADTs. That will be a key goal in 2017-2018.
1.3 b	In cooperation with K-12 partners, implement transfer pathways such as a college honors program, accelerated scheduling, and expanded dual and concurrent enrollment.	2016-2017	In Progress	09/26/2017	The Honors pathway continues to develop and is very well received. Shasta College is now affiliated with the Honors Transfer Council of California. Accelerated scheduling to ensure students access transfer courses in the least amount of time possible are going well and are explained elsewhere in this report. Dual Enrollment continues to grow, serving all high schools in the service region. Efforts to evaluate each of these efforts will be the focus on 2017-2018.

1.3 c	Develop required services and begin to offer upper division courses to the first cohort of students in the pilot Health Information Management baccalaureate degree program.	2016-2017	In Progress	09/26/2017	<p>Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.</p> <p>Health information management professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security. The first cohort will begin in Fall 2017</p>
2.1 a	Implement technology improvements that support instruction such as increased offerings and use of the Learning Management System and the creation of additional internet hot spots.	2016-2017	In Progress	09/24/2017	<p>The transition to Canvas was completed in Spring 2016. Faculty are generally more satisfied with the new system. The College now has two programs that it is promoting as fully online Health Information Management and Health Information Technology. Through the curriculum process additional classes are being approved for online. Data show continued growth in online enrollments from 5128 in Fall 2014 to 6923 in Spring 2017. Success rates in online courses also exceed state figures.</p> <p>The College continued to maintain the existing Wi-Fi network pending the passing of the Measure H. Measure H successfully passed. Significant resources will be dedicated to technology infrastructure including a comprehensive and robust Wi-Fi network across the campus.</p>
2.1 b	Implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty	2016-2017	In Progress	09/24/2017	<p>The statewide library system was approved in the state Community College budget in May 2017. The project will be managed by the CCC Technology Center and is in the initial phases of implementation. The Shasta College library will attempt to be one of the early adopters of the new statewide system.</p>
2.1 c	Implement expanded academic support strategies such as online tutoring for basic skills and general education.	2016-2017	In Progress	09/24/2017	<p>With the receipt of the Basic Skills Transformation grant, Shasta College was able to continue our efforts to meet this strategic initiative. Supplemental Instruction was advanced into more subject areas and equity funds were dedicated to ensure that all students knew about the resource. Embedded tutoring options, specifically tied to remedial courses in Math and English, also proved successful. The EDGE program for serving athletes in the Learning Centers also grew, adding an additional EDGE coordinator to better support our student athletes. Tehama County received funds to develop and implement a tutoring center at that campus. Net Tutoring was also widely marketed.</p>

2.2 a	Implement innovative technology-enabled student support services to ease access to existing on-line student support services.	2016-2017	In Progress	09/27/2017	<p>The Student Success Committee voted to implement Hobson's Starfish to provide technology enabled student support services including early alert and eventually the transcript audit and electronic education plans.</p> <p>In addition, a tremendous amount of work was done in 16-17 to plan for the automation of the Financial Aid experience for our students, as well as, shifting staff time to create a more one on one approach when assisting students. This would also take our office paperless, which is another key goal for the Financial Aid Office. To accomplish this goal, the campus will be implementing Campus Logic during 2018-2019 calendar and academic years. Campus Logic is a software that will streamline and increase the access for students to apply for Financial Aid at Shasta College. This software would enable students to submit documents electronically through their mobile device (cell or tablet) by completing electronic forms (with e-sign) or uploading a picture, receive text and email notifications from within their portal, and spend less time navigating the FA process. This software also enables students to continue to print out required documents if the student chooses. The software has complex programming built into the portal to only request/verify the absolute bare minimum information required by the Department of Education to collect from students who apply for Financial Aid, as well as skip logic for validating information submitted.</p> <p>Campus Logic also provides the capability to process CAL ISIRS (California Dream Act Applications) in an automated approach. The software would ultimately save the Director and Financial Aid staff time on updating the website, updating forms, programming tied to FAFSA changes/edits, only reviewing student's accounts that are ready to process, as well as explaining our cumbersome process to students.</p>
2.2 b	Implement technology innovations such as a mobile app and redesigned website to improve access.	2016-2017	In Progress	09/27/2017	<p>The college is currently searching for a web master. Revisions to the website will be implemented once the web master is in place. The implementation of the student portal remains in progress. The mobile application is in development with roll-out intended for Fall 2017.</p>

