



Shasta-Tehama-Trinity Joint
Community College District



Integrated Planning Manual



2022 EDITION



Shasta College

www.shastacollege.edu

Shasta-Tehama-Trinity Joint Community College District

Mission Statement

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

(Approved by the Board of Trustees 6/14/2017)

Institutional Goals

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

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

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

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

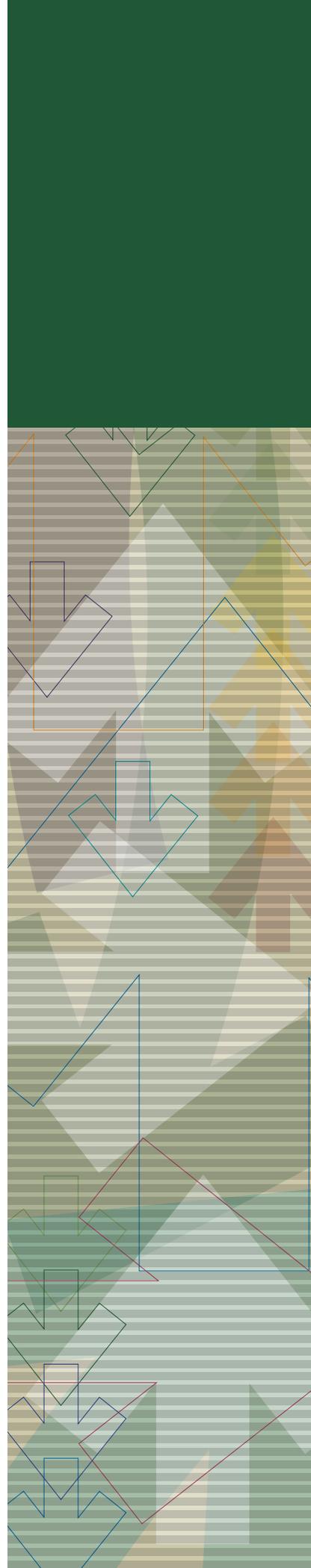
(Approved by the Board of Trustees 6/13/2012)

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Introduction

The *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual—2022/2023 Edition* describes the institution's integrated planning cycle.

- The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, goals and objectives, program review, resource allocation, plan implementation, and re-assessment.

This document begins with a description of the integrated planning cycle. Following this overview is a description of each planning component in

the cycle including the purpose, process, and timeline for each. The manual describes how the constituent groups participate in and contribute to the various components in the integrated planning cycle. This manual describes only the processes related to institutional planning. A handbook titled *Participatory Governance Manual* describes processes and procedures for aspects of District decision-making other than institutional planning.

The integrated planning cycle was developed following District-wide dialogue. The undersigned representatives of the Shasta-Tehama-Trinity Joint Community College District have agreed on the integrated planning cycle and processes described in this manual.