2.2 c	Develop and implement marketing strategies to increase the overall student participation rate of students living in outlying areas who take online or traditional courses.	2016-2017	In Progress	09/27/2017	We have been voted "Best College" in the Best of Tehama County for a few years running. Along with that distinctive title we place at least 4 ads between the Red Bluff Daily News/Tehama Magazine either thanking the community for their support or promoting our campus and classes in Tehama. We also build a program of classes that is inserted in the Red Bluff Daily News twice a year and we do the same for the Trinity Journal in Weaverville. In addition to the print ads we also hang street banners in Tehama (Red Bluff), Trinity (Weaverville) and Intermountain (Burney) reminding the communities that registration for classes is starting soon. We petition to hang the banners up to 3X per year at each location. For each of the extended ed campuses we also place ads in the local movie theatres promoting when enrollment/registration is happening. We have reached out as far as Corning by supporting the Corning Olive Festival with an ad in their program. Our radio ads extend to each location and we target a similar radius with our digital SEM, Facebook, and Pandora campaigns when promoting enrollment. In addition, during our enrollment efforts for F2016 we targeted students from all our service areas with direct mail postcards, texts and emails.
3.1 a	Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information.	2016-2017	In Progress	09/27/2017	In addition to the pathways work already mentioned in this and other Strategic Areas, CTE divisions have done extensive work creating "stackable credentials" so that students can earn multiple certificates on route to a degree. All credentials are directly linked to labor market information. The BAITS division has been leading these efforts. HIM and HIT are two more exciting options for students to ensure living wage jobs with career ladder opportunities.
3.1 b	Increase participation in collaborative efforts to improve college readiness as measured by local high school graduates' college going rates, remediation rates and Shasta College's transfer rates to four-year institutions.	2016-2017	In Progress	09/24/2017	In 2016-2017, Shasta College developed and received funding for North State Together which expanded our collective impact efforts to all five counties in Northern California. This will allow us to take the great work of Reach Higher Shasta and Expect More Tehama to the regional level and will help each county to create their own county-based effort. In addition, Shasta College received funds through the College Promise Innovation Grant to increase college attainment in the region. The College Promise Grant has three objectives; support College and Career readiness in high schools through the training of high school counselors, expand pathways at Shasta College to ensure students get "in and through" in a seamless process; and, expand options for BA attainment in the region. Shasta College also sought and received funds to develop programming that will target adults with some college and no degree. Taken together, these efforts will directly support this strategic objective. Data from the BSSOT grant indicate a decline in remediation for students transitioning out of the region's high schools and that progress will be tracked on-going.