Dr. Joe Wyse, Superintendent/President



Cathy Anderson, Academic Senate President



Sonia Randhawa, College Council Co-chair



Dr. Frank Nigro, College Council Co-chair

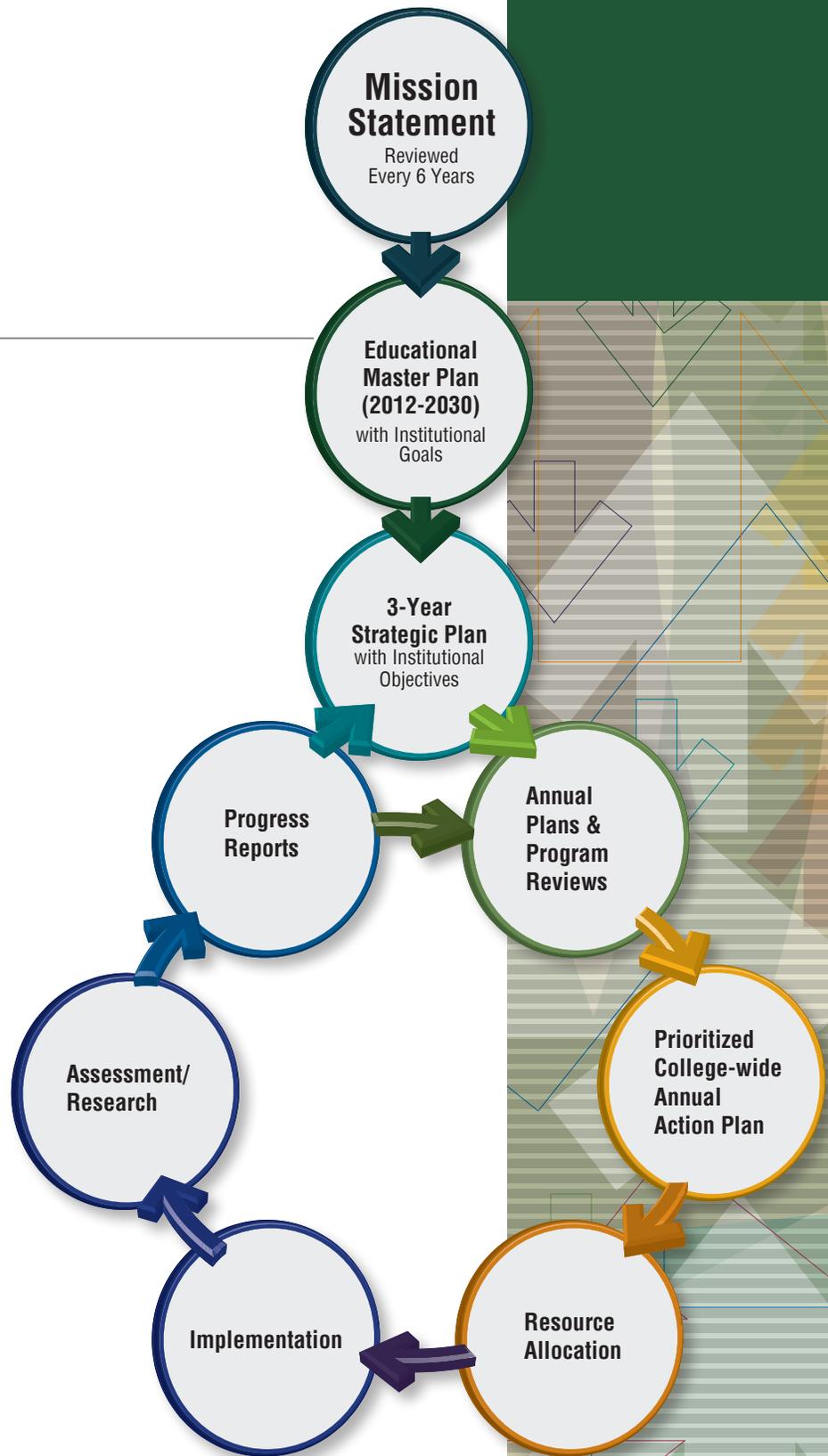
Integrated Planning Cycle

The Shasta-Tehama-Trinity Joint Community College District assesses its institutional effectiveness through planning practices that link to one another in a cycle of assessment, program review, resource allocation, plan implementation, and re-assessment.

The results of these assessments lead to improvements in the District's services to students.

The components of the District's integrated planning cycle are as follows.

- The Shasta-Tehama-Trinity Joint Community College District **Mission Statement** describes the intended student population and the programs and educational services that the District provides to the community, as well as its commitment to achieving student learning. The Mission Statement is the benchmark for measuring institutional effectiveness.
- Through the process of developing its **Educational Master Plan**, the District relies on research to assess its current effectiveness compared to the mission statement (internal scans) and to identify future challenges (external scans). Based on this analysis, the District develops Institutional Goals that articulate how the District plans to advance the mission and meet the identified current and anticipated challenges, as well as envisions future adjustments to its programs and services.



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- The Institutional Goals which were developed in the Educational Master Plan are then the foundation for the **Strategic Plan**. Through the strategic planning process, Institutional Outcomes are developed that describe specific Strategies that will be undertaken to achieve the Institutional Goals.
 - The Strategic Plan informs **Program Reviews** and Annual Plans. **Annual Plans** serve as yearly reflections and progress reports on longer term plans such as Program Review and Student Services Evaluations. In the Annual Plan, area effectiveness is assessed. Plans are developed that describe how the area will contribute to the achievement of the Institutional Outcomes which are developed in the Strategic Plan.
 - The **Prioritized College-wide Annual Action Plan** is a summary of the funding requests in Annual Plans and Program Reviews that require resource allocations as well as a prioritization of those items.
 - **Resource Allocations** include both budget adjustments and the assignment of personnel to specific tasks. Resource allocation is linked to planning at both the institutional and area levels because resources are dedicated based on both the Prioritized College-wide Annual Action Plan, the Strategic Plan, and other campus-wide planning documents such as the Facilities Master Plan, and Technology Plan.
 - **Implementation** follows planning and resource allocation (if applicable). The District implements the plans by completing the Strategies identified in the Strategic Plan, other campus-wide planning documents and the activities associated with Annual Planning and Program Review.
 - **Assessment/Research** related to planning occurs in the annual Strategic Plan update and through updates during the Annual Planning process.

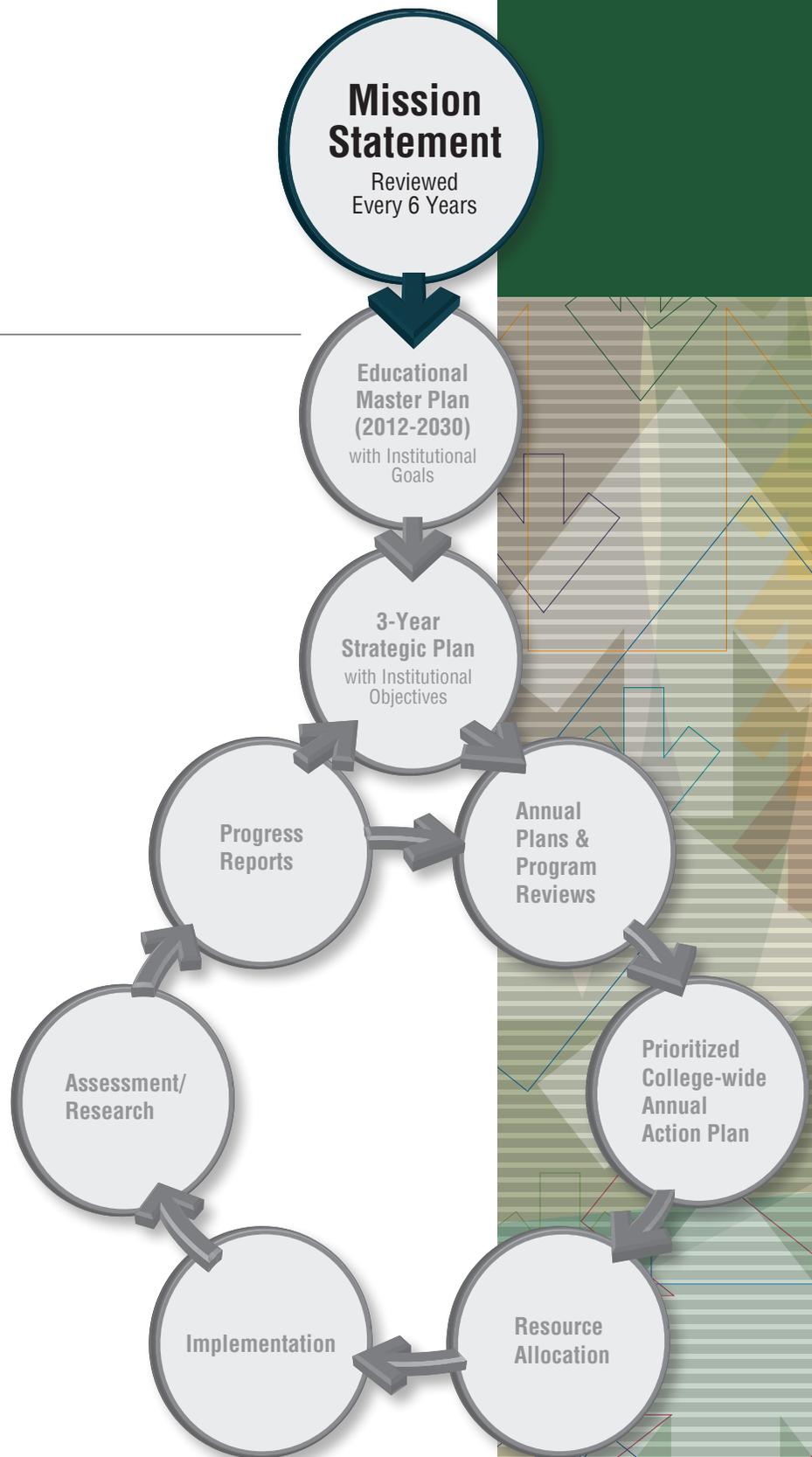
The planning processes in this integrated planning cycle are evaluated along with the decision-making processes. This evaluation is the basis for improvements to both planning processes and decision-making processes. The final section of this manual describes the process and timeline of this evaluation.

Mission Statement

The mission statement defines the institution's student population and the programs and educational services that the District provides to the community as well as its commitment to achieving student learning. Since the mission statement is the benchmark for assessing institutional effectiveness, it is the basis for the District's planning and decision-making.

The mission statement will be reviewed every six years and revised if needed. Most recently reviewed and revised in 2017, the mission statement incorporates the District's seven Institutional Student Learning Outcomes.

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





The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a District and college mission statement is:

I.A. Mission

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

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

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

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

Process and Timeline for Reviewing the Mission Statement

Every Six Years beginning late Fall: 2022, 2028, 2032, etc.

<p>November 2022 – February 2023 and every six years thereafter</p>	<p>College Council initiates the review of the mission statement by developing a process to solicit District-wide input about the mission.</p> <p>With the approval of the process by the Superintendent/President, the process is implemented.</p>
<p>March 2023 and every six years thereafter</p>	<p>College Council reviews the input and the relevant ACCJC standard on mission statements.</p> <p>Following this dialogue, College Council drafts a recommendation to revise or reaffirm the mission statement, incorporating input as warranted. Each member of College Council distributes the draft recommendation to his/her constituent group for review and comment.</p>
<p>April 2023 and every six years thereafter</p>	<p>College Council reviews the input on its draft recommendation to reaffirm or revise the mission statement, makes changes as warranted, and forwards the recommendation to the Superintendent/President.</p>
<p>May – June 2023 and every six years thereafter</p>	<p>The Superintendent/President considers the recommendation from College Council.</p> <p>If he/she supports the proposed reaffirmation of or revisions to the mission statement, he/she recommends the reaffirmed or revised mission statement to the Board of Trustees for approval.</p> <p>If he/she does not approve, collaboration and compromise continues until he/she approves. Once agreement is reached, the Superintendent/President presents the recommended reaffirmation or revision of the mission statement to the Board of Trustees for approval.</p> <p>If the Board of Trustees does not approve, the Board of Trustees will direct the Superintendent/President to charge the College Council with restarting the process. College Council will restart the process at the point that is most appropriate given the rationale for rejecting the recommended reaffirmation or revision of the mission statement.</p>

Mission Statement

Reviewed Every 6 Years

Educational Master Plan (2012-2030) with Institutional Goals

3-Year Strategic Plan with Institutional Objectives

Progress Reports

Annual Plans & Program Reviews

Assessment/Research

Prioritized College-wide Annual Action Plan

Implementation

Resource Allocation

Educational Master Plan

The Educational Master Plan is the long-term plan for the Shasta-Tehama-Trinity Joint Community College District.