3.1 c	Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/universities and develop additional partnerships with four-year institutions to increase student transfer opportunities.	2016-2017	In Progress	09/24/2017	In addition to the tremendous work being done through an increase in ADT's, innovative programming through Student Services and the Transfer Center, the college has added a new program that will develop additional partnerships with four-year institutions to increase transfer opportunities. BOLD (Bachelor's through On-line and local Degrees) is pairing Shasta College Associate degrees with specific online or in-person Bachelor degree completion programs offered through public or private universities so that students can find streamlined and affordable pathways to achieve educational and career goals. Four-year institutions have been identified for accessibility and quality, including factors such as multiple entry points during the year, affordability, length of time to degree, and regional accreditation. The Shasta College BOLD program will offer 1-unit Student Development classes students enroll in while they are a university student. These classes allow students to develop a BOLD cohort and access Shasta College campus resources (tutoring centers, the library, computer labs/internet, health center and more). In 2017, this program (in addition to ACE for adults seeking AA completion) won an Innovation Award from the California Governor's Office. Consequently, we now have a BOLD coordinator dedicated to marketing this program to all students seeking a BA option without having to leave the region. We are confident that this program, in conjunction to all other efforts, will help us to meet this strategic goal.
3.1 d	Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student engagement survey.	2016-2017	In Progress	09/27/2017	The Center for Community Engagement currently has 56 community partners that have hosted Shasta College interns. The internship course (CCE: Civic & Community Engagement) or some version of it has been offered for 8 semester serving approximately 160 students. We have held one community partner training that included 12 intern supervisors. The focus of the training was to provide best practices for serving/hosting interns. The college is also working with Reach Higher Shasta to create a Career Portal that will link students with engagement opportunities. Additional research of outcomes due to involvement is a priority.
3.2 a	Develop an online portal/platform 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	2016-2017	In Progress	09/24/2017	Database is still in construction. Additional funding for the efforts was secured through Reach Higher Shasta and EWD. The structure and design of the database and the corresponding web presence has been established. Linking all of the stakeholders has been time consuming, but the overall effort is moving forward in a positive direction. Surrounding counties in our service area are also expressing interest in participation.

3.2 b	Develop a communications plan for the community engagement web portal relevant to students, schools, businesses and other community partners resulting in a 10% increase in student work-based learning experiences.	2016-2017	Not Started	09/24/2017	This will be developed upon completion of the database.
4.1 a	Complete and/or update all necessary plans that support institutional effectiveness, such as the Technology Plan and the second phase of the Facilities Master Plan.	2016-2017	In Progress	09/27/2017	The Technology Plan was completed and approved by College Council. The 2nd phase of the Facilities Master Plan will steer the successful Bond activities. The mission statement was reviewed in accordance with the Integrated Planning Manual (IPM) and it was determined that the cycle would be extended to six years instead of three. All other planning reviews were carried out in accordance with the IPM.
4.1 b	Update the Participatory Governance Manual and assess representative groups' participation levels and understanding of the institution's participatory governance and planning processes.	2016-2017	In Progress	09/27/2017	The Participatory Governance Manual and Integrated Planning Manual were updated in 16-17 and approved by College Council. Results from the Shasta College Climate Survey indicated that nearly 94% of 2016 respondents agreed that they were aware of the Shasta College Mission statement, and 96.2% agreed that their area or department focused on achieving the college's institutional goals and objectives. However, areas for improvement include empowering all employees to have a voice in the district's participatory planning process as only 58% indicated feeling as if they had a voice in the process, compared to 65.7% in 2014 and 70.2% in 2012. Ensuring broader participation of the process will be a goal for 2017-2018.
4.1 c	Update the Staff and Faculty Diversity Plan and then assess the effects of the efforts outlined in the plan as it relates to demographics of the various employee groups.	2016-2017	In Progress	09/27/2017	In accordance with the Faculty Staff Diversity Plan, an update to the multiple measure process was delivered on May 10, 2017 to the Board of Trustees. We are working towards progress on compliance with five of the eight of the focus areas this year.