The Educational Master Plan serves multiple purposes in the District's integrated planning cycle:

- To establish clear direction for the District (Institutional Goals) after projecting the internal and external trends that will impact the District.
- To provide a data-informed analysis of the District's limitations, strengths, and capabilities and based on those, offer options for the future.
- To provide a framework or foundation for the development of the other plans, including but not limited to the Facilities Master Plan and Technology Plan.
- To forge a closer relationship with the community by informing the public about the District's present situation, its needs, and its future plans.
- To support accreditation and demonstrate compliance with accreditation standards.

Conceptually, the development of the Educational Master Plan is the venue for District-wide dialogue about the future. The two primary phases of the process are:

The District analyzes data and research, using such evidence as: status of progress on Institutional Goals from the previous Educational Master Plan; current state and national trends in higher education; The strengths and weaknesses of current programs, areas, and services; long-term projections of changes in community demographics; and economic trends.

The Institutional Goals guide the allocation of District energies and resources for the term of the Educational Master Plan by serving as the basis for Institutional Outcomes identified in the Strategic Plan, Annual Plans, and Program Reviews.

The Superintendent/President may call for a revision of the Educational Master Plan or an early initiation of the Process and Timeline for Developing the Educational Master Plan, should external conditions be judged to have made a portion of or all of the Institutional Goals outlined in the Educational Master Plan inapplicable.

Institutional Goals

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.
3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of an Education Master Plan are:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

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

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

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

Institutional Effectiveness

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

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

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

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

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

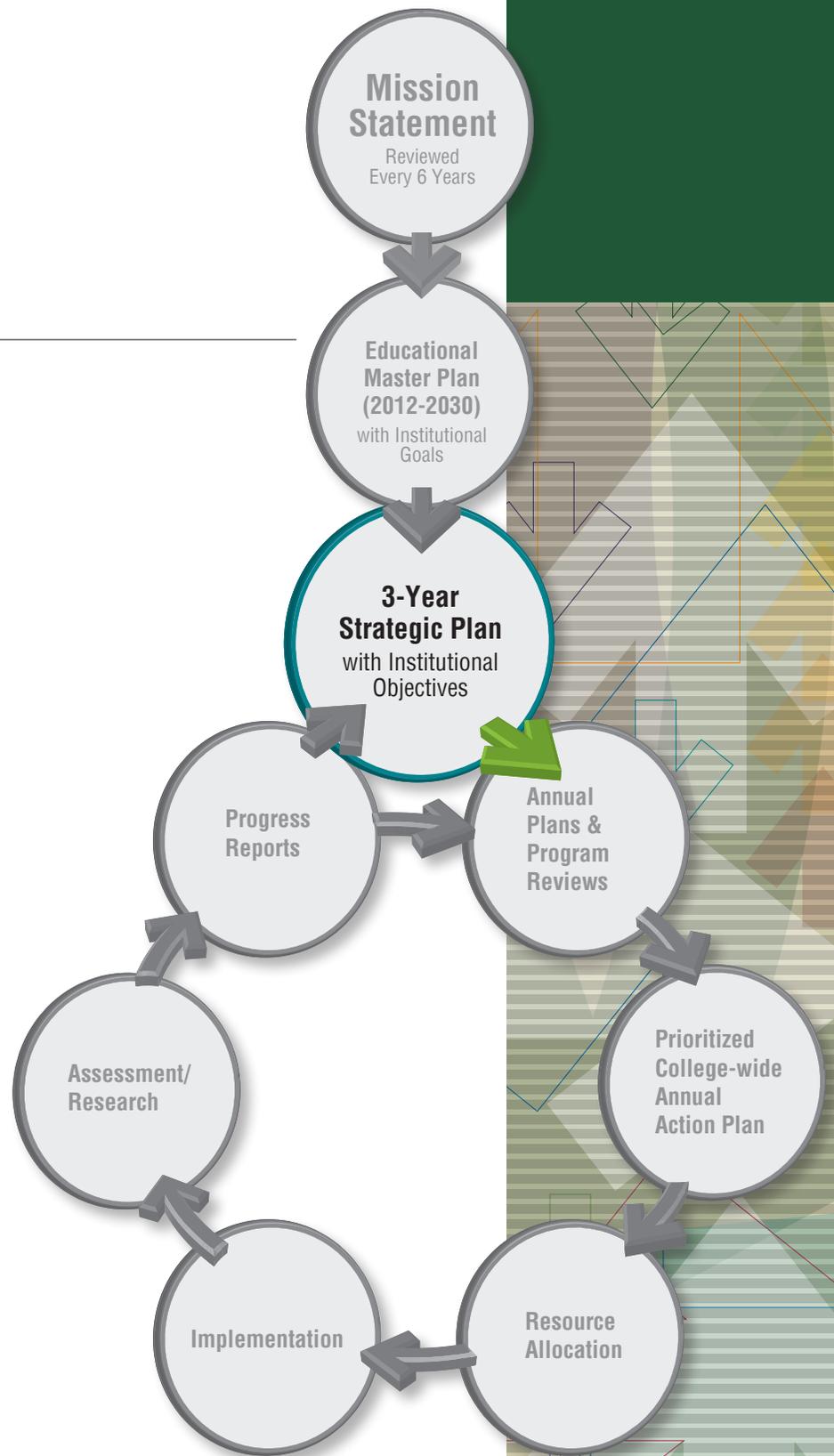
3-Year Strategic Plan

The 3-Year Strategic Plan is the District’s short-term plan.

In this plan, the Institutional Goals established in the Educational Master Plan are the basis for deriving Institutional Outcomes and Strategies that describe how the Institutional Goals will be achieved. Through this sequence of steps the Institutional Outcomes are linked to the mission:

Mission → Assessment of the District’s effectiveness in meeting its mission → Identification of challenges → Institutional Goals → Institutional Outcomes

Strategic plans have a three-year term and each term concludes at the close of spring semester for the identified year. Beginning with the *Shasta-Tehama-Trinity Joint Community College District Strategic Plan 2012-2015*, a total of six strategic plans will be developed under the umbrella of the *Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012-2030*.



The primary components in the strategic plan are:

- **Institutional Goals** developed as part of the Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012-2030 are broad statements that articulate how the District intends to address current and anticipated challenges.
- **Institutional Outcomes** describe how the Institutional Goals will be achieved.
 - **Responsible Administrator** identifies the administrator assigned with the responsibility to launch, oversee, and complete the Strategies. The responsible administrator may complete the Strategy solely or may collaborate with others to complete the associated activities. The assignment of a responsible administrator is essential for accountability.
 - **Target completion date** conveys the timeline for the completion of the Strategy. As such, the target completion date conveys the District's priority to the Activity and therefore to the Institutional Outcome and Institutional Goal.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development of strategic plans is:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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

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

Institutional Effectiveness

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

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

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

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

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





Annual Planning and Program Reviews

The Strategic Plan guides specific actions via Outcomes and Strategies and informs Annual Plans and Program Reviews.

Academic Programs

For Academic Programs, Annual Plans serve as yearly reflections and progress reports for the Comprehensive Program Review. Annual Plans are used for short-term planning and resource allocation, and call for individual programs, such as Communication Studies, which is a single degree program, or academic clusters, such as Early Childhood Education, which has two degrees and two certificates, to conduct analysis and reflection every year. There are two steps to this process.

1. Reflection on previous Annual Plans and Program Reviews: Conduct a summative assessment that shows either evidence of improvement from previous plans, no improvements, or not enough time to allow for improvement. In short, the review and reflection communicate with evidence what has already happened. This data-informed information is used, in part, to develop the current year's Annual Plan.
2. Consider new inputs: Relevant data on performance indicators related to student success, including program and student learning outcomes, is the basis for assessing program strengths, weaknesses, opportunities, and challenges.

Gleaned from the two steps above, in conjunction with the Comprehensive Program Review as appropriate, a new annual plan is developed that aligns with the Strategic Plan. Requests for funding needed to implement the plan are included along with descriptions of how they will be used to improve student learning or student support services or advance institutional goals.

The annual plans and summary assessments also serve to inform the Comprehensive Program Review.

Student Services and Support Areas

Program Evaluation and Annual Planning occurs within other service and support areas as well. Each unit takes the opportunity to reflect on previous plans and conduct an assessment of performance as it relates to Institutional Goals and Outcomes. The Annual Plan will include specific actions that the area will undertake to contribute to the achievement of Institutional Goals and/or Outcomes and Requests for funding needed to implement the plan; and Requests for additional staff positions (beyond current budgeted staffing levels).

The Accrediting Commission for Community and Junior Colleges standards most relevant to Annual Plans and Program Reviews are:

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

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

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



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

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

Standard III.A.5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Standard III.B.4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Standard III.D.2. *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

¹ Career technical education programs complete labor market needs assessment for the career technical education program and rates of students' successful completion of degrees and/or certificates every other year as part of their annual plan.

Prioritized College-wide Annual Action Plan

The Prioritized College-wide Annual Action Plan is a consolidation of funding requests prepared by the Instructional Council, Student Services Council, and Administrative Services Council.