4.2 a	Develop, assess and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle with Annual Area Plans and Program Reviews.	2016-2017	In Progress	09/27/2017	Sara McCurry assumed the role of SLO Coordinator for 16-17. In Fall 2016, Shasta College adopted a 2-year learning outcomes cycle, a modification of our previous cycle in which faculty were required to assess/reflect/implement change in their courses each semester. The modified cycle is comprised of a full year of course assessment (Year 1: Assessment) followed by a full year of reflection and implementation of change (Year 2: Reflection). Each cycle year, the SLO Coordinator and SLO Committee will provide structure and support for the successful completion of learning outcomes by sponsoring related workshops, answering questions, and directing faculty to relevant resources. This modification to our SLO cycle has been approved by both the SLO Committee and the Academic Senate and will allow substantial time for Shasta College employees who assess learning outcomes to reflect upon the results of their learning outcomes assessments, dialog with others, and implement changes to their practice as necessary. Generally, the 2-year cycle will begin with an assessment year. However, in response to faculty feedback on the learning outcome process, we will begin the 2-year cycle in 2016-17 with Year 2: Reflection.
4.2 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 to select outcomes, and assess the implemented	2016-2017	In Progress	09/27/2017	Course-level Student Learning Outcomes are not publicized. However, success and retention by discipline and disaggregated by ethnicity can now be accessed through the Tableau Dashboard. The updated process for Program Reviews was approved on 11-9-16 and states: The Program Review Committee, or PRC, is defined by AP 4020. Its purpose is to analyze and assess instructional programs and to make recommendations for improvement. Such assessment may lead to one of three results: continue without qualification; continue with qualification; or discontinue. The PRC reports to the College Council. The new PRC structure will allow us to more clearly carry out this strategic goal with a direct focus on student attainment, SLOs and PLOs.
4.2 c	Plan for, develop and complete the Institutional Self-Evaluation in preparation for the next comprehensive accreditation visit in October 2017.	2016-2017	Completed	09/27/2017	In Fall 2016, under the guidance of the Accreditation Steering Committee, the District formed groups in a committee/subcommittee structure to begin the formal process of writing the self-evaluation report. Each subgroup reported back to the ALO on progress. After completing the draft of the Standards sections, the Accreditation Steering Committee gave feedback to lead authors and technical assistance was provided. After completing the draft, further input was sought through the participatory governance structure. To encourage more feedback, the draft was posted on line and two open forums were held. Requests for feedback from all stakeholders took place over the spring. The final draft was approved by the Board in July 2017.
4.2 d	Obtain specialized and regional accreditation for the baccalaureate in Health Information Management	2016-2017	In Progress	09/27/2017	Classes began in 16-17. In Fall 2016, a substantive change request was filed. We will submit for candidacy (accreditation) in Fall 2017.

4.2 e	Offer professional development activities for faculty and staff which facilitate improvements in such things as pedagogic methods, staff efficiency, leadership development and succession planning, student equity, and student learning and report to College Council, the Academic Senate and the Professional Development Committee on results.	2016-2017	In Progress	09/27/2017	Excellent progress continues to be made in this area. The Professional Development Committee supports PD for faculty and staff and the Faculty Excellence Committee oversees FLEX options. In Spring 2015, Faculty completed a Professional Development survey to determine high areas of need (Attached). This was a focus in 16-17 where offerings included SLO's and support for Canvas and on-line instruction. A campus wide effort towards maximizing the overall college culture was also started in Spring 2016.
4.3 a	Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (e.g., OPEB contributions, STRS and PERS employer contributions, the projected effects of the Proposition 30 temporary taxes expiring) while maintaining adequate reserves at a level which does not require special borrowing (e.g., TRANS borrowing).	2016-2017	In Progress	09/26/2017	The District continues to make significant progress towards this goal. During the 2016-17 year, the District updated its reserve policy allocating a general reserve of 5% with an additional emergency reserve of at least 5%. This sets a floor of 10% for District reserves. This will help ensure the District does not have to resort to short term borrowing using Tax Revenue Anticipation Notes (TRANS).
4.3 b	Pursue special funding sources outside of State funding (e.g., grants, categorical funding, general fundraising activities in partnership with the Shasta College Foundation) to enhance the District's mission	2016-2017	In Progress	09/26/2017	The district continues to exceed all expectations in this area. During 2016-17, Shasta College received 17 grants, totaling \$7,456,280 and an Innovation Award of \$2,000,000. New grant funding included TRiO Upward Bound, California College Promise Grant, and 21st Century New World of Work and Technical Assistance Provider for Employability Skills Integration.