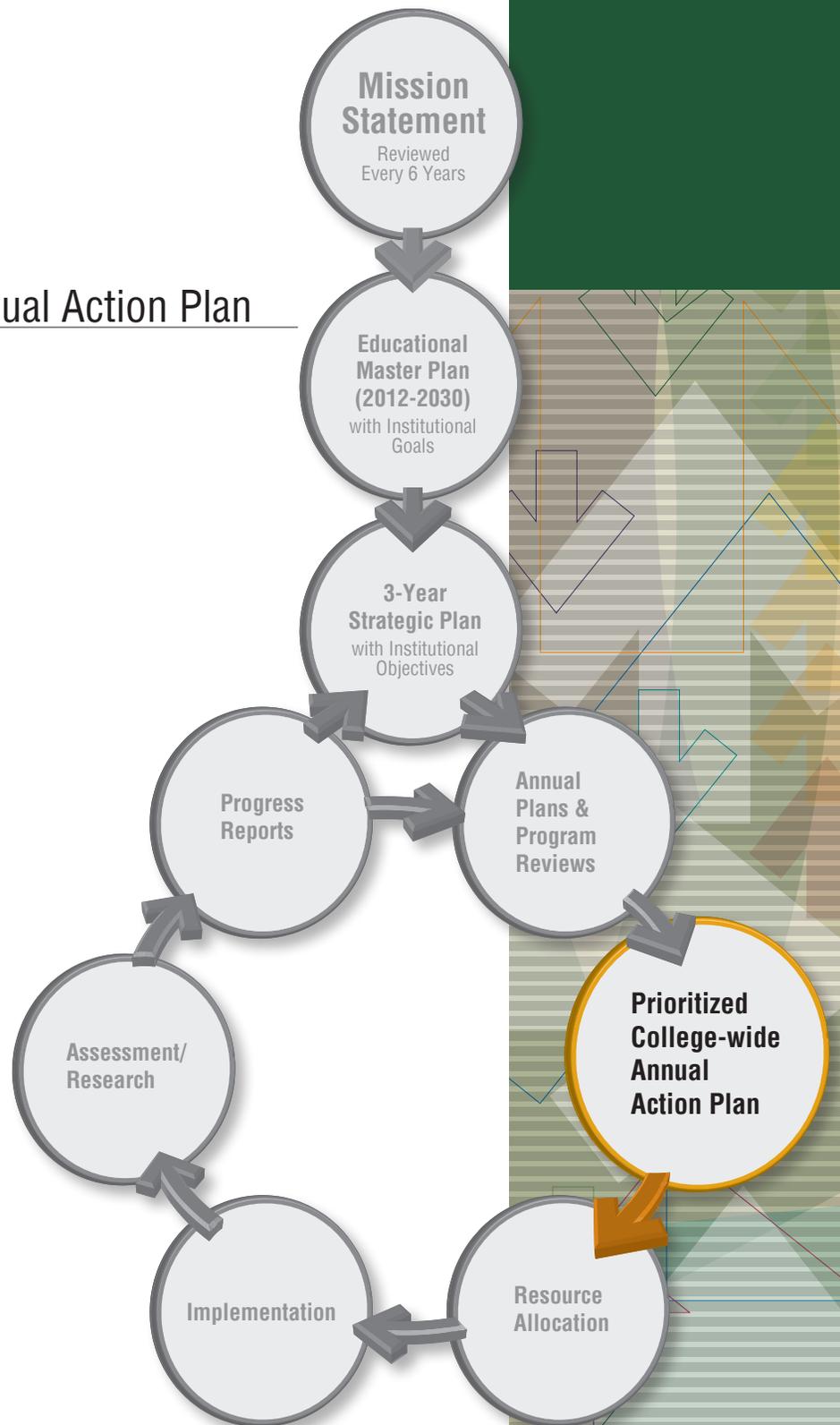
The College Council receives the three Summary Plans and shares them with other relevant groups, such as the Facilities Planning Committee, Budget Committee, and Technology Planning Committee, for information and for their input on funding requests. College Council then reviews the three Summary Plans as well as input from other committees as appropriate and prepares the Prioritized College-wide Annual Action Plan that includes a college-wide prioritized list of Funding Requests that require significant human resource prioritization from other departments or new resource allocations of \$2,000 or more.

Refer to the Resource Allocation page in this manual for a description of the Resource Allocation Rubric that is used to establish college-wide priorities.

The Prioritized College-wide Annual Action Plan is linked to the Institutional Goals and Institutional Outcomes in two ways:

Priorities for funding are established through the Resource Allocation Rubric (see the next section on Resource Allocation) Scorers are asked to provide the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Outcomes and/or that are the result of student learning outcome assessment.

The funding requests identified in the Summary Plans and consolidated in the Prioritized College-wide Annual Plan address how areas will contribute to the achievement of the Institutional Goals and/or Institutional Outcomes.





Resource Allocation

Resource allocations align with the Shasta-Tehama-Trinity Joint Community College District mission and provide the resources needed to accomplish Institutional Goals and Institutional Outcomes. There are three primary means by which resource allocation is linked to the planning process. First, College planning documents such as the Facilities Master Plan, the Technology Master Plan, and the Strategic Plan are the primary guides for decision-making and resource allocation. All plans are developed with broad-based input through the governance process, linked to Institutional Goals and Outcomes, and are on a regular review cycle. Second, resource allocation occurs through resource requests associated with Annual Planning and Program Review, which are also linked to Institutional Goals and Planning documents. A parallel process occurs for categorical programs such as Strong Workforce and Perkins, where funding restrictions limit expenditures to a narrow range of programs and purchases. Third, resource allocation occurs through the Faculty Hiring Priorities Process as outlined in Administrative Procedure 7210.

Institutional priorities for budget adjustments arising out of Annual Planning and Program Review are ranked using the Resource Allocation Rubric and reviewed by College Council. Final determination of funding availability is made by the President in consultation with the Cabinet.

Resource Allocation Criteria:

Strong link to advancing Institutional Goal or Institutional Outcome (0-6);

Identified as a need based on measurement of a student learning outcome or service area outcome (0-6);

Number of students of student impacted (0-6);

Safety (0-6);

Accreditation or legislated mandate (0-6);

Highly ranked in Division/Area (0-4).

In summary, resource allocations are linked to Institutional Goals and Institutional Outcomes in the following ways:

1. They have direct links to Institutional Planning documents, which are derived from Institutional Goals
2. The Annual Plan and Program Review funding requests include the requirement that areas address how they contribute to the achievement of Institutional Goals and/or Institutional Outcomes.
3. The Annual Plans and Program Review funding requests are prioritized by College Council using a rubric that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Outcomes and/or that are the result of student learning outcome measurements.

Since Institutional Goals reflect the District's commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning.

The Accrediting Commission for Community and Junior Colleges standards most relevant to linking resource allocations to planning are:

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

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

Standard III.D.1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

Standard III.D.2. *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*



Implementation

Implementation refers to the initiation of and follow-through on the Strategies identified in the *Shasta-Tehama-Trinity Joint Community College District 3-Year Strategic Plan* and the planning activities identified in the Prioritized College-wide Annual Action Plan.

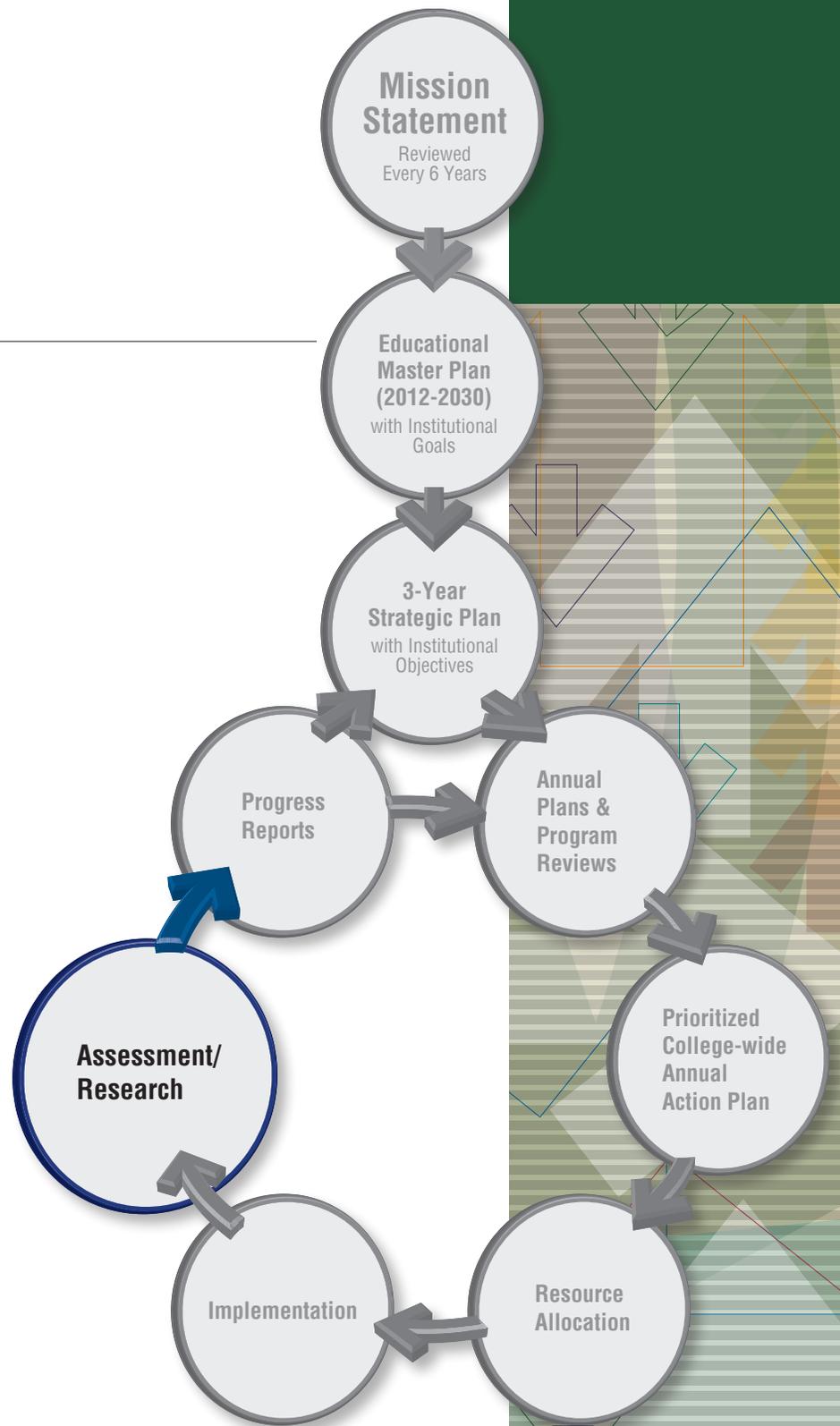
Related to planning, the responsible administrator assigned to specific Activities in the 3-Year Strategic Plan is expected to:

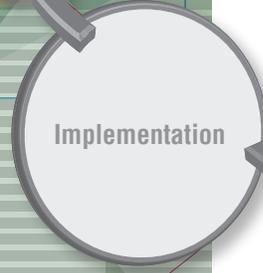
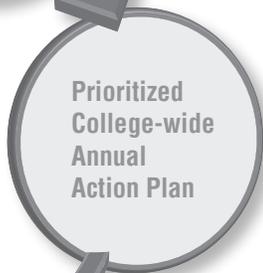
- Manage the timelines for the Strategy;
- Develop appropriate processes;
- If a Strategy requires funding, request that budget adjustment through the Annual Plan;
- Provide data and other types of evidence to assess the levels of success following Strategy implementation; and
- Document the progress on completing the Activity to contribute to the preparation of the annual Shasta-Tehama-Trinity Joint Community College District Progress Report on 3-Year Strategic Plan.

The timelines for implementation of the Activities vary, and therefore there is no single process and timeline for this component in the integrated planning cycle.

Assessment/Research

Assessment of activities that arise from Program Review, Students Services Evaluation, or Annual Planning occurs through Program Review and Annual Planning processes.





Progress Reports

Progress reports document the annual assessment of the District’s progress toward meeting its Institutional Goals. College Council collaborates with the Office of Research to prepare a progress report on the Strategic Plan annually. The Progress Report on the 3-Year Strategic Plan informs the internal and external community about progress on the Outcomes and Strategies identified in the Strategic Plan. This report is distributed District-wide and is part of the data used to prepare subsequent Educational Master Plans and Strategic Plans.

The Progress Report on the 3-Year Strategic Plan includes three components:

1. A brief summary of the Outcomes from the planned activities and strategies that have taken place in the past year directed to achievement of the Institutional Objectives;
2. An analysis of progress on the vision goals which are used as broad indicators of progress on the strategic plan and meeting the mission;
3. Changes to the Activities for the coming year based on the assessment of the current year’s work.

Progress on other areas of planning are documented in the Annual Planning process for each program or operational area. This progress report reinforces and sustains a District-wide dialogue on long-term and short-term goals. As such, they are an essential accountability component in the integrated planning cycle.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the production of annual progress reports is:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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

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

Institutional Effectiveness

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

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

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

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

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

Evaluation of Planning and Decision-Making Processes

The District assesses its planning processes and decision-making processes simultaneously and in alignment with the Accrediting Commission for Community and Junior College's standards.

The Shasta-Tehama-Trinity Joint Community College District's integrated planning cycle was fully articulated in spring-summer 2012 with implementation of all components of the cycle beginning in fall 2012. The District has established decision-making processes and in fall 2012 developed a decision-making handbook titled *Participatory Governance Manual* to communicate these processes District-wide.

Assessment of the planning processes and decision-making processes is conducted annually and periodic revisions are made in an effort to improve.

All approved revisions are documented with updates to the *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual* and the *Participatory Governance Manual*. Since the inception of the Integrated Planning Manual, only a few substantive changes have been approved. These changes are primarily meant to enhance the link between Annual Planning and Program Review and improve the planning timeline.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

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

Standard IV.A.7. *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Appendix 1 Planning Calendar – Overview

(tasks are marked in the year that the work occurs)

	Mission	Educational Master Plan	3-Year Strategic Plan	Annual Plans & Program Reviews	Prioritized Col-lege-wide Annual Action Plan	Progress Report on 3-Year Strategic Plan	Evaluation of Planning & Decision-Making Processes
2010-11	X			X		X	
2011-12		X	X	X		X	
2012-13				X (revised)	X (new)	X	
2013-14	X			X	X	X	X (new)
2014-15			X	X	X	X	X
2015-16				X	X	X	
2016-17	X			X	X	X	
2017-18			X	X	X	X	X
2018-19				X	X	X	
2019-20				X	X	X	
2020-21			X	X	X	X	X
2021-22				X	X	X	
2022-23	X			X	X	X	
2023-24			X	X	X	X	X
2024-25				X	X	X	
2025-26				X	X	X	
2026-27			X	X	X	X	X
2027-28		X		X	X	X	
2028-29	X	X		X	X	X	
2029-30		X	X	X	X	X	X



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